

EFFECT OF COLLEGE MUSIC EDUCATION ON STUDENTS' LANGUAGE COGNITIVE IMPAIRMENT

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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

Intervene	No cognitive impairment	Mild cognitive impairment	Moderate cognitive impairment	Severe cognitive impairment
Before intervention	235	124	102	39
After intervention	26	125	201	148

Conclusions: Music therapy can significantly improve the cognitive impairment of autistic patients. In the follow-up, this treatment can be used to intervene students with language cognitive impairment, so as to improve their social communication ability and memory function.

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ANALYSIS ON THE EFFECT OF FOOTBALL ON ALLEVIATING COLLEGE STUDENTS' BEHAVIOR DISORDER

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Background: The continuous advancement of social development puts forward higher requirements for the quality and ability level of college students. Therefore, college students are prone to mental illness due to excessive pressure, and then show different types of behavioral disorders. Behavior disorder mainly refers to the obvious abnormal behavior of patients, which will even have a serious impact on themselves and others. Therefore, it is imperative to explore the causes and mitigation measures of college students' behavior disorder. Football, as a collective project integrating comprehensiveness and wholeness, is widely sought after all over the world. It is well deserved to be the largest sport in the world. In the process of developing football in colleges and universities, its basic purpose is to enrich college students' after-school life and improve college students' physical quality. However, in the process of actual activities, it is found that football has a certain positive impact on college students' mental health. The level of college students' mental health, their way of looking at problems and their ability to withstand external pressure. If the level of college students' mental health is low, they are prone to a variety of mental disorders, including schizophrenia, autism spectrum disorder, obsessive-compulsive disorder, emergency disorder and so on. Under the negative influence of mental disorders, college students are prone to show different types of behavior disorders, mainly including psychomotor excitement, psychomotor inhibition, imitation action, stereotyped action, forced action, posture and so on.

Objective: In the process of talent training in colleges and universities, physical education including football not only undertakes the responsibility of physical training for students, but also contains a lot of profound spiritual connotation. As a vital collective activity in physical education, football has a positive impact on college students' physical training and mental health training to a certain extent. The smooth progress of football is conducive to the all-round development of college students. It can improve their physical quality and temper their will at the same time, so as to alleviate the behavioral obstacles of college students. The main purpose of this study is to explore the specific effect of football on alleviating college students' behavior disorders.

Research objects and methods: 180 college students were randomly selected from five universities to explore their physical performance and psychological quality in the process of football. Give regular running training combined with football training to college students participating in this topic.

Research design: Give running training combined with football training to college students participating in this subject. At different time points before and after the exercise intervention experiment, through the corresponding physical fitness test and psychological test, this paper compares and analyzes the mental health and physical quality of college students before and after the experiment, especially the improvement of their behavior disorders.

Methods: Before and after different exercise experiments in the two groups, the psychological and physical quality data of college students were collected and analyzed by Excel software and SPSS22.0 software. The grade of college students' behavior disorder is divided into five grades, from 1 to 5, indicating the severity of behavior disorder symptoms from low to high.

Results: The severity of behavior disorder of college students before and after the experiment was compared and analyzed. The results showed that before the exercise experiment, there were more college students with behavior disorder grade of 4 or 5, indicating that they had more serious behavior disorder before the experiment. In the exercise experiment, the change of the severity of college students' behavior