

The numbers in each cell in Table 1 mean the number of people in the expert group who believe that the corresponding psychology will cause the cognitive impairment of the inheritors of man embroidery. It can be seen from Table 1 that the expert group believes that the psychology of “the audience does not recognize the value of man embroidery” has the most significant impact on the cognitive impairment of the inheritor, followed by the “demanding perfection psychology of the inheritor”. Among the three psychological reasons, “feudal thought and cultural psychology in man embroidery” has a relatively low impact on the cognitive impairment of the inheritor, but the degree of impact cannot be ignored. Specifically, for these three reasons, the number of people who choose the impact level as “full impact” and “obvious impact” are 4, 5, 3 and 17, 13 and 5 respectively.

Conclusions: In view of the negative impact of cognitive impairment of embroidery inheritors on the protection and inheritance of Manchu embroidery in Heilongjiang Province, this study understands the psychological causes of cognitive impairment of Manchu embroidery inheritors through semi-structured interviews, and designs an expert investigation experiment to verify the reliability and impact level of these factors. The consultation results show that the expert group believes that the psychology of “the audience does not recognize the value of man embroidery” has the most significant impact on the cognitive impairment of the inheritor, followed by the “demanding perfection psychology of the inheritor”. Among the three psychological reasons, “feudal thought and cultural psychology in man embroidery” has a relatively low impact on the cognitive impairment of the inheritor, but the degree of impact cannot be ignored. This is because if any art cannot be appreciated and psychologically accepted by the audience, the inheritance value of the art and the craftsmanship value of the successor will be greatly reduced, which will virtually affect the psychology and cognition of the successor. The analysis results show that some negative psychology of the inheritors and the audience will significantly affect the cognitive impairment symptoms of the inheritors of Manchu embroidery. Therefore, it is suggested that the relevant departments of the local government take measures to treat the cognitive impairment of this group, and change some wrong perceptions of the audience about Manchu embroidery through some mass media, so as to ensure that Manchu embroidery can be inherited more safely and stably.

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INFLUENCE OF DIGITAL TECHNOLOGY ON THE INHERITANCE OF CERAMIC INTANGIBLE CULTURAL HERITAGE IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF COGNITIVE PSYCHOLOGY

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Background: From a narrow perspective, cognitive psychology can be understood as information processing psychology, that is, a discipline that studies the psychological changes and laws of the processing process of collecting information in the brain and the formation process of subsequent thinking. The research objects of cognitive psychology are mainly people’s advanced thinking processes, such as perception, attention, memory, language, etc. In contrast to behaviorism psychology, cognitive psychology also studies processes that cannot be directly observed, such as memory processing, storage and extraction. Cognitive psychology pays more attention to the basic psychological causes of human behavior, but the process from psychological state to behavior cannot be directly observed. Therefore, cognitive psychologists can only speculate about this process by analyzing the information received by the object and the behavior generated. Therefore, the research of cognitive psychology often needs to carry out experiments to provide basis and support for speculation.

Most of China’s intangible cultural heritage has the characteristics of high learning difficulty and poor quantifiability. Among them, the representative object is the ceramic technology major. These characteristics make the communication efficiency of teaching contents of relevant majors in colleges and universities often limited, and even seriously affect the learning efficiency of students with cognitive impairment to a certain extent, resulting in some students’ employment anxiety. In recent years, digital technology has been more and more applied to the teaching process of intangible culture and technology specialty in colleges and universities, which alleviates the above problems to a certain extent. However, teachers still pay limited attention to students’ psychological state during and after class. If students’

cognitive psychological state is taken into account when applying digital technology, it is possible to further improve the teaching quality of ceramic technology specialty.

Objective: Based on the analysis of the current application status and main application forms of digital technology in the teaching of ceramic technology specialty in colleges and universities, this paper studies how to integrate the methods and theories of cognitive psychology into these application processes, so as to more accurately understand the psychological situation of educates and alleviate the cognitive obstacles and employment anxiety of students in the specialty. So as to improve the inheritance stability and security of China's ceramics and other intangible cultural heritage.

Objects and methods: Four universities with sufficient representation in teaching scale, teaching content, teaching staff and teaching auxiliary facilities of ceramic specialty were selected from domestic universities for nationalities and arts, and then 200 college students majoring in ceramic specialty were selected as the research objects. They were divided into experimental group and control group, with 100 people in each group. Firstly, the basic data of the two groups of students are statistically compared. After confirming that there is no significant difference in the basic information of the two groups of students, the ceramic technology teaching experiment is carried out for the two groups of students. The teaching contents of the two groups are the same, but various digital technology teaching methods are integrated into the teaching process of the experimental group, such as obtaining and disclosing the digital form files of teaching materials and making ceramic technology teaching animation using digital animation technology. Teach students to use 3D software to design ceramic works, etc. Before and after the experiment, teachers are required to interview the subjects to understand their cognitive impairment and employment anxiety. The degree of the two problems is scored by teachers. 1, 2, 3, 4 and 5 represent "asymptomatic", "mild", "moderate", "severe" and "extremely serious" respectively.

Results: The statistical results obtained after the experiment are shown in Table 1.

Table 1. Scores of students' cognitive impairment and employment anxiety after teaching

Statistical items	Experience group	Control group	Change value (%)	P
Cognitive impairment	2.28±0.11	2.67±0.12	-14.61	0.012
Employment anxiety	2.47±0.25	3.19±0.24	-22.57	0.007

Note that all measurement data in the experiment are displayed in the form of mean ± standard deviation, and *t*-test is conducted. The significance level of the difference is taken as 0.05. The column of "change value" in the table shows the change range of the mean value of each score of the experimental group relative to the control group. According to Table 1, the average scores of cognitive impairment and employment anxiety in the experimental group after teaching are 14.61% and 22.57% lower than those in the control group respectively, and the differences are statistically significant.

Conclusions: In order to alleviate the cognitive impairment and employment anxiety of ceramic students in colleges and universities in China, this study attempts to integrate various digital technology teaching methods into ceramic courses, so that teachers can consider students' educational psychology and cognitive level as much as possible when using digital teaching aids, and adjust the use mode and frequency of digital teaching tools on this basis. Then a teaching experiment is designed and carried out according to this idea. The experimental results show that the average scores of cognitive impairment and employment anxiety in the experimental group after teaching are 14.61% and 22.57% lower than those in the control group respectively, and the differences are statistically significant. Therefore, it can be seen that the use of digital teaching technology tools in accordance with the principles of cognitive psychology can improve the learning effect of ceramic students.

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RESEARCH ON SAFETY MANAGEMENT OF COLLEGE STUDENTS' CHEMICAL LABORATORY FROM THE PERSPECTIVE OF PSYCHOLOGY

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