

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.

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

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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

coordinated development of students' cognition and emotion, and cultivate good personality. This paper applies cognitive psychology to college teaching and evaluates the teaching quality after application. The application effect of cognitive psychology can be improved from three aspects: student-oriented, teacher-oriented, improving class quality and adapting teaching to students' cognitive development. The detailed measures are mainly to establish the "people-oriented, student-oriented" teaching concept. In the teaching process of secondary vocational classes, teachers should establish reasonable classroom question time and let students express what they do not understand, or use pictures instead of words when displaying multimedia teaching. It can effectively avoid students' secondary processing of text information in the process of transformation and improve the quality of classroom teaching. According to the students' easy to accept teaching methods, the selection of appropriate teaching methods and teaching means, in the teaching process of continuous exploration, looking for students to accept the knowledge of the fastest teaching method. This study carries out a questionnaire survey from the following four points: first, make a horizontal comparison between teachers, so that teachers can obtain vitality and motivation in the increasingly fierce competition, and stimulate their own potential. Second, it can guide teachers to strive to meet the teaching objectives set at the beginning and improve their teaching quality in the teaching process. The third teaching quality evaluation system gives sufficient appraisal and scoring to teachers' daily teaching work, so that the teaching management department of colleges and universities can better master their teachers' teaching quality and teaching level, take it as an important basis for teachers' promotion, evaluation and distribution, prevent teachers from doing badly, and do a good job A level of unreasonable treatment. Fourth, teachers' teaching work must provide accurate feedback materials, so as to help teachers improve their teaching methods and teaching quality.

Study design: 300 groups of different ages, genders and occupations were investigated by stratified cluster random sampling. 100 students, teachers and parents were randomly selected for questionnaire survey. A total of 300 questionnaires were distributed, 286 were recovered, and the number of valid copies was 279. If there are blank answers to class I questions in 7 of the answers, it shall be deemed invalid.

Methods: The effect of dynamic modeling of college teaching quality evaluation system based on cognitive psychology is statistically analyzed by Excel.

Results: There are many factors affecting the teaching quality, and the relationship between the influencing factors is complex constructing a reasonable, effective and scientific teaching quality evaluation system model and related operation mechanism is of great significance to improve college teaching evaluation, expand college management theory and improve college classroom teaching quality.

In this survey, the influence values of specific factors are quantified in five grades of 0-4. 0 means irrelevant, 1 means slight influence, 2 means general influence, 3 means obvious influence and 4 means full influence. In order to reduce the large error caused by individual subjectivity in the evaluation, the evaluation values of 300 social groups are taken as the average and the results are rounded, the specific statistical table is shown in Table 1.

Table 1. Effect of dynamic modeling of college teaching quality evaluation system based on cognitive psychology

Factor	Incentive effect	Guiding function	Feedback function	Management function
Student group	4	3	3	3
Teacher group	4	4	3	4
Parent group	3	3	4	3

Conclusions: The teaching quality evaluation of college teachers is of great practical significance to improve the quality of national higher education. However, college teaching involves a lot of cognitive psychology content. Therefore, based on cognitive psychology, and the establishment and design of a scientific, fair and reasonable classroom teaching quality evaluation system is the guarantee to improve the quality of the whole higher education. The research on the classroom teaching quality evaluation system can also promote colleges and universities to quickly update their educational ideas, speed up the reform of the whole higher education and improve the quality of the whole higher education.

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REFORM AND PRACTICE OF MUSIC TEACHING IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY