digital resource management, such as diversity and dispersion, which makes reading users obtain book related information. The correlation between book resources and user needs is low, and the utilization rate of resources is very limited. Second, the lack of service evaluation and supervision system. Most libraries have not built the supervision and evaluation mechanism of personalized information service, and there are no corresponding evaluation indicators. The overall personalized service lacks goals and standards. Third, there is no user demand analysis. The quality of library personalized service is determined by users. At present, most libraries do not conduct demand analysis through data, including group characteristic analysis and users' habit of obtaining information. The separation between users' demand and personalized service demand will not only reduce users' satisfaction, but also waste resources. Fourth, information retrieval services are relatively backward. At present, the efficiency of information retrieval is relatively low, and it is difficult to find the information of real interest in a short time. In view of these phenomena, the construction of a new model of library personalized service is imminent. The improvement strategies of the new model are mainly to reconstruct the information service system, enhance the personalized information source channels, deeply analyze the basic information of users, enhance the information security of users, improve the information retrieval methods, and optimize the personalized recommendation technology.

Objective: The purpose of exploring the role of the new model of library personalized service on cognitive impairment is to provide constructive ideas for university library management and help students and teachers obtain high-quality services.

Research objects and methods: Teachers and students from two universities are selected to analyze the effect of the new model of library personalized service on cognitive impairment through K-Nearest Neighbor (KNN) classification algorithm. The total number of students and teachers is 500. The evaluation content includes five aspects: language ability, attention, memory ability, memory ability and orientation. The evaluation results are expressed by the degree of recognition. The recognition level is divided into five levels: very recognition, comparative recognition, recognition, little recognition and non-recognition. The corresponding scores of the five levels are 0-20, 21-40, 41-60, 61-80 and 81-100. Recognition is the ratio of the number of people and the total number of people at three levels: very recognition, comparative recognition and recognition.

Methods: This paper analyzes the recognition of the new model of library personalized service to the cognitive impairment of students and teachers through Excel data analysis software.

Results: Table 1 refers to the recognition of teachers of the new model of library personalized service for the improvement of cognitive impairment. It can be seen from Table 1 that college 1 has high recognition of language ability, attention, memory ability, memory ability and orientation, with values of 89.0%, 91.0%, 93.0%, 92.0% and 93.0% respectively. The new model of library personalized service can alleviate the cognitive impairment of teachers.

Table 1. Teachers' recognition of the improvement of cognitive impairment in the new model of library personalized service

University	Language ability	Attention	Memory ability	Recall ability	Directional force
University 1	89	91	93	92	93
University 2	87	90	89	89	86
University 3	88	89	87	87	89
University 4	87	87	85	85	86
University 5	88	85	89	84	87

Conclusions: The new model of library personalized service constructed by the research institute has a high degree of recognition for the improvement of cognitive impairment. Subsequent research can apply this model to the personalized service of libraries in other colleges and universities, and has a certain promotion value.

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ON THE COGNITIVE OBSTACLES AND REFORM IDEAS OF COLLEGE TEACHERS TO THE TRANSFORMATION OF TEACHERS' ACHIEVEMENTS

Zhuo Wang[1] & Pengfei Shi[2]

[1]Personnel Department, Xuzhou Medical University, Xuzhou 221004, China

²*Department of Student Affairs, Xuhai College, China University of Mining and Technology, Xuzhou 221008, China*

Background: As an important place for talent cultivation, colleges and universities are an important source of scientific and technological innovation and achievements. Some data show that at present, the transformation rate of scientific and technological achievements in colleges and universities is 25%, while the proportion of projects that can be successfully realized is only 5%. Cognitive impairment refers to the abnormal processing of human brain advanced intelligent knowledge in the process of thinking judgment and learning. In most cases, the body can have the decline of memory function and learning function, and even serious behavioral disorders such as loss of line, recognition and use. According to different types, cognitive impairment can be divided into thinking impairment, memory impairment and perception impairment. Cognitive impairment is a psychological disorder developed from the perspective of cognitive psychological disorder. Patients mainly have psychological disorders in problem solving, perception, memory, learning and so on. In the field of medicine, psychological cognitive impairment is defined as six cognitive impairments: social cognition, complex attention, language, perceptual motor function, learning and memory, and executive function. Individuals usually have a decline in these cognitive abilities, and in severe cases, they can have a brain decline. According to different types of psychological cognitive impairment, it can be divided into three types in the field of psychology: insanity, mild neurocognitive impairment and severe neurocognitive impairment.

