

process of physical education teaching.

Research design: At different time nodes before and after sports intervention, through the corresponding physical test and psychological test, obtain the corresponding data evaluation results, so as to complete the comparative analysis of the changes of college students' mental health and physical quality. Mental health mainly refers to the recognition of physical education, which is the same as the evaluation of physical quality. It is expressed at different levels from 1 to 5. The higher the number, the higher the recognition and the better the physical quality.

Methods: Before and after the exercise experiment, the psychological and physical quality data of college students were collected and analyzed by Excel and SPSS24.0.

Results: The evaluation results of college students' mental health and physical quality data before and after intervention are shown in Table 1. It can be seen from Table 1 that compared with before the intervention, the two index values of college students after the intervention showed a significant increase, indicating that the tested college students had a higher evaluation of physical education reform. After the targeted physical education training from the perspective of educational psychology, the physical quality of the tested college students has also been significantly improved.

Table 1. Evaluation of sports recognition and physical quality of college students

Recognition of physical education teaching		Physical fitness evaluation	
Before intervention	After intervention	Before intervention	After intervention
1	1	1	1
1	4	1	3

Conclusions: Targeted physical education teaching and training from the perspective of educational psychology can bring students' independent will into the teaching planning, effectively improve students' Sports initiative and interest in physical education learning, and finally successfully realize the reform and practice of physical education teaching in colleges and universities.

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ON THE FIT AND EFFECTIVE INTEGRATION OF AESTHETIC EDUCATION AND IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is the product of the combination of educational activities and psychology. It is a science to explore the psychological law of middle school and teaching in the process of education. So far, educational psychology, as a science, has only a hundred years of history and is still a very young science. Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization under the educational situation. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be used to design courses, improve teaching methods, promote learning motivation, and help students face various difficulties and challenges in the process of growth. At the same time, the field of educational psychology is about the memory research of human learning process, cognitive process and individual differences (through cognitive psychology). The main task of this study is to reveal the basic psychological laws of students' learning and teachers' teaching, and use these laws to effectively promote students' learning. Students' learning is not only restricted by internal psychological factors such as their own learning ability, learning motivation and learning strategies, but also restricted by various external factors such as family, school, teaching materials and teachers' teaching. Educational psychology should study the psychological mechanism and law of these factors affecting learning. Specifically, educational psychology includes three aspects: first, the characteristics of educators. Educational psychology first needs to understand the characteristics of the executors of the educational process, that is, teachers, and the impact of these characteristics on the teaching process. Every educator has his own set of teaching ideas and methods, and the personality characteristics of educators will also affect the educational process. Second, the characteristics of educational objects. As the object of education, educators must understand the individual characteristics of the object of education and its

learning motivation, learning ability and learning habits. Only in this way can education be targeted and play a full role. Third, educational methods. The influence of different educational methods on different subjects and different teaching contents, and how educators cooperate with teaching methods to achieve good teaching results are also the research content of educational psychology.

Ideological and political courses and aesthetic education courses in colleges and universities are the key path and main position of modern college students' education, and the main channel to help higher vocational students establish correct three views. The teaching of college students' ideological and political course and aesthetic education course includes the content and requirements of mental health teaching. Basic courses also have relevant requirements for mental health teaching. Education should follow the law of internal acceptance of higher vocational students. It can be said that college students' healthy, positive and positive psychological state is the basis of good ideological and political morality and beautiful aesthetic education concept. Educational psychology is mainly committed to exploring people's internal happiness, optimism, gratitude, happiness and other positive and excellent qualities, advocating the appreciation of people's positive energy, and paying attention to people's survival and development and the perfect realization of life value. The idea of educational psychology runs through the whole process of the fit and effective integration of aesthetic education and ideological and political education in colleges and universities, creates a warm educational atmosphere, actively pays attention to the internal development needs of modern college students, and explores their own virtue and quality, which is conducive to guiding college students to improve their virtue and beauty, and then fully ensure the comprehensive and all-round development of modern college students.

Objective: This paper constructs a psychological intervention model based on the integration of aesthetic education and ideological and political education in colleges and universities, which aims to improve the positive personality of college students, so as to ensure the physical and mental health and all-round development of college students.

Research objects and methods: 600 college students were selected as the research objects and divided into three groups: pure aesthetic education group (200), pure ideological and political education group (200), and aesthetic education and ideological and political integration education group (200). The intervention lasted for 1 month. Then combined with the positive personality scale, the students' positive personality is measured. The scale has 88 items, including 24 dimensions. The higher the score, the more stable the corresponding positive personality is. Finally, the changes of positive personality of the three groups of students are analyzed and compared.

Methods: All data were statistically processed by SPSS22.0.

