

intervention. Environmental art design plays a positive role in people’s mental health. “Neural architecture” improves the people living in it by using color, lighting, integrating Pro-biological design and improving acoustic comfort, so as to create a positive and relaxed atmosphere, so that the people living in it can achieve a state of ease and relaxation through visual stimulation.

**Objective:** Anxiety disorder is becoming more and more common in contemporary people, and the indoor living environment is closely related to everyone’s living state. Therefore, the research takes the anxiety disorder population as the main research object, and discusses the intervention effect of environmental art design combined with design psychology on the anxiety disorder population, hoping to effectively solve the excessive anxiety problem of the anxiety disorder population and promote the improvement of their psychological quality level.

**Subjects and methods:** The anxiety patients who participated in the experiment were divided into experimental group and control group. The bedrooms of the experimental group were transformed and designed according to their psychological state and behavior law, and the indoor environment of the control group remained unchanged. The experiment lasted for three months. Each month was evaluated with Self-rating Anxiety Scale (SAS). The higher the score of SAS, the more serious the anxiety state. Finally, use Excel software and SPSS23.0 makes a comprehensive statistical and comparative analysis on the anxiety problems and their relief of anxiety patients. The measured data was  $x \pm s$ , and the comparison between the two groups was *t*-test. The difference between the two groups was expressed in percentage (%),  $P < 0.05$ , indicating that the difference was statistically significant.

**Results:** The results showed that there was no significant difference in the scores of self-rating anxiety scale between the experimental group and the control group before the experiment ( $P > 0.05$ ). One month after the experiment, the SAS scores of the experimental group decreased significantly, and the SAS scores of the control group decreased slightly. The comparative difference between the two groups expanded, and the difference was statistically significant ( $P < 0.05$ ). Two months after the experiment, the SAS score of the control group remained basically unchanged, and the experimental group continued to decline. The comparative difference between the two groups expanded, and the difference was statistically significant ( $P < 0.05$ ). Three months after the experiment, the SAS score of the control group remained basically unchanged, while that of the experimental group continued to decline, but the decline was relatively slow. The difference between the two groups was statistically significant ( $P < 0.05$ ).

**Table 1.** Comparative analysis of data before and after the experiment

Group	Before the experiment	One month after the experiment	Two months after the experiment	Three months after the experiment
Experience group ( $x \pm s$ )	46.51±7.78	25.59±5.14	21.47±5.32	18.29±4.28
Control group ( $x \pm s$ )	46.84±6.01	39.24±5.74	39.14±6.17	39.07±5.37
<i>t</i>	1.774	18.049	23.641	23.746
<i>P</i>	0.074	0.03	0.02	0.00

**Conclusions:** In the period of social transformation, contemporary people face a variety of life pressures, which will inevitably produce anxiety. Most people can alleviate themselves, but some people’s anxiety still worsens into emotional or physiological diseases. The living environment is closely related to our health cultivation. It is an effective and convenient way to alleviate anxiety by combining environmental art design with design psychology according to our own psychological state and behavior law. This way can achieve the purpose of psychological relief and relaxation through daily visual stimulation.

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## TEACHING RESEARCH ON CULTIVATING COLLEGE STUDENTS’ AWARENESS OF PUBLIC CRISIS AND SUBJECTIVE PREVENTION OF EDUCATIONAL COGNITIVE IMPAIRMENT

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**Background:** Cognitive impairment is a serious neurological disease. In the field of medical research, it has always been considered that cognitive impairment is caused by brain nerve damage. Patients will have information confusion in the processing of information, which will affect people's judgment and understanding of normal thinking. However, in the field of psychology, some people also believe that patients with cognitive impairment belong to a psychological disease, which can be effectively alleviated through psychotherapy and intervention. At present, people with cognitive impairment are often accompanied by symptoms such as mental abnormalities and emotional loss, as well as mental anxiety, emotional tension, mania, neurasthenia, insomnia, dreaminess, anorexia and other problems. At the same time, people with cognitive impairment will have a significant decline in their learning ability, communication ability and understanding ability. At present, there are many pathogenic factors of cognitive impairment, and there is no targeted treatment. The common treatment is drug treatment, which can alleviate the condition of cognitive impairment through mental inhibition and sleep regulation. At the same time, there is physical rehabilitation training, which generally includes the use of professional medical devices to participate in adjuvant treatment. At the same time, according to the training methods known by doctors, systematic physical rehabilitation training can also effectively alleviate the patient's condition. Finally, there is psychological adjuvant therapy, which soothes the mental and psychological state of patients through education, communication and emotional adjustment to help patients alleviate their condition. With the acceleration of social development, college students have become a high incidence of cognitive impairment. The psychology and body of students with cognitive impairment will be affected, which will have an adverse impact on their study and life. Therefore, how to effectively alleviate the cognitive impairment of college students is of great significance to promote the development of college education.

