Figure 1. Anxiety changes of two groups of students

Conclusions: Colleges and universities are the dividing point between students' campus career and social life. In colleges and universities, the learning environment, interpersonal relationship and teaching mode are different from those in the past. Some students can't adapt to these changes, resulting in mental health problems and anxiety disorders. The application of network not only improves the efficiency of college students' education and management, but also becomes an important means to alleviate students' anxiety. However, there are some defects in the education management under the background of the network age, and the alleviating effect on college students' psychological anxiety is not ideal, which needs to be further improved. Combined with school psychology, this study improves the educational management under the background of the network era. The results showed that after 3 months of education management, the anxiety level of students in the study group decreased significantly compared with that before education management ($P < 0.05$). The anxiety level of students in the study group was significantly lower than that of students in the control group ($P < 0.05$). Therefore, based on school psychology, improving the education management under the background of the network era can effectively alleviate the psychological anxiety of college students and transport high-quality and high-level talents for the society.

* * * * *

EXPLORATION AND REFLECTION ON COLLEGE ENGLISH INFORMATION TEACHING PRACTICE UNDER COGNITIVE IMPAIRMENT

Chengwei Wang

School of International Education, Yellow River Conservancy Technical Institute, Kaifeng 475004, China

Background: Cognition refers to the brain's intelligent processing of acquired information and skills. In the process of cognition, it will involve a series of complex social behaviors and activities such as learning, memory, emotion, thinking and so on. When the human cerebral cortex is damaged by various factors, the brain's intelligent processing process will be limited and abnormal, which will lead to cognitive impairment. The clinical manifestations of cognitive impairment are mainly divided into three aspects: perception impairment, memory impairment and thinking impairment. Sensory impairment includes sensory retardation, sensory allergy, sensory deprivation, sensory deterioration, internal discomfort, pathological illusion, etc. Memory impairment mainly refers to memory errors or defects, as well as strong memory and other symptoms. Thinking obstacles mainly include thinking logic obstacles, delusions, association process obstacles, abstract generalization process obstacles and so on. Under the negative influence of different

symptoms of cognitive impairment, patients' learning, memory and quality of life will be reduced. If college students are accompanied by cognitive impairment, their daily activities such as learning and life will be hindered, which will not only restrict the improvement of college students' English learning level and all-round development ability, but also have a great negative impact on the harmonious development of society.

With the accelerating process of globalization, colleges and universities pay more and more attention to English curriculum teaching. The teaching quality and efficiency of English curriculum in colleges and universities directly affect the training progress of English talents. In this context, many scholars have deeply studied the college English teaching model, hoping to find a new breakthrough for the college English teaching model, and promote the improvement of college students' English level on the basis of improving the teaching quality and efficiency of college English courses. The rapid development of computer technology and Internet technology has had a great impact on all walks of life, including the education industry. The information-based teaching mode has become the mainstream at present. As one of the main courses in colleges and universities, the teaching of English courses in colleges and universities has basically realized informatization. However, there are still many defects in college English information teaching, such as teachers' teaching ability is slightly insufficient. The informatization hardware facilities of English informatization teaching in colleges and universities are not perfect. The information-based teaching environment needs to be optimized. For various reasons, the current information-based English Teaching in colleges and universities is not ideal, and the English performance of some students is difficult to be improved, resulting in excessive anxiety and cognitive impairment to varying degrees. In order to alleviate the cognitive obstacles of college students, it is imperative to effectively improve the college English information teaching model.

Objective: Due to various reasons, there are still many defects in college English information teaching, so its teaching effect is not ideal. The learning, memory and life of students with cognitive impairment will be affected, which makes it difficult to improve their English learning level. This study analyzes students' psychology and improves college English information teaching according to their different manifestations of cognitive impairment, in order to improve college English teaching efficiency, alleviate students' anxiety in English learning, and then treat students' cognitive impairment.

Research object and method: 60 students with cognitive impairment were randomly selected from 8 colleges and universities. The students came from different majors, aged 18-22 years, including 32 males and 18 females. Self-rating Anxiety Scale (SAS) and Self-rating Depression Scale (SDS) were used to evaluate students' emotional state; The cognitive impairment of patients was evaluated by the concise Mini-mental State Examination (MMSE), the Mental Health (MH), and 36-Item Short Form Health Survey questionnaire (SF-36).

Research design: The students were randomly divided into study group and control group, with 30 people in each group. Among them, the students in the research group adopted the improved college English information-based teaching model based on cognitive impairment analysis. The students in the control group accepted the traditional college English information teaching model. After 3 months of teaching, the degree of cognitive impairment and emotional state of the two groups of students were compared.

Methods: Using Excel software and SPSS22.0 software to process and analyze relevant data.

