

tolerance and dominance of anxiety, promote students to actively get rid of the control of anxiety, and promote the development of students' physical and mental health, have a more positive campus life.

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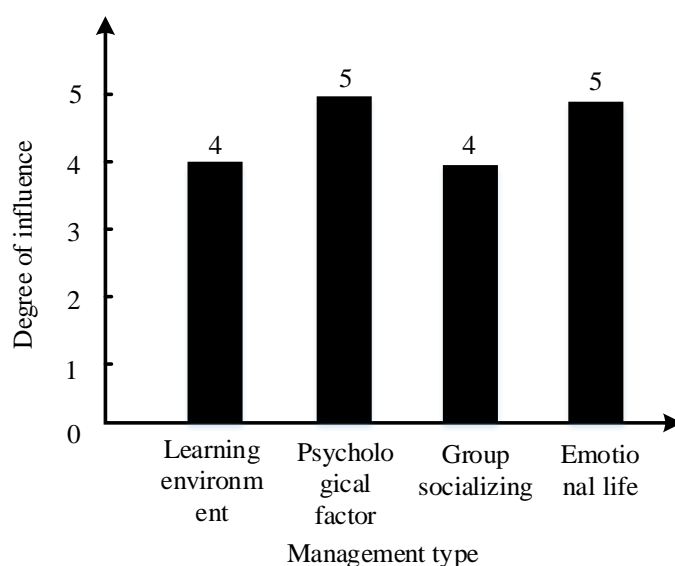


Figure 1. The influence of college management on students' anxiety

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## ANALYSIS OF PUBLIC AESTHETIC COGNITION IN MODERN CALLIGRAPHY AESTHETIC DESIGN WORKS UNDER COGNITIVE IMPAIRMENT

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**Background:** The identification of modern cognitive impairment is no longer limited to normal senile dementia and mild senile dementia. According to modern diagnostic criteria, the main diagnostic principles of cognitive impairment include subjective memory and cognitive impairment, objective memory and cognitive impairment. In both categories, the normal sexual life ability of social individuals is taken into account, that is, although the cognitive ability of social individuals is damaged, they can have the ability of self-management and living alone in a certain range. The symptoms of cognitive impairment are diversified, which can be mainly manifested in four types: one is a single memory impairment, and the other is the impairment of multiple memory and cognitive fields. These two types are mainly the impairment of memory function. The third is the impairment of a single non memory cognitive field, and the fourth is the impairment of multiple non memory cognitive fields. These two types are mainly individual cognitive functions other than memory function. Cognitive impairment with impaired memory often simply includes memory impairment, while other cognitive abilities such as individual language ability, executive ability, visual space and other cognitive function modules are relatively complete. On the contrary, patients with cognitive impairment without memory impairment have relatively complete memory ability, but individual cognitive function modules such as language ability, executive ability and visual space are damaged. Due to the impairment of cognitive abilities such as visual space, people with cognitive impairment may not be able to independently complete their normal cognition of the aesthetic value and even functional value of modern calligraphy aesthetic design works. In the process of public aesthetics, aesthetic design works are often tacitly oriented to the normal cognitive public. This neglect of the people with cognitive impairment violates the basic principles of public aesthetics. Therefore, starting from the characteristics of cognitive impairment of cognitive impairment groups, this study establishes a cognitive function auxiliary path for the

functional and artistic communication of modern calligraphy aesthetic design works, bring the people with cognitive impairment into the category of public aesthetics.

**Objective:** Starting from the people with cognitive impairment, this study helps the people with cognitive impairment recognize modern aesthetic works of art by establishing an auxiliary path for the cognitive impairment of modern calligraphy aesthetic design works, so as to achieve the mass aesthetic promotion without group difference.

**Subjects and methods:** This study uses the random forest algorithm to classify the cognitive impairment groups, and on this basis, measures the impact of different aesthetic cognitive intervention means on the cognitive impairment groups through the form of group intervention, so as to achieve the effect of establishing a special aesthetic cognitive assistance system for the cognitive impairment groups with different characteristics.

**Study design:** This study uses the random forest algorithm to classify the groups of cognitive impairment according to the main symptoms of cognitive impairment, classify them according to the symptoms of cognitive impairment such as visuospatial impairment, attention impairment and abstract cognitive impairment, and make a comparative analysis of multiple groups according to the groups.

**Methods:** This study preliminarily set the random forest algorithm code according to the characteristics of cognitive impairment, and the statistics and sorting of grouped data rely on Excel.

**Results:** The dimension analysis of cognitive impairment intervention is shown in Table 1.

**Table 1.** Analysis of intervention dimensions of cognitive impairment

Measurement index	Intervention factors		Interaction	
	<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>
Visuospatial impairment	11.26	0.00*	12.91	0.00*
Attention impairment	10.36	0.03*	11.21	0.00*
Impairment of language ability	2.51	0.12	2.43	0.79
Abstract cognitive impairment	9.26	0.02*	10.38	0.00*
Delayed recall impairment	1.63	0.22	2.06	0.92
Directional force damage	0.03	0.85	3.12	0.83
Executive damage	2.31	0.13	1.51	0.85

Note: "\*" indicates  $P < 0.05$ , which is statistically significant.

As shown in Table 1, in the process of intervention, the *P* values of visual spatial ability impairment, attention impairment and abstract cognitive ability impairment in the process of intervention are all below 0.05, which is statistically significant, and the *P* values of these three elements in the process of interactive cognition between patients and calligraphy works of art are also below 0.05, which is statistically significant. Obviously, the aesthetic cognitive assistance for the three damage dimensions is more effective.

**Conclusions:** The current public aesthetic concept is aimed at normal cognitive groups, but there is a lack of relevant aesthetic cognitive guidance measures for cognitive impairment groups. This study makes an interactive and intervention analysis on the main cognitive ability dimensions of cognitive impairment patients. The results show that the impairment of visual spatial ability, attention and abstract cognitive ability have the greatest impact on the interaction process between cognitive impairment groups and calligraphy works of art. Therefore, aesthetic cognitive assistance should mainly start from these three impairments to help cognitive impairment patients occupy a place in aesthetic cognition and form a real public aesthetic promotion.

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## EDUCATIONAL DEVELOPMENT TREND AND TEACHING INNOVATION OF JOURNALISM AND COMMUNICATION SPECIALTY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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