actively treating cerebrovascular diseases, carefully avoiding craniocerebral trauma and eliminating the stimulation of bad emotions on their own mental psychology.

Objective: The good development of cultural and creative industries depends on the rational application of digital media art and the effectiveness of the work of relevant practitioners. If the employees of cultural and creative industries are accompanied by cognitive impairment, it will be difficult for them to maintain an efficient working state, ensure the smooth progress of the work, and excavate the correlation between digital media art and the development of cultural and creative industries. From the perspective of cognitive impairment, the research will explore the relationship between digital media art and the development of cultural and creative industries, and promote the sustainable development of cultural and creative industries.

Subjects and methods: 134 cultural and creative industry practitioners with cognitive impairment will be selected as the research object. From the perspective of cognitive impairment, grey correlation analysis will be used to explore the correlation between digital media art and the development of cultural and creative industry under the background of cognitive impairment.

Research design: The relevance between digital media art and the development of cultural and creative industries is graded, and the five evaluation criteria of 0-4 represent the five levels of minimal, small, general, large and maximum impact and relevance respectively. This paper summarizes the types of cognitive impairment of employees in cultural and creative industries into five types: learning impairment, memory impairment, aphasia, agnosia and loss of use, and then explores the relationship between digital media art and the development of cultural and creative industries under the influence of different types of cognitive impairment.

Methods: All relevant data involved in the research process were statistically analyzed by MATLAB software and Excel software.

Results: Table 1 shows the correlation between digital media art and the development of cultural and creative industries under the background of five different types of cognitive impairment. According to table 1, among 134 employees in cultural and creative industries, there are more people with learning disabilities and memory disabilities, accounting for 23.88% and 30.60% respectively. Followed by agnosia, the proportion of employees in cultural and creative industries with such cognitive impairment was 17.91%. In the context of these three types of cognitive impairment, the correlation between digital media art and the development of cultural and creative industries is extremely high. In the context of aphasia and apraxia, the relevance evaluation results of digital media art and the development of cultural and creative industries are greater.

Table 1. Correlation between digital media art and the development of cultural and creative industries under different cognitive barriers

Types of cognitive impairment	Number of people (n)	Proportion (%)	Relevance level
Learning disorder	32	23.88	4
Memory impairment	41	30.60	4
Aaphasia	17	12.69	3
Agnosia	24	17.91	4
Loss of use	20	14.93	3

Conclusions: In the context of different cognitive barriers, the relevance between digital media art and the development of cultural and creative industries is slightly different, but the overall relevance is large, and the evaluation results are large or great. Therefore, in order to promote the sustainable development of cultural and creative industries, we should focus on the analysis and improvement of cognitive impairment of employees in cultural and creative industries, especially learning impairment, memory impairment and agnosia.

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CONSTRUCTION AND EXPLORATION OF COMPUTER COURSE TEACHING MODEL BASED ON FLIPPED CLASSROOM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Among the public basic courses offered in colleges and universities, "University Computer Foundation" occupies an important position. As the core component of the knowledge system of professional talent training, it plays a positive role in promoting the teaching effect of computer courses for non-computer majors. The teaching content of computer course is extremely rich, including the basic theoretical knowledge of computer and practical application and operation guide. It has high requirements for students' mastery of theoretical knowledge and practical operation ability. The teaching goal of computer course is to comprehensively cultivate and improve students' information literacy, lay a solid foundation for them to apply computers to carry out the study of relevant courses of various disciplines by enhancing students' computing thinking ability, and then improve the computer application level of college students and the ability to use computers to solve practical problems. The traditional computer course teaching model has certain potential disadvantages, including relatively limited learning resources, single and rigid teaching methods, poor classroom interaction and so on. At present, the most common computer course teaching mode is computer course teaching integrating flipped classroom. The computer course teaching model based on flipped classroom can effectively use learning time and learning resources in different stages such as pre class preparation stage, online learning stage, flipped classroom stage and after-school teaching summary and evaluation, and improve students' computer course learning enthusiasm and classroom interaction through diversified teaching forms. The application effect of computer course teaching model based on flipped classroom largely depends on the actual situation of students. From the perspective of educational psychology, we can more accurately grasp students' learning characteristics and preferences, excavate the restrictive factors existing in their learning process, and then ensure the teaching effect of computer course. Educational psychology is a highly comprehensive interdisciplinary subject, which organically combines the relevant theoretical knowledge of pedagogy and psychology to explore the basic psychological laws of teaching and learning in the educational context from an objective and comprehensive perspective. Educational psychology aims to optimize curriculum design, improve teaching methods, enhance learning motivation, solve various difficulties in education or growth, and finally effectively promote the all-round development of students by applying the theory of psychology to the actual educational process.

