

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,

emotion, etc. Therefore, the manifestations of cognitive impairment are also diverse. These manifestations can exist alone, but they often appear together. Rehabilitation of cognitive function. Clinically, cognitive impairment is classified, such as executive dysfunction, memory impairment, visuospatial disorder, etc. targeted and repeated training is adopted, and attention is paid to purpose and interest in training, so as to make it easier for patients to accept. Research shows that the integration of ideological and political education into teaching mode in college curriculum can effectively improve the symptoms of patients with cognitive impairment and bring unique feelings.

Ideological and political education in the curriculum is to integrate ideological and political education into curriculum teaching, find the relationship between professional knowledge and ideological and political education content, realize the introduction of ideological and political education-related content in the process of curriculum development, and realize the educational purpose through the infiltration of various disciplines. In 2016, the national conference on ideological and political work in colleges and universities stressed the need to make all kinds of courses go hand in hand with ideological and political theory courses to form synergy. At present, many domestic colleges and universities are still in the exploratory stage for the integration of ideological and political education and various disciplines, and do not make effective use of teaching resources. Some teachers still only pay attention to students' professional knowledge and practical skills, and their understanding of ideological and political education is still limited. Some scholars pointed out that it is very necessary to integrate ideological and political education into college courses and find the internal relationship between them, so as to better help students learn engineering courses and improve students' bad negative emotions at the same time. Research shows that the integration of ideological and political education into teaching mode in the college curriculum can effectively improve the symptoms of patients with cognitive impairment and bring unique feelings. According to the requirements of the Ministry of education, colleges and universities should take Marxism as the teaching position, cultivate students' scientific cognition in engineering majors such as circuits, and improve students' ability to analyze and understand problems. In the process of learning, college students integrate ideological and political education into the teaching of college courses to delight their hearts, so as to reduce the psychological pressure of transformation to a great extent, especially the problem of cognitive impairment.

Objective: In order to better integrate ideological and political education into college curriculum teaching, aiming at the symptoms of college students' cognitive impairment, this study integrates ideological and political education into conventional curriculum teaching, and constructs a college curriculum ideological and political integration teaching model, hoping that this teaching model can improve college students' cognitive impairment.

Subjects and methods: In a regional university, 100 students with anxiety disorder were randomly selected, regardless of gender, age and major. 100 subjects were randomly divided into the control group and experimental group, with 50 people in each group. The experimental group was given the teaching mode of integrating ideological and political education into the curriculum, and the control group was given conventional traditional teaching. In the teaching process, teachers treat all subjects objectively and equally.

Research design: The intervention time was 2 months. The cognitive impairment of college students before and after the intervention was compared. The cognitive impairment of college students before and after the intervention was judged by using the Neuropsychiatric Inventory Questionnaire (NPI-Q) and Alzheimer's Disease Cooperative Study ADL Scale (ACDS-ADL).

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

Results: The baseline scores of ACDS-ADL in the experimental group and the control group decreased significantly in the first and second months ($P < 0.05$). The ACDS-ADL scores of the experimental group at the first and second months were significantly lower than those of the control group ($P < 0.05$).

Table 1. Comparison of ACDS-ADL scores between the two groups in different periods

Group	Baseline	Month 1	Month 2
Experience group	64.59±7.54	56.24±7.56*	54.75±8.13*
Control group	66.37±8.47	60.17±9.20*	57.16±10.35*
<i>t</i>	2.092	4.048	0.039
<i>P</i>	0.529	5.168	0.034

Note: Compared with the baseline ACDS-ADL score of this group, * $P < 0.05$.

Conclusions: Improve psychological adjustment, let students understand their psychological state through the teaching of the course, master the methods of self-regulation, and improve the ability to deal with setbacks, so as to enhance the ability of social adaptation. Train students to adjust their mental state, provide students with methods to maintain their mental health, and help students establish correct

communication psychology. The integration of ideological and political education into teaching helps college students establish a correct world outlook, outlook on life and values. After freshmen enter the school, we use the freshmen survey to focus on students with family changes, emotional frustration and abnormal emotions. Through the integration of ideological and political education into teaching, we can correctly guide freshmen to correctly treat setbacks and pressures. Regularly carry out campus activities conducive to students' physical and mental health, guide students to actively pay attention to their own mental health, and lay a solid psychological foundation for the all-round development of students.

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THE INFLUENCE OF THE FORMULATION OF LAWS AND REGULATIONS AND LEGAL SANCTIONS ON PATIENTS WITH COGNITIVE IMPAIRMENT

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Background: It is a series of processes involving the acquisition of knowledge, emotion and cognition of the body. Cognitive impairment refers to the pathological process of abnormal brain advanced intelligent processing related to the above learning, memory and thinking judgment, resulting in serious learning and memory impairment, accompanied by aphasia or apraxia, or agnosia or anorexia. The basis of cognition is the normal function of cerebral cortex. Any factor that causes the abnormal function and structure of cerebral cortex can lead to cognitive impairment. Because the function of the brain is complex and different types of cognitive impairment are interrelated, that is, cognitive problems in one aspect can cause cognitive abnormalities in another or more aspects. Therefore, cognitive impairment is one of the most difficult problems in the diagnosis and treatment of brain diseases. There are many reasons for 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, senile dementia, schizophrenia, reactive psychosis, paranoid psychosis, mania, manic depression and so on. Perceptual disorders, such as hypersensitivity, hypoesthesia, internal discomfort, sensory deterioration, sensory deprivation, pathological illusion, hallucination and perceptual comprehensive disorder. Memory impairment, such as strong memory, memory defect and memory error. Thinking obstacles, such as abstract generalization process obstacles, association process obstacles, thinking logic obstacles, delusions, etc.

The direct purpose of creating law is the implementation of law, which requires people to abide by the law. The formulation of laws and regulations and legal sanctions complement each other, which can be seen as the relationship between legal responsibility and legal sanctions. Both belong to the basic category of law. They are also concepts that must be fully grasped and highly valued in the operation of law. They are an extremely important issue in legal theory and legal practice. There are both connections and differences between legal liability and legal sanctions, which are different in concept, basis, and the two are not - corresponding, but complement each other. Legal responsibility is the transformation of the subject role of the corresponding content of legal obligations. The "primary legal obligations" undertaken by the obligor to others correspond to state power. Because the formulation of laws and regulations and legal sanctions complement each other, people in law related fields can work better and improve their mental health problems. Studies have shown that the formulation of laws and regulations and legal sanctions complement each other, can bring unique feelings to patients with cognitive impairment, and can effectively alleviate the symptoms of patients. Some scholars predict that the number of patients with cognitive impairment will increase to more than 80 million in 2030. Although there are no effective drugs to improve the symptoms of patients with cognitive impairment, they can alleviate the symptoms of cognitive impairment through other forms, so as to reduce the pressure of transformation to a great extent, especially the problem of cognitive impairment.

Objective: At present, the formulation of relevant laws and regulations and legal sanctions at home and abroad have less reports on patients with cognitive impairment, and the two can be fully integrated. The purpose of this study is to explore the impact of the formulation of laws and regulations and legal sanctions on patients with cognitive impairment, and to provide some reference for the rehabilitation treatment of patients with cognitive impairment.

Research objects and methods: This study adopts the way of questionnaire to analyze the changes under the complementary of laws and regulations and legal sanctions. The 400 patients with cognitive impairment in a detention center were divided into the control group (200 cases) and the observation group (200 cases). The observation group was given the complementary treatment scheme of the formulation of