

damage the legitimate rights and interests of other companies, enterprises or consumers, and violate the anti-unfair competition law in order to increase their profits or attack their competitors. In order to avoid criminal responsibility, some leaders of unfair competition enterprises will falsely claim that they have mental disorders. In order to promote the development of China's market economy and the construction of a legal and harmonious society, based on psychoanalysis theory, this paper analyzes the spiritual structure, mental state, consciousness and unconsciousness of unfair competition enterprise leaders, and constructs a mental disorder evaluation index system. 20 experts were invited to evaluate the index. 20 experts recognized the mental disorder evaluation index system, which confirmed the effectiveness of the evaluation index system.

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TEACHING OF CHINESE AND FOREIGN LITERARY WORKS IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

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Background: College students with cognitive impairment often encounter more complex and diversified difficulties than conventional students in the process of learning Chinese and foreign literary works. These cognitive disorders are often composed of six main types: cognitive difficulties in the theme and content of the article, cognitive difficulties in foreign languages, cognitive difficulties in literary background, lack of understanding of works, lack of reference materials, and cognitive difficulties in foreign cultures. From the six main types of cognitive impairment, it can be seen that in the process of college students' learning foreign literary works, the most likely cognitive impairment is the obstacle caused by the difference of cultural system. This kind of cognitive impairment is not only affected by metacognitive impairment at the level of cognitive psychology, but also closely rooted in the differences of culture and values between different nationalities and cultural systems. When learning foreign literature, college students cannot make a clear distinction between these foreign cultures and values, which is easy to produce confusion psychology and even psychological cognitive obstacles in the learning process. This is also the result of the lack of detailed cultural guidance and psychological cognitive guidance in the Chinese teaching of foreign literature in contemporary colleges and universities. Therefore, we should intervene in the metacognitive and cross-cultural cognitive impairment of students with cognitive impairment respectively in the teaching process. The intervention of metacognitive impairment depends more on the cognitive impairment auxiliary procedures in the teaching process, while the intervention of cross-cultural cognitive impairment depends on the knowledge teaching of foreign cultural background and foreign language habits in the teaching. On the basis of these knowledge, we can introduce the main content of Chinese teaching, or select the more flexible model in the foreign literature library as the understanding sample to help students substitute for understanding, and help students establish an effective cognitive path through more specific localized teaching methods, so as to lay a foundation for helping students eliminate cognitive obstacles.

Objective: In the process of college Chinese and foreign literature, contemporary college students often form certain cognitive obstacles due to factors such as cultural background and language use habits, which will have a serious impact on daily Chinese learning. This study analyzes the characteristics of cognitive impairment in the process of Chinese and foreign literature teaching in colleges and universities, and formulates teaching strategies for cognitive impairment, so as to help students understand foreign literature more comprehensively and thoroughly and break the cognitive impairment.

Subjects and methods: This study takes the types of cognitive impairment produced by students in the teaching of Chinese and foreign literature works in colleges and universities as the research starting point, excavates and analyzes the root causes of cognitive impairment, formulates the teaching strategies of Chinese and foreign literature in colleges and universities, and analyzes its benign impact on students.

Study design: This study is mainly conducted in the way of multiple groups of comparative experiments. The research objects mainly select the students participating in the course of foreign literary works appreciation in a university. In the course, the students are divided into mild impairment, moderate impairment, severe impairment and control group according to the degree of cognitive impairment. The teaching method of intervening cognitive impairment is adopted in the intervention groups of three kinds of impairment. The control group used traditional teaching methods. Finally, the psychological experience and learning results of students in the four groups were statistically and compared.

Methods: This study mainly uses Excel as an analysis tool for statistics and analysis of comparative experimental results, and uses it to analyze the impact and degree of foreign literature teaching methods that interfere with cognitive impairment.

Results: The composition of students with cognitive impairment of different types of foreign literary works in this study is shown in Table 1.

Table 1. Cognitive impairment factor table

Cognitive difficulties	Number of people	Proportion (%)
Difficulty in recognizing the theme and content of the article	4	11.43
Language cognitive impairment	8	22.86
Cognitive difficulties in literary background	6	17.14
Lack of understanding of the work	3	8.57
Missing references	5	14.29
Cognitive impairment of foreign culture	8	22.86
All the above elements exist	1	2.86

The most frequent types of cognitive impairment in foreign literature in Table 1 are language cognitive impairment and foreign cultural cognitive impairment, both of which are 8, accounting for 22.86% of the total number, while cognitive difficulties in literary background are the second, accounting for 6, accounting for 17.14% of the total number.

Conclusions: Due to the different cultural backgrounds and language habits among different nationalities, college students often have different types of cognitive barriers when learning foreign literature and Chinese. In view of the cognitive obstacles of college students in Chinese learning, we should start with its causes, and help students break through the cognitive obstacles and achieve better learning results by changing teachers' teaching ideas, increasing teachers' and students' cross-cultural awareness, increasing the reserve of foreign cultural knowledge and cultivating students' interest in learning in the cross-cultural context.

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THE INFLUENCE OF CURRICULUM IDEOLOGICAL AND POLITICAL TEACHING REFORM ON ALLEVIATING THE PSYCHOLOGICAL ANXIETY OF ART COLLEGE STUDENTS

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Background: Some art college students are affected by some bad ideas, with distorted value orientation, lack of social responsibility and vague ideals and beliefs, resulting in poor mental health. When facing various pressures, such as academic pressure, employment pressure and interpersonal pressure, they are also more prone to anxiety. Long-term and excessive anxiety will affect students' normal study and life, and then have a negative impact on students' physical and mental health and long-term development, which is not conducive to the construction of a harmonious society. Therefore, we need to find a way to alleviate students' negative emotions, alleviate students' anxiety and improve students' mental health level. In colleges and universities, ideological and political education is the main way to improve students' mental health and alleviate students' anxiety and depression. However, the current teaching mode of ideological and political education in colleges and universities is relatively single and traditional, and the students' learning enthusiasm and interest are not high, which cannot play its role in helping students shape positive, healthy and upward ideals and beliefs, establish correct outlook on life and values, and improve the level of mental health.

Curriculum ideological and political education is an educational concept that takes "Building Morality and Cultivating People" as its own task, constructs an all-round education pattern, and then complements and cooperates with other courses and ideological and political courses, so as to form a synergistic effect. The transformation from ideological and political course to curriculum ideological and political education is a necessary condition for building a collaborative ideological and political education system of all staff and