The main problems of college teachers' transformation of teachers' achievements are as follows: first, there is no perfect incubation ecosystem of science and technology transformation. This is mainly reflected in the lack of accurately invested resources, the failure to maximize value driven resources, and the lack of efficient and professional intermediaries. According to the survey data, the investment ratio of university project research, pilot test and industrialization is 1:1:10, which is very different from the data of developed countries. At the same time, in the process of transformation of scientific and technological achievements in colleges and universities, the probability of risks due to the imperfect scientific and technological financial support system is very high. Second, the transformation mechanism of high-tech achievements has limitations. The main driving force for the transformation of scientific and technological achievements in colleges and universities is the driving force of government functional departments, business activities and production activities of enterprises. However, generally, there are great differences in the objectives of the three aspects, which will lead to problems in the transformation of scientific and technological achievements. Third, the lack of close cooperation between colleges and universities and enterprises. The main driving force in the transformation of scientific and technological achievements in colleges and universities is the effective demand of enterprises, but at present, there is no long-term and deep cooperative relationship between colleges and universities and enterprises, which will limit the transformation of scientific and technological achievements in colleges and universities to a great extent. In addition, during the transformation of scientific and technological achievements in colleges and universities, enterprises have not formulated relevant supervision mechanisms to timely supervise the scientific research achievements of colleges and universities. If there is a conflict between the needs of enterprises and the scientific research achievements of colleges and universities, enterprises will have a great probability to terminate the cooperation with colleges and universities. In this context, the reform measures for the transformation of scientific and technological achievements in colleges and universities are of great value. The reform measures can be optimized from three aspects: the transformation mechanism of science and technology, the transformation intermediary of scientific and technological achievements, and the cooperation between enterprises and colleges and universities, so as to avoid the problem of college teachers' transformation of teachers' achievements to the greatest extent.

Objective: This paper analyzes the problems of college teachers' transformation of teachers' achievements, puts forward corresponding reform ideas for the transformation of scientific research achievements according to the existing problems, and discusses the role of reform measures on teachers' cognitive impairment, in order to provide constructive suggestions for the transformation of teachers' achievements in colleges and universities, so as to enhance the social service value of schools.

Research objects and methods: This paper selects college teachers with mild cognitive impairment in two colleges and universities as the research object, and analyzes the impact of achievement transformation measures of college teachers on cognitive impairment through the Improved Decision Tree Algorithm (ID3). The evaluation contents include language ability, attention and memory ability. Set the score range of influence value to 0-100 points. The higher the score, the higher the degree of influence. The average value of the research object is selected as the final result, and the number of evaluators in each school is 60.

Methods: Through Excel statistical software, this paper analyzes the impact of college teachers' achievement transformation measures on cognitive impairment. In order to ensure the reliability of the

results, the survey objects selected by the Institute are freshmen, sophomores, juniors and seniors.

Results: Table 1 refers to the effect of the reform measures for the transformation of teachers' achievements in colleges and universities on teachers' cognitive impairment. It can be seen from Table 1 that the reform measures for the transformation of teachers' achievements have a high impact on teachers' language ability, attention and memory ability. Therefore, the construction of the transformation measures of teachers' achievements in colleges and universities is of great value. This scheme can be applied to the transformation of teachers' achievements in colleges and universities in the future.

Table 1. The effect of reform measures of teachers' Achievement transformation in colleges and universities on teachers' cognitive impairment

Psychological factor	Freshman	Sophomore	Junior	Senior
Language ability	82.36±6.35	86.35±7.52	86.35±8.25	86.32±7.51
Attention	83.65±7.12	83.65±9.36	85.36±2.36	82.36±7.26
Memory ability	85.63±7.26	86.36±9.23	87.63±8.02	82.36±9.64

Conclusions: The transformation measures of college teachers' achievements constructed by the Institute have high promotion value. Research can actively promote the transformation of high-tech achievements through positive reform measures, which can not only help to realize the social service function of colleges and universities, but also complete the effective link between economy and science and technology, improve teachers' cognitive level and contribute to the rapid development of social productivity.

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RESEARCH ON THE PATH OF INTEGRATING TRADITIONAL CULTURAL ELEMENTS INTO MODERN INTERIOR DESIGN UNDER COGNITIVE IMPAIRMENT

Guosheng Wang

School of Design Art, Wuxi Institute of Technology, Wuxi 214121, China

Background: Cognitive impairment refers to the abnormal processing of human brain advanced intelligent knowledge in the process of thinking judgment and learning. In most cases, the body will show memory function and learning dysfunction, and even appear pathological behaviors such as loss of line, recognition and use. The causes of cognitive impairment are as follows: chronic brain injury, chronic systemic diseases, mental and psychological abnormalities, among which mental and psychological abnormalities are the most important reasons. According to different types, cognitive impairment can be divided into thinking impairment, memory impairment and perception impairment. The clinical manifestations of thinking disorder include delusion, thinking logic disorder, association process disorder, abstract generalization stage disorder and so on; In clinical practice, memory impairment mainly includes memory error, memory fragment loss, memory enhancement and so on. Perceptual disorder can be manifested as perceptual comprehensive disorder, sensory sensitivity, sensory retardation and so on. Under the background of cognitive impairment, modern interior design combined with traditional cultural elements will encounter many difficulties. Applying traditional culture to interior design helps to show the cultures of different regions and nationalities. It can not only show the charm of different cultures, but also play a role in inheriting culture.

Interior design combined with traditional culture shall comply with the following conditions. First, designers add traditional culture to meet people's psychological needs and create a natural, harmonious and quiet environment. Second, modern interior design adopts furnishings, colors and materials combined with traditional cultural elements, which makes man and nature achieve the purpose of harmonious coexistence. Third, designers should pay attention to the uniqueness, inheritance and mobility of interior space. At present, the problems of interior design combined with traditional cultural elements are as follows. Designers follow the characteristics of personalization and pay attention to the precipitation of national culture. Designers can not complete the professional design of traditional culture. Therefore, the basic concepts to be followed in integrating traditional culture into room design are as follows. First, advocate the concept of nature. Interior design combined with traditional culture should pay attention to nature, emphasize the harmony and unity of natural environment and living environment, express the content that the building wants to convey with the help of external design elements, and meet the inner