

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

impact on motivating students to study or not. Second, whether the application of cognitive psychology promotes the cultivation of students' interest in learning. Third, whether the application of cognitive psychology can significantly improve students' academic performance. The Influence of statistical cognitive psychology of Excel on mathematics theory teaching of college students.

Results: In the results of this survey, 0 indicates irrelevant, 1 indicates slight influence, 2 indicates general influence, 3 indicates obvious influence, 4 indicates sufficient influence, and the obtained statistical table is shown in Table 1.

Table 1. Effects of cognitive psychology application on mathematics theory teaching of college students

Factor	Motivating learning	Raise one's interest in study	Improve one's academic performance
Student	4	4	4

Conclusions: Let the mathematics difficult student grasp in the memory the strategy. In addition to repetition, the key strategy to keep knowledge or information is to encode the information. Using representation to encode the information and encode the information according to the meaning are two effective strategies. Should let the mathematics difficult student learn through the observation concept characteristic, obtains the bright semblance, helps the memory. Learn to classify and encode, or code, memorized concepts according to their meanings and associations to facilitate retention and recall.

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ANALYSIS OF PRECISE ASSISTANCE POLICY ON ALLEVIATING EMPLOYMENT ANXIETY OF COLLEGE STUDENTS

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Background: With the enlargement of the enrollment scale and the increase of the number of college graduates, the employment of college graduates has become the focus of attention of the society, especially the graduates who have difficulties in finding jobs, and has become the focus of attention of the government and colleges. The government and colleges and universities have issued a series of supporting policies and documents for those who have difficulties in finding jobs. However, because of different factors, there are many and complicated reasons for the difficulties, and the current supporting policies and documents are not enough to solve the existing problems. How to effectively solve the problem of employment of college graduates, but also need the government, colleges, society and other joint efforts. It is generally believed that college graduates with difficulties in employment refer to those who are in a weak position in psychology, body, study, economy and comprehensive quality. Such groups have the willingness to work, but due to objective or subjective reasons, it is unable to successfully achieve employment, mainly in the following types: First, the students from families with financial difficulties are vulnerable groups when they graduate to seek employment. Second, the incorrect concept of employment also affects college students' job hunting. Third, with the development of social economy, today's employers on the recruitment of student's comprehensive quality requirements. Fourth, physical disability or psychological problems. Among them, psychological problems are particularly important. Part of the students with employment difficulties have psychological problems. In recent years, the proportion of graduates with psychological problems is increasing. Some graduates face the psychological pressure of job hunting when they graduate, which causes anxiety, perplexity and depression.

Objective: At present, with the economic development and the enlargement of the number of college graduates, the requirement of the society for the quality of talents is higher and higher, the employment competition is more and more fierce, and the grim employment situation of college students has become an indisputable fact. Helping the graduates with employment difficulties to get employed smoothly is the most important job in colleges and universities. In recent years, under the education administrative department's vigorously impetus, the university graduate employment help work has obtained the considerable progress, has obtained the rich experience. At the same time, there are also some problems, such as paying more attention to help but neglecting to prevent the formation of graduates, lack of employment support system. The existence of these problems has affected the smooth employment of graduates. Therefore, it is of great practical significance to probe into the new mode of employment support for college graduates, establish the mechanism of quality control, ideological guidance, career and employment guidance.

Subjects and methods: Since the popularization of higher education in China, in the process of rapid