

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

that the influencing factor is a risk factor.  $P < 0.05$  means the difference is statistically significant.

**Methods:** Through SPSS22.0 statistical to sort out and analyze the improvement of affective disorder, and obtain the influencing factors of integrating regional and local culture into music teaching in colleges and universities.

**Results:** Table 1 refers to the analysis results of influencing factors of emotional disorder relief after music education in colleges and universities is integrated into regional differences and music culture. The results of multivariate logistic regression analysis show that curriculum, teaching staff and teaching mode play an obvious role in the alleviation of students' affective disorder, which are the risk factors of affective disorder alleviation.

**Table 1.** Analysis of influencing factors of affective disorder after music education in colleges and universities integrate regional differences into music culture

Independent variable	Regression coefficient	Standard error	Chi square value	OR	Lower limit of 95% confidence interval	Upper limit of 95% confidence interval	<i>P</i>
Gender	0.349	0.077	20.551	1.705	0.606	0.826	0.059
Curriculum	1.569	0.798	3.863	0.812	1.004	22.943	0.000
Teaching staff	2.326	1.22	3.633	1.239	3.036	6.358	0.004
Major	0.113	0.025	0.278	1.987	6.041	3.036	0.032
Teaching mode	1.284	1.320	9.865	1.365	4.261	13.264	0.005
Grade	0.131	0.695	0.821	11.032	1.065	4.028	0.000

**Conclusions:** After the music education in colleges and universities is integrated into the music culture of regional differences, the influencing factors of emotional disorder relief are curriculum, teaching staff and teaching mode. The follow-up research can intervene the emotional disorder of music education students in colleges and universities from these three aspects.

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## THE CONSTRUCTION OF ENGLISH AESTHETIC CLASSROOM IN SENIOR HIGH SCHOOL UNDER COGNITIVE NEUROSCIENCE

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**Background:** Cognitive neuroscience is a combination of neuroscience and cognitive psychology. It integrates neuroscience, computer science, cognitive science, psychology and other fields. Cognitive neuroscience analyzes the brain mechanism of human cognitive activities from the perspectives of cognition, behavior, brain and gene. The related research is divided into micro and macro aspects. In the micro aspect, the multi-level neurobiological research of neural circuits and cells is analyzed by molecular biology methods. From the macro level, the research contents involved are normal human brain function imaging and neuropsychological research of brain injury patients. Cognitive psychology is a subject that analyzes the law of human psychological activities. Its research object is the cognitive status of internal psychology, including language, thinking, memory, perceptual learning, attention, perception and so on. Cognitive psychology can be divided into two types: broad sense and narrow sense. The narrow sense of cognitive psychology holds that it is a science of information processing. In a broad sense, cognitive psychology includes information processing psychology, psychologism school and structuralism psychology. Structural cognitive psychology originated from the cognitive development process of children obtained by psychologists in continental Europe. Psychologism refers to the speech of behaviorist psychologists. They analyze the memory and perception of complex phenomena such as words and sentences, and study the influencing factors of memory function. Cognitive psychology theory attaches importance to the role of knowledge and points out that the main influencing factor of human behavior is knowledge. There is long-term memory in cognitive process. Long-term memory is determined by emotion and attention. It can also stimulate short-term memory and make it valuable.

At present, most scholars combine practical teaching with cognitive neuroscience in order to innovate