

psychological and behavioral induction methods after mastering the psychological characteristics of patients can effectively alleviate the treatment mood of patients and improve the prognosis of patients. Therefore, in order to ensure that the patients with chronic periapical periodontitis in the oral clinic can achieve obvious results after treatment, the research starts with the psychological relief of the patients, and puts forward the targeted scheme of psychological and behavioral induction, in order to reduce the psychological anxiety of the patients while treating the patients with chronic periapical periodontitis.

Objective: Taking patients with chronic periapical periodontitis in oral clinic as the research object, formulate psychological and behavioral induction measures to explore the treatment effect and psychological negative emotion relief effect of patients with chronic periapical periodontitis under psychological and behavioral induction.

Study design: 180 patients with chronic periapical periodontitis in the dental clinic of a hospital were counted. All patients were treated with radical apical periodontitis. During the treatment, 90 of them were treated with psychological and behavioral induction. Finally, the treatment effect of patients with chronic periapical periodontitis and the difference of psychological anxiety before and after treatment were analyzed.

Result: The treatment time difference between patients treated with psychological and behavioral intervention and patients treated with routine treatment is compared, as shown in Table 1. It can be seen from Table 1 that the treatment time required by patients in the study group of psychological and behavioral intervention adjuvant treatment is significantly lower than that in the routine group of routine treatment, and the difference is statistically significant ($P < 0.05$).

Table 1. Comparison of treatment time of patients

Group	Treatment time (min)	<i>t</i>	<i>P</i>
General group	29.63±3.34	11.42	<0.05
Research group	19.52±2.62		

Conclusions: With the development of economy, people's pursuit of daily life is getting higher and higher. Therefore, under the changing background of diet and habits, the incidence rate of oral diseases is also increasing. In the study, aiming at the low efficiency of patients with periapical periodontitis in the treatment of oral diseases, starting with the negative psychological emotions of patients, this paper analyzes the psychological changes of patients, and puts forward psychological and behavioral induction measures. In the treatment of periapical periodontitis, the treatment time of patients receiving psychological and behavioral induction adjuvant therapy has been significantly reduced, and the negative emotions such as psychological depression and anxiety have also been significantly alleviated. The above results show that in the oral clinic, for patients with periapical periodontitis, the introduction of psychological and behavioral induction adjuvant therapy in the treatment process can effectively improve the treatment efficiency. Therefore, in medical treatment, the psychological intervention of patients will help to improve the level of medical service and enhance the sense of experience of patients.

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A STUDY ON THE APPLICATION OF FLIPPED CLASSROOM TEACHING MODEL IN COLLEGE ENGLISH TEACHING UNDER COGNITIVE IMPAIRMENT

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Background: The generation of students' cognitive impairment is the brain cognitive deviation in the face of complex English learning environment. In the basic theory of psychology, it is believed that cognition is to transform external information into internal psychological activities. In psychiatry, cognitive impairment is a mental disorder caused by human brain outside organic diseases. Mental disorders, such as mental retardation and memory impairment, often appear after mental retardation. With the continuous development of medical technology, the treatment methods of patients with cognitive impairment are gradually enriched, in which drug treatment is the main treatment method. According to the research of psychiatrists, when cognitive impairment occurs, the cognitive function is damaged, and the recovery of cognitive function needs continuous targeted training, and drugs need to be taken to alleviate the psychological emotion of patients during the training process. With the continuous development of society,

a large number of methods to alleviate the condition of patients with cognitive impairment have gradually emerged, among which the impact of education and teaching on patients is more obvious.

With the development of society, the communication between countries is becoming more and more frequent. Therefore, colleges and universities are paying more and more attention to English teaching. However, it is undeniable that the current college English education is facing great difficulties. College students have great negative psychology in English learning, and in the face of strange language habits, college students will be afraid of difficulties in English learning. And in terms of the current situation of English teaching, the current situation of students' English performance and the passing rate of CET-4 and CET-6 are not ideal, so it is urgent to reform English teaching. As an international language, English is very important for college students to understand the world and expand their horizons. However, the low level of English will lead to students' inability to fully express their ideas in both literature reading and oral communication. In recent years, the proposal of flipped classroom has brought hope to the reform of English classroom teaching. Flipped classroom represents the reversal of knowledge transfer and knowledge internalization. Culture teaching in English teaching has always been a difficulty in the classroom. For incomprehensible language classroom, teachers' lectures cannot arouse students' interest. Therefore, it is necessary to use flipped classroom to reasonably and effectively improve English teaching mode. In the formulation of flipped classroom teaching model, it is easy to find that students' cognitive impairment will have an impact on the formulation of flipped classroom teaching model. In college education, the education model reform for patients with cognitive impairment has also become one of the methods for higher education to improve teaching quality. Therefore, exploring the model reform of cognitive impairment on college English flipped classroom will not only help to improve college teaching level, but also alleviate college students' cognitive impairment and promote students' healthy development.

Objective: Starting with cognitive impairment, this paper explores the construction scheme of flipped classroom model in college English teaching, and analyzes the impact of flipped classroom model on students' cognitive impairment.

