

cognitive impairment refers to the insufficient cognition of Chinese investors on quantitative investment and the lack of corresponding theoretical knowledge and practical experience. Therefore, exploring the development trend of quantitative investment under the background of cognitive impairment and studying its enlightenment to China can promote the development and improvement of quantitative investment in China, and then reflect the changes of China's financial market to some extent, facilitate the government's macro-control, ensure the stability of China's financial market and promote the steady development and prosperity of China's financial market.

Objective: To explore the development trend of quantitative investment under the background of cognitive impairment and study its enlightenment to China, which can promote the development and improvement of quantitative investment in China, and then reflect the changes of China's financial market to some extent, facilitate the government's macro-control, ensure the stability of China's financial market, and promote the steady development and prosperity of China's financial market.

Research objects and methods: 65 investors were selected as the research objects, and a questionnaire was developed to investigate the research objects. The questionnaire contains a number of items related to the development trend of quantitative investment in China and China's financial market. According to the results of the questionnaire, the impact of the development trend of quantitative investment on China's financial market is evaluated.

Research design: 20 financial experts were invited to evaluate the questionnaire, and some questionnaire items were deleted according to the expert evaluation. Through the orthogonal rotation method, KMO measure and Bartley sphere test are used to evaluate the validity of the questionnaire, and then evaluate the reliability of the questionnaire results. According to the results of the questionnaire, this paper evaluates the impact of the development trend of quantitative investment on China's financial market.

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

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

Table 1. Reliability test of questionnaire survey

Timing	Communication ability score		t	P
	Research Group	Control group		
Before teaching	57.1±10.2	56.4±11.1	0.246	0.752
After teaching	85.3±8.4	57.9±12.4	8.572	0.001
t	8.72	0.453	-	-
P	0.001	0.654	-	-

Conclusions: At present, China's quantitative investment is still in the primary stage, there is little practical experience in quantitative investment, the relevant theories of quantitative investment are relatively backward, and the steps and procedures of quantitative investment are relatively simple. Exploring the development trend of quantitative investment under the background of cognitive impairment and studying its enlightenment to China can promote the development and improvement of quantitative investment in China, and then reflect the changes of China's financial market to some extent, facilitate the government's macro-control, ensure the stability of China's financial market and promote the steady development and prosperity of China's financial market.

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CAUSES AND COUNTERMEASURES OF COLLEGE STUDENTS' ENGLISH LEARNING ANXIETY BASED ON COGNITIVE IMPAIRMENT

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Background: Cognitive impairment generally refers to the disorder of memory and learning caused by the abnormality of high-level brain activities related to human learning, memory and thinking. People with cognitive impairment are often accompanied by pathological symptoms such as aphasia, apraxia, agnosia and disability. In principle, the normal operation of the cerebral cortex is the basis for human cognitive

ability. Any factor that will cause abnormal operation of the cerebral cortex may lead to cognitive impairment.

Foreign language learning anxiety has been widely concerned by language researchers. At present, the study of anxiety in the process of second language learning has attracted considerable attention abroad. Some foreign scholars believe that foreign language learning anxiety is a unique and complex psychological phenomenon in language learning, which refers to the unique and complex self-knowledge, beliefs, emotions and behaviors related to classroom language learning and produced in the process of language learning. Through a large number of empirical studies, researchers at home and abroad show that different forms of anxiety sometimes promote second language learning, but it produces more obstacles. It makes students deliberately avoid learning English, be hostile to English learning, and even completely tired of English. However, most studies focus on how foreign language learning anxiety affects foreign language learning efficiency and skills, as well as the factors affecting foreign language learning anxiety. However, there are few domestic studies on how to reduce foreign language learning anxiety. Although some researchers also try to give some suggestions to reduce students' anxiety in the process of foreign language learning, most of them focus on reducing anxiety through students' emotional factors. Therefore, this study investigates the relationship between cognitive impairment and foreign language learning anxiety, in order to provide some reference value for finding effective methods to reduce students' foreign language learning anxiety.

Objective: Both anxiety psychology and cognitive impairment will affect human learning ability and memory ability. Therefore, this study attempts to use the methods of questionnaire and interview to analyze the impact of cognitive impairment on college students' English learning anxiety, and provide some countermeasures and suggestions to reduce anxiety.

Subjects and methods: 10 universities were randomly selected from China, and then 200 college students who agreed to participate in the study and suffered from psychological symptoms of English learning anxiety were randomly selected, of which 100 students also suffered from cognitive impairment. The students with cognitive impairment were divided into the experimental group and the other students were divided into the control group. The two groups were investigated with a questionnaire based on the foreign language learning classroom assessment anxiety scale, and then some students in the experimental group were randomly interviewed one-on-one to understand the causes of their anxiety.

