

Figure 1. The improvement effects of the two groups after intervention were compared

Conclusions: Mental health is not only an issue that we must pay attention to, but also a factor that designers must focus on. Although any design will always leave regrets and it is difficult to be comprehensive, by studying the essence of the interaction between design and mental health, we can realize and meet people's needs for the health of the first element of survival as much as possible. There are some differences between modern art design and folk art, with strong internal relations. It can even be said that folk art has brought inspiration to modern art, and the two can be fully integrated. Folk art can provide sufficient inspiration or creative resources for modern art design, which is also the important role and value of folk art. It can constantly expand the thinking of modern art design, create a design style with both modern sense and folk innocence, and inherit the connotation of folk art.

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RESEARCH ON THE CONSTRUCTION OF DISCOURSE POWER OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology belongs to pedagogy. It mainly studies various psychological phenomena and their changes in the process of educators learning and mastering knowledge and skills under the influence of education and teaching. Educational psychology can be applied to designing courses, improving teaching methods, promoting motivation and helping students face the difficulties and challenges they face in the process of growth, with special attention to students with special educational needs. Such as the first response effect, so that students can leave a good first impression and stimulate students' interest in learning when receiving ideological and political education. Secondly, positive psychology in educational psychology can enable students to overcome difficulties with an optimistic and positive attitude when facing difficulties and challenges in life. Educational psychology is a science that studies the basic psychological laws of teaching and learning in education and teaching situations. It mainly studies the psychological process of the interaction between teachers and students and the psychological phenomenon in the process of teaching and learning. Educational psychology should focus on studying various psychological phenomena and their development laws under the influence of education and teaching, and establish its own theoretical system in combination with reality, so as to directly promote the reform of education and teaching, improve the quality, and achieve the most ideal development level of students with the best effect. In addition, there are many viewpoints in educational psychology that can be applied to ideological and political education and can play a good role. Ideological and political education is a basic course for teaching and educating people, moral construction and cultivating excellent talents in colleges and universities. Its main purpose is to cultivate students' moral quality and correct students' wrong ideological understanding, so as to improve students' comprehensive quality as a whole. With the continuous progress of science and technology, the way of ideological and political education in colleges and universities is also changing. It is necessary to constantly adapt to the changes of the times, solve the problems faced at present, ensure the effectiveness of education, innovate the mode in line with the current ideological and political education work, and improve the educational methods, which are the topics of the times faced by the ideological and political education in colleges and universities. It is necessary to study the related problems and promotion paths of the discourse power of ideological and political education in colleges and universities from the perspective of educational psychology, and analyze the problems faced from the two aspects of educators and student. At present, many viewpoints in educational psychology have been used in ideological and political education and have played a great role.

Objective: With the development of society and the state's attention to ideological and political education, the development of ideological and political education in colleges and universities has attracted more and more attention from all aspects. How to find a practical way the development of ideological and political education in colleges and universities is a problem we need to pay attention to and explore. This study integrates psychology into ideological and political education in order to improve the discourse power of ideological and political education.

Research objects and methods: 400 questionnaires were randomly sent to college students in a university through the synchronous distribution of questionnaires online and offline. The content of the

questionnaire is how to view the discourse power of ideological and political education from the perspective of educational psychology. The final valid questionnaire is 350. The 350 students were randomly divided into the control group and experimental group, with 175 students in each group. The control group was given routine ideological and political teaching, and the experimental group was given the education method after the reconstruction of the discourse right of ideological and political education.

Research design: Before and after teaching, all subjects were investigated with the Index of Well-Being (IWB) questionnaire, which was mainly used to investigate the happiness experienced by students before and after class. All items adopt the 7-level scoring method. The weight of the emotion index is 1 and the score is 1-7. The higher the score, the more hopeful it is. On the contrary, the more hopeless it is.

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

Results: Before teaching, the total scores of emotion index, life satisfaction and subjective well-being index between the two groups were not statistically significant ($P > 0.05$). After teaching, the total scores of emotion index, life satisfaction and subjective well-being index in the experimental group were significantly higher than those in the control group ($P < 0.001$). It shows that colleges and universities have higher effect and application value than conventional teaching after applying the education mode reconstructed by the discourse power of ideological and political education.

Table 1. Comparison of indicators between the two groups before and after teaching

Score		Experience group	Control group	<i>t</i>	<i>P</i>
Affective index score	Before teaching	5.18±0.89	5.22±0.89	0.774	0.467
	After teaching	5.87±0.42	5.14±1.08	14.492	<0.001
Life satisfaction score	Before teaching	4.85±1.23	4.95±1.22	1.238	0.238
	After teaching	5.82±0.83	5.16±1.24	8.619	<0.001
Total score of happiness index	Before teaching	10.14±2.15	10.65±1.98	0.117	0.227
	After teaching	12.41±0.95	10.71±2.37	12.116	<0.001

Conclusions: Educational psychology can provide teachers with a powerful weapon. Using the theory of educational psychology, we can have insight into students' psychology, design teaching methods in line with students' cognitive style, teach students according to their aptitude, carry out targeted teaching, cultivate students' interest and enthusiasm in class, so that students can better absorb classroom knowledge and improve classroom performance. The full application of educational psychology in ideological and political education in colleges and universities can respond to the call of national ideology, better improve the teaching quality of colleges and universities, drive the school to educate people with culture, psychology and moral education, and cultivate talents with all-round development of morality, intelligence, physique, beauty and labor from a higher level.

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THE INFLUENCE OF TEACHING REFORM PRACTICE OF IDEOLOGICAL AND POLITICAL CONSTRUCTION IN COLLEGES AND UNIVERSITIES ON COLLEGE STUDENTS' COGNITIVE IMPAIRMENT

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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. It includes memory, language, visual space, execution, calculation, understanding and judgment. Cognitive impairment refers to the impairment of one or more of the above cognitive functions and affects the individual's daily or social ability, which can be diagnosed as dementia. The human brain involves a wide range of cognitive functions, including learning, memory, language, movement, thinking, creation, spirit,