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THE TEACHING MODE OF VOCATIONAL EDUCATION DOUBLE HIGH PLAN SPECIALTY GROUP TAKING INTO ACCOUNT THE STUDENTS WITH COGNITIVE IMPAIRMENT

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Background: Cognitive impairment is a kind of disease in which thinking lacks internal logical connection, which makes patients unable to understand others' words and deeds smoothly or makes others unable to understand patients' words and deeds. Cognitive impairment is mainly divided into cognitive form disorder and cognitive content disorder. Their main manifestations are slow thinking, too fast-thinking, loose thinking, thinking rupture, thinking interruption, thinking diffusion, irrelevant symbolic thinking, new words and delusions (relationship delusion, victim delusion, exaggeration delusion, jealousy delusion, etc.), obsessive-compulsive concept and overpriced concept.

Vocational education double high plan refers to the plan proposed by the state to build a number of high-quality vocational colleges and high-quality vocational colleges. The professional cluster refers to a professional cluster composed of several disciplines with high similarity in basic or technical practice. Students in the professional cluster can enjoy relevant teaching services and practical teaching support of multiple majors. At present, some vocational schools in China have adopted the method of a professional group to carry out comprehensive training and teaching for students, but there are still many problems in the teaching mode of professional group in some colleges and universities, such as confusion of teaching objectives, too many teaching contents, the great difficulty of students' learning and so on. Partly due to heredity, family education and childhood experience, students with cognitive impairment are more difficult to adapt to this teaching model. Therefore, it is necessary to analyze the psychological status and learning needs of students with cognitive impairment in order to improve the actual teaching quality of the vocational education model of professional groups.

Objective: To analyze the current situation of the construction of professional group teaching mode under the double high program of vocational education in China, and analyze the psychological characteristics of students with cognitive impairment under this teaching mode, so as to put forward targeted improvement measures to improve the teaching quality of China's vocational education system and the implementation effect of the double high program.

Objects and methods: Collect and analyze the literature at home and abroad on the impact of cognitive impairment on students' learning process and the domestic double high program of vocational education, confirm the psychological characteristics and emotional situation of students with cognitive impairment in vocational education, so as to design feasible and targeted countermeasures, and then select 35 pedagogical experts and backbone teachers in the vocational education system from home to form an expert group. Send the countermeasures to the members of the expert group for review, ask them to provide feedback, improve the countermeasures according to the feedback and return them to the expert group for review again. When the expert group reaches an agreement, the inquiry is ended. The inquiry also includes the expert group's evaluation of the impact of each strategy on the learning effect of students with cognitive impairment. The impact level is divided into five types: no impact, slight impact, general impact, obvious impact and full impact.

Results: After the opinions of the expert group were unified, the opinions of the statistical expert group are shown in Table 1.

Table 1. Statistical results of the opinions of the expert group

Opinion	No effect	Slight impact	General impact	Obvious influence	Full impact
Teachers with psychological foundation	1	8	17	7	2
Targeted teaching for students with cognitive impairment	0	5	8	14	8
Encourage students with cognitive impairment	3	9	13	7	3
Appropriately increase the teaching time for students with cognitive impairment	2	8	11	10	4

The numbers in each cell in Table 1 represent the number of people who believe that an opinion has an impact on improving the learning effect of students with cognitive impairment under the professional group education mode, and the level is the corresponding level. It can be seen from Table 1 that the expert group believes that the strategy of “targeted teaching for students with cognitive impairment” has the greatest impact, the second is the strategy of “appropriately increasing the teaching time for students with cognitive impairment”, and the strategies with the least impact are “encouraging more students with cognitive impairment” and “configuring teachers with psychological basis”. Among the above strategies, the number of people with obvious influence and full influence is 22, 14, 10 and 9 respectively.

Conclusions: The pace of development and reform of China’s manufacturing industry has accelerated, and there are more and more vocational schools adopting the professional group teaching mode based on the double high plan in China. However, due to the integration of more professional syllabus contents, this teaching model is bound to be more difficult for students to learn. Especially for students with a certain degree of cognitive impairment, their ability to think, understand and remember is weaker than their peers, and they will have an inferiority complex and negative psychology due to this difference, which will further reduce their learning efficiency. Based on the analysis of relevant data, this study puts forward some methods to improve the learning effect of students with cognitive impairment, and asks the expert group to revise and evaluate them. The consultation results show that the expert group believes that the strategy of “targeted teaching for students with cognitive impairment” has the greatest effect on improving the school effect of students, followed by the strategy of “appropriately increasing the teaching time for students with cognitive impairment”, and the strategy with the least effect is “more encouraging students with cognitive impairment” and “allocating teachers with psychological basis”. The results of Delphi analysis show that paying attention to the psychological situation of students’ cognitive impairment is helpful to improve their learning effect in the professional group education model.

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THE SOCIAL PSYCHOLOGICAL IMPACT OF INNOVATION TIME-SPACE EFFECT OF FACTOR RESOURCE MISMATCH ON THE PUBLIC

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Background: Social psychology focuses on the psychological interaction and interaction relationship between individuals and groups in a specific social environment. From the perspective of social psychology, the psychological interaction and interaction relationship between individuals and groups often presents a network form, which is also one of the reasons for the network of social factor resource allocation and circulation. Modern society can be regarded as a network resource society. If social network is regarded as a resource allocation network, social psychology can play an important guiding role in factor resource allocation and circulation path innovation. People in the social network, a resource allocation network, produce social-psychological power through identity, cognitive management and emotional management, and affect the behavior of resource allocation. Resource allocation is presented as the result of social-psychological power. In this kind of social resource allocation network based on social psychological power, the psychological mechanism of the social identity of the network is very important. From the perspective of social psychology, social network is a social psychological group. This group achieves self-group domestication through some identity mechanism, and then produces a sense of belonging and self-psychological discrimination for its own group. Once through this social identity, it means becoming a member of the group. In the eyes of other individuals, it is a trusted symbol and an individual who can give priority to the allocation of resources within the group. Based on this identity mechanism and social group psychology, the distribution of social element resources is lack of fairness, which will inevitably lead to resource mismatch. The mismatch of social factor resources is aimed at the effective allocation of factor resources. The mismatch is the deviation from the most effective allocation, which is manifested in the way of unequal marginal product value between different industries and even enterprises. The distribution of social factor resources can be divided into two categories: the distribution of labor resources and the