

achievements in China's colleges and universities, but there are few scientific and technological achievements that can be profitable or useful to the society. Most scientific and technological achievements have very low economic and social benefits and do not have transformation value. Then, there are deficiencies in the innovation consciousness and R & D ability of Chinese enterprises. They have poor ability to absorb, digest and transform scientific and technological achievements, and are unable to transform some scientific and technological achievements that are difficult to produce. Finally, the transformation mechanism of scientific and technological achievements in colleges and universities is not perfect, resulting in low power of transformation of scientific and technological achievements. This paper analyzes the reform ideas of the transformation of scientific and technological achievements, and puts forward some suggestions, so as to promote the development of scientific research in colleges and universities, improve the transformation rate of scientific and technological achievements, and also promote China's scientific and technological progress.

Objective: There are a large number of scientific and technological achievements in colleges and universities in China, but the transformation rate of scientific and technological achievements in colleges and universities is less than one quarter, and the actual industrialized scientific and technological achievements are less than 5%. Compared with the transformation rate of more than 75% of scientific and technological achievements in developed countries such as Europe and America, there is still much room for progress in scientific research in colleges and universities in China. This paper analyzes the reform ideas of the transformation of scientific and technological achievements, and puts forward some suggestions, so as to promote the development of scientific research in colleges and universities, improve the transformation rate of scientific and technological achievements, and also promote China's scientific and technological progress.

Research objects and methods: A questionnaire was developed according to the reform suggestions, 48 university researchers were invited to evaluate these indicators, and some suggestions were added or deleted according to the suggestions of researchers.

Research design: The validity of the questionnaire was evaluated by orthogonal rotation method, KMO measure and Bartley sphere test, and then the reliability of the questionnaire results was evaluated.

Methods: The relevant data were processed and analyzed by IBM SPSS software.

Results: The reliability test results show that the reliability of the questionnaire is good, as shown in Table 1. The questionnaire results have high reliability.

Table 1. Reliability test of questionnaire survey

Factor	Kaiser-Meyer-Olkin	Bartlett's spherical test		
	Measurement sampling appropriateness	Approximate chi square	df	Significance
Value	0.967	8214.402	353	0

Conclusions: Scientific research in colleges and universities is not only an important driving force to promote scientific and technological innovation in China, but also an important part of scientific research in China. With the increasingly strong scientific and academic atmosphere, China's colleges and universities produce a considerable number of scientific and technological achievements and innovative technologies every year, but the transformation of scientific and technological achievements is not satisfactory. This paper analyzes the reform ideas of the transformation of scientific and technological achievements, and puts forward some suggestions, so as to promote the development of scientific research in colleges and universities, improve the transformation rate of scientific and technological achievements, and also promote China's scientific and technological progress.

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OPTIMIZATION PATH OF TEACHING QUALITY ASSURANCE IN HIGHER VOCATIONAL COLLEGES BASED ON COGNITIVE IMPAIRMENT

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Background: At present, the teaching quality assurance of higher vocational colleges in China is mainly to monitor the internal teaching process. However, under the influence of the thinking set of traditional habits, most people still keep the teaching quality above the traditional cognition. With the continuous

development of society, higher vocational education has not established new talent standards and quality standards, mainly following the previous teaching quality evaluation methods and quality monitoring contents. Today, with the promotion of the popularization of higher education and the construction of scientific development, if we only evaluate the teaching quality of higher vocational colleges through previous standards and methods, and do not fully consider various factors affecting the education and teaching quality of higher vocational colleges, it will be difficult to restrict the improvement of teaching quality, and the college students trained by colleges and universities will also be difficult to meet the quality requirements of the new era, college students are also unable to meet the needs of human and social development. Research shows that there will be 50 million patients with cognitive impairment worldwide in 2018, and it is predicted that it will increase to more than 80 million in 2030. However, there are no effective drugs to improve the symptoms of patients with cognitive impairment. Some scholars pointed out that the teaching methods of physics and cognitive stimulation can effectively alleviate the process of college students' cognitive impairment. In recent years, teaching quality assurance in colleges and universities began to focus on improving students' mental health problems, especially students' cognitive impairment. The training quality of talents is inseparable from the teaching quality of higher vocational colleges. The teaching quality of higher vocational colleges also determines the training quality of college students, and the training quality of college students also reflects the teaching quality of the school. Therefore, the optimization path of teaching quality assurance in higher vocational colleges should focus on the mental health problems of college students. Only by solving the mental health problems of college students, colleges and universities can better improve the training quality of college students. Therefore, it is necessary to study the guarantee ways of education and teaching quality in higher vocational colleges based on cognitive impairment.

Objective: To explore the optimization path of teaching quality assurance in higher vocational colleges based on cognitive impairment, and to provide an effective non drug treatment scheme for the clinical treatment of college students with cognitive impairment.

Subjects and methods: 240 college students with cognitive impairment in 4 higher vocational colleges were selected and divided into experimental group and control group, with 120 students in each group. There were 64 boys and 56 girls in the experimental group, with an average age of (21.1 ± 1.2); There were 68 boys and 52 girls in the control group, with an average age of (21.0 ± 1.1) years.

