

results of thinking logic symptoms are reduced from 4 to 0 or 1.

Table 1. Impact of financial management solutions on financial management staff with thinking logic barriers

Countermeasure	Before implementation	After implementation
Enhance the standardization of accounting work	4	1
Develop mature financial management technology	4	0
Reasonably solve tax problems	4	1

Conclusions: From the perspective of thinking logic barrier, the implementation of three targeted countermeasures can effectively alleviate the symptoms of thinking logic barrier of financial management staff and provide strong support for the sustainable development of cross-border e-commerce business.

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PRACTICE OF POP MUSIC TEACHING REFORM IN COLLEGES AND UNIVERSITIES UNDER COGNITIVE IMPAIRMENT

Qiao Zheng

Music College, Sichuan Normal University, Chengdu 610066, China

Background: Cognition refers to the process in which the human brain processes information intelligently to obtain corresponding theoretical knowledge or applied knowledge when receiving various external information. In the whole process of cognition, it will involve learning, memory, emotion, language, execution, thinking, understanding and other complex social behaviors and activities. When the human cerebral cortex is damaged due to various factors, the brain's intelligent processing process will be affected and limited to some extent, resulting in abnormal or damaged cognitive function, and finally leading to cognitive impairment. Cognitive impairment is a multiple mental disease, which is mainly manifested in memory impairment, learning impairment, executive dysfunction and other symptoms. The various symptoms of cognitive impairment are closely related and interact with each other, which will significantly accelerate the deterioration of patients' condition, which leads to cognitive impairment becoming a serious psychological disease that is difficult to diagnose and cure effectively. College students with cognitive impairment will have negative manifestations such as memory loss, learning ability decline and executive function decline. Patients with severe cognitive impairment may gradually lose their basic self-care ability, resulting in a heavy psychological burden on patients and their families. As a common form of mass culture, pop music has a strong attraction to young people and occupies an important position in people's daily life. Pop music is not only a form of artistic expression, but also carries the spirit of entertainment and emotional value, and has become the object of great pursuit by young people. In order to train more music talents, colleges and universities introduce pop music into the curriculum. However, there are some problems in the current college pop music teaching process, including the backward concept of music education, the lack of local national color, the lack of independent editing ability, the lack of music aesthetics and so on. In the process of listening to pop music, college students with cognitive impairment will have different understanding of the practice of pop music teaching reform in colleges and universities due to the severity of their cognitive impairment. The artistic effect and emotional expression of pop music will also react on students with cognitive impairment and play a certain role in alleviating their cognitive impairment.

Objective: The development of college pop music is restricted by certain influencing factors. We should ensure the teaching effect of college pop music and realize its artistic expression value. This study will effectively analyze and solve the potential problems of pop music teaching in colleges and universities from the perspective of cognitive impairment, and explore the improvement of students with cognitive impairment under the practice of pop music teaching reform in colleges and universities.

Research objects and methods: Through random selection, 74 college students with cognitive impairment were selected as the research objects. Then, the reform of pop music teaching in colleges and universities is carried out. The main reform measures are to innovate pop music teaching ideas, effectively supplement local national music content, and pay attention to the cultivation of students' independent editing and creation ability. A comparative analysis is made on the level of cognitive impairment of all college students before and after the reform.

Research design: The Mini-mental State Examination (MMSE) was used to evaluate the degree of

cognitive impairment of college students, and to explore the level of cognitive impairment before and after the reform of pop music teaching in colleges and universities. MMSE mainly includes five levels: orientation, memory, attention and calculation, memory and language ability. The scores of each level are 10, 3, 5, 3 and 9 respectively, with a total of 30 points. In MMSE's criteria for cognitive impairment, if the score is less than 27, it indicates cognitive impairment, and the smaller the score, the more serious the cognitive impairment. If the score is in the range of 27-0 points, it means normal.

Methods: SPSS software and Stata software were used to calculate and analyze the MMSE evaluation data of students with cognitive impairment.

Results: Table 1 shows the comparison results of the average cognitive impairment scores of 74 students before and after the practical intervention of pop music teaching reform in colleges and universities. It can be seen from Table 1 that before the intervention, the average score of all indicators of cognitive impairment of all students was low, and the total MMSE score was only 14.49, indicating that the symptoms of cognitive impairment of students were serious. After the reform intervention, the average score of MMSE evaluation indexes increased significantly, and the average total score of MMSE of the tested students reached 27.82, an increase of 91.99%. This shows that the symptoms of college music majors with cognitive impairment have been effectively alleviated and are in a normal state.

Table 1. Comparison of MMSE scores of college students with cognitive impairment before and after pop music teaching reform

Evaluation time	Directional force	Memory	Attention and computational power	Recall ability	Language ability	Total score
Before reform intervention	5.27	0.77	2.56	1.04	4.85	14.49
After reform intervention	9.01	2.79	4.83	2.85	8.34	27.82
Growth range (%)	70.97	262.34	88.67	174.04	71.96	91.99

Conclusions: Exploring the practice of pop music teaching reform in colleges and universities under the background of cognitive impairment can provide targeted psychological counseling for college students with cognitive impairment and promote the smooth progress of pop music teaching reform. Moreover, the reform of pop music teaching in colleges and universities can significantly improve students' MMSE score and effectively alleviate their cognitive impairment.

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ANALYSIS ON THE EFFECT OF COLLEGE EMPLOYMENT ECOLOGICAL TRANSFORMATION ON STUDENTS' EMPLOYMENT ANXIETY IN THE ERA OF INTELLIGENCE

Baocheng Wang

College of Economics and Management, China Three Gorges University, Yichang 443002, China

Background: Anxiety refers to the tension, uneasiness, worry, worry and other unpleasant complex emotional states caused by an individual's imminent and possible danger or threat. In other words, anxiety is people's emotional reflection of the serious deterioration trend of the value characteristics of real or future things. On the contrary, the emotional form is expectation, and immediate expectation is the emotional reflection of people's obvious positive tendency to the value characteristics of reality or future things. Specifically, anxiety is a kind of irritability caused by excessive worry about the safety, future and fate of relatives or themselves. It contains worry, worry, sadness, tension, panic, uneasiness and other components. It is related to key situations and events that are difficult to predict and respond to. When the situation changes, anxiety may be relieved. Some people are in a state of anxiety for a long time without objective reasons. They often fear major disasters for no reason, fear of incurable serious diseases, leading to symptoms such as agitation and panic. This abnormal anxiety is a manifestation of psychosis. In short, the clinical manifestations of anxiety disorder are chronic anxiety disorders such as tension, excitement of autonomic nerve function and excessive vigilance, accompanied by a series of symptoms such as muscle tension, autonomic nerve disorder and exercise anxiety, which last for a long time. It is generally believed that over compensation for negative emotions can lead to anxiety disorder. It should be pointed out that