Results: After the questionnaire survey and interview, students' English learning anxiety was divided into three levels according to the total score of the questionnaire: those whose anxiety value was lower than 70 were classified as mild anxiety, those whose anxiety value was between 70 and 104 were classified as moderate anxiety, and those whose anxiety value was higher than 104 were classified as severe anxiety. The statistical results classified by anxiety level are shown in Table 1.

Table 1. Survey results of foreign language learning classroom assessment anxiety scale of two groups of students

Anxiety level	Experience group		Control group	
	Number of people	Average score	Number of people	Average score
Mild anxiety	16	60.4	37	61.4
Moderate anxiety	46	85.2	42	84.1
Severe anxiety	38	120.9	21	118.2

As shown in Table 1, the number of students with cognitive impairment in the experimental group with moderate and severe English learning anxiety is significantly higher than that in the control group. Then the interview results of the students in the experimental group are counted, and after sorting out the data, Table 2 is obtained.

As shown in Table 2, the influence degree of each reason on English learning is divided into: no influence, slight influence, general influence, obvious influence and full influence. The reason for the anxiety of students with cognitive impairment is that they are worried that they can't understand the teacher's curriculum and teaching materials, have difficulty communicating with their classmates, and can't keep up with the class progress.

Conclusions: As a foreign language teaching worker, we must clearly realize that college students' anxiety in the process of foreign language learning exists objectively and cannot be completely eliminated, but we can reduce or reduce the level of anxiety as much as possible. Through this investigation, it is found that improving students' cognitive impairment can have a certain effect on reducing students' English learning anxiety. In the interview, it is found that many respondents will feel nervous in the English test. At the same time, the questionnaire results show that the subjects agree that if they spend more time on

English learning, their confusion will be reduced, which also shows that adequate preparation can effectively reduce students' anxiety. Moreover, college students in China generally lack learning plans and goals, rarely reflect on the learning process, and have poor self-assessment ability. Therefore, the author believes that in the future college English teaching, teachers should combine the actual situation of students, break their cognitive barriers as much as possible, help students learn English more effectively and form good learning habits.

Table 2. Interview results of experimental group

Causes of anxiety	Proportion of people with influence on English learning (%)				
	No effect	Slight impact	General impact	Obvious influence	Full impact
Worry about not understanding the teacher's Curriculum	5	25	44	19	7
Worried about communication difficulties with classmates	4	15	35	42	4
I'm afraid I can't understand the content of the textbook	26	40	23	8	4
I'm afraid I can't keep up with the class	23	42	28	6	2

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STUDY ON THE CURRICULUM OF EARLY SYMPTOM DETECTION OF PERSONALITY DISORDER IN PRESCHOOL EDUCATION

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Background: Personality disorder is a psychological disease that originates from childhood or adolescence and continues to adulthood. Researchers generally believe that it is formed by the influence of early traumatic experience on the basis of biological genetic factors. Personality disorder does not only occur in the period of severe depression, nor can it be explained by dysthymia. It is mainly a feeling of continuous depression, depression, listlessness, unhappiness, worthlessness, guilt or chagrin. Patients maintain a negative, pessimistic, derogatory and critical attitude towards themselves and others. Some studies have shown that personality disorders stem from early disappointment or loss of experience with guardians, so that patients expect too much of others or tend to pursue the perfection of things. Some scholars also pointed out that the early risk factors related to personality disorder mainly include three categories: First, early traumatic experience, second, bad parental rearing behavior, and third, bad parent-child relationship. Adolescent stage is the key period of personality formation and development. Personality disorder not only deeply affects and restricts teenagers' physical and mental health, but also a huge hidden danger of campus safety and social stability and harmony. It has become an urgent social psychological and behavioral problem to be solved. Therefore, this paper takes primary school students as research samples to study the experience of parental rearing style and parent-child relationship, in order to explore the early symptom detection of children's personality disorder.

Objective: From the three early risk factors of personality disorder, this study discusses the relationship between early trauma experience, parental rearing style, parent-child relationship and the symptoms of personality disorder, in order to explore the detection of early symptoms of children's personality disorder.

Subjects and methods: 2000 students from grade 3 to grade 6 in 10 primary schools in a city were selected, 2000 questionnaires were distributed, 1600 were recovered, and the recovery rate was 80%. Among them, there were 850 boys, 750 girls, 389 in grade 3, 411 in grade 4, 372 in Grade 5 and 428 in Grade 6. There were 784 urban students and 816 rural students. All the students were aged from 6 to 13 years, with an average age of 9.18 ± 2.61 years.

Research design: All students were given questionnaire analysis, including personality diagnosis questionnaire, childhood rearing and abuse experience questionnaire, parental rearing style questionnaire, attachment questionnaire, etc. to study the relationship between parental rearing style, parent-child