

pursuit of self-supporting in aesthetic psychology is psychological satisfaction. In the aesthetic process, the individual's psychological trend will gradually realize self-supporting, and creativity is the way of emotional expression after aesthetic perception.

In fashion design, using consumers' aesthetic psychology for design optimization is the main way advocated in the current fashion field. At the same time, with the improvement of China's attention to the inheritance of national culture, abdominal distension enterprises also began to apply national cultural elements to fashion design. The cultural spirit contained in different nationalities is different, and different national cultural elements have created the unique aesthetic habits of all nationalities. In the fashion design of fashion design enterprises, national elements have become the main source of their design inspiration. By adding national elements to fashion design to improve the overall cultural connotation of clothing, the volume of clothing transactions has been increased to a certain extent. Under life psychology, the national cultural elements in fashion design should meet the aesthetic psychological set, that is, in fashion design, we need to start from the uniqueness of national culture and design clothing shapes, patterns, colors and materials that meet different aesthetic psychology according to cultural differences. The research takes aesthetic psychology as the theoretical basis, and puts forward the application measures of national cultural elements in fashion design, in order to provide direction for the development of fashion design enterprises and the inheritance of national culture.

**Objective:** This paper discusses the influence of aesthetic psychology on fashion design, analyzes the application of national cultural elements in fashion design under aesthetic psychology, and puts forward the development path of fashion design and the protection measures of national cultural inheritance.

**Study design:** Taking the students majoring in fashion design in a university as the research object, 80 students were selected for test and analysis, and the aesthetic psychology of all students was counted before the experiment. In the experiment, the students were divided into groups according to their different aesthetic psychology, and the differences of fashion design effects combined with national cultural elements under the influence of different aesthetic psychology were analyzed.

**Results:** Conduct quantitative evaluation on the effect of students' clothing design, and use the 0-5 scale to evaluate, which indicates that it is poor to very good in turn. It is concluded that the effect of students' clothing design under the influence of intuition, individuality, emotion, self-support and creativity is shown in Table 1. Table 1 shows that under the influence of intuition, individuality, emotion, self-cultivation and creativity in aesthetic psychology, students have a high evaluation of the effect they can achieve in fashion design, and the integration degree of national cultural elements in fashion design is also high.

**Table 1.** The influence of aesthetic psychology on fashion design

Aesthetic psychology	Intuition	Individuality	Emotionality	Autotropism	Creativity
Fashion design effect	5	4	5	5	4
National cultural integration	5	5	5	4	5

**Conclusions:** In the fashion design combined with national cultural elements, the designer's aesthetic psychology has a significant impact on the effect of fashion design. From the perspective of aesthetic psychology, this paper analyzes the application of national cultural elements in fashion design, and discusses the influence of different aesthetic psychology on fashion design and the combination degree of national cultural elements in fashion design. The results show that the aesthetic psychology of students majoring in fashion design can affect the design results to a great extent, and we can know that the integration effect of national culture in fashion design is different due to different aesthetic psychology of students. Better aesthetic psychology can improve the overall effect of fashion design and the application effect of national culture in fashion design. Therefore, the use of aesthetic psychology for design optimization can not only improve the development of fashion design industry, but also protect the inheritance of national culture.

**Acknowledgement:** The research is supported by: Key PROJECT of 2018 Jiangsu University's Philosophy and Social Science Research Project "Innovative Research on the Teaching Model of Socialist Core Values in Colleges and Universities in the New Media Era" (No. 2018SJZDI009).

\* \* \* \* \*

## THE INFLUENCE OF COLLEGE ENGLISH TRANSLATION AND MULTIMEDIA INTERACTIVE TEACHING INNOVATION ON STUDENTS WITH COGNITIVE IMPAIRMENT

**Shuangshuang Li**

*School of Foreign Languages, Wuchang Shouyi University, Wuhan 430064, China*

**Background:** Medically speaking, cognitive impairment is a cognitive impairment caused by a brain defect. Patients with cognitive impairment need to take drugs for a long time in the follow-up treatment. In psychiatry, cognitive impairment is classified as a kind of mental disorder. This kind of mental disorder is that patients have cognitive impairment of understanding external things, and also have cognitive impairment of understanding their own specific situation. In psychiatry, it is considered that patients with cognitive impairment are mental disorders obtained after being impacted by thought or emotion. When patients suffer from cognitive impairment, they will have cognitive ambiguity, cognitive deviation and other symptoms. Patients' cognitive ambiguity refers to the occurrence of difficulty to recognize things in normal cognition, which leads to patients' inability to distinguish the authenticity and safety of things, which will lead to psychological cognitive problems, which will seriously lead to patients' mania. The cognitive deviation of patients refers to the deviation of patients' cognition of different things or events from that of ordinary people, that is, the cognition of external things of patients with cognitive impairment violates common sense. When the cognitive deviation of patients is serious, there will be serious mental disorders, and finally hallucinations and other deterioration phenomena. Therefore, in the current research, we are constantly looking for effective methods to treat patients with cognitive impairment. Gradually, some studies suggest that education and teaching can alleviate patients' cognitive impairment to a certain extent.

In college education, students' cognitive impairment is inevitable, especially in college English teaching. When students face the unfamiliar language teaching of English, cognitive deviation and cognitive ambiguity will lead to obvious cognitive impairment. In college English teaching, English translation teaching is one of the important teaching contents. English translation requires students to have strong language ability and logic ability, and the existence of students' cognitive impairment will seriously affect students' language ability and logic ability, which will lead to the poor effect of college English translation teaching. In multimedia interactive teaching, some studies have proved that it can effectively help students improve their translation ability. At the same time, the research also puts forward that it can alleviate students' cognitive impairment. With the development of society and the continuous improvement of information technology, college English teaching began to try to apply multimedia to curriculum interactive teaching. On the one hand, it is to improve teachers' comprehensive teaching ability, on the other hand, it is to stimulate students' learning emotion and alleviate students' cognitive impairment. Therefore, from the perspective of students' cognitive impairment, this study analyzes the impact of multimedia interactive teaching innovation on college English translation teaching and analyzes the changes of students' cognitive impairment, so as to provide a reference for college teaching.

