

psychological education management system. In view of this, this paper explores the guiding role of social psychology in college students' ideological and political education, and expands the educational object from students with psychological barriers to all students, so as to promote the development of college students' mental health education and ensure the scientization, standardization and systematization of modern ideological and political education.

**Objective:** To explore the guiding role of social psychology in modern ideological and political education, in order to solve the common mental health problems of modern college students, so as to ensure the scientization, standardization and systematization of modern ideological and political education.

**Research objects and methods:** 500 ideological and political students in our school were randomly divided into control group and experimental group, with 250 students in each group. The mental health problems of college students were measured with the mental health Self-Rating Scale (SCL-90), which includes 10 factors such as somatization, interpersonal sensitivity, depression, paranoia and anxiety. Each factor item is evaluated with a five-level scoring standard of 1-5 points. Among them, the control group adopted the conventional ideological and political teaching mode, and the experimental group implemented the ideological and political teaching mode based on social psychology for 6 months. The changes of mental health of college students in the two groups were compared and analyzed.

**Methods:** SPSS22.0 statistical software was used to analyze the data.

**Results:** Table 1 shows the changes of mental health of college students in the two groups after the implementation of the ideological and political teaching mode of social psychology. As shown in Table 1, compared with the control group adopting the conventional teaching mode, after the implementation of the social psychology ideological and political teaching mode, the improvement of students' mental health in the experimental group is more significant, and there is a statistical difference between the two groups ( $P < 0.05$ ).

**Table 1.** Changes of mental health status of college students in the two groups after 6 months of intervention ( $n=500$ )

Project	Control group ( $n=250$ )	Experience group ( $n=250$ )	<i>P</i>
Somatization	2.35	1.28	0.00
Obsession	2.03	1.85	0.00
Sensitive	2.85	1.70	0.00
Depressed	2.65	1.51	0.00
Anxious	2.55	1.40	0.00
Hostile	2.51	1.45	0.00
Fear	2.43	1.32	0.00
Paranoid	2.61	1.53	0.00
Psychotic	2.56	1.44	0.00
Ad-items	2.55	1.47	0.00
Total score	138.12	125.23	0.00

**Conclusions:** College ideological and political education based on social psychology can not only significantly improve the mental health of modern college students, but also effectively improve the psychological development of modern college students, and then play a positive guiding role in college students' ideological and political education.

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## A STUDY ON THE APPLICATION OF MULTIPLE INTERACTIVE ENGLISH TEACHING IN STUDENTS' COGNITIVE PSYCHOLOGY AND ENGLISH WRITING

Min Guo

*School of Foreign Languages, Xinyang Normal University, Xinyang 464000, China*

**Background:** Cognitive psychology mainly refers to the study of human advanced psychological processes, mainly cognitive processes, such as attention, perception, representation, memory, creativity, problem solving, speech and thinking. In a narrow sense, it is equivalent to contemporary information-processing

psychology, that is, to study cognitive process from the perspective of information processing. Educational psychology points out that only by understanding the psychological law of students' learning and exploring the different types of learning and the process and conditions of different types of learning, can teaching design to be effectively carried out. The real teaching design should conform to the students' learning psychology and depend on the students' active participation. The design of classroom questioning is the key to how to transform the idea that students are the main body of learning into teaching behavior. Therefore, only by studying students' cognitive psychology and thinking characteristics, combined with the professional characteristics of history course, and carefully designing the strategies of classroom questioning and its implementation process, can we stimulate students' interest in learning, inspire them to think actively, and make students truly become the main body of learning, so as to effectively improve the effect of history teaching.

The fundamental purpose of college English teaching is to cultivate college students' comprehensive application ability of English. However, in real life, most students' English level is high score and low ability, and teaching is in an embarrassing situation of time-consuming and low efficiency. Since the ministry of education officially launched the "teaching quality and teaching reform project in colleges and universities" in 2003, the exploration and research of Chinese scholars on the reform of college English teaching model has also been carried out in an all-round way. What kind of teaching model to build and implement is the key? However, cultivating college students' good psychological quality is the premise of college English teaching. If college students' self-awareness is correct, other psychological problems are relatively easy to solve. On the contrary, it will induce many other psychological problems. Multiple interactive English teaching is multi-element interaction. These elements include various English teaching factors related to learning and can interact with each other, such as teachers' and students' situation, teaching conditions and environmental factors. Interaction is a teaching and learning activity in which teachers use various teaching elements to stimulate students' interest in learning, so as to achieve efficient teaching effect. Therefore, analyzing the current cognitive psychological status of college students, discovering the psychological problems of college students in time and taking appropriate measures to solve them are the focus of the current work of colleges and universities. The proposal of multiple interactive English teaching model in colleges and universities makes a detailed and comprehensive exposition of the multiple interactive college English teaching model from the aspects of its meaning, characteristics, operation process, and how to implement and construct it in practice, and constructs a framework in line with the reality of English teaching in China.

**Research objects and methods:** 200 college students with cognitive and psychological problems in many colleges and universities in a city were selected. 200 questionnaires were distributed and 200 were recovered, with a recovery rate of 100%. The average age of the subjects was  $19.9 \pm 1.7$  years old. All the subjects were equally divided into experimental group and control group, with 100 in each group. The experimental group was given multiple interactive English teaching mode and the control group was given routine English teaching mode. Compare and analyze the English teaching effects of the two groups of students.

