

or organizational life, the influencing factors from the collective level have a greater and more stable impact on individual motivation and behavior. Therefore, in the research of middle school students' collective efficacy, the research value of the influencing factors at the team level is greater. The research on the influencing factors of middle school students' collective efficacy in this study only proves the important influence of successful experience at the collective level on middle school students' collective efficacy from the level of investigation and research. There is no experimental research to prove the causal relationship between a successful experience and middle school students' collective efficacy.

Objective: This study mainly compares the differences in the perception of team collective efficacy between middle school students with and without successful experience feedback in collective tasks, and tests whether team successful experience is an important factor affecting team members' collective efficacy.

Research objects and methods: 36 boys in the first grade of a middle school were selected as the research objects, and there was no significant difference in the comparison of physical qualities such as speed, strength, endurance, and sensitivity of all subjects ($P > 0.05$). The comprehensive physical fitness test scores were 80-85 points, so as to ensure that the students have similar homogeneity in sports ability and physique.

Research design: (1) Experiment on the influencing factors of collective efficacy. The measurement time is the internal variable of subjects (ex-ante and ex-post measurement). The experimental treatment was inter-subject variables (with and without successful experience feedback). The dependent variable is the subjects' sense of collective efficacy. (2) Experiment on the effect of students' collective efficacy in sports situations. The measurement time is the internal variable of subjects (ex-ante and ex-post measurement). The experimental treatment was inter-subject variables (high and low collective efficacy). The dependent variables were sports performance and teamwork consciousness. After the experiment, the middle school students' collective efficacy evaluation scale was used for evaluation. There were 3 dimensions and 22 items, and the scores of each item were 1-6. The higher the score, the more consistent it was.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: Before and after the experimental intervention, the scores of collective consciousness and team competence in the experimental group were significantly different ($P < 0.01$).

Table 1. The scores of collective efficacies of subjects before and after experimental intervention were different

Dependent variable	Experimental time	n (Group)	M	SD	t	Sig.
Collective consciousness	Before experiment	6	37.31	2.37	17.69	0.00*
	After the experiment	6	40.84	2.78		
Team competence	Before experiment	6	42.72	2.48	15.44	0.00*
	After the experiment	6	46.62	3.24		
Goal achievement	Before experiment	6	18.11	1.54	2.69	0.11
	After the experiment	6	19.06	2.27		

Note: * $P < 0.01$.

Conclusions: On the premise of the same initial conditions, the team receiving successful experience feedback has a significant improvement in collective efficacy, and the team without successful experience feedback has no significant change in collective efficacy. The sports performance of the team with significantly improved collective efficacy is significantly higher than that of the team with no obvious change in collective efficacy. Collective efficacy directly and positively predicts the sports performance of the team. The team with significantly improved collective efficacy has significantly higher team cooperation consciousness than the team with no obvious change in collective efficacy. Collective efficacy directly predicts the team cooperation consciousness.

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EXPLORATION ON THE TEACHING REFORM PATH OF MINORITY ART EDUCATION CURRICULUM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Chuanfu Liu

College of Art and Design, Qiqihar University, Qiqihar 161006, China

Background: China is a multi-ethnic country. Each ethnic group has rich cultural and artistic resources. However, the effect of school art education in some ethnic minority areas is very poor. The curriculum development of rich traditional art in schools can not only effectively improve the effect and quality of art education. It can also stimulate students' interest in art learning to a great extent, and greatly promote the inheritance and protection of ethnic minority traditional culture. At present, the art resources of ethnic minorities are gradually applied to the practice of art education. However, the current education still does not develop the deepest artistic spirit of ethnic minorities. How to excavate the art resources of ethnic minorities and apply them in art education has become a hot spot in the field of education. The research shows that integrating educational psychology into the art education curriculum of ethnic minorities can effectively improve the effect of curriculum teaching. Art education psychology is a subject that studies the psychological phenomenon of art education. Art educational psychology is an educational activity with art as the medium. It is different from art creation and art appreciation activities, and emphasizes the effect of implementation as art education. As the basic theory of the psychological activities of art education, the psychology of art education is the result of the infiltration and integration of art, pedagogy and psychology.

The application of psychology in minority art teaching is to help students try to eliminate psychological troubles and alleviate psychological contradictions through appreciation when appreciating art works. Let students use art creation to obtain a sense of achievement and satisfaction, timely correct bad learning psychology, correct bad habits and personality, reduce the negative impact of bad psychology, and give full play to the value of minority art education. At present, there are still many problems in minority art education. First, the importance of curriculum teaching is still not high enough. Second, the teaching ideas of some teachers need to be updated. Third, the class hours are limited and the teaching conditions need to be updated. Therefore, it is very necessary to explore the reform path of minority art education curriculum teaching.

