

Objective: This paper analyzes the implementation effect of higher vocational college students' ideological and political education program combined with positive psychology, in order to create a good environment for the improvement of college students' ideological quality.

Research objects and methods: Select the real data of ideological and political education of students and teachers in two colleges and universities to analyze the implementation effect of ideological and political education combined with positive psychology. The evaluation method is grey comprehensive evaluation method. The number of students in each school is 100, and the cycle is 3 months. The evaluation indicators include the external environment, teachers' positive cognition, teaching ideas and teaching methods. The evaluation results quantify the degree of improvement through the five score ranges of 0-2, 2-4, 4-6, 6-8 and 8-10, 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 JMP data analysis and statistical software, this paper analyzes the teaching effect before and after the introduction of positive psychology in ideological and political education.

Results: Table 1 refers to the effect of ideological and political education after the introduction of positive psychology. It can be seen from Table 1 that the evaluation effect of external environment and teaching concept is good. Therefore, after the introduction of positive psychology, ideological and political education can significantly improve the external environment of students' learning and teachers' teaching ideas.

Table 1. The effect of Ideological and political education after positive psychology

Category	Before	After 2 weeks	After 4 weeks	After 8 weeks	After 12 weeks
External environment	1	3	5	6	7
Teachers' positive cognition	2	3	5	8	9
Teaching concept	2	3	4	6	7
Teaching methods	1	3	4	7	9

Conclusions: After the introduction of positive psychology, ideological and political education has a good effect on ideological and political education. This scheme can be applied to the improvement and optimization of ideological and political teaching scheme, which can improve the overall level of students' ideological and political education in the future.

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PROFESSIONAL LEADERSHIP DEVELOPMENT OF COLLEGE FOREIGN LANGUAGE TEACHERS BASED ON THE IMPROVEMENT OF COGNITIVE IMPAIRMENT

Luobin Jin¹, Huafeng Wang¹, Ming Zhong² & Lin Jiang³

¹*Business School, Shaoxing University, Shaoxing 312000, China*

²*School of Management, Zhejiang University, Hangzhou 310058, China*

³*College of Translation and Interpreting, Sichuan International Studies University, Shapingba 400031, China*

Background: With the improvement of information technology, cultural leadership has become the most basic core competitiveness of a country. College students' foreign language leadership level undoubtedly best reflects the national cultural leadership. College students' foreign language leadership is closely related to teachers' professional leadership. The professional leadership and cognitive level of college foreign language teachers and students are closely related, but at present, college teachers and students usually have different degrees of cognitive impairment. Cognitive impairment refers to the abnormal processing of human brain advanced intelligent knowledge in the process of thinking judgment and learning. In most cases, the body can have the decline of memory function and learning function, and even serious behavioral disorders such as loss of line, recognition and use. The causes of cognitive impairment are the following aspects: chronic brain injury, chronic systemic diseases, mental and psychological abnormalities. It has been proved that mental and psychological abnormalities are the most important reason at present. According to different types, cognitive impairment can be divided into thinking impairment, memory impairment and perception impairment. The clinical manifestations of thinking disorder include delusion,

thinking logic disorder, association process disorder, abstract generalization stage disorder and so on. In clinical practice, memory impairment mainly includes memory error, memory fragment loss, memory enhancement and so on. Perceptual disorder can be manifested as perceptual comprehensive disorder, sensory sensitivity, sensory retardation and so on.

Based on this, it is of great significance to build a scheme that can improve the professional leadership of college foreign language teachers at the individual, social and national levels. The professional leadership of foreign language teachers in colleges and universities is not only reflected in knowledge structure, ideas and cultural vision, but also reflected in students' attitude towards teachers, communication strategies, literary and artistic characteristics and thinking mode. In addition to having a unique personal style, foreign language teachers also need to adopt highly targeted personalized teaching programs according to the specific situation of students, which are embodied in the following two aspects. First, take the cultural leadership acceptable to students as the starting point to help students form a good value concept and improve students' English communication ability and cultural literacy from multiple dimensions. Second, teachers pay attention to the cultivation of students' cognitive ability and enhance their innovative ability and independent consciousness. Third, teachers need to broaden their cultural vision to affect students' thinking level and vision pattern.

Objective: This paper analyzes the professional leadership level of college foreign language teachers before and after the improvement of cognitive impairment, in order to lay the foundation for the improvement of college English teaching ability and provide teaching guarantee for students' English skill learning.

Research objects and methods: Students from two colleges and universities are selected as the research object. Through the k-Nearest Neighbor (KNN) classification algorithm, the professional leadership level of college foreign language teachers before and after the improvement of cognitive impairment ability is analyzed. The time period is set as 3 months. In order to ensure the reliability of the results, the authenticity of the results is confirmed by two professional evaluators. The professional leadership level of teachers can be evaluated from four aspects: students' attitude towards teachers, communication strategies, literary and artistic characteristics and thinking mode. The evaluation result quantifies the leadership ability through five levels of 1-5. 1 indicates that it is very weak, 2 indicates that it is weak, 3 indicates that it is general, 4 indicates that it is strong, and 5 indicates that it is very strong.