Objective: Although the traditional computer course teaching mode has some disadvantages, the new computer course teaching mode of flipped classroom cannot completely replace the former, but should integrate the two. As a mixed teaching method, the computer course teaching mode based on flipped classroom can take students as the main body of learning under the positive influence of advanced teaching ideas and multimedia technology, and ensure the teaching effect of computer course to a certain extent. From the perspective of educational psychology, we can more accurately grasp the psychological changes and negative influencing factors of students in course learning, and then fundamentally solve the problems of computer course learning and improve students' computer theoretical knowledge level and practical operation ability.

Subjects and methods: 123 college students were selected as the research objects and divided into three groups: A, B and C. The teaching intervention experiment was carried out for 4 months. For group a student, give them the traditional computer course teaching mode. For group B students, on the basis of the traditional computer course teaching mode, add a certain amount of flipped classroom teaching intervention. For group C college students, from the perspective of educational psychology, give them a computer course teaching mode based on flipped classroom.

Research design: Before and after the teaching intervention of three different computer course teaching modes, the self-made computer course teaching evaluation scale from the perspective of educational psychology was used to evaluate and analyze each group of students. The scale is mainly explored from four dimensions: the mastery of theoretical knowledge of computer course, the ability of computer practical operation, the participation of students in computer classroom and the interactivity of computer classroom, and adopts the 4-level scoring standard. The score is expressed by 0-3. The higher the score, the better the teaching effect of computer course.

Methods: C4.5 decision tree and SPSS25.0 software to make statistics and analysis of all data in the process of teaching intervention.

Results: Before the teaching intervention, the evaluation scores of computer course teaching in all dimensions of the three groups of college students were basically the same, all at a low level. After different modes of teaching intervention, the evaluation scores of groups a college students increased, but the increase was small. The score increase of group B students in the four evaluation dimensions is greater than that of group A, which shows that the teaching intervention methods accepted by this group of students are more effective. The scores of college students in group C increased significantly, which was

significantly higher than those in groups A and B, indicating that the teaching effect of computer course teaching mode based on flipped classroom is the best from the perspective of educational psychology.

Table 1. Evaluation results of computer course teaching of three groups of college students before and after teaching intervention

Investigation dimension		Mastery of theoretical knowledge of computer course	Computer practical operation ability	Student participation in computer classroom	Interaction in computer classroom
Before teaching intervention	A	1.03±0.07	1.12±0.09	0.89±0.15	0.91±0.12
	B	1.07±0.11	1.04±0.16	0.94±0.08	0.84±0.11
	C	0.97±0.16	0.84±0.09	1.02±0.15	0.73±0.13
After teaching intervention	A	1.09±0.15*	1.08±0.07*	1.14±0.08*	0.85±0.14*
	B	1.35±0.08*	1.37±0.11*	1.26±0.12*	1.42±0.15*
	C	2.78±0.12*	2.89±0.07*	2.79±0.08*	2.84±0.13*

Note: Compared with that before teaching intervention, $^{*}P < 0.05$.

Conclusions: The construction and exploration of computer course teaching model based on flipped classroom from the perspective of educational psychology, relying on the guidance of relevant theories of educational psychology, can achieve superior computer course teaching effect in the process of practical application.

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ANALYSIS ON THE INFLUENCE OF CURRICULUM EDUCATION INNOVATION OF LOGISTICS SPECIALTY ON STUDENTS' COGNITIVE IMPAIRMENT IN COLLEGES AND UNIVERSITIES

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Background: The sustainable development of social economy depends on the technical support and services provided by all walks of life. Among them, the logistics industry occupies an important position and carries the flow and transportation tasks of various materials. In recent years, the development trend of logistics industry is extremely rapid, and the following exposed problems are mainly the shortage of talents. As the main delivery channel of social logistics management professionals, colleges and universities play an important role in cultivating high-quality logistics talents, promoting the sustainable development of logistics industry and promoting the improvement of national economy. However, China's colleges and universities have set up the logistics management specialty for a short time and are still in the early stage of curriculum construction. Therefore, there are some disadvantages, such as the lack of teachers, the lack of rationality of the logistics specialty curriculum system, and the lack of accuracy of the training and positioning of logistics professionals, which have a certain negative impact on the quality of logistics professionals. The curriculum education innovation of logistics specialty in colleges and universities is extremely necessary. It can not only play a decisive and positive role in promoting the cultivation of logistics talents, but also improve the mental health level and maturity level of students to a certain extent. At present, in the logistics major of colleges and universities, students generally have various problems such as poor learning enthusiasm and low mastery of professional knowledge and skills. The main reasons for these problems are the unreasonable curriculum of logistics major, the single teaching method, and the uncertain employment prospect of logistics industry. In this environment, college students majoring in logistics are very likely to have a large psychological burden and negative emotions, and show some resistance or fear to curriculum learning, examination and test, job selection and employment, resulting in all kinds of mental