Objective: Based on educational psychology, this study explores the teaching reform path of minority art education curriculum. It mainly integrates the art resources of ethnic minorities, compiles art education textbooks with modernity and national characteristics, and constructs a digital art education resource database and sharing platform for ethnic minorities. Finally, it analyzes the practical effect of students in curriculum teaching.

Research objects and methods: 500 first grade students in a middle school were selected as the research objects. The students were divided into control group and experimental group for one semester of teaching. The experimental group used the teaching reform path of the constructed minority art education curriculum to teach students, and the control group used the conventional minority art teaching curriculum.

Research design: Before and after teaching, the two groups of students were evaluated with the self-designed evaluation of psychological state in middle school minority art teaching classroom. The scale is divided into four dimensions: worry, nervousness, fear of painting and fear of classroom questioning, including 32 items. Each question has 5 answers to choose from. Using Likert 5-point scale, the score is 1-5 points, the higher the score, the more consistent with the situation, that is, the more serious the psychological problem. The internal consistency coefficient of the scale is 0.875, which shows that it has very good reliability and institutional validity and can be used for measurement.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: After teaching, the scores of worries, nervousness, fear of painting and fear of classroom questioning in the experimental group were significantly lower than those in the control group ($P < 0.05$).

Table 1. Compare the psychological status of the two groups of middle school students after national art classroom teaching

Factor	Control group	Experience group
Worry	3.14	2.84
Nervous and tense	3.18	2.85
Afraid to speak English	3.12	2.87
Fear of classroom	3.17	2.78

Conclusions: The educational development of minority art resources is not a simple work, in which there are many problems that need in-depth research and thinking. However, by adhering to such an artistic vision and awareness of development, we will be able to highlight the characteristics of ethnic minority art resources and the advantages of education, so as to better inherit and develop ethnic minority art education, and combine psychology with art appreciation teaching in junior middle school, so that students can enter the art classroom with enthusiasm. It can enrich the content of school education and teaching

methods to a great extent, and then improve students' value system, artistic cognition level and spiritual structure.

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THE INFLUENCE OF COLLEGE BASKETBALL TEACHING REFORM ON COLLEGE STUDENTS UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

Ke Huang* & Qianqian Zhong

College of Physical Education and Health, Changsha Medical University, Changsha 410219, China

Background: Mild Cognitive Impairment (MCI) is a transitional state between healthy aging and Alzheimer's Disease (AD). It is recognized by researchers and clinicians as a "window" for teaching and delaying the development of AD. Moreover, the global prevalence of MCI is 9.6%-21.6%, which is considered to be a precursor of AD, so it is particularly important to study cognitive impairment. Research shows that physical exercise teaching has a positive impact on the cognitive function of MCI patients, and it is a non-pharmacological method to delay the decline of the cognitive function of MCI. At present, the mental health problems of college students in China have attracted more and more attention. Because college students are generally under the pressure from school, family, society, employment and other aspects, there are more and more mental health problems, especially mental diseases such as cognitive impairment. Therefore, it is necessary to reform the teaching of college physical education in order to integrate physical and mental health. Physical education curriculum should be guided by the thought of "health first". Students should achieve progress in five target areas in the physical education curriculum, namely sports participation, skill formation, physical health, mental health and social adaptation. The goal of colleges and universities should also change from the initial strengthening of the physique to paying attention to students' mental health education.

In the past college basketball courses, due to the single curriculum structure, paying too much attention to skills and examination results in the implementation process, there was not too much teaching on students' mental health problems, and students were too passive in the learning process, so it was difficult to mobilize students' enthusiasm. They simply emphasized the cycle to strengthen action skills, ignoring the educational and psychological functions of the curriculum. As a result, some students like physical education, but do not like that.

Objective: By comparing and analyzing the major elements of Chinese and western public physical education curriculum, China's college public physical education curriculum should transform from strengthening physical education to perfecting personality education, and pay attention to students' mental health and personality. This study takes the teaching reform of college basketball courses as an example to explore the improvement effect of the course teaching after the teaching reform on students' cognitive impairment.

Research objects and methods: 200 college students with cognitive impairment in 9 colleges and universities in a certain area were selected as the research object. The students were divided into the control group and experimental group, with 100 students in each group for three months. The experimental group used the curriculum after the teaching reform of college sports basketball, and the control group used the conventional teaching curriculum. Analyze and compare the remission of cognitive impairment between the two groups of college students before and after teaching.

Research design: MMSE was used to evaluate before and after teaching (3 months), including memory, attention, understanding and time orientation. The total score was 0-30, and the score was directly proportional to ability. The Ability of Daily Living (ADL) was evaluated before and after teaching (3 months), involving eating, dressing, grooming, toilet and other dimensions. The total score was 0-100, and the score was in direct proportion to the ability.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: The two groups were compared after teaching, and the two groups were significantly higher than that before teaching ($P < 0.05$). There was no significant difference between the two groups before teaching ($P > 0.05$), and the score of the observation group was significantly higher than that of the control