Study design: Using the method of stratified sampling, 350 students in a university were investigated in class, and the students' learning experience in flipped classroom teaching was judged from the students' classroom performance. Select students with cognitive impairment, count the changes of students' cognitive impairment before and after flipped classroom teaching, and evaluate the mitigation effect of students' cognitive impairment.

Results: A total of 47 of the 350 students suffer from cognitive impairment to varying degrees. The changes of cognitive impairment of 47 students are shown in Table 1. Table 1 shows that among the 47 students, the number of students with mild cognitive impairment increased to 32 after teaching, the number of students with severe cognitive impairment decreased to 0, and 8 students with cognitive impairment were effectively treated. The difference in the number of cognitive impairments before and after teaching is statistically significant.

Table 1. Changes of students' cognitive impairment before and after teaching (n)

Degree of cognitive impairment	Before teaching	After teaching	P
Light	26	32	<0.05
Moderate	14	7	<0.05
Severe	7	0	<0.05

Conclusions: Cognitive impairment is the mental problem of students in college teaching. Considering students' cognitive impairment in college teaching and formulating teaching plans can not only alleviate students' condition, but also improve the quality of college teaching. From the perspective of cognitive impairment and the reform of flipped classroom teaching model in college English teaching, the research formulates innovative teaching plans. The results show that under the new teaching mode, the number of students with cognitive impairment has decreased significantly, and in this process, teachers' teaching level and students' professional performance have been significantly improved. Therefore, in the reform of teaching mode in colleges and universities, considering students' cognitive barriers will help to alleviate students' negative emotions in teaching, promote students' healthy growth and ensure the talent training needs of national development.

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PSYCHOLOGICAL RELIEF METHODS OF HIGHER VOCATIONAL STUDENTS' ENGLISH LEARNING ANXIETY BASED ON SELF-EFFICACY

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Background: Foreign language learning in higher vocational colleges is the focus of professional teaching in higher vocational teaching. From the current situation of higher vocational English teaching, we can know that most students will have English learning anxiety in the face of a complex English environment. English learning anxiety is a kind of fear generated by students when learning English. In English learning, students are faced with more difficult foreign language learning content, which leads to exclusion from English teaching. It also leads to students' English performance being unable to meet the needs of teachers, and finally makes students have English anxiety. Anxiety not only has a serious impact on students' learning efficiency but also has a more serious impact on students' learning efficiency. At the same time, some studies suggest that after students have English learning anxiety, the overall development of comprehensive quality is limited, and students' behavior values will also be affected, resulting in a large number of psychological anxiety students who cannot achieve a satisfactory state in their future development. A large number of studies have proved that students' English learning anxiety in higher vocational colleges mainly comes from students' self-efficacy, so it is of great educational value to analyze the impact of self-efficacy on students' anxiety psychology and put forward coping strategies.

Self-efficacy is the perception of behavior control those individuals show when facing challenges in the environment, that is, when people face different events, their own instinctive judgment can adjust their own behavior. Self-efficacy does not directly affect human behavior, but it can affect people's motivation, cognition and emotion, and play a role in personal psychological self-control in the process of its influence. Students' self-efficacy in English learning has three dimensions. The first is the students' self-confidence reflected in their learning level. The difference in students' self-confidence leads to students' ability to challenge English in English learning. The second is universality. Students' universal self-efficacy in English learning can help students extend their learning attitude to the whole learning field. The difference of universal self-efficacy is the embodiment of students' flexibility in quoting learning methods. The last is the sense of intensity self-efficacy. In English learning, students' learning anxiety will affect students' learning emotion, so different students' sense of intensity self-efficacy also has significant differences. In the psychotherapy of English learning anxiety of higher vocational students, starting with the analysis of students' self-efficacy, we can effectively formulate a plan to alleviate students' anxiety, which is of great significance to the growth of students.

Objective: By analyzing the influence of self-efficacy on students' English learning anxiety, we can alleviate students' learning anxiety by improving students' self-efficacy, providing theoretical reference for English teaching in higher vocational colleges, and bringing guarantee for students' comprehensive development.

Study design: This paper uses multiple linear regression to evaluate the correlation between English learning self-efficacy and students' learning anxiety, constructs a path model, and uses the mediation effect test to determine the relationship between learning self-efficacy and students' learning anxiety, and constructs a psychological mitigation scheme for students' English learning anxiety. 100 students in higher vocational colleges were selected for experimental analysis, and all students were given an anxiety scale and self-efficacy questionnaire to collect students' anxiety scores and self-efficacy scores before the experiment. All students were given a teaching program based on self-efficacy to alleviate psychological anxiety. After 6 months, the students were evaluated on anxiety and self-efficacy for the second time, and the differences were compared.

Table 1. Factor correlation matrix

	Self-efficacy	Learning anxiety	Teacher influence	Teacher closeness
Self-efficacy	1.00	-0.50	0.27	-0.21
Learning anxiety	-0.50	1.00	-0.19	0.14
Teacher influence	0.27	-0.19	1.00	0.10
Teacher closeness	-0.21	0.14	0.10	1.00

Result: There is a significant correlation between students' English learning psychological anxiety and students' self-efficacy, and it can be seen that there is a negative correlation between self-efficacy and