

comprehensively and strictly administering the party.

Research object and method: 120 grass-roots discipline inspection staff were randomly selected from five universities, and 24 from each university. Analyze the potential psychological obstacles and their performance of all grass-roots discipline inspection staff in discipline inspection and supervision, and compare the psychological obstacles and anxiety performance of grass-roots discipline inspection staff before and after intervention.

Research design: One-to-one psychological counseling intervention was conducted for all grass-roots discipline inspection staff on the basis of giving them traditional lectures and training on psychological disorders. After 3 months of intervention, Self-rating Anxiety Scale (SAS) was used to evaluate and analyze the relief of anxiety.

Methods: Before and after the psychological counseling experiment, the SAS scores of grass-roots discipline inspection staff in colleges and universities were collected and analyzed by Excel software and SPSS23.0 software.

Results: Before psychological counseling, the number of discipline inspection staff without anxiety was only 14, and the number of people with moderate anxiety, severe anxiety and extreme anxiety were 27, 16 and 3 respectively, which showed that the anxiety symptoms of this group were more serious. After psychological counseling, the anxiety of discipline inspection staff at the grass-roots level in colleges and universities has been significantly improved. The number of discipline inspection staff with severe and moderate anxiety has decreased significantly ($P < 0.05$), the number of extreme anxieties has decreased to 0, and the number of people without anxiety has increased to 37, accounting for 61.67%. The changes of the proportion of discipline inspection staff at the grass-roots level in different anxiety before and after the intervention are shown in Table 1.

Table 1. Anxiety status before and after the psychological counseling [n (%)]

Intervention time	Without anxiety	Mild Anxiety	Moderate anxiety	Severe anxiety
Before the psychological counseling	14(23.33)	27(45.00)	16(26.67)	3(5.00)
After the psychological counseling	37(61.67)	17(28.33)	6(10.00)	0(0.00)

Conclusions: The causes of psychological disorders of grass-roots discipline inspection staff in colleges and universities are diverse, and their psychological disorders and anxiety will have a great negative impact on Discipline Inspection and supervision. The combination of psychological disorder lectures and training with one-to-one psychological counseling can significantly reduce the number of people with severe and moderate anxiety, effectively alleviate the anxiety of grass-roots discipline inspection staff, and finally achieve the lofty goal of comprehensively administering the party strictly and developing in depth in colleges and universities.

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A STUDY ON PSYCHOLOGICAL RESILIENCE AND LEARNING ENGAGEMENT OF BEHAVIOR DISORDER STUDENTS MAJORING IN PRESCHOOL EDUCATION

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Background: Behavioral disorder refers to the abnormal behavior of individual activities under the influence of psychological disorder. According to the main manifestations of behavioral disorders, they can be divided into two types: psychomotor inhibition and psychomotor excitement. The behavioral disorder of psychomotor inhibition refers to the abnormal behavior of patients who show both action block and speech inhibition at the same time. Its main symptoms include stiffness, posture, disobedience, imitation and stereotype. The external behavior is reflected in the obvious reduction of movement, rigid and fixed posture, special expression or posture difficult to be understood by others, resistance to the required target action Keep repeating the corresponding actions or words, and be keen to imitate the words or actions of others meaninglessly. The behavioral disorder of psychomotor excitement mainly refers to the significant increase of meaningless speech actions, which can be divided into two types: coordinated and uncoordinated, which are respectively manifested in the coordination and order of speech actions and the disorder of speech actions. In their daily study and life, students majoring in preschool education often produce certain negative emotions and even psychological obstacles of different severity due to excessive

learning pressure, strong complexity of knowledge and skills, and slim employment prospects, which eventually lead to a series of behavioral obstacles. Students with behavioral disorders in preschool education major show diversified behavioral disorders, which will have a great negative impact on their training and improvement of knowledge and skills, learning initiative and enthusiasm. The learning outcomes of students with behavioral disorders in preschool education are closely related to their psychological resilience, learning investment and other factors, and their psychological resilience and learning investment will be negatively affected by behavioral disorders, which will hinder the all-round development of students with behavioral disorders in preschool education.

Objective: In the daily study and life of students with behavioral disorders majoring in preschool education, behavioral disorders will have a great negative impact on their normal learning, interpersonal communication and so on. In order to improve the psychological resilience and learning investment of students with behavioral disorders in preschool education and ensure their learning effect and rapid mastery of knowledge and skills It is necessary to carefully analyze the characteristics and causes of their behavioral disorders, and explore their specific impact on psychological resilience and learning investment, so as to eliminate their behavioral disorders and improve their mental health level. Finally, the purpose of enhancing students' psychological toughness and learning investment is achieved.

Research objects and methods: 420 students with behavioral disorders majoring in preschool education were selected from four colleges and universities. The behavioral disorders in their study and life were analyzed, and the changes of their psychological resilience and learning investment under the influence of behavioral disorders were explored. Aiming at 420 students with behavioral disorders majoring in preschool education, this paper puts forward and implements the mitigation plan of behavioral disorders, in order to accurately evaluate and analyze the impact and improvement of their psychological resilience and learning investment.

Research design: Targeted psychological counseling and behavioral disorder mitigation measures were taken for students with behavioral disorders majoring in preschool education, and the changes of students' psychological resilience and learning investment before and after intervention were counted and analyzed.

Methods: Before and after the intervention, the adolescent psychological resilience scale and learning investment scale were used to collect the relevant data of college students, and the Excel software was used for calculation and analysis to obtain the changes of psychological resilience and learning investment data of behavior disorder students in preschool education.

