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## CURE OF COLLEGE STUDENTS' COGNITIVE IMPAIRMENT CAUSED BY THE REFORM OF FOREIGN LANGUAGE TEACHING MANAGEMENT SYSTEM IN COLLEGES AND UNIVERSITIES

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**Background:** College students have cognitive barriers in reading, listening and writing in the process of foreign language learning. In the learning process of these aspects, reading accounts for a large proportion. Foreign language learning materials are far more than audio-visual materials in terms of text materials. Although there are many learning materials, college students' accumulation in pronunciation, grammar and vocabulary is very fragmented and scarce. They know little about the essence of reading, master less theoretical knowledge and reading skills, and have poor oral English ability, so they can't carry out daily foreign language communication. College Students' enthusiasm for foreign language learning is not high, and teachers do not pay much attention to college students' positive emotions in learning. In addition, the process of foreign language writing involves psychological cognition, social interaction and thinking creation. In the actual process of foreign language teaching, foreign language writing is separated from college students' real life and personal experience, resulting in college students' psychological cognitive obstacles. Negative emotions such as tension, fear and boredom will gradually arise when learning a foreign language, these negative emotions are extremely unfavorable to college students' foreign language learning. If we do not solve these problems, even if teachers and students pay more energy, it will be futile.

**Objective:** To reform the foreign language teaching management system by using cognitive teaching method, transfer the teaching center to college students' psychological activities, and promote the improvement of college students' enthusiasm. When college students make mistakes in the process of foreign language learning, teachers and students analyze the mistakes together. Teachers should be kind, gentle and allow students to make mistakes, so as to help college students enhance their self-confidence and enthusiasm in foreign language learning and create a suitable psychological environment for college students. Teachers train college students' listening, speaking, reading and writing ability by making good use of multimedia and network technology, build a real language scene for students under the teaching media such as slide show, video and film, and enhance the sense of integration of college students. In addition, under the improved evaluation mechanism of schools and education departments, teachers and college students can practice and innovate foreign language learning methods with more confidence.

**Research objects and methods:** The research objects are college students majoring in foreign languages in colleges and universities. Using stratified cluster random sampling, students majoring in foreign languages in different grades are randomly selected from 9 colleges and universities, and 650 questionnaires are distributed. The number of returned questionnaires and effective questionnaires are 635 and 627 respectively. The questionnaire recovery rate and effective rate are 97.69% and 96.46% respectively. The questionnaire is jointly prepared by a number of experienced English teachers. The scoring method adopts the hundred-mark system. In order to eliminate the influence of subjective factors, the average value of the relevant score is selected. 60 is the pass line. A score lower than 60 indicates that college students' foreign language ability is poor, and a score higher than 60 indicates that college students' foreign language ability is better. The data collected from the questionnaire are statistically processed by SPSS software to analyze the application effect of the reform of foreign language teaching management system.

**Results:** After sorting out the data collected from the questionnaire, SPSS software was used for analysis and processing, and the scores of college students' foreign language ability after the reform of foreign language teaching management system were obtained, as shown in Table 1.

**Table 1.** Scores of college students' foreign language ability after the reform of foreign language teaching management system

Gender	Listening ability	Reading ability	Oral ability	Writing ability
Male	85.61	95.65	86.26	88.37
Female	87.58	96.01	86.14	91.43

In Table 1, male college students majoring in foreign languages scored 85.61 points, 95.65 points, 86.26 points and 88.37 points in foreign language listening ability, reading ability, oral ability and writing ability

respectively, while female college students majoring in foreign languages scored 87.58 points, 96.01 points, 86.14 points and 91.43 points in foreign language listening ability, reading ability, oral ability and writing ability respectively. On the whole, foreign language majors have better foreign language ability. In terms of reading ability, both male and female college students have higher scores than the other three foreign language abilities.

**Conclusions:** After the reform of foreign language teaching management system, the cognitive impairment of foreign language majors in listening, reading, speaking and writing has been greatly improved, the listening, reading, speaking and writing ability of college students has been significantly improved, and they have a strong interest in foreign language learning.

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## RESEARCH ON THINKING OBSTACLES FROM THE PERSPECTIVE OF LABOR ECONOMICS

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**Background:** Labor economics is an important branch of modern economics, and it is a discipline that explores the labor market and its behavior to study social and economic problems and economic benefits. With the development of information economics, microeconomics, econometrics, sociology and other related disciplines, the theoretical background of labor economics is becoming richer and richer. The research contents of labor economics include labor regeneration, employment, labor adjustment, labor management, labor demand, labor security, etc. The ultimate goal of studying labor economics is to maximize the economic benefits of enterprises with the least labor input in the process of labor development. Labor demand refers to the amount of labor that an enterprise is willing and able to hire at a certain wage rate in a certain specific period, and it is the unity of the enterprise's willingness to hire and the ability to pay, both of which are indispensable. Labor demand is the unity of enterprise's willingness to hire and ability to pay. The increasingly competitive market environment puts forward higher requirements for the quantity and quality of labor force. Labor economics regards laborers as rational, homogeneous and unique, and tends to maximize benefits. Its research content mainly focuses on labor relations and its development law, while sociology of work believes that laborers' behavior is the result of the interaction between people and the environment.

It is the advanced stage of cognitive process, based on feeling and perception. Perception is a direct response to objective things, while thinking is an indirect reflection. Thinking reflects the common features of things and the internal relations between things, which is accomplished through comparison, analysis, synthesis, abstraction and generalization of things. These are the processes of association and logical reasoning. Thinking is inseparable from language and writing, and thinking must be expressed by words and words. In addition to the normal connection between the content range and a real thing, the thinking activity of normal people should have a certain range in its progress speed, that is, the quantity and content progress of words and theme conversion should be gradual and orderly. If there is a lack of coherence, it will be abnormal thinking. Thinking disorder can be divided into abnormal thinking process and abnormal thinking content, with symptoms such as poor thinking, slowness, forced thinking, pathological repetition and delusion, which not only affects people's thinking ability and cognitive ability, but also causes certain physical and mental damage. In order to effectively correct this obstacle, the premise is to accurately evaluate the mechanism of the obstacle and find out the real link of the obstacle. However, traditional thinking evaluation tools (such as naming tasks of spoken pictures) can only detect cognitive impairment, but are less sensitive to the analysis of thinking obstacles.

**Objective:** To find a suitable thinking evaluation method to help students with thinking disorders improve their cognitive difficulties, improve their thinking flexibility and make them have a sound personality thinking, so as to better handle the relationship between individuals and society.

**Research objects and methods:** Using stratified cluster sampling method, 400 students of different ages with thinking disorder from 12 colleges and universities are selected as the research objects. As the reserve