

students' good state in the usual classroom practice. Once they encounter competitions, exams and other major scenes, they will feel uncomfortable, and the psychological state will be seriously out of balance and appear the phenomenon of "performance anxiety".

**Subjects and methods:** Among the 50 college students of different majors in different grades, 20 were mild anxiety, 20 moderate anxiety, 10 severe anxiety, 25 boys and 25 girls, and 18 to 24 years old. The contents of vocal music teaching are as follows: Tell the students about the aim, significance and method of the intervention in music teaching in colleges and universities, let the students choose their favorite music from the music library according to their own hobbies, and let the professional vocal music teachers guide them. During the course, the students are encouraged to try more, never strike the students, observe the students' psychology and give professional suggestions in time. According to the results before and after the fusion teaching intervention, the students' behavior observation and treatment diary, the music psychological intervention was examined by observation, feedback and comparison. Counselors, peers, and family and friends were available to the students to learn about their treatment outcomes.

Generally speaking, because the students with behavior disorder are depressed, they are not aware of taking part in music activities actively. Therefore, we consider to adopt listening method in the early stage of intervention, and the real listening should be listening with the heart, not only rational listening. Then choose narrative meditation music. Under the hint of the teacher, let the music help students to understand the background of the real depression. Later period chooses the bright, open, positive music generally. Let the students go to the positive and optimistic situation together with the music emotion. Additional, later period also can consider to use remake a law. Guide the students to carry out some percussion music practice, let them feel the rhythm of tension stimulation, to alleviate and stabilize anxiety.

**Results:** According to the results of the survey, the study analyzed whether the students' mood was stable, whether their mentality was normal, whether communication was smooth and whether they could communicate with others actively.

The results of this test shall be determined by means of 1 to 3 grades and quantitative influence values of specific factors, 1 indicating irrelevance, 2 indicating general influence, and 3 indicating great influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation values of 50 college students shall be adopted and the average value shall be taken, and the results shall be rounded off. The specific statistical table is shown in Table 1.

**Table 1.** Students' preference for traditional music

Groups	Emotions	Mindset	Communication
University student	3	3	2

**Conclusions:** The results showed that the anxiety and behavior disorder symptoms of the students were significantly improved after the intervention of vocal music teaching. Music is a special language with physiological, therapeutic, emotional and memory effects, which can regulate the physiological functions of respiration, circulation and endocrine system. Its effects on human psychology are complex and varied. The intervention of integrated teaching also aroused the willingness and enthusiasm of the students to participate in the intervention treatment, and promoted the students to take the initiative to study.

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## APPLICATION OF PAINTING ART IN ALLEVIATING CHILDREN'S NEGATIVE EMOTIONAL DISORDER

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**Background:** The art of painting is a tool of nonverbal expression. Children in the painting, can freely play, from the experience to observe the fun around things, and then enhance their observation ability and practical ability. In addition, painting can help children to show their subconscious emotion and conflict in the form of painting, so that children's negative emotions can be catharses in painting, thus helping children know themselves. At the same time of painting, children can communicate with their peers, and improve their interpersonal skills. Based on the actual needs of children with mental disorders, this paper discusses the important role of painting art in the group work of children with mental disorders, hoping to provide group support and improve the ability of children to appreciate beauty.

**Objective:** In addition to the lack of love and care of relatives, children with mental disorders also face some difficulties in social interaction. Although some children with mental disorders have poor academic

performance, they are full of interest in drawing, sports and other activities, but the class hours of such courses are not enough to give them enough time and space to carry out relevant group activities. In order to perfect the social communication network of children with mental disorders, enhance their sense of self-worth, and provide a platform for peer support, this study set up a painting group. Activities mainly in the summer and winter vacation, aims to carry out interest groups in painting, enriching the holiday life of children with mental disorders, to provide them with warm humanistic care.

**Subjects and methods:** In order to ensure the effectiveness and sustainability of the group services, the group consisted of 20 children aged over 10 with mental disorders. The group regards painting as a tool of expression, which enhances the communication and cooperation among the group members. Let the group members show themselves and express themselves in painting. This group activity altogether has six sections, divides into three stages, each stage has the specific link and the goal. The preliminary work of the group is mainly to promote the children with mental disorders to meet and know each other, to jointly feel and learn the beauty of painting, and to enable the children with mental disorders to slowly open their hearts in a free and relaxed atmosphere. In the middle period, as the key period of the group's development, the workers shall help the group members to show themselves and express themselves in the middle period of the group's work, and let the individuals consciously project their emotions into the paintings, and guide the children with mental disorders to feel and express the beauty of painting. In the later period of the group's work, the workers mainly guide the children with mental disorders to exert their imagination in an unrestrained group atmosphere, draw paintings with their own subconscious consciousness, and help the children to recall the beauty of painting. Group activities are mainly to promote the members to get to know each other, build trust with each other, and jointly develop group goals, group contracts, group expectations. In a fun environment, children with mental disorders will gradually drop their defense mechanisms and develop a sense of identity and belonging to the group. In order to help the members to know themselves, to enhance the social communication, to solve the conflicts and conflicts among the members. Later, the main task is to consolidate and strengthen the team's harvest, summing up the whole process of group activities. Experienced the first two stages of the group, the relationship between members of the group has been more mature and stable, members of the painting gradually have their own understanding. At the end of the group, the worker guides the group through the group's journey and shares their gains and shortcomings. Group members work together to draw the growth wish tree, and then use simple pictures to look forward to personal expectations. Each group member shares the last drawing in the group, the worker carries on the summary, affirms the group member to work hard in the group activity, and proposes the expectation, hoped that the group member can deal with the setback positively, expresses oneself bravely, promotes the social interaction ability. At the end of the group, according to the performance of the group members, the workers need to conduct simple coaching and tracking, so that the group members can apply the art of painting learned in the group to life and study. After the activity, compared with the children's psychological emotions before the activity, and analyzed the children by the way of interview, the impact of painting art in alleviating children's negative emotions.

