

unbalanced development of China's regional economy, understands the impact of cognitive impairment on regional economic development, and puts forward precautions for China's regional economic development, so as to promote China's economic development as a whole.

Study design: Taking Southwest China as an example, this paper constructs a spatio-temporal diagnosis model, selects some enterprises for interview survey, mainly investigates the current situation of cognitive impairment of enterprise leaders, evaluates the correlation between the severity of cognitive impairment and enterprise ability, and finally analyzes the correlation between enterprises and the spatio-temporal dynamic unbalanced development of regional economy under the background of cognitive impairment.

Results: The enterprise's ability and cognitive level are evaluated on a 0-5 scale. 0 means very poor and 5 means very good. The comprehensive strength of an enterprise is directly affected by its leaders, and it can be seen that the ability of an enterprise increases with the improvement of leaders' cognitive level, and there is a significant positive correlation between the two, as shown in Figure 1.

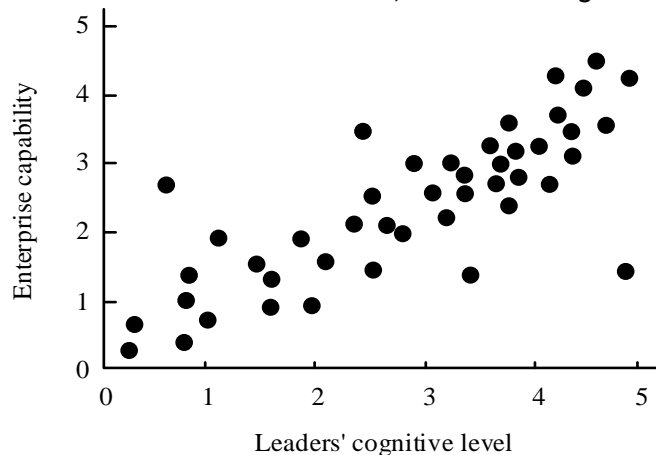


Figure 1. Correlation between leaders' cognitive level and enterprise ability

Conclusions: The uncertainty of economic development is inevitable. Since the reform and opening up, China is committed to building a well-off society in an all-round way. Therefore, how to realize the space-time balance in economic development is the focus of current research. Among them, the cognitive differences of regional enterprise leaders lead to different enterprise comprehensive abilities. Specifically, the higher the cognitive level of enterprise leaders, the stronger the comprehensive ability of enterprises, and the stronger the correlation between enterprises. Therefore, it can be seen that in the time-space dynamic unbalanced development of China's regional economy, the development trend of regional economy can be judged by evaluating the cognitive level of regional enterprise leaders. Finally, in order to ensure the coordinated development of regional economy, it is necessary to eliminate cognitive barriers for enterprise leaders with low cognitive level, ensure that the cognitive level difference between enterprises is small, further promote the relevance between enterprises, promote the efficiency of coordinated development, and promote the development of high and new technologies, so as to drive China's economic development, improve China's comprehensive strength in international competition.

* * * * *

THE INNOVATION OF MARXIST PHILOSOPHY EDUCATION MODEL FOR YOUNG PATIENTS WITH THINKING LOGIC DISORDER

Lingxi Li

School of Marxism, Guangdong University of Technology, Guangzhou 510520, China

Background: Teenagers are the foundation of national development, and their education level can determine their future development. In the growth of teenagers, generally speaking, the thinking and logic ability of young people will be affected by the level of education, but after the growth of young people, the cognitive ability of things and events determines the thinking and logic ability of young people. Therefore, in the growth of young people, the problem of thinking and logic obstacles will appear with the growth of age. The thinking logic barrier of young people refers to that young people are affected by subjective thoughts in learning, and it is difficult to form a more objective and scientific cognitive system. At the same

time, it is difficult to establish excellent thinking quality in the growth of young people, and finally show the confusion of young people's learning and thinking. In daily learning, the main problem of young patients with thinking logic disorder is the abstraction of thinking logic ability. The abstract thinking logic leads to students' deviation in understanding the learning content and unable to understand the concrete related knowledge. A large number of studies have pointed out that it is necessary to cultivate young students' thinking logic ability and improve students' thinking systems in the classroom, but how to effectively cultivate students' thinking ability is an unsolved problem.

Marxist philosophy advocates practical thinking, which is the foundation of Marxist philosophy. Therefore, in the face of the logical obstacles of young people's thinking, the role of Marxist philosophy is becoming increasingly prominent. The practical thinking emphasized in Marxist philosophy includes three aspects: subjectivity, reality and value. In the development of human culture, the use of the three aspects of practical thinking can better investigate the individual way of thinking. In the traditional teaching of Marxist philosophy, the core thinking logic is materialistic dialectics and advocates objective philosophy. Marxist philosophy is not only an educational technology, but also a discipline with professional technology. In education and teaching, Marxist philosophy can effectively help individuals establish a thinking system and improve moral quality cultivation. Facing the thinking logic obstacles of young students, the innovation of Marxist philosophy education model is of great significance. In Marxist philosophy, using the existing thinking logic and philosophical interest can help patients eliminate cognitive obstacles, understand the core thoughts of social development from the philosophical level, and build a perfect and scientific thinking logic.

Objective: At the same time, in order to achieve targeted treatment, combined with the practical thinking in Marxist philosophy, we should innovate the teaching of Marxist philosophy education, so as to eliminate and avoid the thinking logic obstacles of young people, and achieve the purpose of social harmonious development.

