

experimental group, with 150 students in each group. The measurement of students' cognitive impairment was carried out in combination with Montreal Cognitive Assessment scale (MoCA). The scale includes 7 factors: executive ability, naming ability, attention, language ability, abstract ability, delayed recall the higher the score of orientation ability, the better the cognitive function. Among them, the control group adopted the conventional psychological intervention mode, and the experimental group added Uyghur learning content on the basis of the conventional psychological intervention mode. The intervention cycle was 3 months. The improvement of cognitive impairment of college students in the two groups was compared and analyzed.

**Methods:** Data through SPSS23.0 statistical analysis software is completed.

**Results:** Table 1 shows the improvement of cognitive impairment of college students in the two groups after 3 months of intervention. It can be seen from Table 1 that compared with the control group with routine psychological intervention, the experimental group with cognitive impairment treatment mode based on Uyghur learning has a better effect on Improving college students' psychological cognitive impairment, and there is a statistical difference between the two groups ( $P < 0.05$ ).

**Table 1.** The improvement of cognitive impairment of college students in the two groups after 3 months of intervention ( $n=300$ )

| Factor              | Control group ( $n=150$ ) | Experience group ( $n=150$ ) | <i>P</i> |
|---------------------|---------------------------|------------------------------|----------|
| Executive ability   | 2.54±0.55                 | 4.62±0.58                    | <0.05    |
| Naming ability      | 2.36±0.41                 | 4.66±0.61                    | <0.05    |
| Attention           | 2.69±0.59                 | 4.52±0.60                    | <0.05    |
| Language ability    | 2.47±0.43                 | 4.62±0.58                    | <0.05    |
| Abstract ability    | 2.54±0.55                 | 4.66±0.61                    | <0.05    |
| Delayed recall      | 2.54±0.55                 | 4.52±0.60                    | <0.05    |
| Orientation ability | 2.36±0.41                 | 4.62±0.58                    | <0.05    |

**Conclusions:** The cognitive impairment treatment model based on Uyghur learning not only effectively improves the cognitive impairment of college students, but also enriches and expands the intervention measures for the treatment of cognitive impairment.

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## THE CULTURAL MEANING OF CHINESE COLOR WORDS UNDER COGNITIVE IMPAIRMENT AND ITS EXPRESSION IN UYGHUR

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**Background:** As a mental disease, cognitive impairment mainly refers to the disorder of learning and memory function caused by abnormal processing of human intelligent knowledge, and leads to pathological behaviors such as loss of line, recognition and use. The diagnostic criteria of cognitive impairment include normal overall cognitive function, main complaints of memory impairment and behavioral disorders inconsistent with age. The main causes of cognitive impairment are chronic brain injury, chronic systemic diseases and mental and psychological abnormalities, among which mental and psychological abnormalities are the most important. According to the latest research, the number of patients with cognitive impairment in China is increasing year by year, which has a serious negative impact on the patients themselves and their families. Timely intervention for patients with cognitive impairment can actively change their cognitive function, and then it is very important to reduce the quality of life of patients and their families. In recent years, many researchers at home and abroad have conducted intervention research on mild cognitive impairment. The intervention measures mainly include nutrition intervention, drug intervention, physical exercise, cognitive training, traditional Chinese medicine and acupuncture intervention. In short, cognition is an intelligent processing process of acquiring knowledge through a series of random, psychological and social behaviors such as learning, memory, language, thinking, spirit and emotion. Cognitive impairment refers to the abnormality of the brain's advanced intelligent processing process in all these processes, resulting in the changes of thinking, spirit, emotion and judgment. At present, the research of cognitive impairment mainly focuses on the field of medicine. However, matching the performance of medical

cognitive impairment with the cultural meaning of Chinese color words and their expression in Uyghur, and exploring the strategies and methods to solve the problem is an effective way to solve the cognitive impairment of Uyghur learning. At the same time, it has theoretical and practical significance for the application and development of the cultural meaning of Chinese color words.