Results: The scores of students' Psychological Resilience Scale (PRS) and learning investment scale before and after the intervention were statistically analyzed, and the comparison results shown in Table 1 were obtained. According to Table 1, the scores of students' Psychological Resilience Scale before intervention were low. After intervention, the minimum, maximum and average scores of Psychological Resilience Scale showed significant improvement, increasing to 2.77, 5.00 and 4.13 respectively. In terms of the score of learning input scale, the average score of students' learning input scale increased from 3.09 before the intervention to 6.54 after the intervention, with an increase of 111.65%. This shows that targeted psychological counseling and behavior disorder mitigation measures can effectively improve the psychological resilience and learning investment of behavior disorder students majoring in preschool education.

Table 1. Changes of students' scores of Psychological Resilience Scale and learning investment scale before and after intervention

Comparison items	Before intervention			After intervention		
	Minimum value	Maximum	Mean value	Minimum value	Maximum	Mean value
Psychological resilience scale	1.87	2.61	2.15	2.77	5.00	4.13
Score of learning engagement scale	1.29	4.76	3.09	4.85	7.00	6.54

Conclusions: There is a certain correlation between the psychological resilience and learning investment of students with behavioral disorders in preschool education. With the effective intervention of psychological counseling and behavioral disorder mitigation measures, the scores of students' psychological resilience and learning investment scale can be significantly improved. The two interact to eliminate behavioral disorders and improve the level of mental health.

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INVESTIGATION ON RISK COGNITION, ANXIETY AND DEPRESSION OF PATIENTS WITH FEVER DURING COVID-19 FROM THE PSYCHOLOGICAL PERSPECTIVE OF COGNITIVE IMPAIRMENT

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Background: Compared with other mental diseases, cognitive impairment diseases are often ignored in clinical practice, mainly because clinicians simply regard the cognitive impairment of college students as a cognitive psychological factor at the level of etiology category. However, as a kind of mental disease, cognitive impairment does not have more significant external manifestations like the conventional psychological, emotional, behavioral and physical disorders. On the contrary, cognitive impairment disease is to adapt to unhealthy cognition and produce the concept of maladjustment, and its clinical manifestations are more recessive. Therefore, it has a considerable challenge for clinical diagnosis. At the specific level, no matter what form of cognitive content, as long as it can cause psychological obstacles, it is cognitive obstacles. Of course, from the performance of cognitive impairment, it can not only lead to physical discomfort, but also lead to the coexistence of psychological disease and physical discomfort. Generally, cognitive psychological disorders include: primary cognitive impairment and secondary cognitive impairment. The so-called primary cognitive impairment is mainly the cognitive impairment disease before physical behavior discomfort, which is manifested in strong awareness of disease prevention, excessive anxiety and destructive bad ideas. Secondary cognitive impairment mainly refers to the cognitive impairment disease after physical behavior discomfort, which is manifested in various physical pain, digestive system symptoms, cardiovascular system symptoms and so on, which reduces the patient's psychological function and the patient's adaptability to the external environment. According to the classification of cognitive types, cognitive impairment diseases can be divided into: perception disorder and thinking disorder. Among them, sensory impairment is mainly manifested in the stimulation of the external environment, especially the stimulation understood as a threat by patients, which is in a highly sensitive state. The main manifestation of thinking disorder is that they insist that they are in a morbid state, give themselves great psychological pressure, and do not believe in the effect of their clinical treatment.

COVID-19 pandemic has caused great harm to individuals, economy and society. It has made countless lives disappear, exacerbated the existing division, and exposed that many business models are infeasible. In addition, it has had a strong impact on the seemingly solid corporate principles that have guided our thinking for decades. It's hard for our brains to fully understand what's happening. In this situation, that is to say, in the period of COVID-19 epidemic, fever patients will fall into a state of great panic because they are unable to determine whether they are infected with COVID-19, showing symptoms of anxiety and depression, and even serious cognitive impairment. In view of this, based on the perspective of cognitive impairment psychology, this study carried out an investigation on the risk cognition, anxiety and depression of fever patients during COVID-19, in order to clarify the risk factors of fever patients and cognitive impairment problems during COVID-19, so as to fundamentally alleviate the anxiety and depression of fever patients during COVID-19, and improve the risk cognition of fever patients at the same time.

Objective: Based on the perspective of cognitive impairment psychology, investigate the risk cognition, anxiety and depression status of fever patients during COVID-19, and on this basis, analyze the risk factors of fever patients and cognitive impairment problems during COVID-19, so as to improve the anxiety and depression status of fever patients and improve the risk cognition status of fever patients.

Research objects and methods: Through random sampling, 40 patients with fever during COVID-19 were selected from four hospitals, a total of 160. The fever patients who participated in this study were investigated by questionnaire. 160 questionnaires were distributed, and the questionnaire recovery rate was 100%. Based on the background of cognitive impairment, the correlation between anxiety and depression of febrile patients during COVID-19 and their cognitive impairment was studied. Among them, the depression and anxiety of fever patients were detected by SCL-90 scale, and the cognitive impairment of fever patients was detected by MOCA scale.

Methods: Through SPSS22.0 correlation between anxiety and depression and cognitive impairment of febrile patients during COVID-19 was obtained by data statistical analysis software.

Results: Figure 1 shows the correlation between anxiety and depression and cognitive impairment in febrile patients during COVID-19. On the whole, the anxiety and depression of febrile patients during COVID-19 is positively correlated with their cognitive impairment, indicating that the anxiety and depression of febrile patients during COVID-19 is easy to develop into cognitive impairment, which should be paid full attention to in the process of clinical treatment.