Study design: 120 young patients with thinking logic disorder were selected. With the consent of the patients, all patients were divided into three groups: experimental group, control group A and control group B. The experimental group used the innovative teaching method of Marxist philosophy for intervention treatment, the control group a used the traditional Marxist philosophy teaching method for intervention treatment, and the control group B used other philosophical thought teaching methods for intervention treatment. The improvement of ideological logic disorder of the three groups of patients after 5 months was compared.

Results: There was no significant difference in the level of thinking logic disorder among the three groups before the intervention treatment ($P > 0.05$). After the intervention treatment, the improvement of thinking logic disorder in the experimental group was more obvious, and the improvement rate reached 87.5%. The improvement rate among the three groups was statistically significant ($P < 0.05$). Comparing the differences before and after the intervention, there was a significant difference in the number of thinking logic disorders between the control group and the experimental group A ($P < 0.05$), while there was no significant difference in the number of thinking logic disorders between the control group B before and after the intervention ($P > 0.05$).

Table 1. Number of people with thinking logic disorder before and after intervention (*n*)

Group	Before intervention	After intervention	<i>P</i>
Experience group	40	5	< 0.05
Control group A	40	13	< 0.05
Control group B	40	26	> 0.05
<i>P</i>	> 0.05	< 0.05	-

Conclusions: Young people's thinking logic disorder is the main risk factor affecting their healthy growth. Therefore, it is of great significance to control and eliminate young people's thinking logic disorder. In the study, the treatment of young people's thinking logic disorder is carried out through Marxist philosophy education, and the treatment effect is better after the innovation of education mode. In order to cultivate students' correct values and establish a scientific and reasonable thinking system, colleges and universities should make full use of the practical thinking concept in Marxist philosophy and build an innovative teaching mode in order to ensure the normal and healthy growth of young students. On the one hand, it will help to improve the teaching level of colleges and universities and on the other hand, it will help to build socialist harmony.

* * * * *

THE ROLE AND APPLICATION OF OUTPUT ORIENTED METHOD IN COLLEGE ENGLISH TEACHING UNDER THE BACKGROUND OF THINKING DISORDER

Xueqing Wang

Foreign Studies College, Hunan University of Science and Engineering, Yongzhou 425199, China

Background: In the context of globalization, the cooperation and competition between countries are more significant and fiercer. Therefore, college English teaching has gradually improved its requirements in order to provide English translation talents for national construction. As one of the major courses in college English, teachers generally have strict requirements for students in English teaching, but it is undeniable that English, as another language, students will have a psychological exclusion from English learning in the process of learning, resulting in a negative learning attitude. Under the influence of many factors, students will have confusion in thinking logic in English learning. In serious cases, students will be more affected, and finally have thinking obstacles, which seriously hinders the healthy growth of students. Psychology believes that the emergence of individual thinking disorder is largely affected by the environment, so the treatment of thinking disorder also depends on the environment to a great extent. Among the conventional psychological treatment methods of thinking disorder, education and teaching methods are widely used. Therefore, in the face of students' thinking disorder in college English classroom, adopting innovative English teaching scheme will improve students' thinking disorder to a great extent.

In college English teaching, some studies have put forward the theory of output-oriented method, which is put forward according to the current situation of college English teaching in China, and can effectively improve the quality of college English teaching. The output-oriented method is a new teaching theory, which includes output preparation oriented, output process oriented and output evaluation oriented. Output oriented approach runs through the whole teaching course in English teaching and plays a leading role in English course teaching. It guides teachers to conduct Task evaluation in the process of students' English learning, including evaluating the influencing factors driving English teaching, evaluating the mastery process of students' knowledge points in the process of course teaching, and evaluating students' comprehensive English ability after English learning. The evaluation of output-oriented method includes immediate evaluation and delayed evaluation. The immediate evaluation needs to be carried out in the teaching course to analyze students' language organization ability and expression ability in English learning, and the delayed evaluation is the evaluation of teacher-student cooperative teaching. Therefore, facing the current situation of English teaching, how to apply the output-oriented method to eliminate students' thinking obstacles in English teaching is the focus of teaching research.

Objective: This paper analyzes the current situation of thinking obstacles in college English teaching, discusses the application of output-oriented method in college English teaching innovation and the effect of innovative teaching in alleviating college students' thinking obstacles, so as to provide theoretical support for the cultivation of college English talents in China and improve China's core competitiveness in the international community.

Study design: 200 non-English majors in colleges and universities are selected to investigate the basic information of the selected college students by questionnaire and interview, including the students' basic English achievements and students' ideological barriers. All students were randomly divided into two groups: the experimental group and the control group. The experimental group adopted the English teaching mode under the output-oriented method, and the control group adopted the conventional teaching mode. The improvement of ideological barriers of the two groups was compared and analyzed.

Results: The 0-4 score system is used to evaluate the impact of students' ideological barriers on English teaching. 0 means no impact, 1 means slight impact, 2 means general impact, 3 means obvious impact and 4 means complete impact. The results show that the English teaching mode under the output-oriented method has a complete impact on students' ideological barriers in learning, life and communication.

Table 1. The influence of English teaching model on students' ideological barriers

Content	Learning and ideological barriers	Life thought barrier	Barriers to exchange ideas
English teaching mode	4	4	4

Conclusions: College students' English education is the main content of college education in China. How to cultivate English professionals is a problem that college teachers need to pay close attention to. In the teaching of colleges and universities, students will have negative emotions due to language conflict. Under the influence of negative emotions, students' thoughts will be damaged, and then there will be ideological obstacles. The ideological obstacles of students in English education in colleges and universities are