

students mainly comes from learning pressure, economic pressure, employment pressure, family pressure, competition pressure and interpersonal pressure. This long-term huge pressure will lead to the overload of students' mood and spirit, which is manifested in memory loss, inattention, slow response, introversion, self-confidence, easy to be negative, tension, depression, anxiety, addiction to the Internet, etc. How to face the pressure from all aspects positively and correctly is a topic of great concern to many educators at this stage. Some foreign experts have pointed out that college students' physical and mental health and learning will be greatly affected by mental and emotional stress. Some experts advocate that the innovative mode of ideological and political education in colleges and universities can alleviate the mental pressure of students, help students establish good and correct values, outlook on life and world outlook, and then fundamentally eliminate the negative impact of mental and emotional pressure on students.

Objective: This paper explores the impact of the innovative development of ideological and political education in colleges and universities on students' spiritual and emotional pressure under the pattern of "great thinking and politics", in order to make corresponding contributions to the mental health growth of college students.

Research objects and methods: The study selected 400 students from four schools as the research object, and divided them into control group and experimental group according to the random grouping method, with 200 students in each group. The control group used the traditional ideological and political education mode to teach students, while the control group used the innovative development mode of ideological and political education in colleges and universities under the pattern of "great thinking and politics" to intervene students' emotional and mental pressure. Three months later, the Density-Based Spatial Clustering of Application with Noise (DBSCAN) was used to compare the attention, memory, psychological emotion, self-evaluation and stress of the two groups of students. The evaluation results quantify the degree of impact through five levels of 1-5. 1 indicates no impact, 2 indicates slight impact, 3 indicates impact, 4 indicates obvious impact and 5 indicates serious impact.

Method design: This study uses Excel statistical software to make statistics on the mental and emotional pressure of students before and after the intervention of the innovative development model of ideological and political education in colleges and universities under the pattern of "great ideological and political education". The survey results quantify the degree of impact through five levels of 1-5. 1 indicates no impact, 2 indicates slight impact, 3 indicates impact, 4 indicates obvious impact and 5 indicates serious impact.

Results: The influence of different ideological and political education modes on students' mental and emotional stress is shown in Table 1. After the intervention of the innovative development model of ideological and political education in colleges and universities under the pattern of "great thinking and politics", the three indicators of memory, psychological emotion and stress of the students in the experimental group have been significantly improved.

Table 1. Psychological and emotional pressure of students after the intervention of ideological and political education model in colleges and universities

Factor	Attention	Memory ability	Mental emotion	Self-evaluation	Pressure condition
Control group	3	3	3	1	1
Experience group	4	5	5	3	3

Conclusions: Under the pattern of "great thinking and politics", the innovative development of ideological and political education in colleges and universities has an excellent intervention effect on students' emotional and mental pressure. The daily ideological and political educators of college students need to establish a correct political direction, strengthen their ideological and moral cultivation, enhance their sense of social responsibility, and strive to become the guide and direction for the healthy growth of college students.

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ON THE INFLUENCE OF COGNITIVE IMPAIRMENT FACTORS ON THE CLASSIFICATION OF HORTICULTURAL HEALING LANDSCAPE SYSTEM AND ELEMENT ATTRIBUTES

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Background: As a novel environmental model, garden healing landscape is an important part of horticultural therapy. It has a significant impact on the spirit, psychology and physiology of patients with psychological problems, and can help people obtain health, especially in mental recovery, rehabilitation medicine, education of mentally retarded children and elderly care, this can be confirmed by the research of many scholars at home and abroad. Garden healing landscape can also be regarded as a system, which has three characteristics: system dynamics, relevance and integrity. There is a very close relationship of opposition and unity between system and elements. Elements are the important material basis of system research, and the system needs to be analyzed with elements as the purpose and premise. The elements of horticultural healing landscape system need to consider the dependence, specificity and particularity of the whole system, including ground feature elements, ecological elements and material core. Material core refers to the identifiability of elements. It is the main material core of horticultural healing landscape elements. It has the characteristics of artistry, knowability, panorama, quietness, sociality and so on. Ecological elements refer to the vegetation community, sustainable development prospect and ecological succession process displayed by horticultural healing landscape at medium and small scales. Feature elements refer to the landform and topography that embody the landscape of horticultural healing. The attributes of horticultural healing landscape system elements can be divided into biological attributes and abiotic attributes. Biological attributes can be divided into non intervention, high degree of intervention, low degree of intervention and nonintervention. Abiotic attributes can be divided into artificial non intervention, partial artificial manufacturing and artificial manufacturing.

Cognitive impairment is a state between normal aging and dementia. It is mainly characterized by mild memory and intellectual impairment, but the overall life ability and cognitive function remain intact, mainly manifested in understanding and judgment, calculation, execution, visual space, language, memory and so on. Cognitive impairment can be divided into perception impairment, memory impairment and thinking impairment. Perceptual disorders include perceptual synthesis disorder, hallucination and so on. Memory impairment includes memory error, memory defect and strong memory. Thinking obstacles include delusion, thinking logic obstacle, association process obstacle and abstract generalization process obstacle. The manifestations of cognitive impairment are emotion, spirit, creation, thinking, movement, language, memory, learning and so on. Some scholars at home and abroad pointed out that people with cognitive impairment will have a significant impact on the landscape system and element attribute classification of horticultural therapy, and this impact will in turn promote the recovery of psychological problems of patients with cognitive impairment.

