

and entrepreneurship ability, and then form a vicious circle. The manifestations of depressive symptoms are diverse and have strong destructive power to the patients themselves, including persistent depression, helplessness and priceless sense of life, loss of interest in daily life, energy regression and life fatigue, memory regression, insomnia, suicidal tendency and so on. As a serious psychological phenomenon after the frustration of entrepreneurship, depressive symptoms will weaken patients from multiple perspectives such as patients' emotion, patients' life motivation and patients' learning ability, making patients entangled in emotional problems for a long time, difficult to cope with common life events in life and lose the ability to continue working and learning. The depressive symptoms of college students in the process of entrepreneurship will bring a devastating blow to their career. By exploring the adverse effects of depressive psychosis on college students' innovation and entrepreneurship ability, we can trace the psychological causes from the psychological symptoms, apply the medicine to the case from different angles, dredge the frustration of college students, improve the anti-frustration ability and personal psychological quality of entrepreneurial college students, so that college students will not affect their personal life due to depressive psychosis when facing the frustration of entrepreneurship, go to extremes.

Objective: For college entrepreneurs, depressive psychosis will bring a devastating blow to their living ability and entrepreneurial ability. By exploring the adverse effects of depressive psychosis on College Students' innovation and entrepreneurship ability, this paper analyzes the impact and characteristics of depressive psychosis in college students' entrepreneurial behavior, and then traces the causes of symptoms to help college students find the root causes of depressive symptoms, so as to improve college students' anti frustration ability and personal psychological quality in the process of entrepreneurship.

Subjects and methods: This study carried out the experiment in the form of questionnaire survey. The questionnaire objects are mainly college students in the process of entrepreneurship. Through the investigation and statistics of the depression status of entrepreneurial college students, this paper analyzes the different effects of depression symptoms in the process of entrepreneurship.

Study design: The questionnaire of this study is mainly composed of three parts. The first part is the impact of different depression on college students, the second part is the causes of depression, and the third part is whether the respondents have participated in psychological counseling and what are the types of counseling channels. This study distributed questionnaires to 200 college students in the process of entrepreneurship, of which 18 were not successfully recovered and 182 were successfully recovered.

Methods: In this study, excel standard form was used to sort out and count the questionnaire data.

Results: The impact of depressive psychosis on college students' innovation and entrepreneurship is shown in Table 1.

Table 1. The influence of depressive psychosis on college students' innovation and entrepreneurship ability

Depressive characteristics	Persistent depression	Sense of worthlessness	Lose interest in life	weariness	Insomnia symptoms
Degree of adverse effects	3	4	2	3	4

In Table 1, among the depressive emotions, the greatest impact on college students' entrepreneurial ability is the sense of priceless value and insomnia, followed by persistent depression and fatigue. Different types of depression have different effects on college students. Psychological counseling should be carried out according to the actual situation of college students.

Conclusions: Depressive psychosis will have different types of malignant effects on college students' innovation and entrepreneurial ability. The analysis of image characteristics can help college students trace the psychological causes of depression in the process of psychological counseling, and use different adjustment methods to conduct psychological counseling for different types of depression, so as to reduce college students' negative psychology in the process of entrepreneurship and improve the comprehensive psychological quality of entrepreneurial college students.

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RESEARCH ON THE TREND OF CHINESE INTERNATIONAL EDUCATION FOR PEOPLE WITH COGNITIVE IMPAIRMENT IN SOUTHEAST ASIA

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Background: Chinese education has a long history in Southeast Asia, but until today, there are still a

series of problems in Chinese International Education in Southeast Asia, and the Chinese education system for people with cognitive impairment is not perfect. The problems are mainly reflected in the following aspects. Firstly, more and more people with cognitive impairment participate in Chinese training in Southeast Asia, but the Chinese teaching team in the region is not enough to deal with a large number of students. Chinese education for people with cognitive impairment requires relevant teachers to have knowledge in the field of Chinese education and cognitive impairment at the same time, while the local teachers generally have low professional titles and insufficient professional level. Secondly, in the Chinese education for people with cognitive impairment, Southeast Asia has not achieved systematic unification. The diversified education system leads to the separation of education methods, which is very unfavorable to students' learning. Thirdly, the financial and human investment in Chinese education in Southeast Asia is generally insufficient, the teaching equipment is not updated in time, the teaching environment is simple, and the attention to Chinese teaching is not enough. This situation directly leads to the generally low quality of Chinese education, coupled with the pathological weakness of people with cognitive impairment in language learning and memory, resulting in slow learning progress and serious deficiencies in students' learning efficiency and quality. Fourth, the compilation of Chinese textbooks for people with cognitive impairment in Southeast Asia is particularly weak. Many textbooks are directly transported from Chinese textbooks by compilers. They have not experienced special adjustments for people with cognitive impairment, and there are many versions. The textbooks cannot be consistent, which often slows down the learning progress of students in the teaching process. The above problems partly come from the imperfection of the Chinese education system in Southeast Asia, and partly from the lack of special teaching methods for people with cognitive impairment. No matter which one will cause great obstacles to the Chinese learning of people with cognitive impairment. Therefore, in order to improve the Chinese learning quality of people with cognitive impairment in Southeast Asia, we must improve the defects according to the actual situation and improve the Chinese teaching system for special people.

Objective: The imperfection of Chinese education system and incorrect methods for people with cognitive impairment directly led to the low quality of Chinese learning of students with cognitive impairment in Southeast Asia. This study starts with different Chinese education majors, and explores the problems that still need to be improved in Southeast Asia by analyzing the students' satisfaction with the learning experience in different majors.

