

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

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**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

seriously affected by the educational model. Therefore, it is necessary to formulate targeted plans in teachers' teaching, adopt the output-oriented method to carry out innovative design of English teaching plans, alleviate the ideological obstacles in students' English learning, and finally realize the all-round development of students and promote the development of education and teaching in colleges and universities, provide guarantee for national economic construction.

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## ANALYSIS OF PROBLEMS AND COUNTERMEASURES IN PROJECT MANAGEMENT UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

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**Background:** As China's social development has entered a new stage, scientific research projects in colleges and universities have also ushered in vigorous development. University scientific research projects are scientific and technological innovation R & D projects established with the support of the state. On the premise of industrial upgrading, as a place for high-tech talents to gather, their scientific research projects are of great significance. In addition, colleges and universities are also the key institutions of the state to cultivate high-tech talents. With the social development, the demand for technical talents in all walks of life is increasing. How to carry out vocational education and increase scientific research ability has become an urgent problem to be solved in college education. The necessary condition for the improvement of scientific research ability of colleges and universities in the improvement of scientific research management ability. Scientific research management is the scientific and reasonable arrangement of scientific research projects. Good scientific research project management can greatly improve the efficiency of scientific research. However, it is undeniable that there are still many problems to be solved in the management of scientific research projects in colleges and universities. Among them, the imperfection of project management mode and management regulations are important factors that hinder scientific research innovation. In the management of scientific research projects in colleges and universities, the cognitive level of managers is the premise to determine whether the management mode and management regulations meet the requirements. Poor cognitive level and even cognitive impairment will lead to very big mistakes in the management of scientific research projects, and eventually lead to the end of scientific research projects, which not only wastes human resources, but also wastes a lot of economic resources.

According to psychology, the causes of cognitive impairment of managers are diverse, including education, interpersonal relationship and professional knowledge. Psychologically speaking, the level of education of scientific research project managers will affect their self-confidence or inferiority complex, which will greatly improve their work efficiency. However, for people with cognitive impairment, their self-confidence will gradually deteriorate into arrogance, and their inferiority complex will continue to deteriorate. Interpersonal communication refers to the communication between managers and colleagues. From the perspective of cognitive psychology, people are often only willing to communicate with people within their own cognitive range. The generation of cognitive impairment is the result of their poor interpersonal communication ability. Finally, cognitive psychology believes that people's cognition is the information processing ability shown in learning, while low professional level will lead to poor processing ability, which will lead to cognitive impairment. And cognitive psychology believes that the generation of cognitive impairment is difficult to estimate, and the relatively simple and effective treatment is educational treatment. Therefore, it is of great significance for the mental health of managers and the normal development of scientific research projects to formulate a solution to the existing problems from the perspective of treating the cognitive impairment of project researchers.

**Objective:** Understand the cognitive impairment of managers in scientific research management projects in colleges and universities, collect the problems existing in the current scientific research project management in colleges and universities through literature method and questionnaire, and formulate the project management scheme, so as to provide reference for the development of scientific research projects in colleges and universities in China.

**Study design:** Three universities in the university city of a city are selected for questionnaire survey, and the scientific research project managers in each university are randomly interviewed to evaluate their