

the Self-rating Anxiety Scale (SAS). Among them, the control group adopted the conventional treatment mode, while the experimental group added rock color painting teaching content intervention in the conventional treatment mode for 6 months. The improvement of anxiety symptoms of the two groups were compared and analyzed.

**Methods:** Complete the data analysis through SPSS23.0 data statistical analysis software.

**Results:** Table 1 shows the improvement of anxiety symptoms in the two groups after 6 months of intervention. Compared with the control group with routine treatment, the anxiety symptoms of patients in the experimental group improved more significantly after rock painting intervention, and there was significant difference between the two groups ( $P < 0.05$ ).

**Table 1.** After 6 months of intervention, the anxiety symptoms of the two groups improved ( $n=60$ )

Factor	Control group ( $n=30$ )	Experience group ( $n=30$ )	$P$
Somatization	2.38±0.47	1.37±0.48	0.00
Obsessive compulsive symptoms	2.64±0.59	1.62±0.58	0.00
Interpersonal sensitivity	2.75±0.61	1.66±0.61	0.00
Depressive status	2.69±0.59	1.52±0.60	0.00
Anxiety state	2.47±0.43	1.39±0.43	0.00
Hostile situation	2.54±0.55	1.45±0.56	0.00
Psychological state of terror	2.36±0.41	1.25±0.43	0.00
Paranoid mental state	2.44±0.56	1.43±0.57	0.00
Psychotic	2.29±0.42	1.28±0.43	0.00

**Conclusions:** The accumulated space-time energy of rock painting is significantly higher than that of ordinary primitive art forms. Rock painting has experienced a long historical evolution and can be said to be the treasure of Oriental culture. In order to increase the methods and schemes of clinical treatment of anxiety disorder, the research on the treatment of anxiety disorder based on rock color painting teaching was carried out. The results show that after the implementation of rock painting teaching intervention, the anxiety symptoms of patients with anxiety disorder have been significantly improved, because it can provide new ideas and new directions for clinical treatment of anxiety disorder. In short, because of its profound spiritual connotation and long-standing cultural heritage, rock color painting is of great significance in the treatment of patients with anxiety disorder.

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## INFLUENCE OF PROJECT-BASED TEACHING OF “PHOTOGRAPHY” COURSE ON STUDENTS’ PSYCHOLOGICAL COGNITIVE IMPAIRMENT IN HIGHER VOCATIONAL COLLEGES

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**Background:** According to psychological theory, cognitive disorder is a psychological disorder developed from the perspective of cognitive psychological disorder. Psychological cognitive disorder can be called a neurocognitive disorder. Patients mainly have psychological disorders in problem solving, perception, memory, learning and so on. In the field of medicine, psychological cognitive impairment is defined as six cognitive impairments: social cognition, complex attention, language, perceptual motor function, learning and memory, and executive function. Individuals usually have a decline in these cognitive abilities, and in severe cases, they can have a brain decline. At present, the pathogenesis of the disease is still controversial. Mature theories believe that the cognitive neural process of patients with psychological cognitive impairment can analyze the relationship between psychological impairment and behavioral inhibition. These psychological and emotional responses related to stimuli include a variety of cognitive neural processes, such as attention process, working memory, consciousness and so on. Some studies believe that mental problems such as social anxiety, social fear, panic disorder, compulsion and depression are caused by psychological cognitive impairment. Psychological cognitive impairment is a disease that clinical

psychologists and psychiatrists must understand. Patients usually need timely and effective psychological intervention, which plays a very important role in their healthy development. In the educational management of higher vocational colleges, the project-based teaching reform of “photography” course has certain practical significance for the research of students’ psychological cognitive impairment.

In view of students’ psychological cognitive impairment, there are very prominent problems in the project-based teaching of “photography” course in higher vocational colleges, which can be embodied in the following aspects. First, the curriculum construction is relatively backward, and there is no perfect teaching equipment and corresponding necessary measures. Professional photography facilities and equipment have high investment funds and occupy more training venues. Therefore, many colleges and universities cannot meet the normal teaching objectives and the supply of corresponding equipment. Third, the teaching mode is single and the assessment system is simple. The important place for most colleges and universities to carry out photography learning is the classroom. There are too many theoretical explanations of traditional photography technology, and the practical operation courses are mainly technical exercises. Students’ awareness of the importance of photography learning and their enthusiasm for learning are not high, the teaching mode is conservative and outdated, and the knowledge points taught in the course are not practical, cutting-edge and forward-looking. Third, there are few teaching hours and the rationality of curriculum is poor. The learning content of photography course is complex, and the technical and operational skills are high. When there are few class hours, teachers cannot complete the teaching tasks with quality and quantity. In terms of time arrangement, the teaching objectives of “photography” course in higher vocational colleges only consider the outline requirements, while ignoring the ideological expression effect and visual effect of the final image presentation. The project-based teaching scheme of “photography” course in higher vocational colleges needs to be reformed according to the problems. The emergence of these problems aggravates students’ psychological cognitive impairment. Educators urgently need to provide a project-based teaching reform scheme of “photography” course in order to comprehensively and eradicate psychological cognitive impairment.

**Objective:** This paper analyzes the effect of project-based teaching of “photography” course on students’ psychological cognitive impairment in higher vocational colleges, in order to improve students’ psychological cognitive impairment.

