

communication adaptation disorder is of great significance to children's mental health and children's normal growth and development.

Art is one of the basic subjects in the stage of children's education. Art curriculum can not only improve students' artistic self-cultivation, but also cultivate students to develop correct aesthetics and values and improve students' cultural literacy. Therefore, the teaching effect of art course can affect the future development of students to a certain extent. Generally speaking, children are more interested in art classes. In art classes, children are more likely to open their hearts and express their inner feelings and emotions. In addition, children's art works can also reflect children's inner feelings and real ideas to a certain extent. Therefore, through the art curriculum, we can realize the emotional communication and communication between teachers and children. Art courses can improve the self-confidence of autistic children and enable children to participate in normal communication, so as to solve children's communication adaptation barriers. However, there are still many problems in the traditional early childhood art education curriculum. For example, schools pay more attention to the main courses such as Chinese and mathematics, while ignoring art education. The literacy level of art teachers is not enough to enable students to fully appreciate the artistic beauty in art, and to express their emotions and communicate in art. Therefore, we must improve and optimize the children's art education curriculum, so as to improve the teaching effect of children's art education curriculum, give full play to its discipline advantages, let autistic children open their hearts, improve self-confidence, and then solve children's communication and adaptation obstacles, so as to promote children's healthy and happy growth. To solve this problem, the research puts forward the following improvement strategies: pay attention to students' mind and improve teaching content; use the existing teaching resources to innovate and improve students' interest; encourage students and improve their self-confidence; combined with the concept of humanistic care, targeted teaching is carried out for students in some special situations.

**Objective:** To improve and optimize children's art education curriculum, so as to improve the teaching effect of children's art education curriculum, give full play to its discipline advantages, let autistic children open their hearts, improve self-confidence, and then solve children's communication and adaptation obstacles, so as to promote children's healthy and happy growth.

**Subjects and methods:** 120 students from 6 primary schools, aged 7 - 9, from grades 1 - 3, including 69 boys and 51 girls, were selected as the research objects. Self-rating Anxiety Scale (SAS) and Self-rating Depression Scale (SDS) were used to evaluate students' mental health. Students' self-confidence and communication ability were evaluated by primary school students' self-confidence scale.

**Study design:** 120 students were randomly divided into study group and control group, with 60 students in each group. Among them, the students in the research group used the optimized art teaching method for children's art teaching; The students in the control group used the traditional children's art teaching method for art teaching. After 3 months, self-rating Anxiety Scale and self-rating Depression Scale were used to evaluate the mental health status of students; Students' self-confidence and communication ability were evaluated by primary school students' self-confidence scale.

**Methods:** The corresponding data were processed and analyzed by SPSS 23.0.

**Results:** After teaching, the SAS score and SDS score of the students in the study group decreased significantly ( $P < 0.05$ ), while the self-confidence and communication ability increased significantly ( $P < 0.05$ ); The scores of students in the control group had no significant change compared with those before teaching ( $P > 0.05$ ).

**Conclusions:** Art is one of the basic subjects in the stage of children's education. Art curriculum can not only improve students' artistic self-cultivation, but also cultivate students to develop correct aesthetics and values and improve students' cultural literacy. Art class is also an important way for teachers to communicate with students, which can enhance students' self-confidence. The study optimizes and improves the traditional early childhood art education curriculum to solve children's communication and adaptation obstacles. The results show that the mental health level and self-confidence of the students in the study group are significantly higher than those in the control group, indicating that the improvement strategies proposed in the study are effective and practical.

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## AN ANALYSIS OF ORAL ENGLISH MISTAKES FROM THE PERSPECTIVE OF COMMUNICATION ADAPTATION DISORDER

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**Background:** Communication barriers are the difficulties in interpersonal, team-to-team communication and information transmission, which often include language barriers, concept barriers and temperament barriers. Different types of barriers are caused by the different influences of information senders, information receivers and information transmission channels. Under the condition of language communication adaptation, the emotional tendency, expression ability and judgment of the information sender will affect the integrity of information transmission, and the information receiver's ability to screen and bear information, psychological barriers and the perfection of communication channel media and mechanism will also affect the communication, expression and exchange of information. Adjustment disorder is a common psychological disorder in the process of communication, which is mostly caused by the change of external environment and the patient's own personality characteristics, resulting in emotional reaction and physiological dysfunction, which further leads to the decline of study, work, life and communication ability, which is characterized by symptoms such as depression, anxiety, behavioral disorder and social withdrawal. When people communicate, ambiguity, decreased expression ability, communication anxiety and even "aphasia" have caused great inconvenience to personal life.

According to "College English Classroom Teaching Requirements (Trial)" issued by the Ministry of Education, the teaching goal of college English teaching course should change the original "using English as a tool to obtain the information of this major" to "cultivating students' comprehensive English application ability, so that they can effectively communicate oral and written information in English". This provision highlights the teaching philosophy of applying what you have learned and the important position of oral communication in English learning. However, when communicating in English, most people's oral expression ability is not ideal, and the input and output of language are seriously out of balance. Due to the lack of real language environment and suitable oral practice materials, people have some verbal errors such as short and meaningless content, improper use of grammar and semantics, tense confusion and so on, and the phenomenon of "dumb English" occurs frequently. And it is more obvious among college students.

**Objective:** To better understand the present situation and existing problems of college students' oral English communication, solve their communication barriers and comprehensively improve students' comprehensive English level and ability. This paper analyzes the causes of oral English errors from the perspective of communication adaptation barriers, and provides reference suggestions for alleviating English expression barriers.

