

in the control group.

Table 1. Experimental data statistics of two groups of college students after the experiment

Statistical time	Reform group	Control group	<i>t</i>	<i>P</i>
SAS score	47.0±3.2	54.2±3.7	0.254	0.003
SDS score	48.5±4.0	57.3±4.3	0.376	0.002

Conclusions: In order to explore the influence of the collaborative education mode formed by integrating mental health education into Ideological and political education on the mental health level of college students. This study designed a teaching experiment based on Ideological and political teaching behavior. The experimental results show that the *P* values of SAS and SDS score data *t* test of the reform group and the control group are 0.003 and 0.002 respectively, which are far less than the significant level, and the difference is statistically significant. The average scores of SAS and SDS in the reform group after the teaching experiment were 47.0 and 48.5 respectively, which were lower than those in the control group. The experimental data show that integrating mental health education into Ideological and political education and carrying out ideological and political education in the mode of collaborative education for college students will help to improve students' mental health level and reduce the severity of their psychological anxiety and depression.

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THE INFLUENCE OF REFORM IDEAS ON TEACHERS' COGNITIVE IMPAIRMENT

Kun Wang

Science and Technology Division, Yangzhou University, Yangzhou 225009, China

Background: The main manifestation of cognitive impairment is that the advanced functions of human brain such as memory, logic and thinking cannot operate abnormally, and the cognitive impairment of patients in one aspect is likely to cause cognitive impairment in other aspects. The main clinical manifestations of cognitive impairment are divided into perceptual impairment (such as hypersensitivity or retardation, sensory deterioration and internal discomfort), memory impairment (such as strong memory and memory defect), and thinking disorder (thinking logic disorder and association process disorder). Most of the causes are abnormal activity of human cerebral cortex. With the development of China's social economy and scientific and technological level, the level continues to improve. The country has a growing demand for innovation. The main force of innovation is a high knowledge group with high academic level and innovation ability, of which college teachers are an important part. In order to promote the transformation of university teachers' achievements into commercial value, the state is making great efforts to promote the transformation of teachers' achievements, which is conducive to promoting the realization of intellectual resources and stimulating the innovative vitality of high intellectuals. However, some college teachers in China suffer from cognitive impairment and mental illness due to genetic, family education and other reasons, which may not be able to adapt to the reformed system.

Objective: To understand the current reform ideas and current situation of the transformation of teachers' achievements in colleges and universities in China. On this basis, we use the Delphi method, that is, the expert inquiry method, to obtain experts' views on the impact of the transformation of teachers' achievements in colleges and universities on college teachers with cognitive impairment, and put forward several countermeasures to reduce the negative impact on college teachers with cognitive impairment according to the inquiry results. It provides some references for improving the talent innovation ability of colleges and universities in China.

Subjects and methods: To investigate and analyze the research materials and books published in recent three years on the innovation of teachers with cognitive impairment and the transformation reform of teachers' achievements in colleges and universities, so as to understand the impact of the transformation reform of teachers' achievements in colleges and universities on teachers with cognitive impairment. The results of this impact analysis will be sent to the members of the expert group established by the study (including 48 members in total) to obtain the views of the members of the expert group on the data sent, that is, the views on the impact of the transformation reform of college teachers' achievements on college

teachers with cognitive impairment, and the impact degree caused by various influencing factors will be rated according to no impact, slight impact, general impact, obvious impact at the same time, in order to improve the accuracy of the research results, the above impact levels are given five integer quantization's of 1, 2, 3, 4 and 5 respectively. After the members of the expert group return the evaluation opinions, the research team will integrate the opinions, and then send the sorting results to the members of the expert group again, and ask them to give evaluation again. Cycle until the members of the expert group reach an agreement on the evaluation of the evaluation contents. In order to improve the authenticity of the inquiry results, any form of communication between expert members is not allowed in the inquiry process.

Results: After the members of the expert group reached an agreement on the evaluation opinions, the final opinions were counted and the results in Table 1 were obtained.

Table 1. Summary of final evaluation results of expert group members on evaluation contents

Affected factors	No effect	Slight impact	General impact	Obvious influence	Full impact
Aggravation of cognitive impairment symptoms	4	7	12	16	9
Reduced willingness to innovate	5	7	14	14	8
Increased employment anxiety	12	23	9	4	0
Limited work enthusiasm	4	17	18	7	2

Note: The values in Table 1 represent the number of experts in the expert group who believe that the transformation reform of college teachers' achievements will have a corresponding impact level on a certain affected factor of college teachers with cognitive impairment.

According to the analysis of Table 1, the expert group believes that the transformation reform of college teachers' achievements has the greatest impact on the "aggravation of cognitive impairment symptoms" of college teachers with cognitive impairment, followed by the "reduction of willingness to innovate", which has the least impact on the "increase of employment anxiety". The number of people who choose the above factors as "fully affected" is 9, 8 and 0 respectively.

Conclusions: In order to explore the impact of the reform of teacher achievement transformation on college teachers with cognitive impairment in China, a query experiment based on Delphi method was designed. According to the statistical inquiry results, the expert group believes that the transformation reform of college teachers' achievements has the greatest impact on the "aggravation of cognitive impairment symptoms" of college teachers with cognitive impairment, followed by the "reduction of willingness to innovate", which has the least impact on the "increase of employment anxiety". The number of people who choose the above factors as "fully affected" is 9, 8 and 0 respectively. Therefore, the research team proposed that while the school is carrying out the transformation reform of college teachers' achievements, it should also carry out targeted training for teachers with cognitive impairment, so as to make them easier to accept the reformed system and prevent the deterioration of their cognitive impairment symptoms.

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STUDY ON THE PROMOTING EFFECT OF LEISURE PHYSICAL EDUCATION CURRICULUM CONSTRUCTION ON STUDENTS' MENTAL HEALTH IN COLLEGES AND UNIVERSITIES

Qianqian Han, Yuechun Dong* & Junhua Shi

Guangdong Ocean University, Zhanjiang 524088, China

Background: On the one hand, with the rapid development of China's economy, science and technology, social organizations and the state put forward higher employment requirements for higher education talents. On the other hand, college students are in a critical period of growth, development, mental health quality and personality formation, and their physical function gradually tends to mature, but the development of individual psychology lags behind. After switching from middle school life to college life, due to the drastic changes in learning environment, learning mode and social relations, a considerable number of college students cannot quickly adapt to college life, resulting in anxiety, fear, negativity and depression, even the psychology of pessimism. These negative psychological factors will often affect the learning efficiency and social process of college students, make their social and learning results more unsatisfactory, form a