

Results: It can be seen from Table 1 that before the application of the innovative teaching mode of college English translation and information teaching, the total score of thinking disorder between the two groups of college students was not statistically significant ($P < 0.01$). After application, the total score of thinking disorder in the experimental group decreased significantly ($P < 0.01$), while there was no significant change in the control group ($P > 0.05$).

Conclusions: More and more colleges and universities will regard the innovation of teaching and training ideas, the construction of translation technology courses and the reform of translation teaching methods as an essential part of translation teaching innovation. Students' mental health problems should be included in the professional curriculum system, which can also effectively change the teaching ideas of translation teachers and improve the translation ability of college students. In the process of project research and operation, students can continuously improve their language expression ability and application ability, complete the training of highly skilled and high-quality English talents, and improve students' mental health problems.

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THE ROLE OF PROJECT-BASED AND INFORMATION-BASED ENGLISH TEACHING IN IMPROVING STUDENTS' COGNITIVE IMPAIRMENT

Jingning Li

Department of Basic Courses, Yangzhou Polytechnic Institute, Yangzhou 225127, China

Background: Cognition is a process in which the human brain receives external information, processes it and transforms it into internal psychological activities, so as to obtain knowledge or apply knowledge. Cognition includes memory, language, visual space, execution, calculation, understanding and judgment. When one or more of the above cognitive functions are damaged, it can be identified as cognitive impairment. If it further affects the individual's daily or social ability, it can be diagnosed as dementia. Such as neurasthenia, hysteria, hypochondriasis, climacteric syndrome, depression, obsessive-compulsive disorder, senile dementia, schizophrenia, reactive psychosis, paranoid psychosis, mania, manic depression and so on. Cognitive impairment mainly includes perceptual impairment, memory impairment and thinking impairment. The causes of the above cognitive impairment are various. In addition to organic diseases, most of them are caused by mental disorders. Such as neurasthenia, hysteria, hypochondriasis, climacteric syndrome, depression, obsessive-compulsive disorder, senile dementia, schizophrenia, reactive psychosis, paranoid psychosis, mania, manic depression and so on. With the increasing pressure of college students in study, life and employment, there are more and more negative emotions. According to the data, there were 50 million patients with cognitive impairment worldwide in 2018, and it is predicted that it will increase to more than 80 million in 2030. In the era of information technology, it is an important task for colleges and universities to deepen the reform of English teaching how to use information technology for teaching design of higher vocational English courses with project-based teaching. Some scholars put forward that information-based teaching design is to use systematic methods, take learning as the center, make full use of modern information technology and information resources, and scientifically arrange all links and elements of the teaching process, so as to realize the optimization of the teaching process. Apply information technology to build an information environment, obtain and use information resources, support students' independent inquiry learning, cultivate students' information literacy and improve students' learning interest, so as to optimize the teaching effect. However, there are no effective drugs to improve the symptoms of patients with cognitive impairment. Research shows that physics and cognitive stimulation teaching can effectively alleviate the process of college students' cognitive impairment. Therefore, if the college students' psychological quality is relatively good, it is easy to solve the current college students' psychological problems if the college students' psychological quality is in place and other college students' psychological quality is relatively good. On contrary, it will induce many other psychological problems. Therefore, it is particularly urgent to analyze the current self-awareness of college students, find problems in time and take appropriate measures to solve psychological obstacles. In recent years, the direction of teaching innovation in colleges and universities began to focus on improving students' mental health problems, especially students' cognitive impairment. The purpose of this study is to explore the impact of college English project-based and information-based teaching innovation model on college students' cognitive impairment, and to provide some reference for the rehabilitation treatment of college students

with cognitive impairment.

Objective: Based on psychological theory, to break the original college English teaching material system, integrate and innovate the teaching content, and implement the innovative teaching mode of college English project-based and information-based teaching. It not only meets the needs of students' daily communication, but also improves their interest in learning English, but also effectively improves students' cognitive and psychological problems.

Subjects and methods: 180 college students with cognitive impairment were randomly selected, including 81 girls and 99 boys, with an average age of 20.9±1.4. The subjects were divided into experimental group and control group, with 90 students in each group.

Research design: The experimental group was given the innovative education model of college English project-based and information-based teaching. The control group was given the conventional college English teaching mode. After teaching, the cognitive impairment of the two groups of college students before and after teaching is compared. MMSE scale and ADAS cog scale are mainly used to judge the cognitive impairment of college students before and after teaching innovation education mode education.

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

Results: Before teaching, the MMSE scores of the two groups increased significantly and the ADAS cog scores decreased significantly ($P < 0.05$). After teaching, there were significant differences in MMSE and ADAS cog scores between the two groups ($P < 0.05$). As shown in Table 1.

Table 1. Comparison of MMSE and ADAS cog scores between the two groups in different periods

	Group	Experience group	Control group	P
MMSE	Before teaching	20.08±2.51	20.28±2.14	0.585
	After teaching	25.31±2.71*	22.19±3.18*	0.030
ADAS-cog	Before teaching	19.94±2.58	19.85±2.47	0.368
	After teaching	13.46±1.84*	17.67±2.25*	0.022

Note: Compared with the baseline MMSE or ADAS cog score of this group, * indicates $P < 0.05$.

Conclusions: English teaching reform in higher vocational colleges is a long-term project, which needs the cooperation and support of teachers and students. In the context of informatization, using a project-based teaching method to carry out English teaching requires teachers to continuously improve their informatization teaching level and set up projects closely combined with teaching contents for students on the basis of fully understanding students' psychological status and learning needs. In the process of project research and operation, students can continuously improve their language expression ability and application ability, complete the training of high-skilled and high-quality English talents, and improve students' mental health problems, especially students' cognitive impairment.

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THE INTEGRATION OF MODERN ART DESIGN AND FOLK ART IN THE CONTEXT OF COGNITIVE IMPAIRMENT

Qiwen Guan

Fine Arts College, Hubei University of Arts and Science, Xiangyang 441053, China

Background: Cognitive impairment belongs to mental disorders, mental diseases, cognitive defects or abnormalities. The first is sensory impairment, such as sensory allergy, sensory retardation, internal discomfort, sensory deterioration, sensory deprivation, pathological illusion, hallucination and sensory comprehensive disorder. Second, memory impairment, such as strong memory, memory defect and memory error. The third is thinking obstacles, such as abstract generalization process obstacles, association process obstacles, thinking logic obstacles, delusions and so on. There are many reasons for the above cognitive impairment, most of which are caused by mental disorders, except for organic diseases. Such as neurasthenia, hysteria, hypochondriasis, climacteric syndrome, depression, obsessive-compulsive disorder,