Subjects and methods: This study uses the method of questionnaire to make statistics on the learning experience of students in different Chinese majors, and analyzes the trend of Chinese International Education among people with cognitive impairment in Southeast Asia through sorting out and statistical survey data.

Study design: The questionnaire survey of this study is mainly divided into two aspects: On the one hand, the satisfaction of students with cognitive impairment with the quality of Chinese teaching and the overall experience in the learning process. On the other hand, the change trend since the establishment of various majors of Chinese education. This paper analyzes the trend of Chinese education for people with cognitive impairment in Southeast Asia and the impact of Chinese teaching system on students' learning status. In this study, 400 questionnaires were distributed to Chinese students with cognitive impairment in Southeast Asia, and 388 valid questionnaires were successfully recovered.

Methods: After collecting the questionnaire, this study integrates the effective data, and uses Excel software to analyze the trend of Chinese International Education among people with cognitive impairment in Southeast Asia.

Results: Among different types of Chinese majors, the proportion of students dissatisfied with the Chinese teaching system in Southeast Asia is shown in Figure 1.

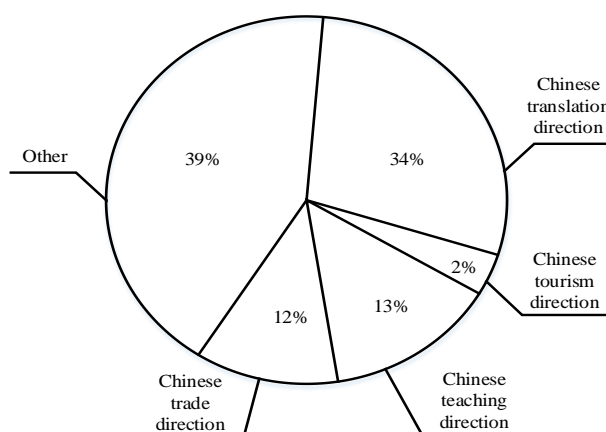


Figure 1. Proportion of students dissatisfied with the Chinese teaching system in Southeast Asia

Among the different majors in Figure 1, the Chinese translation major is dissatisfied with the Chinese teaching system. This is because the Chinese translation major has high requirements for language accuracy, and the teaching quality of the existing Chinese teaching system cannot meet this requirement. Most of the students in other parts of the figure come from scattered Chinese education institutions, there are also many people dissatisfied with the Chinese education system.

Conclusions: The habit of Chinese education in Southeast Asia has a long history, but it is still unable to integrate a Chinese teaching system that can effectively educate people with cognitive impairment, which directly leads to the low learning quality and efficiency of students with cognitive impairment and the low comprehensive learning level. By studying the trend of Chinese International Education for people with cognitive impairment in Southeast Asia, we can find out the key to the problem and provide help for the self-correction, self-integration and self-development of the Chinese teaching system.

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CHINESE MODERN AND CONTEMPORARY WOMEN'S INTERPRETATION OF LITERARY AESTHETICS UNDER EMOTIONAL BARRIERS

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Background: Emotion includes a series of broad emotional states, which are composed of trait emotion and state emotion. In the trait dimension of personality, introversion and extroversion and neuroticism are most closely related to emotion. The change of emotional components provides the necessary psychological background and state for behavioral activities. It is to promote the individual's susceptibility to positive and negative emotional states. It often changes accordingly with the change of situation and need satisfaction. It is an important driving factor for the potential creativity of the reactant to be transformed into realistic creative behavior and results. Affective disorder, also known as bipolar disorder (BPD), is a mental disease with high prevalence, high recurrence rate and serious suicidal tendency. It is characterized by abnormal emotional regulation alternately by excitement and depression inhibition, as well as cognitive defects, sleep / arousal abnormalities, a high proportion of comorbidities and functional impairment, accompanied by certain impulsive aggression. Affective disorder can occur at any age. Drug treatment can better control the disease, but the effect is slow. The continuous cognitive impairment caused by affective disorder will lead to serious functional disability.

Different times and cultures can have different aesthetic orientations. Literary aesthetics is the main body in an active state of psychology. In a specific mood time and space and under the condition of historical and cultural infiltration, the observation, perception and judgment of the beauty of literary creation is the artistic value of spiritual products created according to the writer's aesthetic ideas and artistic laws. Philosophical, symbolic, the value pursuit of truth, goodness and beauty and the poetic realm of the blending of emotion and reason are the important characteristics of literary aesthetic attributes. Literary aesthetics is a multi-level and multi-dimensional value embodiment. Different readers have different interpretations of literary works due to their different personalities and different ability to perceive value, which makes them pay different attention to different emphases in the appreciation of literary works. Female audiences have more delicate and rich emotions, have better imagination ability, and are more vulnerable to the influence of literary works. Their reading sensitivity is mostly concentrated in the emotional expression in literary works. Contemporary women with affective disorders are difficult to control their emotional fluctuations independently, are easy to have differences in understanding some written expressions in literary works, and their creative thinking is limited, which affects their feelings of literary aesthetic ability and interpretation of literary value.

Objective: In order to better understand the contemporary women with emotional disorders' interpretation of values and symbolic meanings in literary aesthetics and the differences of thinking modes, after incorporating different evaluation dimensions, to explore the influence of positive and negative emotions on their creativity and aesthetic ability, in order to better provide suggestions for improving the aesthetic differences caused by diseases.

Research objects and methods: 150 female patients with different degrees of affective disorders and 150 normal women in a hospital were selected as the research objects. The stratified cluster sampling method and control experiment were used to analyze the differences in literary aesthetic interpretation of