**Research objects and methods:** Students from two schools were selected to analyze the impact of project-based teaching of “photography” course on psychological cognitive impairment in Higher Vocational Colleges through grey comprehensive evaluation method. The number of students was 100 and the cycle was 6 months. The evaluation indexes include social cognition, complex attention, language, perceptual motor function, learning and memory, and executive function. The evaluation results quantify the degree of improvement through the five score ranges of 0-20, 21-40, 41-60, 61-80 and 81-100, indicating no improvement, slight improvement, improvement, obvious improvement and serious improvement respectively. In order to avoid the interference of personal subjective influence on the results in the evaluation process, the average value of the research object is selected and the data after rounding is taken as the final result.

**Methods:** Through Excel statistical, this paper analyzes the influence value of psychological cognitive impairment before and after the improvement of project-based teaching of “photography” course in higher vocational colleges.

**Results:** Table 1 refers to the influence value of the project-based teaching of “photography” course in higher vocational colleges on psychological cognitive impairment before and after the improvement. It can be seen from Table 1 that after improving the project-based teaching scheme of “photography” course in higher vocational colleges, students’ social cognition, complex attention, language, perceptual motor function, learning and memory and executive function have been effectively improved.

**Table 1.** Influence value of project-based teaching of “photography” course on psychological cognitive impairment before and after improvement in higher vocational colleges

Category	Before	After 4 weeks	After 8 weeks	After 16 weeks	After 24 weeks
Social cognition	18	26	35	48	68
Complex attention	12	34	48	68	89
Language	25	36	46	72	86
Perceived motor function	16	26	35	46	68
Learning and memory	32	46	58	63	71
Performing function	28	52	65	71	78

**Conclusions:** The optimized project-based teaching scheme of “photography” course in higher

vocational colleges can alleviate students' psychological cognitive impairment, especially in complex attention and language. The scheme can be applied to the intervention treatment scheme of students with psychological impairment.

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## INFLUENCE OF INTEGRATING REGIONAL DIFFERENCES INTO MUSIC CULTURE IN MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES ON STUDENTS WITH AFFECTIVE DISORDER

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**Background:** Affective disorder, also known as manic depressive disorder, is characterized by depression and high mood. It is a common clinical disease. Fear, external motivation, indifference, inferiority, depression and anxiety are the most common clinical manifestations. Anxiety is mostly closely related to learners' past experience, especially when learners suffer negative evaluation and personal injury from people around them. Inferiority complex is a psychological phenomenon. It refers to the emotion that individuals underestimate their abilities and experience failure in the process of learning. The sense of inferiority not only affects students' academic performance, but also has a significant impact on individual ability and potential. The main pathogenic factors are psychosocial factors and zoological factors. The more mature pathogenesis is neuroendocrine disorder hypothesis and central neurotransmitter metabolism disorder hypothesis. Authoritative medical journals believe that emotional factors are closely related to motivation, self-confidence, will quality and so on. If we do not take appropriate measures for effective emotional disorder intervention, it will have very serious consequences, and even hurt others or commit suicide. Therefore, taking active intervention measures for patients with affective disorder is of great significance for the treatment of patients. At present, the effective intervention methods are combination therapy of traditional Chinese medicine and behavioral therapy. Common clinical treatment methods need targeted treatment according to the clinical disease type of patients.

The integration of college music education into regional differences and music culture can improve students' emotional barriers. Students with emotional barriers need to be prevented from the aspects of emotional attitude, learning strategies, cultural background, cognitive style and so on. College music educators need to accumulate more cultural backgrounds and cultural characteristics of countries all over the world, constantly improve their learning strategies, adjust and optimize their emotional attitudes, and ensure that the music they deliver can deliver positive information, so as to help students alleviate emotional disorders. At present, the research on the integration of music culture into college music education combined with regional differences has been widely valued by teaching scholars. The current situation of the integration of regional difference culture into college music classroom is as follows, which is mainly reflected in three aspects: curriculum, teacher arrangement and teaching status. For the curriculum, the current music culture is lower than the difference, there is no systematic teaching system, and there are omissions in the form of expression and historical period. In terms of teacher arrangement, there are few teachers specializing in music teaching. Most teachers need to participate in other types of music teaching and other social activities. For the current situation of teaching, teachers have no new ideas in the teaching process, and the teaching method is single, which cannot arouse the curiosity of students. In the process of learning, students do not pay attention to regional differences in the study of music culture courses, and students generally show a lack of understanding of the courses. The conclusion that integrating regional differences into music culture in music education in colleges and universities can improve students' emotional barriers has been confirmed in most studies.

**Objective:** To explore the role of integrating music education into regional differences and music culture in the improvement of students' affective disorder, in order to analyze the risk factors affecting the improvement of affective disorder, and provide scientific suggestions for music education in colleges and universities to improve affective disorder.

**Research objects and methods:** Select the students with affective disorder from two schools to analyze the effect of music education in colleges and universities after integrating regional differences into music culture. Through the single factor comparative analysis of the factors related to the improvement of affective disorder, and setting the improved affective disorder as the dependent variable, the risk factors with statistical significance are obtained by logistic regression analysis. The relative risk is determined by Odds Ratio (OR), and the 95% confidence interval is determined. If the or value is greater than 1, it indicates