

completion of the garden building, 50 residents in each community were randomly selected to compare the quality of life and mental health of the residents in the two communities.

Methods: The relevant data were processed and analyzed by software SPSS17.0.

Results: One month after the completion of garden buildings, the anxiety level of residents in the study group was significantly lower than that in the control group ($P < 0.05$), as shown in Table 1.

Table 1. Anxiety level of residents in the two communities

Group	n	Time		t	P
		Before completion	After completion		
Research group	50	68.4±10.9	52.1±6.3	7.654	0.000
Control group	50	69.5±11.3	61.3±8.2	4.125	0.023
t	-	0.258	5.732	-	-
P	-	0.862	0.013	-	-

Conclusions: With the continuous development of China's economy and society and the accelerating process of urbanization, residential areas have become an indispensable and important part of the city and the living carrier of urban residents. Residential garden architecture is an important part of the residential area, which provides residents with a place to rest and view. However, nowadays, the garden architectural design of many communities simply pursues the landscape effect, ignores the psychological needs of residents, does not analyze the behavior psychology of residents, and ignores the people-oriented principle and concept in garden architectural design. Based on behavioral psychology, the research analyzes the behavior and psychological law of community residents and improves the garden architectural design scheme. The results showed that one month after the completion of garden buildings, the anxiety level of residents in the study group was significantly lower than that in the control group ($P < 0.05$).

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THE INFLUENCE OF COLLEGE MUSIC EDUCATION REFORM ON STUDENTS' LEARNING COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology is based on human brain science. Therefore, in cognitive psychology, the process of generating ideas between external stimulation and self-response of human brain is the process of learning to achieve goals. The application of cognitive psychology in music education is also based on brain science. The operation mode of human brain has an important impact on the bias and development of individual music ability. Cognitive psychological learning method is also based on this foundation. Therefore, it has inherent advantages in the combination with music education. When we decompose the acquisition of music skills from the cognitive psychological level, we will find that in the process of cognitive formation, individuals often need to master skills through continuous orientation, decomposition and integration exercises. In practice, we need to allocate action skills and mental skills, including attention, sensation, perception, memory, imagination, thinking and other abilities. Therefore, in the long psychological cognitive process of music learning, new ideas and information may not be accepted by students' existing cognitive structure. In order to make students better accept new information, it is necessary to transform the existing cognitive psychological structure. This process of constantly transforming the cognitive structure and constantly absorbing new information includes not only rationality and insight, but also association and imitation. The more cognitive components in the learning process, the more planned and organized the whole learning subject will be, and the more effective the new information can be integrated into the old structure. Therefore, in the reform of college music education, we should not rely too much on the teaching experience of traditional music education methods. Although this teaching experience has certain effectiveness, there are also some misunderstandings. In the process of teaching reform, we should pay attention to the scientificity of cognitive psychology. Cognitive psychology can play a methodological role in college music education and teaching reform. Through the intervention of students' cognitive process and cognitive methods, we can help students actively use human cognitive characteristics in learning and achieve the purpose of improving learning results.

Objective: This study is based on cognitive psychology, through the psychological improvement of the

old college music education methods, to transform the parts of the old methods that are too dependent on teaching experience and lack of scientificity into more scientific and reliable teaching methods, so as to achieve the effect of teaching reform from the perspective of music education and improve the scientificity of teaching.

Subjects and methods: This study adopts two methods of dialectical sublation and fuzzy evaluation to transform the qualitative evaluation elements into quantitative evaluation elements, and uses the theory of cognitive psychology to scientifically improve the part of traditional music teaching that relies too much on empiricism, so as to retain the more effective part of the old methods. At the same time, through the data collection and statistics of psychological cognition, this paper analyzes the teaching effect of the improved cognitive psychological music teaching method.

Study design: This study mainly takes music majors as the research object, takes the skill music course which is easy to be combined with cognitive psychology as the starting point, carries out the trial operation of the new education method, analyzes the students' learning status under the new music education method by counting the students' learning course progress and psychological situation, and finally makes a quantitative analysis by using the fuzzy evaluation method.

Methods: When analyzing the learning and psychological status of students under the new music education method, this study uses Excel as an analysis tool to count and integrate the data, and then analyze the influence relationship between them.

Results: The impact of the new music education method based on cognitive psychology on students is shown in Figure 1.