**Results:** According to the results of the survey, this study analyzed the children's moods in the art activities, mood change and improve communication.

In order to reduce the large error caused by individual subjectivity in the evaluation, the evaluation values of 20 children shall be adopted and the average number of the results shall be rounded off. The specific statistical table is shown in Table 1.

**Table 1.** Influence of painting art on children's negative emotional disorder alleviation

Group	Mood	Emotion	Communication
Emotionally handicapped child	3	3	2

**Conclusions:** Painting is a simple and interesting way of expression, the creator's layout on the paper, pen and ink, color collocation, the form of expression has its unique significance. While drawing works, psychologically handicapped children also reveal part of their cognition in their subconscious, which urges workers to know psychologically handicapped children more intuitively. Applying the art of painting to the group activities of children with mental disorders can provide effective services, further understand the inner world of children with mental disorders, provide a platform for them to learn art and improve their aesthetic ability, and enhance their self-confidence in the art of painting.

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## COGNITIVE STRATEGIES OF MEMORY IMPAIRMENT BASED ON MATHEMATICS THEORY TEACHING OF COLLEGE STUDENTS

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**Background:** Memory impairment is a condition in which an individual is unable to remember or recall information or skills. It may be permanent or temporary memory impairment caused by pathophysiological or situational causes. Memory, including memory, maintenance, reproduction, has a close relationship with neuropsychological function. Based on neurophysiological and biochemical studies, memory is divided into transient memory (within minutes and seconds), short-term memory (several days) and long-term memory (months and years). Memory and forgetting are accompanied by time law and selectivity. Memory is the most important factor in students' learning. Therefore, it can be imagined that memory disorder affects students' learning. For a long time, the attention and research on the students with memory impairment has always been a major issue in education, which is related to the improvement of teaching quality. With the development of quality-oriented education in our country, higher requirements are put forward for the ability of applying and exploring mathematical knowledge. The problem of memory impaired students has existed for a long time, which is a practical problem we must face in the process of promoting quality education. Under the current educational phenomenon of students with memory impairment, the teaching work should not only lead the students with memory impairment to advance in a higher direction, but also do a good job in the transformation of students with memory impairment, find out the causes of students with memory impairment, apply the right medicine to the case, fully tap students' learning potential and cultivate students' thinking ability and exploring ability. This is of great significance to the development of mathematics education, but also the development of education people-oriented intrinsic requirements.

The most common form of mathematical knowledge is concept, which is the basic point of teaching content, the starting point of logical derivation theorem, formula and rule, the starting point of establishing theoretical system, the basis of understanding and mastering mathematical theory and method, and the learning of mathematical concept is the basic premise for students to learn mathematics. The effect of students' learning mathematics concept directly affects students' understanding and mastering of mathematics knowledge, and relates to the cultivation and improvement of students' mathematics ability. The reason why students have difficulties in math's learning is complicated, but the teaching practice shows that students cannot grasp math's concepts well is the important reason for their difficulties in mastering math's concepts. But people have not discussed the reason why they have difficulties in mastering math's concepts deeply. The study of math's concepts learning is basically based on ordinary students, and there is little difference between the groups of students.

**Objective:** The so-called students with learning difficulties in mathematics hereinafter referred to as the students with learning difficulties, refers to the students who have normal intelligence and are in normal teaching environment, and whose mathematics learning level is relatively low among the same group, and fail to meet the requirements of the corresponding mathematics teaching syllabus prescribed by the State. This definition takes into account not only the external conditions of learning, but also the internal changes of students. Some of them are problems of mathematical ability, referring to those students who spend more time and energy than other students to acquire mathematical knowledge and skills. Some of them are due to other problems, such as the environment, motivation and psychological problems such as interest and confidence in learning mathematics. There are also problems such as the accumulation of knowledge such as the foundation of mathematics is not solid. But their common performance is unable to grasp the mathematics syllabus of secondary school the corresponding knowledge and ability, mathematics learning effect is low, its main characteristics in the individual cognitive, affective and behavioral systems.

**Subjects and methods:** Random selection of 100 college students for investigation, age is not limited, gender is not limited, professional is not limited. Choose the same mathematics professional teacher, teach the same class, and after the lesson summary and test, record the results of the 100 students. The 100 students were divided into control group and experimental group according to the test scores, 50 students in each group. There was no significant difference between the experimental group and the control group in terms of learning achievement and other indexes before the experiment. Continue to teach the second course for mathematics teachers, the experimental group used cognitive psychology into mathematics teaching, the control group only used the normal traditional teaching methods. The teacher should treat the two groups of students equally. Video surveillance throughout the course. At the end of the course, two groups of students were tested. The two tests were compared and the gap between the two tests was analyzed. After the contrast, the experimental group students improved significantly. The interview was conducted from the following three aspects: First, whether the application of cognitive psychology has an