With the intensification of social competition, affected by employment pressure, learning pressure, physical and mental health and other factors, more and more college students have cognitive impairment problems. Cognitive impairment not only threatens students' physical and mental health, but also affects patients' learning ability and interpersonal communication ability. At present, the common treatment methods for the cognitive impairment of college students are psychological counseling, ideological and political education and physical rehabilitation training. However, according to the research on the pathogenesis factors of students' cognitive impairment, the students' disease factors are mainly caused by factors such as learning pressure, survival pressure and emotional problems. Students are in a state of mental tension and depression for a long time, which affects their development. At present, colleges and universities actively cultivate college students' awareness of public crisis in the process of development, and study the three mechanisms of teaching theoretical research, classroom teaching and practical exercise, so as to build a subjective prevention education system for college students, so as to enable students to develop a more rational awareness of public crisis, which can solve various crisis problems faced by students' development, such as learning crisis, employment crisis, mental health and so on. So as to help students shape a more positive and optimistic development mentality and alleviate students' cognitive impairment.

**Objective:** To explore the impact of cognitive impairment and common treatment methods, analyze the current situation of college students' cognitive impairment, study the cultivation content of college students' public crisis consciousness, and then discuss the impact of college students' public crisis consciousness cultivation and subjective prevention education on students' cognitive impairment.

**Subjects and methods:** Take 200 students in a university as the research object, carry out 6-month public crisis awareness cultivation and subjective prevention education for 200 students, and count the comprehensive application ability scores of students with cognitive impairment and ordinary students, with a score of 1-10. The higher the score, the better the ability. The evaluation indicators include learning ability, communication ability and understanding ability, so as to evaluate the impact of educational content on students' cognitive impairment.

**Results:** As shown in Table 1, after six months of education, the comprehensive ability scores of ordinary students and sick students can be seen that the comprehensive ability of patients with cognitive impairment has been significantly improved and gradually close to ordinary people, indicating that the educational content has a positive impact with the sick students.

**Conclusions:** With the intensification of social competition, more and more people suffer from cognitive impairment diseases, especially in college education, students have become a high incidence group. Therefore, in the current college education, we need to do a good job in mental health education, the cultivation of college students' public crisis consciousness and subjective prevention education, which have a positive impact on students' mental health. The results show that the cultivation of college students' public crisis awareness and subjective prevention education have a positive impact on students' cognitive impairment, and students' learning ability and communication ability have been improved. Therefore, the development of colleges and universities needs to pay attention to the physical and mental health of

students. The research content is of great significance to promote the development of college education.

**Table 1.** Students' comprehensive scores after 6 months of illness and general education

Project		Before teaching	After teaching	P
Study ability	Cognitive impairment	3	6	<0.05
	Normal students	6	7	
Communication ability	Cognitive impairment	2	5	<0.05
	Normal students	5	7	
Understanding ability	Cognitive impairment	3	6	<0.05
	Normal students	6	8	

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## RESEARCH ON THE FACTORS AFFECTING THE PSYCHOLOGICAL QUALITY OF COLLEGE STUDENTS BY DANCING IMAGE THINKING IN CHOREOGRAPHER TEACHING

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**Background:** In the process of choreographing and directing the dance, the creative materials of the dance mostly come from real life. Through the high generalization of real life, the vivid things are displayed in front of the audience. Image thinking is the basis of dance choreographer's ability, which runs through the whole process of dance choreographer. Dance choreographer uses image thinking to express the objective things in real life, so as to realize the transformation of concrete things and abstract consciousness. The cultivation of image thinking in dance choreographer and director teaching is mainly carried out from the following aspects: in basic training, teachers help students understand and grasp the key points of basic movements by comparing dance movements to specific images. In the dance choreographer narrative class, teachers can use a variety of props to create different environmental atmosphere to help students visualize their inner emotions, and then present the dance image through body movements. Teachers train students to construct image thinking by cultivating students' ability to appreciate graphic art and dance art. The cultivation of image thinking in dance choreography needs to integrate different aspects of knowledge, which has the characteristics of comprehensive complexity. Teachers need to start from different teaching methods, integrate image thinking into dance choreography, stimulate students' interest and exercise their image thinking ability at the same time.

A successful dance performance not only needs the actors to have solid basic dance skills, but also needs the psychological quality that the actors can integrate emotion into the performance, face the pressure of the audience, and deal with the emergencies on the scene. There are various factors affecting the effect of dance performance, but psychological quality plays the most obvious role in the effect of dance performance, which is a great test of the comprehensive quality of dancers. Therefore, it is very important to exercise students' psychological quality in dance choreographer and director teaching. The main psychological quality problems of dance performers are: lack of self-confidence, that is, doubt their performance ability on the stage. Excessive tension means forgetting the content of the performance. Poor adaptability, i.e., unable to deal with emergencies on site flexibly. For the students who take the dance choreography teaching course in the university, the introduction of dance image thinking in daily teaching can cultivate them to express the objective things of real life and express their emotions through their limbs. In addition, image thinking can help students adapt to different environments and adapt to sudden situations through training in different environmental atmospheres. Although image thinking is the basis of dance choreographer's ability, it is not limited to the cultivation of students majoring in dance. In the future, it can also be integrated into the teaching of other disciplines to cultivate students' comprehensive quality in an all-round way.

**Objective:** Not only dancers need to have excellent psychological quality, but also college students who