Methods: This study uses Excel data analysis software to count the cognitive impairment ability and improve the professional leadership level of college foreign language teachers before and after.

Results: Table 1 shows the professional leadership level of foreign language teachers in a university before and after the improvement of cognitive impairment ability. It can be seen from Table 1 that three months after the implementation of the professional leadership training program for college foreign language teachers, students' attitude towards teachers' classes, communication strategies, literary and artistic characteristics and thinking mode have changed significantly, which shows that the professional leadership level of college English teachers has been greatly improved.

Table 1. The professional leadership level of foreign language teachers in colleges and universities before and after the improvement of cognitive impairment ability

Category	Before	After 1 week	After 3 weeks	After 6 weeks	After 12 weeks
Class attitude	1	2	2	3	4
Communication strategy	1	2	2	3	4
Literary and artistic characteristics	1	1	2	3	4
Mode of thinking	1	2	3	4	5

Conclusions: The professional leadership training program of college foreign language teachers under the promotion of cognitive impairment constructed by the institute plays a good role. The program can be widely used in the professional leadership training of college foreign language teachers to help teachers form a high level of leadership.

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EFFECT OF COLLEGE MUSIC EDUCATION ON STUDENTS' LANGUAGE COGNITIVE IMPAIRMENT

Haicheng Wang & Yuqian Zhang*

College of Arts, Shandong Agricultural University, Taian 271018, China

Background: Cognitive impairment refers to the abnormal processing of human brain advanced intelligent knowledge in the process of thinking judgment and learning. In most cases, the body can have the decline of memory function and learning function, and even serious behavioral disorders such as loss of line, recognition and use. According to different types, cognitive impairment can be divided into thinking impairment, memory impairment and perception impairment. Thinking obstacles can be manifested as delusions, thinking logic obstacles, association process obstacles, abstract generalization stage obstacles, etc. Memory impairment is mainly manifested in memory error, memory fragment loss, memory enhancement and so on. Perceptual disorder is manifested as perceptual comprehensive disorder, sensory sensitivity, sensory retardation and so on. These three kinds of cognitive impairment are closely related to language cognitive impairment. Language cognitive impairment is a common problem among students at this stage. The main intervention methods are music therapy, behavior therapy, psychological correction, special education and so on. Autism is a common disorder of nervous system development, which can be characterized by limited interest and behavior activities, communication defects and social communication disorders. The current pathogenesis of autism is not particularly clear. The main manifestations of the disease are cognitive impairment and language development disorder. A large number of studies have pointed out that if the brain of autistic students is specially trained and intervened, it will improve their cognitive function.

Music therapy is a comprehensive treatment system combining music education, psychology and special education. It combines body movement, music, language and cognition, so as to mobilize students' enthusiasm in learning and life. Some scholars pointed out that music therapy can treat students with intellectual impairment and autism to a certain extent. Some scholars also pointed out that music therapy can significantly improve students' cognitive impairment. Some scholars pointed out that after music therapy, students with language cognitive impairment can pay more attention to learning and pay more and more attention. It is trustworthy that a large number of clinical medicines points out that students' language cognitive impairment is a common phenomenon, and intervention methods such as music therapy will alleviate students' cognitive impairment. Therefore, it is of far-reaching significance to apply music therapy to the improvement of cognitive impairment in patients with autism.

Objective: This paper analyzes the role of music education in colleges and universities on students' language cognitive impairment, in order to improve the language cognitive impairment of autistic students and improve students' language cognitive ability and language understanding ability.

Research objects and methods: College autistic patients in two regions were selected as the research objects, and the research objects in each region were 100 people. The treatment period was 12 weeks. The subjects were autistic patients in five regions. The final result was the average of all subjects. Music therapy lasts for 30 minutes each time, four times a week. The treatment contents are divided into playing music, listening to music, selecting musical instruments, following the music rhythm and ending the performance.

Methods: The effect of college autistic patients before and after music treatment was analyzed by Excel statistical software, and the treatment effect of autistic patients with cognitive impairment was analyzed by K-Means Algorithm. The evaluation dimensions include visual space, language, delayed memory, attention and computational power, time orientation, immediate memory and place orientation. The total score of the evaluation is 30 points. 0-9 points refer to severe cognitive impairment, 10-20 points refer to severe cognitive impairment, 21-26 points refer to mild cognitive impairment, and 27-30 points refer to normal cognitive function. In order to ensure the reliability of the research results, the average score of the two regions was taken as the final result.

Results: Table 1 refers to the treatment effect of college autistic patients before and after music treatment. Table 1 shows that the proportion of autistic students without cognitive impairment before and after music treatment is 47.0% and 5.25% respectively. This shows that music therapy can improve the cognitive impairment of patients with autism. Follow up research can enhance the memory function and learning ability of patients with music therapy. At the same time, the MMSE scores of autistic students in five regions increased significantly after treatment, which further confirmed that the language cognitive impairment of autistic students has been significantly improved. Therefore, autistic patients can alleviate language cognitive impairment through music therapy.

Table 1. Therapeutic effect of college autistic patients before and after music therapy