

into college ideological and political courses, so as to enable students to have the ability to analyze their own and social problems from the perspective of social psychology, so as to improve students' self-psychological adjustment ability and pressure resistance ability.

**Participants and methods:** A representative school in terms of student source distribution, educational environment and teaching staff was selected from two ordinary colleges and universities in China. 226 non-ideological, political and non-philosophy students who were willing to participate in the research were selected as the research objects. The two groups of students were divided into experimental group and control group, with 113 students in each group, first, make statistics on the difference of basic information between the two groups. If there is a significant difference in some information, it needs to be regrouped. If there is no significant difference in basic information, the follow-up experiment can be carried out. The two groups of students were given ideological and political education. The control group only received traditional ideological and political education. On this basis, the experimental group organically integrated the contents of classic letters of Marx and Engels in the course, taught students to analyze the principle and essence of teaching content from the perspective and method of social psychology, and encouraged students to apply this method to analyze and adjust their own psychology emotional aspect. Teaching students the experiment lasts for a semester. Before and after the experiment, teachers were asked to provide information on the degree of students' positive psychology and depression. Teachers can obtain this information through interviews, special examinations and other ways, but the test methods of the two groups must be the same.

**Results:** After the completion of the teaching experiment, the data of students' positive psychology and depression psychology were obtained from the teachers of ideological and political courses of the two groups of students. It was found that the teachers scored the performance of students' two kinds of psychology according to the percentage system. The higher the score, the stronger the students' psychological tendency. The statistical results are shown in Table 1.

**Table 1.** Statistics of positive and depressive psychological performance of the two groups of students after the experiment

Comparison index	Experience group	Control group	<i>t</i>	<i>P</i>
Positive psychological intensity	83.6±5.2	74.3±5.8	0.483	0.007
Psychological intensity of depression	61.7±4.6	78.5±5.4	0.516	0.003

It can be seen from Table 1 that after the teaching experiment, the score data of positive psychological intensity and depression psychological intensity in the experimental group are significantly different from those in the control group. Specifically, the average scores of positive psychological intensity and depression psychological intensity in the experimental group were 83.6 and 61.7, which were 12.5% and -21.4% respectively compared with the control group.

**Conclusions:** With the increasing attention paid to the ideological education of college students in China, the voice of adding the content of Marx and Engels's classic letters to ideological and political education is rising day by day. However, the content of these letters is difficult to understand, and the direct integration of courses may lead to difficulties in students' learning and understanding. Therefore, this study designed a teaching experiment, in which teachers are required to try to analyze the principle and essence of teaching content from the perspective of social psychology, and encourage students to apply this method to analyze and adjust their own psychology and emotions. The experimental results showed that after the experiment, the score data of positive psychological intensity and depression psychological intensity in the experimental group were significantly different from those in the control group. Specifically, the average scores of positive psychological intensity and depression psychological intensity in the experimental group were 83.6 and 61.7, which were 12.5% and -21.4% respectively compared with the control group. The results show that integrating the contents of Marx and Engels' letters into the teaching mode of ideological and political education in colleges and universities and using social psychology-assisted teaching can help to improve students' positive psychology and improve their psychological performance of depression.

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## THE COMBINATION OF CREATIVE THINKING ABILITY OF ART DESIGN UNDER COGNITIVE IMPAIRMENT

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**Background:** The main manifestation of cognitive impairment is that the advanced functions of human brain such as memory, logic and thinking cannot operate abnormally, and the cognitive impairment of patients in one aspect is likely to cause cognitive impairment in other aspects. The main clinical manifestations of cognitive impairment are divided into perceptual impairment (such as hypersensitivity or retardation, sensory deterioration and internal discomfort), memory impairment (such as strong memory and memory defect), and thinking disorder (thinking logic disorder and association process disorder). Most of the causes are the abnormal activity of the human cerebral cortex. Because cognitive impairment will have a great impact on patients' ability to understand the world and surrounding environment, it is very harmful in the field of education. The teaching of art major aims to cultivate students' ability of subjective thinking to create and change objective things. If students don't have strong innovative thinking and ability, they can't design unique and excellent works, let alone make their works recognized and favored by the public. Therefore, in the teaching of art majors in colleges and universities, it is particularly important to cultivate students' innovative thinking. However, for students with cognitive impairment, their innovative ability must be greatly affected. Therefore, this study attempts to find methods that can make art design majors improve their cognitive impairment in the teaching process.

**Objective:** To understand the current situation of cognitive impairment of art design students in colleges and universities in China and various reasons for their cognitive impairment. Then try to design a method that can improve the severity of students' cognitive impairment symptoms in the teaching process without using drug treatment and professional psychological guidance, so as to provide some help for improving the mental health level of Chinese college students and improving the employment quality of art and design students.

**Objects and methods:** Collect the research data of cognitive impairment and art design major, analyze the causes of cognitive impairment of art design major college students in China, and then put forward some non-drug treatment methods to help cognitive impairment art design major college students alleviate their symptoms in the process of education. A teaching experiment is designed to verify the reliability of these methods. Four universities with roughly the same teaching quality, school type and teaching team strength were randomly selected from China, and then 50 college students majoring in art and design with cognitive impairment and 12 normal college students were selected as the research objects. They were divided into cognitive impairment group and normal group. After the statistical difference of their basic information was passed, the course teaching of the art design and innovative thinking training was carried out for the two groups of students, but the teachers in the cognitive impairment group were required to observe and understand the incidence of students' cognitive impairment as much as possible in the teaching process, and adjust, add and delete the teaching content and teaching speed according to the students' psychological state. The teaching experiment lasted for 3 months. Before and after the experiment, students were asked to fill in MMSE (Mini-Mental State Examination) to measure the severity of cognitive impairment.