**Study design:** The experimental intervention time of all subjects was 16 weeks. At the three-time points before, 8 weeks after and after the experiment, the cognitive psychological status of the two groups of college students was investigated by the Neuropsychiatric Inventory questionnaire (NPI), and the scores before and after the experiment were compared and analyzed.

**Methods:** The relevant data were calculated and counted by Excel software and SPSS20.0 software.

**Table 1.** Comparison of NPI scores between the two groups in different periods

	Group	Experience group	Control group	<i>t</i>	<i>P</i>
NPI	Before experiment	3.46±4.26	3.41±3.68	3.374	0.746
	Week 8	2.34±2.70*	2.68±3.36*	4.946	0.037
	Week 16	1.76±2.48*#	2.32±2.92*	6.359	0.028

Note: Compared with the NPI score before the experiment, \* indicates  $P < 0.05$ ; Compared with the NPI score at week 8, # indicates  $P < 0.05$ .

**Results:** The NPI scores of the experimental group and the control group at the 8th and 16th weeks were significantly lower than those before the experiment ( $P < 0.05$ ), and the NPI scores of the experimental group at the 16th week were significantly lower than those at the 8th week ( $P < 0.05$ ). Before the experiment, there was no significant difference in NPI scores between the two groups ( $P > 0.05$ ). The NPI score of the observation group at 8 and 16 weeks was significantly lower than that of the control group ( $P < 0.05$ ). As shown in Table 1.

**Conclusions:** This paper deeply studies the multiple interactive English teaching model, and establishes

a framework in line with the reality of English teaching in China from the meaning, characteristics and operation process of the multiple interactive teaching model, combined with the mental health problems of college students. The multiple interactive English teaching model is an open multiple models, which provides English teachers with an open concept and makes them not stick to one pattern in teaching methods, so as to give full play to the advantages of various English teaching methods and optimize teaching resources. Cultivate students' English application ability in learning, work, and society, be able to communicate effectively in English, improve students' autonomous learning ability in English learning and improve comprehensive cultural literacy.

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## EFFECT OF NATIONAL INSTRUMENTAL MUSIC TEACHING ON REHABILITATION TREATMENT OF PATIENTS WITH COGNITIVE IMPAIRMENT

Mo Ma

*Academy of Music, Henan Vocational Institute of Arts, Zhengzhou 450000, China*

**Background:** Cognitive impairment is a very serious mental disorder. In psychiatry, the existing studies on cognitive impairment point out that there are great problems in the cognitive ability of patients with cognitive impairment, and it is difficult to be fully alleviated. However, in order to improve the physical and mental health of cognitive impairment and promote the harmonious development of society, there are also a large number of studies on the treatment of cognitive impairment. Many of them believe that music therapy can effectively alleviate the level of cognitive impairment of patients. As an emotional carrier, music contains rich thoughts and cultures. Psychiatry believes that rich cultural thoughts can not only directly affect the cognitive ability of patients with cognitive impairment, but also easier to implement treatment during this period. In the understanding of music, the perception of music by people with cognitive impairment will be quite different from that of ordinary people. China's national music is the product of Millennium inheritance, which contains extremely rich core ideas. Therefore, we can try to use national music to treat patients with cognitive impairment, and treat patients with cognitive impairment with the help of the core ideas of national music and the special texture and melody brought by millennium inheritance. On the basis of alleviating patients' cognitive impairment, it can also promote the development of music and the inheritance of traditional national music.

In traditional music, traditional national instrumental music is the main medium for the external transmission of traditional music. Therefore, the main way of its transmission is to use traditional instrumental music to perform national music. In college teaching, in order to realize cultural inheritance, colleges and universities pay more and more attention to national music, so the teaching curriculum of national instrumental music also began to be paid attention to. In the conventional teaching of national instrumental music, teachers first guide students to use national instrumental music. There are significant differences between national instrumental music and modern instrumental music. China's national instrumental music has strong national characteristics, and the instrumental structure and use methods of different nationalities are different. In addition, in the teaching of national instrumental music, the focus is to guide students to use national instrumental music for the performance of national music. According to relevant research, national instrumental music performance can effectively alleviate the cognitive level of patients with cognitive impairment. Therefore, in the teaching of national instrumental music, it has gradually evolved from traditional single teaching to applied teaching. Therefore, the research puts forward the national instrumental music teaching for the purpose of rehabilitation treatment of patients with cognitive impairment. By innovating and constructing the national instrumental music teaching mode, on the one hand, it can alleviate the level of cognitive impairment of patients with cognitive impairment, on the other hand, it is the effective inheritance of national instrumental music.

**Objective:** This paper discusses the current situation of national instrumental music teaching in colleges and universities, analyzes the situation of students' cognitive impairment in college teaching, and discusses the effect of national instrumental music teaching in the rehabilitation of students' cognitive impairment.

**Study design:** Taking the students majoring in ethnic instrumental music in a university as the main research object and the teachers in the teaching course as the secondary research object, the cognitive