

improved, and there is a statistical difference before and after the intervention ($P < 0.05$).

Table 1. Specific application effect of fine management in construction project management before and after cognitive impairment intervention

Category	Cognitive impairment before intervention	Cognitive impairment after intervention	P
Preparation for construction	50	87	<0.05
Construction technology management	49	85	<0.05
Construction innovation management	55	86	<0.05
Construction process management	52	86	<0.05

Conclusions: After the fine management under cognitive impairment, the construction project management has achieved good results. Compared with before the cognitive impairment intervention, after the cognitive impairment intervention, the construction preparation, construction technology management, construction innovation management and construction process management have been significantly improved, which is worth popularizing and applying in the construction project management.

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UNIPUS AND SPOC PLATFORM INTERACTIVE “SMART” CROSS-CULTURAL COMMUNICATION COURSE FLIPPED CLASSROOM TEACHING MODE

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Background: Cognitive impairment is a perceptual disorder caused by mental disorders. In psychiatry, cognitive impairment seriously affects the individual’s judgment of external things. The generation of cognitive impairment is the brain injury caused by the stimulation of the external environment. The brain is the part that controls human activities. The damage of brain cognitive function will make adults unable to accurately judge the external information they receive. In psychiatry, cognitive impairment is a very serious mental disorder. Generally speaking, patients with cognitive impairment cannot accurately recognize external things due to cognitive psychological defects in daily life. Therefore, when individuals suffer from cognitive impairment, the resulting mental disorders are also increasing. Mental disorders lead to patients’ emotional control, and in serious cases, patients will have behaviors that harm themselves and others. The existing psychotherapy of cognitive impairment generally promotes the recovery of cognitive function of patients with cognitive impairment through psychological intervention of psychologists, but the method of psychological intervention can only achieve one-to-one remission at the same time, which is inefficient. Therefore, in the social development, education and teaching programs have been proposed for the cognitive impairment of mental patients, especially in colleges and universities. In college English teaching, students are more likely to have cognitive impairment because the complex environment of English teaching will affect students’ basic cognition.

In college English teaching, with the development of information technology, intelligent flipped classroom is more and more loved by teachers and students. The main reason is that intelligent flipped classroom can bring more novel teaching experience to students, in which cross-cultural communication greatly improves students’ interest in school. In college teaching, students’ cognitive impairment seriously hinders students’ learning. Therefore, colleges and universities continue to try to carry out teaching reform under the background of students’ cognitive impairment. The “smart” flipped classroom interactive between u campus and SPOC platform is the main teaching mode in colleges and universities at present. Therefore, how to reform the teaching mode based on students’ cognitive impairment will determine the teaching level of colleges and universities. Therefore, the research tries to start with the mitigation strategy of cognitive impairment, build a “smart” cross-cultural communication course flipped classroom teaching mode for the interaction between u campus and SPOC platform, in order to improve the teaching level of colleges and universities and alleviate students’ cognitive barriers at the same time.

Objective: This paper discusses the impact of cognitive impairment on the teaching quality of colleges and universities, and explores the “smart” cross-cultural communication course interactive between u

campus and SPOC platform under the background of cognitive impairment, so as to provide a reference direction for the teaching reform of colleges and universities.

Study design: Taking the students of Grade A and B in the hierarchical teaching of college English major of grade 21 in a university as the teaching language, the students are taught the course of cross-cultural communication, and the students' basic theoretical knowledge is sorted out before class. In the teaching process, teachers rely on the U campus and SPOC platform to build an exchange of visits between teachers and students, requiring students to provide learning results at the end of the course.

Result: A total of 150 students of grade B will evaluate the awareness, knowledge and skills of students' cross-cultural communication after the course teaching, judge the learning effect of students, and analyze the impact of students' cognitive impairment on the above three levels, as shown in Table 1. The degree of impact is represented by 0-4 levels, in which 0 represents no impact, 1 represents slight impact, 2 represents general impact, 3 represents obvious impact and 4 represents complete impact. It can be seen from Table 1 that the cognitive impairment of Grade A and B students has a significant impact on the awareness, knowledge and skills of cross-cultural communication.

Table 1. The influence of cognitive impairment on students' intercultural communicative competence

Student	Consciousness level	Knowledge level	Skill level
A	3	3	3
B	4	3	3

Conclusions: College students will have different degrees of cognitive impairment in English learning. Therefore, students' cognitive impairment should be fully considered in the reform of college teaching model. In the reform of the flipped classroom teaching mode of the "smart" cross-cultural communication course interactive between u campus and SPOC platform, the reform is based on students' cognitive impairment, with the main purpose of alleviating students' cognitive impairment and improving students' performance. The results show that the "smart" cross-cultural communication course flipped classroom teaching mode of u campus interacting with SPOC platform under cognitive impairment is more likely to be loved by students, and the effect of alleviating students' cognitive impairment is more obvious. In the teaching reform of colleges and universities, the current situation of students' cognitive impairment cannot be ignored. The teaching mode of colleges and universities needs to always pay attention to students' mental status and ensure the development of students' comprehensive quality.

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APPLICATION OF NATIONAL CULTURAL ELEMENTS IN FASHION DESIGN FROM THE PERSPECTIVE OF AESTHETIC PSYCHOLOGY

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Background: Aesthetic psychology is a kind of human psychological type. The emergence of aesthetic psychology is affected by human general psychology, which includes cognition, emotion and will. Under the influence of three psychological activities: cognition, emotion and will, people will have the ability to identify beauty and ugliness, which is also called aesthetic psychology. Aesthetic psychology is a collection of individual aesthetic cognitive, emotional and will processes. In aesthetic psychological activities, emotional processes account for a large proportion. In emotional psychological activities, people's cognitive and will activities be also ongoing. However, aesthetic psychology believes that there are essential differences between aesthetic psychology and general psychology. Under the influence of aesthetic psychology, individuals have higher spiritual needs and stronger individual cognitive ability. Aesthetic psychology includes intuition, individuality, emotion, self-cultivation and creativity. Intuition is the object perception in aesthetic psychology and a kind of subconscious rational content. The individuality in aesthetic psychology shows the individual freedom, that is, the freedom of personal interests and hobbies. Emotion is the most obvious psychological activity in aesthetic psychology. Emotion is the basis of aesthetic occurrence, and the external expression of aesthetic psychology is emotional catharsis. In addition, the