

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

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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

group after teaching ($P < 0.05$).

Table 1. Comparison of cognitive function and activities of daily living between the two groups

Scoring method	Teaching time	Control group	Experience group
MMSE	Before teaching	12.5	11.5
	After teaching	20.5	22.7
ADL	Before teaching	43.2	44.3
	After teaching	60.3	65.1

Conclusions: Physical exercise interventions have always been the focus of research on preventing or delaying the decline of cognitive ability of patients with cognitive impairment. Although the research results are inconsistent and there are still some problems to be solved, they have a positive impact on the population level. Few other practical intervention strategies can be compared with it. Therefore, more people should be encouraged to participate in physical exercise, and more mental health interventions should be added to physical education. It is suggested that the evaluation system should be followed up and refined. It is suggested that the final grade evaluation should be excessive to the combination of stage teacher evaluation and student self-evaluation, which can promote students' enthusiasm to participate in basketball learning in real-time and improve the effectiveness of learning feedback. The organic integration of college sports associations and public physical education courses can be used as an important supplementary form of college physical education curriculum teaching organization. For example, the integration of basketball associations, clubs and new basketball courses will provide support for basketball classroom organization and various basketball events, which can not only revitalize the vitality of college basketball teaching, but also enhance the cultural value of campus basketball.

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CULTURAL DIFFERENCES AND STUDENTS' OBSTACLES TO THINKING AND EXPRESSION IN COLLEGE ENGLISH TEACHING UNDER THE BACKGROUND OF MULTICULTURALISM

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Background: The process of normal thinking is purposeful, coherent and logical. The specific practice of thinking can get a result and correct the result. At the same time, people's normal thinking activities have their corresponding introspective experience and can control their own thinking activities. If the thinking activity is abnormal and changes the normal thinking characteristics, it can be called thinking obstacle. Thinking disorder belongs to a group of important symptoms of mental patients. Because the symptoms of such patients are mainly expressed through language, we can judge whether they have thinking disorder through the expression of patients. At present, the specific manifestations of thinking disorders in clinic mainly include four categories: Thinking speed disorder, thinking form disorder, thinking control disorder and thinking content disorder. This classification is suitable for clinical diagnosis, but it focuses on the research of schizophrenic thinking disorder, and pays less attention to organic encephalopathy or other mental thinking disorders. College students should get rid of their own logical thinking obstacles, such as the inability to accurately grasp the connotation of concepts, the misjudgment of reasoning premise, the inversion of cause and effect and so on.

With the formation of cultural diversity in the world today, it also improves the requirements of college English Teaching in China. College English teaching should not only pay attention to language teaching, but also cultivate students' cross-cultural communication ability in order to improve college students' comprehensive quality. Intercultural communicative competence refers to the ability that people from different cultural backgrounds need to communicate successfully, including language, thinking, behavior and social development. To cultivate students' cross-cultural communication ability, specifically, is to strengthen students' application of English language, so that students can have a certain language application ability in cross-cultural communication. Train students' thinking of seeking differences in the multicultural background, help students understand the behavior norms in different cultural backgrounds,