

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,

improve students' interpersonal communication ability in social communication, and enable students to quickly adapt to the diversified cultural environment. The research shows that there are many factors that hinder the cultivation of college English cross-cultural communicative competence, among which the obstacle of thinking expression is one of the most important factors. These factors will cause students to not better understand foreign culture and use the language they have learned. Thinking is the process of human brain indirectly and summarizing objective things, which reflects the essence of things and the internal relationship between things. Therefore, it is particularly urgent to analyze the current situation of College Students' thinking logic obstacles, find problems in time and take appropriate measures to solve psychological obstacles. Thinking disorder is an important and common symptom of mental illness, mainly including thinking form disorder and thinking content disorder (mainly delusion). The obstacles of thinking form are mainly the obstacles of association process, such as the acceleration and deceleration of association process, and the irregular combination between appearance and concept. The obstacles of thinking content are mainly manifested in delusion, over price concept and compulsion concept.

Objective: Starting from the obstacles of students' thinking and expression, this study studies the importance of cultivating students' cross-cultural communication ability under the multicultural background, puts forward effective teaching strategies, and analyzes the improvement effect of teaching on students' thinking and expression obstacles.

Research objects and methods: 180 college students with thinking and expression barriers were selected as the research objects. The students were taught English teaching program based on multicultural model, and all subjects were taught for one semester. Analyze the symptoms of thinking expression disorder of college students before and after teaching.

Study design: In this study, the Chinese version of Toronto Alexithymia Scale (TAS-20) was used to evaluate all subjects. There were 20 items, which were structurally divided into three factors: inability to distinguish emotion, inability to describe emotion and extraversion thinking. The scoring method is grade 5, with a score of 1-5. The higher the score, the more agree. The total score is between 20 and 100. The higher the score, the more serious the symptoms are. The correlation between the results of TAS-20 and depression and anxiety was analyzed.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics, and Pearson correlation analysis is used for correlation analysis.

Results: After teaching, the scores of all factors of the subjects were significantly lower than those before teaching ($P < 0.05$).

Table 1. Comparison of TAS-20 scores before and after teaching

Time	Emotional discrimination	Emotional description cannot	Extroverted thinking	Total score
Before teaching	26.74	16.91	27.61	70.86
After teaching	17.14	13.63	22.41	53.18

Conclusions: With the development of modern information technology, colleges and universities have applied multimedia and network teaching technology, and opened network teaching base and network teaching and research system. Teachers should build a network teaching model to promote the reform and innovation of the informatization development of English teaching with network teaching, so as to promote the teaching efficiency of cultivating cross-cultural communicative competence in college English. Under the multicultural background, it is particularly urgent for teachers to keep up with the pace of the times, continuously improve their comprehensive quality, make full use of the teaching content of cross-cultural communication, analyze the current thinking logic obstacles of college students, find problems in time, and take appropriate measures to solve the psychological obstacles.

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THE INTEGRATION OF COLLEGE MUSIC EDUCATION AND CHINESE TRADITIONAL MUSIC FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Psychology believes that people's psychological process includes cognitive process, emotional process and will process. Among them, the cognitive process includes perception, memory,