Results: There was no significant difference in MMSE score between the two groups before teaching ($P > 0.05$). After teaching, the MMSE scores of patients in both groups increased significantly ($P < 0.05$), and the MMSE scores of patients in the study group were significantly higher than those in the control group ($P < 0.05$), as shown in Table 1.

Table 1. MMSE scores of patients in both groups

Timing	MMSE Score		t	P
	Research group	Control group		
Before teaching	14.3±5.2	14.9±4.7	0.162	0.733
After teaching	24.8±1.9	17.6±3.5	6.451	0.024
t	8.275	1.214	-	-
P	0.001	0.142	-	-

Conclusions: Analyzing the symptoms of students with cognitive impairment, and putting forward the corresponding improvement of English information teaching mode can effectively improve the mental health level of college students, improve their cognitive impairment, and then improve their English learning efficiency and level.

and Practice Project in 2019: "Research and Practice on the Integration and Innovation of Information Technology and Foreign Language Teaching in Higher Vocational Colleges" (No. 2019SJGLX695).

* * * * *

PRAGMATIC FAILURE IN CROSS-CULTURAL COMMUNICATION UNDER THE BARRIER OF THINKING LOGIC

Jiabao Wang & Qunfang Zhang

South China Business College, Guangdong University of Foreign Studies, Guangzhou 510545, China

Background: With the acceleration of internationalization, cultural and economic exchanges among countries are becoming more and more in-depth, and cross-cultural communication is becoming more and more frequent. In cross-cultural communication, due to the differences in cultural background, living habits and education, there are some differences in the understanding of the same thing and information between the two sides of cross-cultural communication, which leads to pragmatic failure in cross-cultural communication. Pragmatic failure can only be reflected in the language itself. It refers to the pragmatic failure caused by the speaker applying a word or sentence structure in his mother tongue to the target language, so that he cannot accurately express his thoughts and emotions. After summarizing the pragmatic failure, British scholars believe that the reason for pragmatic failure is the wrong cognition of the pragmatic meaning of dialogue. There are many factors leading to pragmatic failure, which can be roughly divided into surface cultural transfer and deep cultural transfer. Pragmatic failure and non-pragmatic failure are divided into three types: pragmatic failure and non-pragmatic failure. Pragmatic failure will lead to the misinterpretation of the language expression of both sides in cross-cultural communication, resulting in misunderstanding and unnecessary conflict and misunderstanding. In addition, pragmatic failure will also attack users' self-confidence, cause negative emotions such as anxiety, embarrassment and regret, and then lead to thinking logic obstacles, which will seriously affect daily life, work and study.

Thinking logic barrier refers to the phenomenon that individuals violate the form and law of logical thinking when thinking and processing something by using thinking modes such as concept, judgment and reasoning. Patients with thinking logic disorder have defects in social function or individual development, which will greatly affect their normal integration into society, not conducive to the harmonious development of society, but also greatly affect their daily life, study and work. Therefore, finding an appropriate method to reduce pragmatic failures in cross-cultural communication and avoid the thinking logic obstacles of cross-cultural communicators is of great significance to the harmonious development of society and the economic and cultural exchanges between China and other countries. Cognitive psychology is a branch of psychology that began to rise in 1950. It mainly studies human advanced psychological processes, such as attention, perception and so on. The focus of cognitive reasoning is to use the cognitive orientation and reasoning mode. Therefore, based on cognitive psychology, this study analyzes the self-cognition of cross-cultural communicators, and puts forward some strategies to avoid pragmatic failure in cross-cultural communication, so as to alleviate the thinking logic obstacles of cross-cultural communication and promote the cultural and economic exchanges between China and other countries.

Objective: Pragmatic failure often occurs in cross-cultural communication due to various reasons. Pragmatic failure will also attack users' self-confidence, cause negative emotions such as anxiety, embarrassment and regret, and then lead to thinking logic obstacles, which will seriously affect daily life, work and study. Therefore, based on cognitive psychology, this study analyzes the self-cognition of cross-cultural communicators, and puts forward some strategies to avoid pragmatic failure in cross-cultural communication, so as to achieve the goal of avoiding the thinking logic barrier of cross-cultural communication.

Research objects and methods: In eight universities, 80 students with thinking logic barriers were selected from foreign language majors as the research objects. Using the thinking disorder and social function in the Diagnostic Scale for Mental Disorders (DSMD), a Mental Disorder Assessment Scale (MDAS) was developed to evaluate the degree of students' thinking logic disorder.

Research design: 80 students were randomly divided into study group and control group, with 40 students in each group. Among them, the students in the research group use the strategy based on cognitive psychology to carry out cross-cultural communication. The students in the control group used the traditional way of cross-cultural communication. After 3 weeks, the degree of thinking logic disorder and the frequency of pragmatic failure were compared between the two groups.

Methods: Using Excel software and SPSS22.0 software to process and analyze relevant data.