**Objective:** This paper discusses the current situation of students' cognitive impairment in college English translation teaching, discusses the application status and role of multimedia interactive teaching in teaching practice, and analyzes the impact of college English teaching combined with multimedia interactive teaching on students' achievement and the mitigation effect of students' cognitive impairment.

**Study design:** 150 English majors in a university were selected, including 40 freshmen, 40 sophomores, 35 junior students, and 35 senior students. The number of cognitive impairments among all students was counted. Group discussion is conducted according to whether students have serious barriers, and the innovative teaching mode of English translation and multimedia interaction is adopted for students' teaching intervention. The teaching duration is 8 months. The changes in the professional achievement level of all students in 8 months are counted, and the changes in the cognitive ability of students with cognitive impairment are analyzed. All data were collected by SPSS24.0 software for statistical analysis,  $P < 0.05$  indicates that the difference is statistically significant.

**Table 1.** Changes of students in the teaching process

		0 month	2 months	4 months	6 months	8 months
Professional achievement	Normal	61.4	67.8	70.3	74.9	77.6
	Cognitive impairment	34.7	39.8	45.6	55.4	68.9
Cognitive ability		1	1	2	3	3

**Results:** The number of students with cognitive impairment among 150 students is 31. The teaching comparison between students with cognitive impairment and normal students is shown in Table 1. As can be seen from Table 1, the English translation scores of normal students show an increasing trend, while the scores of students with cognitive impairment also show an increasing trend. The scores of the two groups of students at the time of the test results are statistically significant compared with those before the test. In

the process of teaching, students with cognitive impairment evaluate their cognitive ability according to grades 0-5, indicating that it is poor to very good. The results show that the overall cognitive ability of students shows an improvement trend.

**Conclusions:** As one of the main subjects in college English teaching, how to deal with students' cognitive barriers in English learning is the key. Based on the analysis of the current situation of students' cognitive impairment in college English translation teaching, this paper puts forward an innovative model of multimedia interactive teaching, so as to improve the teaching quality of teachers in English translation teaching, so as to alleviate students' cognitive impairment. The results show that the multimedia interactive teaching model based on students' cognitive impairment can effectively improve the English translation performance of students with cognitive impairment, and the students' cognitive ability has also been significantly improved. Therefore, when facing students with cognitive impairment, colleges and universities should fully consider students' psychological thoughts, build a curriculum teaching model with cognitive understanding teaching, improve students' cognitive ability and promote students' healthy growth.

\* \* \* \* \*

## DYNAMIC MODELING AND ANALYSIS OF COLLEGE TEACHING QUALITY EVALUATION SYSTEM BASED ON COGNITIVE PSYCHOLOGY

Lisheng Wang

*Teachers College, Shangqiu Polytechnic, Shangqiu 476000, China*

**Background:** Cognitive psychology, a psychological trend of thought and research direction rising in the West in the mid-1950s. In a broad sense, it refers to the study of human advanced psychological processes, mainly cognitive processes, such as attention, perception, representation, memory, creativity, problem solving, speech and thinking. In a narrow sense, it is equivalent to contemporary information processing psychology. Studying cognitive process from the perspective of information processing is the mainstream of modern cognitive psychology. It can be said that cognitive psychology is equivalent to information processing psychology. It regards people as an information processing system, and holds that cognition is the whole process of information processing, including the coding, storage and extraction of inputs such as feeling, memory, creativity and thinking. According to this view, cognition can be divided into a series of stages, each stage is a unit that performs some specific operations on the input information, and the reaction is the product of this series of stages and operations. The components of information processing system are interrelated in some way. Teaching quality evaluation is one of the effective ways for teachers to understand the classroom teaching situation, obtain feedback information and improve teaching quality. The quality evaluation of classroom education in colleges and universities is an important means of teaching management in colleges and universities all over the country. Building a reasonable, effective and scientific teaching quality evaluation system model and related operation mechanism is important for improving teaching evaluation. It is of great significance to enrich the management theory of colleges and universities and improve the teaching quality in colleges and universities.

**Objective:** With the continuous increase of enrollment scale and educational development of colleges and universities in China, the teaching quality of colleges and universities has become the focus of the whole society and the public. However, up to now, classroom teaching is still the main way of higher education. Therefore, the quality evaluation system of classroom teaching is the main part of the whole teaching quality monitoring system in colleges and universities. Based on the fact that teaching is for declarative knowledge, the main teaching strategy is to teach students to process knowledge finely, so as to establish a close relationship between new knowledge and original knowledge, and then guide students to organize their learning in an orderly way. In teaching, teachers need to point out the principle of new knowledge to students, help students mark the key content, and inspire students to memorize knowledge by mnemonic method. At the same time, teachers also need to ask students to strengthen their memory. This teaching process involves cognitive psychology and has a wide range of applications. Therefore, using cognitive psychology to establish and design a fair, scientific and reasonable classroom teaching quality evaluation system is of great significance to improve the teaching level of teachers, students' learning effect and teaching management in China.

**Subjects and methods:** In the dynamic modeling analysis of college teaching quality evaluation system under the background of cognitive psychology, it is of great significance to improve teaching quality, promote students' personality development, improve students' interest in learning, promote the