**Research objects and methods:** The research selects 600 college students of different majors and grades and 30 English teachers as research objects, adopts stratified cluster sampling method, and develops an English oral communication scale based on the Chinese Communication Development Inventory (CCDI), which includes the correctness and richness of word use, grammatical problems, semantic judgment and other aspects to test the oral habits and error distribution of the subjects. Interviews were conducted with English teachers to collect their views on the questionnaire results and data on the application effect of teaching methods.

**Methods design:** Firstly, students of different grades and majors were tested for their oral English ability, including daily communication, grammar usage, etc. On the basis of mastering their basic information, the subjects were randomly divided into experimental group and control group. The oral errors in experimental group were guided by one-to-one teachers and their oral habits were corrected, while the control group did not use any intervention to help them improve their oral English communication. Then, statistics are made on the improvement of students' psychological negative emotions and comprehensive English proficiency before and after the experiment, and the interview data of English teachers are sorted out to comprehensively analyze the causes and improvement effects of speech errors. The total number of returned and valid questionnaires were 583 and 567 respectively, and the effective rate was 94.5%.

**Methods:** Excel is used to analyze the oral test level and emotional state before and after the implementation of the teaching mode.

**Results:** Students of different majors and grades have different performances in oral English communication, and most students are not accurate enough in oral English words, and the types of words used are relatively simple. Through the guidance of oral English level and the guidance of related fear of difficulties, the error rate of students' oral communication before and after the experiment was greatly reduced, and the scores of students' ability level before and after the experiment had significant statistical significance. The situation of students' oral mistakes in English is shown in Table 1.

**Conclusions:** As a language tool for communication, the use of English has gradually expanded. However, due to the influence of learning environment, cultural habits and other factors, most people have many problems in the fluency and usage of spoken English. From the perspective of communication adaptation disorder, this paper probes into the causes of their verbal errors and users' psychological and emotional

problems, and puts forward feasible suggestions to encourage them to correctly view the differences in spoken English, thus helping them to continuously improve their English expression ability.

**Table 1.** Statistics of students' English slip-up errors

-	Number of people	Percentage (%)	Average score
Spelling mistakes of words	125	22.05	59.46
Statement is not fluent	338	59.61	77.45
The expression of opinions is unclear	104	18.34	68.45

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## STRATEGIES FOR DEVELOPING LEARNING ADAPTABILITY SCALE FOR HIGHER VOCATIONAL STUDENTS WITH MILD COGNITIVE IMPAIRMENT

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**Background:** Mild cognitive impairment itself refers to mild cognitive impairment and memory impairment that will not seriously interfere with life and social ability. Most of these clinical symptoms occur between mild dementia and normal aging, and age is an important influencing factor. However, with the high development of modern society and the increasing pressure of urban life, the symptoms of mild cognitive impairment are gradually spreading to middle-aged and young people. As an important group about to enter the society and workplace, higher vocational students are under various pressures such as life and employment. Under these pressures, higher vocational students are very easy to produce various bad emotions such as anxiety, depression and anxiety. These bad emotions will have a strong impact on people's memory function and cognitive function, and even cause damage. Traditional mild cognitive impairment is often caused by vascular disease, degenerative symptoms, metabolic symptoms, mental disorders, and trauma incentives. But the fast pace of life and unhealthy eating habits of young and middle-aged make hypertension, hyperglycemia and other diseases become more frequent and premature, which may increase the incidence rate of mild cognitive impairment. Once middle-aged and young students, especially higher vocational students, suffer from mild cognitive impairment, it must be a heavier economic and psychological burden for families than for the elderly.

Mild cognitive impairment will eventually evolve into four results: the beginning of recovery of cognitive level, stability, mild cognitive impairment, cognitive decline and development of dementia symptoms, and death. It can be seen that mild cognitive impairment itself is an intermediate state of disease development, and there is room for improvement or even recovery. Early intervention for patients with mild cognitive impairment can delay or even prevent the further development of the disease to a great extent. The organ reserve function of higher vocational students is more perfect than that of the elderly, social activities are richer, they have higher drug sensitivity, and there are fewer basic diseases. These positive factors greatly increase the possibility of curing mild cognitive impairment. Therefore, active early intervention and disease development intervention for patients with mild cognitive impairment in higher vocational students are of great significance for family and society. The mild cognitive impairment will eventually evolve into four results: the beginning of recovery of cognitive level, stability, mild cognitive impairment, cognitive decline and development of dementia symptoms, and death. It can be seen that mild cognitive impairment itself is an intermediate state of disease development, and there is room for improvement or even recovery. Through early intervention for patients with mild cognitive impairment, the further development of the disease can be delayed or even organized to a great extent. The organ reserve function of higher vocational students is more perfect than that of the elderly, social activities are richer, they have higher drug sensitivity, and there are fewer basic diseases. These positive factors greatly increase the possibility of curing mild cognitive impairment. Therefore, active early intervention and disease development intervention for patients with mild cognitive impairment in higher vocational students are of great significance for family and society.

**Objective:** For patients with mild cognitive impairment in higher vocational students, early intervention and development intervention can have an important impact on the delay and even cure of the disease. According to the symptom characteristics of mild cognitive impairment, this study studies the patients with mild cognitive impairment of higher vocational students from the perspective of learning adaptability, and measures the adaptability of patients to all aspects of daily life through the preparation of learning