The function of color words is closely related to national psychology and human emotion. The same color may cause different associations and have different symbolic meanings in the minds of different nationalities. This has a long history and tradition, which is the result of the role of national character. Of course, there is the same situation, which is the result of the interaction and mutual infiltration of human culture. For the concept of basic color, Han and Uygur are basically the same, but for a certain color, due to the constraints of national culture, there will be different reference ranges and show differences. In short, each language has color words, and each nation has its own color word system. Different nationalities have great differences in the cognition and expression of the same color words. A comparative study of color words in Chinese and Uyghur will help to explore their universality and national characteristics, contribute to the exchange of Chinese and Uyghur language and culture, and improve the unbalanced distribution of color words, which has certain theoretical and practical significance for the teaching of color words in Chinese and Uyghur.

**Objective:** In order to effectively improve the common cognitive impairment of college students in Uyghur language learning, based on the theories and methods of comparative linguistics, this study analyzes the cultural meaning of Chinese color words and their expression in Uyghur language, and intervenes students' Uyghur language learning by distinguishing the similarities and differences between the color words of the two language families, so as to solve the problem of cognitive impairment encountered by students in Uyghur language learning.

**Research objects and methods:** 300 Uyghur learning students were selected as the research object, and the measurement of students' cognitive impairment was carried out in combination with the Montreal Cognitive Assessment scale (MoCA). The scale includes seven factors: executive ability, naming ability, attention, language ability, abstract ability, delayed recall and orientation ability. The higher the score, the better the cognitive function. Then, based on the analysis of the cultural meaning of Chinese color words and their expression role in Uyghur, the students are intervened in Uyghur learning, and the intervention period is 6 months. Finally, the improvement of students' cognitive impairment in Uyghur learning before and after the intervention is compared and analyzed.

**Methods:** Data through SPSS23.0 statistical analysis software is completed.

**Results:** Table 1 shows the improvement of students' cognitive impairment in Uyghur learning before and after the intervention. It can be seen from Table 1 that compared with before the intervention, based on the analysis of the cultural meaning of Chinese color words and their expression in Uyghur, the cognitive impairment of students' Uyghur learning has been improved after the intervention, with a statistical difference ( $P < 0.05$ ).

**Table 1.** Improvement of students' cognitive impairment in Uyghur learning before and after intervention ( $n=300$ )

| Factor              | Before intervention | Intervention 3 months | Intervention 6 months |
|---------------------|---------------------|-----------------------|-----------------------|
| Executive ability   | 1.28±0.43           | 3.54±0.55*            | 4.62±0.58*            |
| Naming ability      | 1.66±0.61           | 3.36±0.41*            | 4.66±0.61*            |
| Attention           | 1.52±0.60           | 3.69±0.59*            | 4.52±0.60*            |
| Language ability    | 1.45±0.56           | 3.54±0.55*            | 4.39±0.43*            |
| Abstract ability    | 1.28±0.43           | 3.36±0.41*            | 4.45±0.56*            |
| Delayed recall      | 1.66±0.61           | 3.69±0.59*            | 4.62±0.58*            |
| Orientation ability | 1.52±0.60           | 3.54±0.55*            | 4.66±0.61*            |

Note: \*  $P < 0.05$  compared with that before intervention.

**Conclusions:** Based on the analysis of the cultural meaning of Chinese color words and their expression in Uyghur, the cognitive impairment of students' Uyghur learning has been improved. Therefore, it can be said that analyzing the cultural meaning of Chinese color words and their expression in Uyghur, and intervening students' Uyghur learning by distinguishing the similarities and differences between the color words of the two language families can effectively improve students' cognitive impairment in Uyghur learning, and then it is of great significance to students' psychological development in the process of Uyghur learning.