**Results:** After the experiment, the students were divided into two groups according to the total MMSE scores before the experiment. The students with scores of [0,9], [10,20], [21,26] and [27,30] were classified into severe cognitive impairment, moderate cognitive impairment, mild cognitive impairment and no cognitive impairment group (i.e., the original normal group). After the experiment, the symptoms of cognitive impairment of students in each group are counted, as shown in Table 1.

**Table 1.** MMSE scores of students with cognitive impairment before and after teaching

Statistical time	Severe cognitive impairment	Moderate cognitive impairment	Mild cognitive impairment	No cognitive impairment
Before experiment	8.5±1.3	16.3±2.4	25.3±1.8	29.1±2.0
After the experiment	19.2±2.0	24.7±2.1	27.4±1.5	29.1±1.7

It can be seen from Table 1 that the cognitive impairment of art and design students with different degrees of cognitive impairment before the experiment has been improved as a whole after the experiment. The specific analysis is as follows: the mean MMSE scores of students with severe, moderate and mild cognitive impairment before the experiment are 8.5, 16.3 and 25.3 respectively, after the experiment, it became 19.2, 24.7 and 27.4 respectively, and the overall level of cognitive impairment in each group was decreasing.

**Conclusions:** Aiming at the problem that the cognitive impairment of college students majoring in art and design affects the cultivation of their innovative thinking ability, this study designed a comparative teaching experiment after investigating the current situation and causes of cognitive impairment of college students majoring in art and design in China. The experimental results show that the art and design students

with different degrees of cognitive impairment before the experiment, after the experiment, the overall situation of cognitive impairment has been improved. The specific analysis is as follows: before the experiment, the mean MMSE scores of students with severe, moderate and mild cognitive impairment were 8.5, 16.3 and 25.3 respectively, and changed to 19.2, 24.7 and 27.4 respectively after the experiment. The overall level of cognitive impairment in each group is decreasing. The experimental results show that requiring teachers to pay attention to students' cognitive impairment and adjust the teaching content in time is helpful to improve students' cognitive impairment symptoms.

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## THE CURRENT SITUATION OF UNDERGRADUATE EDUCATION OF TOURISM MANAGEMENT SPECIALTY FROM THE PERSPECTIVE OF PSYCHOLOGY

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**Background:** The research object of educational psychology is the psychological changes and laws of learners and teachers in the teaching environment. It is a collection of accumulated knowledge, wisdom and intuitive ideas of psychological methods and theories in the field of education. Teachers should master this discipline to effectively solve the problems in daily teaching. Its most intuitive application occurs in the typical two-way interaction between teachers and students in the teaching process. It requires teachers to carefully study all aspects including teaching content, teaching methods, teaching cases, teaching means and teaching environment. In addition, educational psychology also requires teachers to have a necessary understanding of students' psychological state and activities, so as to further improve the effectiveness of teaching. Educational psychology holds that students, as independent individuals, have different thinking abilities and are indifferent psychological environments. The rapid development of China's tourism industry has provided a large number of professionals for the industry. However, the extensive teaching of tourism management specialty for a long time also has a lot of problems: at the school level, there are some problems, such as the decline of enrollment, low interest in learning and low professional employment rate. At the enterprise level, however, there are problems of failing to recruit and retain high-level talents. These problems have brought great pressure to professional students, and some students even have employment anxiety. Tourism management departments and experts and scholars in the industry have conducted a lot of research on the psychological problems of professional students' employment anxiety, but it has little effect. This is because previous studies have focused too much on tourism education itself and paid insufficient attention to students in the major. Therefore, this study attempts to use the method of educational psychology, focusing on finding ways to alleviate students' employment anxiety from the perspective of students.

**Objective:** To understand the current employment situation and professional teaching content of tourism management students in China, analyze the main causes of students' employment demand and psychological anxiety combined with the theoretical knowledge of educational psychology, and put forward effective strategies to improve the employment quality of professional students and alleviate their employment anxiety.

**Objects and methods:** Collect the research data of employment analysis and educational psychology of undergraduate education in tourism management published in China in recent years, try to summarize the main causes of employment anxiety of students majoring in tourism management, and use Delphi method to verify the reliability of these causes and their impact on the employment anxiety of students majoring in tourism management. 49 key teachers of educational psychology and tourism management and senior executives of tourism companies were selected from China to form an expert group, which sent the identified reasons to the expert group, asked them to respond to whether the reasons were selected accurately and whether there were omissions, and made an evaluation of the impact of each reason on students' job anxiety. The impact level was selected, no impact, slight impact general impact, obvious impact and full impact. After sorting out the opinions of the expert group, feedback the results to the experts again until the experts reach an agreement.

**Results:** The final opinions of statistical experts after completing the steps of Delphi method are shown in Table 1.

The figures in each cell in Table 1 represent the number of people who believe that the impact of this reason on the employment anxiety of students majoring in tourism management is the corresponding level. It can be seen from Table 1 that the expert group believes that "the quality of tourists is uneven" and