Objective: This paper analyzes the influence of cognitive impairment factors on horticultural healing landscape system and element attribute classification, in order to provide a more scientific basis for horticultural healing landscape system and element attribute classification.

Research objects and methods: 300 patients with mild cognitive impairment diagnosed by Mini Mental State Examination (MMSE) were selected. They were divided into three groups according to the types of cognitive impairment: perceptual impairment, memory impairment and thinking impairment. 100 normal people were selected as the control group to analyze the influence of patients in different groups on the attribute classification of elements of horticultural healing landscape system, it includes 3 elements and 2 attributes in total.

Methods: The effects of three cognitive impairment factors on the attribute classification of elements of horticultural healing landscape system were analyzed through the corresponding evaluation indexes of two kinds of confusion matrix.

Results: The accuracy of three cognitive impairment factors in the classification of elements of horticultural healing landscape system is shown in Table 1. The accuracy rate of six-factor attribute classification of patients with mild cognitive impairment in the three groups of perceptual impairment (group A), memory impairment (group B) and thinking impairment (group C) was about 80%, while that of the normal population was about 98%. Cognitive impairment will directly affect the element attribute classification of horticultural healing landscape system.

Table 1. Accuracy of three cognitive impairment factors on the attribute classification of elements of horticultural healing landscape system

	Feature elements		Biological properties		Abiotic attribute	
	Biological properties	Abiotic attribute	Biological properties	Abiotic attribute	Biological properties	Abiotic attribute
Group A	78.63	82.13	79.32	83.26	84.12	81.23
Group B	79.36	80.21	81.23	82.21	81.26	81.03
Group C	80.21	79.36	79.31	81.26	83.26	81.02
Control group	98.36	99.26	99.36	99.63	99.84	98.97

Conclusions: Three cognitive impairment factors will directly affect the classification results of elements of horticultural healing landscape system. In order to efficiently realize the attribute classification of elements of horticultural healing landscape system, employees need to adjust and intervene their cognitive impairment, so as to avoid the inaccurate attribute classification of elements of horticultural healing landscape system caused by perception impairment, memory impairment and thinking impairment to the greatest extent.

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THE DEVELOPMENT OF CULTURAL COMMUNICATION THEORY IN BOOK MANAGEMENT OF UNIVERSITY LIBRARY FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: Cognitive psychology is a science that explores the laws of thinking, memory, learning, attention and perception in the process of cognition. Its research object is the cognitive status of internal psychology, including language, thinking, memory, perception and so on. Cognitive psychology believes that 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 this stage, most scholars combine cultural communication with psychology, hoping to carry forward valuable cultural knowledge with ancient and modern Chinese and foreign characteristics. The cultural communication theory combined with cognitive psychology has extremely outstanding contribution and value in the actual process of cultural communication. As an important place to spread knowledge, university library management plays an important role in cultural communication. The goal of library management in university libraries is to serve society, cultural communication, teaching and scientific research guarantee and resource recommendation. The book resource recommendation of university library has begun to develop in the direction of diversification of reading promotion mode. There are great differences in the development trend, activity innovation, promotion mode and so on.

At present, the main problems of library management in university libraries are as follows. First, the informatization and digitization level of the library is low, and some books have been inconsistent with the cognitive needs of college students. Second, the library management system is not perfect, which makes the realization of modern library very difficult. Third, the quality of library managers cannot meet the post standards. Library managers need to have corresponding qualities to meet the basic service requirements of teachers and students. At present, most library managers in university libraries do not have management ability, limited cultural knowledge, relatively older age and so on. If the library wants to achieve rapid and stable development in modern society, it must formulate a perfect management system, improve the service quality of library managers, and enrich the library's book resources and equipment.

Objective: This paper analyzes the influence of cultural communication theory combined with cognitive psychology on the management of university library, in order to improve the quality of university library management and provide favorable material conditions and resource guarantee for students and teachers' learning and scientific research.

Research objects and methods: Library managers from five universities are selected as the research object, with 100 people in each university, a total of 300 people. Through the self-made questionnaire analysis, combined with the cultural communication theory of cognitive psychology, the work situation of library managers in university libraries before and after the implementation, including service quality, management level, professional ability, work attitude, seriousness and mental health. A total of 500 questionnaires were distributed and 485 copies were effectively recovered.

Methods: This paper uses excel statistical software to make statistics on the work of Library librarians before and after the implementation of cultural communication theory combined with cognitive psychology. The survey results quantify the degree of impact through five levels of 1-5. 1 indicates no impact, 2 indicates slight impact, 3 indicates impact, 4 indicates obvious impact and 5 indicates serious impact. 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.

Results: The work of library librarians before and after the implementation of the cultural communication theory combined with cognitive psychology is shown in Table 1. It can be seen that after the implementation of the cultural communication theory combined with cognitive psychology, the work of