

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	

Acknowledgement: The research is supported by: School-level Key Projects, Research on the construction of practical teaching system and quality monitoring mechanism of economic crime investigation specialty (No. 2020jyxm0255).

* * * * *

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

Rui Huang & Lin Zhang

Sichuan University of Arts and Science, Dazhou 635000, China

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

are about to enter the society. We also need to cultivate our self-confidence, optimism, calmness and adaptability to pressure. By discussing the influence of dance image thinking on college students' psychological quality in dance choreographer and director teaching, this paper hopes to further realize the teaching goal of improving college students' psychological quality and provide a new teaching path for college students' quality education.

Subjects and methods: The study conducted a three-month image thinking training for college students who chose dance choreographer and director courses in a school. The 1-5 score system was used to measure the effect of image thinking training on college students' self-confidence, calmness and adaptability in their psychological quality. The higher the score, the more obvious the effect of image thinking training on college students' psychological quality. Among them, 1 represents no correlation, 2 represents slight influence and 3 represents general influence, 4 represents obvious influence and 5 represents complete influence.

Results: The research results are shown in the table below. It can be seen from the table that image thinking has a positive effect on the basic psychological quality of college students, among which the effect on enhancing self-confidence is the most obvious, followed by the improvement of calm and calm ability, and the effect on improving the ability to adapt to circumstances is general.

Table 1. Evaluation results of psychological quality

Psychological quality	Evaluation score
Self-confidence	5
Calmness	4
Adaptability	2

Conclusions: A person's ability is reflected not only in his mastery of skills, but also in his psychological quality. Not only dancers need to pay attention to the training of psychological quality, but also college students who are about to enter the society need to exercise their own psychological quality to better deal with the future social life. Universities should pay attention to the cultivation of students' psychological quality education, promote dance image thinking to the teaching of various disciplines, comprehensively cultivate college students' self-confidence, calmness and pressure resistance, and help them make a smooth transition to social life.

* * * * *

CONSTRUCTION OF STEM LITERACY EVALUATION MODEL FOR SENIOR HIGH SCHOOL STUDENTS AND ITS ENLIGHTENMENT TO STUDENTS WITH COGNITIVE IMPAIRMENT

Shiyou Huang^{1,2*}, Lei Tao¹ & Hui Xu¹

¹Southwest University, Chongqing 400715, China

²High School Affiliated to Southwest University, Chongqing 400715, China

Background: STEM is composed of the initials of science, technology, engineering and mathematics. The four disciplines support, complement and develop together. STEM course aims to cultivate students' core literacy from the aspects of scientific literacy, which is, using scientific knowledge to understand nature, technical literacy, that is, using and understanding technology, engineering literacy, that is, understanding of technical engineering design and development, and mathematical literacy, that is, the ability to explain and solve mathematical problems. Stem education is interactive and integrated, and realizes deep-seated learning through interaction and collision. Stem integrates the organic connection of the four disciplines and provides students with a bridge to understand the world as a whole, so as to eliminate the separation of knowledge in different disciplines in traditional teaching. It is an interdisciplinary literacy teaching. Science and technology is the country's first productive force. High school students are in an important period of core literacy cultivation. The introduction of STEM literacy education model will help to train students' thinking integration ability, logical reasoning ability and three-dimensional spatial imagination. It is of great strategic significance to cultivate innovative compound talents and national development.

Cognitive impairment refers to the pathological process of abnormal intelligent processing of knowledge recognition and acquisition, which leads to serious learning and memory impairment, and even accompanied by changes such as aphasia, loss of use or disability. If students are in a state of extreme brain