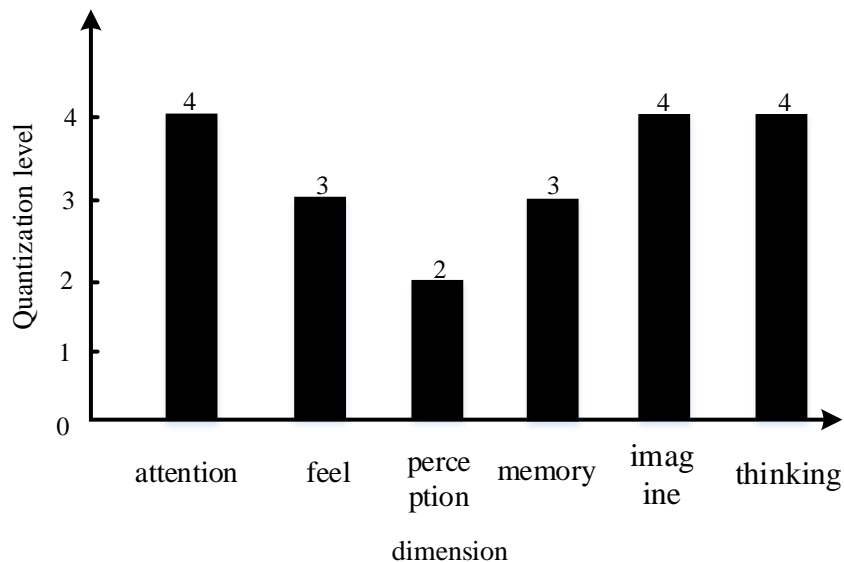


Figure 1. The influence of cognitive psychology on music education

In Figure 1, the new music education method of cognitive psychology has the most significant impact on music students in the three aspects of attention, imagination and thinking, reaching level 4, the impact on feeling and memory is more obvious, reaching level 3, and the impact on perception is more general, only level 2.

Conclusions: This study aims to provide more scientific and reasonable teaching methods for college education of music majors in the comprehensive teaching reform, and shape a teaching method more suitable for students' learning state by combining cognitive psychology with college music education. The new music teaching method based on cognitive psychology can create a scientific way for music learning from three aspects: perceptual cognition, rational cognition and fuzzy cognition, and then affect students from six aspects: attention, sensation, perception, memory, imagination and thinking, so as to improve students' learning state. At the level of psychological cognition, expand the learning system more quickly and effectively to achieve a more comprehensive effect of music teaching.

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A NEW APPROACH TO THE CANONIZATION OF POPULAR CHILDREN'S LITERATURE IN THE CONTEXT OF COGNITIVE IMPAIRMENT - THE METAPHORS OF "DISCIPLINE" AND "ALIENATION" IN RABBIT TRAINING

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Background: Children's psychology is extremely sensitive. When parents or families have problems in education, blindly emphasize "discipline" and lack family communication and care, children will fall into alienation, and may have autism, inferiority and other psychology, which will affect the healthy growth of children. When children are in the dilemma of alienation for a long time, their physical and mental health will be damaged, resulting in brain dysfunction, and then cognitive impairment. Cognitive impairment is a pathological process involving brain function. Patients with cognitive impairment are often accompanied by learning impairment, memory impairment, aphasia and so on, which seriously affects the daily life of patients, reduces the quality of life of patients, increases the family burden of patients, and also affects the harmony and stability of society. Therefore, we need to find an appropriate way to avoid children falling into the dilemma of alienation, improve children's mental health, alleviate children's anxiety and avoid cognitive impairment.

Preschool education psychology is a comprehensive subject combining psychology and preschool education, including cognitive psychology, emotional psychology and child development psychology. Among them, cognitive psychology can help teachers analyze children's cognitive laws, so as to obtain children's cognitive needs and feedback, so as to improve the pertinence and effectiveness of teaching and promote the improvement of children's cognitive ability. Emotional psychology is to let teachers learn to respect children's emotional needs and expression, so as to make children improve their cognition of emotion and emotion in a good teaching environment, and then improve children's emotional perception and emotional control, so that children can correctly face negative emotions such as tension, loss and anxiety. Children's developmental psychology requires teachers to teach around children's development needs, truly understand children, understand children, respect children and find children, so that children can gradually form personality and characteristics in the teaching process. Based on the psychology of preschool education, the research uses Zheng Yuanjie's rabbit training to carry out teaching activities for children, so that children can correctly face the dilemma of alienation, alleviate children's negative emotions, improve children's mental health level, and then avoid children suffering from cognitive impairment.

Objective: When children are in the dilemma of alienation for a long time, children's physical and mental health will be damaged, resulting in brain dysfunction, and then cognitive impairment. Based on the psychology of preschool education, the research uses Zheng Yuanjie's rabbit training to carry out teaching activities for children, so that children can correctly face the dilemma of alienation, alleviate children's negative emotions and avoid children suffering from cognitive impairment.

Research objects and methods: 80 children were selected from a kindergarten as the research objects. Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Hospital Anxiety and Depression Scale (HADS) were used to evaluate children's mental health.

Study design: 80 children were randomly divided into study group and control group with 40 people in each group. Based on the psychology of preschool education, the research group added Zheng Yuanjie's rabbit training in the teaching system. The control group adopted the traditional teaching system. After a period of time, compare the mental health status of the two groups of children.

Methods: The relevant data were processed and analyzed by software SPSS23.0.

Results: After teaching, the SAS score, SDS score and HADS score of children in the study group were significantly lower than those in the control group ($P < 0.05$). The HADS scores of the two groups are shown in Table 1.

Conclusions: Children's psychology is extremely sensitive. When parents or families have problems in education, blindly emphasize "discipline" and lack family communication and care, children will fall into the dilemma of alienation, may have autism, inferiority and other psychology, and then suffer from cognitive impairment, which will affect the healthy growth of children. Based on the psychology of preschool education, the study uses Zheng Yuanjie's rabbit training to carry out teaching activities for children, so that children can correctly face the dilemma of alienation. The results showed that after teaching, the SAS score, SDS score and HADS score of children in the study group were lower than those in the control group, and the difference was significant ($P < 0.05$). Therefore, the rational use of preschool education psychology can alleviate children's negative emotions, improve children's mental health level, and then avoid children suffering from cognitive impairment.