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## RESEARCH ON TEACHING REFORM OF ART MAJORS IN HIGHER VOCATIONAL COLLEGES UNDER COGNITIVE IMPAIRMENT

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**Background:** The behavioral characteristics of cognitive function are mainly manifested in the changes of executive ability, attention, language ability and social cognition. For social cognitive ability, it is mainly manifested in anxiety in social communication, weakening of emotional control ability, decline of resonance ability and reduction of recognition of social clues. For attention, it is mainly manifested in the reduction of information processing speed, selectivity and other types of attention changes. For the executive ability, it is mainly manifested in the decline of organization and decision-making ability and the inability to complete complex tasks. For language ability, it is mainly manifested in grammatical errors, ignoring social etiquette, the phenomenon of words failing to express their meaning in communication with people, and problems in abstract language expression and understanding. Clinically, cognitive impairment is a transitional state between normal people and early Alzheimer's disease. Mild cognitive impairment is characterized by wandering, anxiety, depression, forgetfulness, memory and attention loss. Moderate cognitive impairment is characterized by further aggravation of cognitive ability. Patients can be characterized by large emotional fluctuation, paranoia, anxiety, reduced understanding and language expression ability, and reduced resolution of objective things such as time. Severe cognitive impairment develops further from moderate cognition. Patients show decreased overall function and develop dementia, which will lead to delusion, indifference, lack of self-care ability, and so on.

As an art form, the ultimate purpose of art specialty teaching in higher vocational colleges is to further improve and even enhance students' psychological quality and ideological realm through the cultivation of aesthetic sentiment, so as to help individuals achieve comprehensive and all-round development. The integration of new media teaching methods in higher vocational art courses can improve the symptoms of cognitive impairment and help students improve their cognitive level. Under the background of cognitive impairment, there are very prominent problems in the reform of art major curriculum teaching in higher vocational colleges under the impact of new media, which are embodied in how to scientifically and effectively apply new media technology to the daily work and teaching of higher vocational colleges, and how to maximize the modern advantages of new media technology in teaching. Under the new situation of the development of new media, the demand for talents trained in the teaching of art courses will change greatly. Higher vocational colleges need to combine "creativity and practicality" and "theory and practice" and pay attention to the dual emotions of psychological experience, emotion, content diversification and form. The teaching method should make an orderly transition towards the goal of intellectualization and digitization, and realize the upgrading and updating of teaching software and practice site with the help of new media technology, so as to form a top-down professional consensus for the whole professional curriculum. In the context of improving cognitive impairment, the integration of new media teaching methods in higher vocational art courses should pay attention to the following points. First, diversified curriculum teaching. With the help of new ideas, new carriers, and new technologies, new media has diversified forms of expression. The course teaching of art majors needs to be combined with the recognition of art value and the resetting of corresponding professional course teaching through the thinking mode of new media art industry. Second, effectively integrate professional curriculum teaching and new media art. Digital media art should be effectively combined with the teaching of art professional courses, give full play to the role of new media technologies such as video editing, audio production, dynamic effect production, virtual reality technology and nonlinear editing and production, and provide a professional teaching mode for the teaching body of art professional courses. Third, improve teachers' teaching level. Regularly organize training and learning to improve teachers' teaching ability and quality, and help teachers cultivate students with high quality and strong comprehensive ability.

**Objective:** To explore the improvement effect of higher vocational art curriculum teaching mode on patients with cognitive impairment, in order to provide new research ideas and directions for improving the innovative development of art curriculum teaching under the background of cognitive impairment.

**Research objects and methods:** Students with mild cognitive impairment in two higher vocational colleges were selected as the research object. The total number of research objects was 100, and the experimental period was 6 months. Through the Density-Based Clustering (DENCLUE) algorithm based on density distribution function, this paper analyzes the improvement effect of the teaching mode of art

majors in higher vocational colleges on cognitive impairment. The improved content is evaluated through three aspects: memory, abstract thinking and attention. The evaluation results are accuracy and specificity. The higher the value of these two indicators, the better the effect of teaching reform.

**Methods:** Through the latest version of Minitab20 data statistics software, this paper analyzes the improvement effect of the teaching reform of art majors in higher vocational colleges on cognitive impairment.

**Results:** Table 1 refers to the improvement effect on cognitive impairment before and after the teaching reform of art majors in higher vocational colleges. It can be seen from Table 1 that the teaching reform of art majors in higher vocational colleges in China can greatly improve the memory, abstract thinking and attention of patients with cognitive impairment. After 6 months, the accuracy rate is as high as 95%.

**Table 1.** Improvement of cognitive impairment before and after the teaching reform of art majors in higher vocational colleges

Category	Before	After 1 month	After 3 months	After 6 months
Memory	89.68	91.21	94.26	97.25
Abstract thinking	86.34	91.23	92.32	96.35
Attention	88.66	89.65	92.30	95.36

**Conclusions:** The teaching reform model of higher vocational art majors integrating new media technology has a good effect on the treatment of patients with cognitive impairment. This model can be applied to other schools to increase the applicability of this teaching model.

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## ON THE CONTEXT RELATED TO CONTEMPORARY MINORITY MUSIC EDUCATION IN CHINA FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Different from psychology, educational psychology focuses on the psychological laws of student groups, and evaluates whether students can learn knowledge and master corresponding skills under normal teaching conditions. Educational psychology originated in the early 20th century. In recent years, educational psychology is closely related to psychiatry, medicine, sociology, anthropology, education and other fields. The main research content of educational psychology is the basic psychological laws of education and teaching in education and teaching situations. Based on psychology, the research involves teaching design, educational technology, special education and classroom management. Educational psychology is a subject that studies the law and essence of students' psychological activities. Its goal is to cultivate a sound personality and healthy psychology. Educational psychology can improve the level of teachers, improve the quality of education and teaching, and promote the reform of education and teaching. The characteristics of educational psychology include teachers' characteristics, students' characteristics and teaching methods. The future research trend of educational psychology is learners' subjective initiative, the action mechanism in the learning process, the influence of situational environment on learning results, teaching mode and so on. The practical significance of this discipline is to assist teachers to complete the problems in teaching work, provide scientific and reasonable theoretical guidance for teachers' teaching work, and assist teachers to analyze in practical teaching work.

The education and teaching of contemporary ethnic minority music in China is of great significance. In the process of learning ethnic music education, students can develop and carry forward traditional culture, which can make sufficient preparations for the inheritance and inheritance of Chinese culture. At present, there are various problems in minority music education and teaching. The context of minority music education and teaching combined with educational psychology includes philosophical context, anthropological context and pedagogical context. Minority music education is the product of the combination of practice and theory in the process of historical development. With the rapid development of the times, countries all over the world have entered a diversified era. Influenced by various objective factors, the objective fact of "Marginalization" of ethnic minority education really exists. Music plays an important role in the process of social construction. Music is a key part of social and cultural development, and its value and significance are worth studying. In the process of contemporary music development,