Research design: The intervention time was 2 months. The patients in the experimental group were given education on teaching quality assurance in higher vocational colleges, and the patients in the control group were given routine teaching in higher vocational colleges. Two months later, the cognitive impairment of college students before and after the intervention was compared, and the neuropsychiatric symptom questionnaire (NPI) and Alzheimer's Disease Collaborative Research Ability of Daily Living scale (ADCS-ADL) were used to judge the cognitive impairment of college students before and after the intervention of teaching quality assurance in higher vocational colleges based on cognitive impairment.

Methods: The relevant data were calculated and counted by Excel software and SPSS 20.0 software.

Results: As shown in Table 1, the ADCS-ADL baseline scores of the experimental group and the control group decreased significantly in the first and second months ($P < 0.05$). There was no significant difference in ADCS-ADL baseline scores between the two groups ($P > 0.05$). The ADCS-ADL scores of the experimental group at the first and second months were significantly lower than those of the control group ($P < 0.05$).

Table 1. Comparison of ADCS-ADL scores between the two groups in different periods

Group	Experience group	Control group	<i>t</i>	<i>P</i>	
ADCS-ADL	Baseline	64.58±7.53	66.36±8.46	2.081	0.518
	Month 1	56.23±7.54*	60.15±9.18*	4.037	5.157
	Month 2	54.74±8.12*	57.15±10.34*	0.041	0.036

Note: compared with the baseline ADCS-ADL score of this group, * indicates $P < 0.05$.

Conclusions: The optimization path of teaching quality assurance in higher vocational colleges should focus on the mental health problems of college students. Only by solving the mental health problems of college students, colleges and universities can better improve the training quality of college students. The talent training mode is the educational method or working method adopted to achieve the training objectives. Higher vocational colleges should build the talent training mode from the aspects of focusing on the training objectives of talent psychological quality, based on the combination of schools and enterprises, conducive to students' employment, formulate practical talent training schemes, organize and carry out teaching work, and improve the talent training level and education and teaching quality of the school.

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RESEARCH ON THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING STUDENTS' EMPLOYMENT ANXIETY

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Background: University is a special stage for students. At this stage, students not only begin to contact various views and theories in society, but also start to consider employment. In addition, the interpersonal communication in universities has changed greatly compared with the learning stages of junior middle school and senior high school. Many college students can't adapt to this change and become silent and poor at communication. To sum up, in the university stage, college students need to face academic pressure, employment pressure, family pressure, interpersonal pressure and many other pressures at the same time. Among these pressures, employment pressure is undoubtedly the most direct and the greatest pressure on students. In the confusion and worry about the future, some students have employment anxiety, which not only affects their normal study and life, but also damages their physical and mental health. Therefore, finding a way to alleviate the employment pressure of students is of great significance to the healthy development of students.

Ideological and political education refers to the society, or social groups, through certain guiding ideology to improve political views, ethics or ideas, so that students can get purposeful, planned and organized ideological education, so as to enable students to establish a correct outlook on life, values and world outlook. College students' ideological and political education curriculum is an important part of college students' moral education. At the same time, it is also an important way to improve college students' ideological and moral cultivation, psychological quality and cultivate correct moral concepts, legal concepts and humanistic concepts. Therefore, ideological and political education plays an important role in the teaching system of colleges and universities. For college students, ideological and political education in colleges and universities mainly has the following functions: First, standardize the moral standards of college students, so as to improve the moral behavior level of college students. Today, with the continuous development and progress of science, technology and economy, the teaching modes and methods of colleges and universities are also constantly innovating and changing. At the same time, they also pay more attention to cultivating college students to develop good moral behavior. After a long time of training, nowadays, the moral behavior level of college students is generally high, and widely spread in the society through practice, which has improved the moral behavior level of the society. Secondly, the democratic consciousness of college students is constantly improving. In the process of the continuous development of democratic politics in China, most local college students have a certain sense of democracy. In learning activities, contemporary college students are also more willing to participate in the management of classes or campuses. In addition, with the social transformation and ideological emancipation, the sense of ownership of contemporary college students is also improving, and the concept of autonomy and self-improvement is increasingly recognized. They advocate to be recognized by the society with an independent personality. Finally, in the process of the continuous development of market economy, the social environment has the characteristics of diversity and inclusiveness. Under the influence of Ideological and political education in colleges and universities, the pragmatic and rational values among college students are gradually popularized, and college students pay more attention to practical work. Ideological and political education in colleges and universities can cultivate high-quality talents for the society, so as to make due contributions to the society. This paper studies and discusses the impact of Ideological and political education in Colleges and universities on alleviating students' Employment anxiety, in order to find an effective way to alleviate the employment pressure of college students, improve students' psychological quality, provide high-quality talents for the society and promote the development of society and economy.

Objective: In the confusion and worry about the future, some students have employment anxiety, which not only affects their normal study and life, but also damages their physical and mental health. This paper studies and discusses the impact of Ideological and political education in colleges and universities on alleviating students' employment anxiety, in order to find an effective way to alleviate the employment pressure of college students, improve students' psychological quality, provide high-quality talents for the society and promote the development of society and economy.

Research objects and methods: 80 students from a university were selected as the research objects, and the mental health status of students was evaluated by Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Symptom Checklist 90 (SCL-90).

Study design: 80 students were randomly divided into study group and control group, with 40 students in each group. Among them, the students in the research group join the ideological and political education in