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## THE POSITIVE INFLUENCE OF THE REFORM AND POLICY DEVELOPMENT OF MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES ON STUDENTS' COGNITIVE IMPAIRMENT

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**Background:** As a psychological disease, cognitive impairment develops from the perspective of psychological disease. In essence, cognitive impairment can be attributed to a kind of neurocognitive impairment, which is mainly manifested in many levels of psychological disorders, such as thinking, perception, memory, learning and so on. In the field of medicine, cognitive impairment mainly includes six kinds: social cognition, complex attention, language, perceptual motor function, learning and memory, and executive function. Mild cognitive impairment is characterized by wandering, anxiety, depression, forgetfulness, memory and attention loss. Moderate cognitive impairment is characterized by further deterioration of cognitive ability. Patients are characterized by large emotional fluctuations, paranoia, anxiety, reduced ability of understanding and language expression, and reduced resolution of objective things such as time. Severe cognitive impairment develops further from moderate cognition. Patients show a decline in overall function and develop dementia, which will lead to delusion, indifference, lack of self-care ability and so on. However, as a mental disease, cognitive impairment does not have more significant external manifestations than the traditional psychological, emotional, behavioral and physical disorders. On the contrary, cognitive impairment is the concept of maladaptation caused by maladaptive cognition, and its clinical manifestations are more recessive. Moreover, because the function of the brain is complex, different types of cognitive impairment are interrelated, that is, cognitive problems in one aspect may lead to cognitive abnormalities in another or more aspects. Therefore, cognitive impairment is one of the most difficult problems in the diagnosis and treatment of brain diseases. In short, there is no unified diagnosis and treatment plan and method for patients with cognitive impairment at this stage. We should actively explore new ideas and directions for the treatment of patients with cognitive impairment.

Music education majors cultivate professionals with good music literacy and teaching ability to meet the needs of the construction of socialist market economy and the development of educational reform. Through the study of this major, we can meet the requirements of teachers' professional development, systematically master the basic theories and methods of music education, have the ability to analyze, solve practical problems and carry out teaching research by using the learned knowledge, and be able to engage in the education and teaching work after the new curriculum reform of music education in primary and secondary schools. Aesthetic education refers to the education of cultivating students' ability to understand, love and create beauty, which is also called aesthetic education or aesthetic education. It is an indispensable part of quality education. The aesthetic education in China's socialist schools serves the construction of socialist spiritual civilization and the cultivation of students' spiritual beauty and behavioral beauty. Aesthetic education can promote the all-round development of students' morality, intelligence and physique. It can improve students' thinking ability and cultivate students' moral sentiment. It can enrich students' knowledge and develop their intelligence. It can improve people's physical and mental health and improve the quality of sports. It can encourage students to love work, love working people and carry out creative work. Relevant studies have pointed out that college music education based on aesthetic education plays an important role in alleviating the symptoms of patients with cognitive impairment, that is, by excavating the spiritual beauty and behavioral beauty in music art, it can improve the physical and mental health of patients with cognitive impairment, so as to play the effect of treating cognitive impairment diseases.

**Objective:** This paper constructs a college music teaching intervention model for aesthetic education, which aims to expand the content of psychological intervention into college music reform and policies, so as to provide a new idea for the treatment of cognitive impairment.

**Research objects and methods:** 200 patients with cognitive impairment were selected as the research object, and the measurement of students' cognitive impairment was carried out in combination with Montreal Cognitive Assessment Scale (MoCA). The scale includes 7 factors. The higher the score, the better the cognitive function. The intervention mode of college music teaching for aesthetic education was adopted, and the symptoms of patients with cognitive impairment were compared after the intervention for 6 months.

**Methods:** Use Excel software to complete data analysis.

**Results:** Table 1 shows the improvement of symptoms in patients with cognitive impairment after 6 months of intervention. It can be seen from Table 1 that compared with before the intervention, after the intervention of the college music teaching intervention model for aesthetic education, the symptoms of