Table 1. Changes of positive personality of college students in the three groups after one month of intervention (n=600)

Dimensions of college students' positive personality	Pure aesthetic education group (n=200)	Simple ideological and political education group (n=200)	Aesthetic education + ideological and political group (n=200)
Creativity	3.34±0.76	3.78±0.69	5.12±0.77*#
Curiosity	3.65±0.81	3.15±0.67	6.38±0.77*#
Judgment	3.78±0.66	3.03±0.61	6.51±0.84*#
Studious	3.78±0.69	3.06±0.79	6.72±0.71*#
Insight	3.15±0.67	3.34±0.76	6.01±0.62*#
Brave	3.03±0.61	3.65±0.81	6.59±0.63*#
Insist	3.06±0.79	3.78±0.66	5.97±0.67*#
Sincere	3.34±0.76	3.78±0.69	5.12±0.77*#
Enthusiasm	3.65±0.81	3.15±0.67	6.38±0.77*#
Love	3.78±0.66	3.03±0.61	6.51±0.84*#
Kindhearted	4.00±0.59	3.06±0.79	6.72±0.71*#
Intelligence	3.09±0.65	3.34±0.76	5.95±0.70*#
Team	3.09±3.60	3.65±0.81	4.28±0.64*#
Fair	3.66±0.74	3.78±0.66	6.39±0.67*#
Leadership	3.56±0.68	4.00±0.59	6.97±0.64*#
Tolerant	3.77±0.73	3.09±0.65	5.97±0.67*#
Modest	3.78±0.69	3.09±3.60	5.12±0.77*#
Cautious	3.34±0.76	3.66±0.74	6.38±0.77*#

Autonomy	3.65±0.81	3.56±0.68	5.12±0.77*#
Appreciate	3.78±0.66	3.77±0.73	6.38±0.77*#
Gratitude	3.78±0.69	3.78±0.69	6.51±0.84*#
Hope	3.15±0.67	3.15±0.67	6.72±0.71*#
Humor	3.03±0.61	3.03±0.61	6.01±0.62*#
Faith	3.06±0.79	4.00±0.59	6.59±0.63*#

Note: * $P < 0.05$ compared with the pure aesthetic education group, # $P < 0.05$ compared with the pure ideological and political education group.

Results: Table 1 shows the changes of positive personality of college students in the three groups after one month of intervention. It can be seen from Table 1 that the students in the aesthetic education and ideological and political integration education group scored the highest in all dimensions of positive personality, with statistical difference ($P < 0.05$).

Conclusions: The effective integration teaching mode of aesthetic education and ideological and political education in colleges and universities based on educational psychology not only has a high degree of consistency, but also can fully improve the positive personality, and then has important value for the psychological development of students, which is worth popularizing and applying in the practice of teaching reform in colleges and universities.

Acknowledgement: The research is supported by: “Beauty as a Medium, Beauty as a Whole” – A Study on the Enhancement of Social Service Ability by Aesthetic Education in Universities and Colleges of Heilongjiang Province, 2021 (No. 2021-KYYWF-0210); Heilongjiang Philosophy and Social Science Research Planning Project – “A Research on the Path to Revitalisation of Rural Culture in Heilongjiang Province” (No. 21YSE392).

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ANALYSIS OF INNOVATIVE TEACHING REFORM IN COLLEGE FINANCIAL ACCOUNTING EDUCATION UNDER COGNITIVE IMPAIRMENT

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Background: As a psychological disease, cognitive impairment develops from the perspective of psychological disease. In essence, cognitive impairment can be attributed to a kind of neurocognitive impairment, which is mainly manifested in many levels of psychological disorders, such as thinking, perception, memory, learning and so on. In the field of medicine, cognitive impairment mainly includes six kinds: social cognition, complex attention, language, perceptual motor function, learning and memory, and executive function. Mild cognitive impairment is characterized by wandering, anxiety, depression, forgetfulness, memory and attention loss. Moderate cognitive impairment is characterized by further deterioration of cognitive ability. Patients are characterized by large emotional fluctuations, paranoia, anxiety, reduced ability of understanding and language expression, and reduced resolution of objective things such as time. Severe cognitive impairment developed further from moderate cognition. Patients show a decline in overall function and develop dementia, which will lead to delusion, indifference, lack of self-care ability and so on. This disease can be divided into congenital and postnatal. The main congenital factor is autism, such as growth retardation. Acquired factors mainly include HIV, prion disease, Parkinson’s disease, traumatic brain injury, Alzheimer’s disease and so on. According to the different types of psychological cognitive impairment, it can be divided into three types: mental disorder, mild neurocognitive impairment and severe neurocognitive impairment. However, as a mental disease, cognitive impairment does not have more significant external manifestations than the traditional psychological, emotional, behavioral and physical disorders. On the contrary, cognitive impairment is the concept of maladaptation caused by maladaptive cognition, and its clinical manifestations are more recessive. Moreover, because the function of the brain is complex, different types of cognitive impairment are interrelated, that is, cognitive problems in one aspect may lead to cognitive abnormalities in another or more aspects (for example, if the patient has defects in attention and memory, there will be obstacles to solving the problem). Therefore, cognitive impairment is one of the most difficult problems in the diagnosis and treatment of brain diseases. For patients with cognitive impairment with obvious mental and neurological symptoms, such as depression, anxiety and sleep disorders, symptomatic treatment can be carried out according to their condition. In