

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.

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

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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

stimulation, they will be in a state of mental and physical impairment after they are in high school. Cognition is the basic function of cerebral cortex. When the function and structure of cerebral cortex are abnormal, it may cause cognitive impairment. At the same time, different types of cognitive impairment are interrelated, that is, the problem of cognition in one aspect will lead to the abnormality of cognitive function in other aspects. Therefore, cognitive impairment is one of the most difficult problems in the treatment of brain diseases. The clinical manifestations of cognitive impairment are divided into perception impairment, memory impairment and thinking impairment. Perceptual impairment is manifested by sensory retardation, hallucination, internal discomfort and other symptoms. Memory impairment is characterized by strong memory, memory error, memory defect and other symptoms. Thinking obstacles are manifested in thinking logic obstacles, delusions, association process obstacles and so on. Cognitive impairment can restore cognitive function to normal as much as possible through drugs, surgery, acupuncture, massage and physical therapy.

Objective: STEM literacy model is to cultivate students in a comprehensive and overall teaching mode, which is conducive to training students' integrated thinking and logical reasoning ability. Patients with cognitive impairment have low learning ability due to their inability to carry out advanced intelligent processing of acquired knowledge. Through the STEM literacy model evaluation of senior high school students with cognitive impairment, this study helps them systematize their fragmented knowledge and expects to improve their symptoms of cognitive impairment.

Subjects and methods: Firstly, the research constructs the STEM literacy evaluation model of senior high school students about three kinds of science compulsory courses. The models are mathematical visual imagination STEM literacy evaluation model, physical verification STEM literacy evaluation model and biological concept STEM literacy evaluation model. Then, in the same environment, the three models are used to teach students with cognitive impairment for one month. Finally, the 1-5 score STEM is used to compare the training effects of the three models. The higher the score, the better the training effect.

Results: The research results are shown in the table below. The three STEM literacy evaluation models have a certain positive effect on students with cognitive impairment. Among them, the mathematical visual imagination STEM literacy evaluation model has the highest score, followed by the physical verification STEM literacy evaluation model, and finally the biological concept STEM literacy evaluation model. It shows that the STEM literacy evaluation model of mathematical intuitive imagination can effectively improve the symptoms of low cognitive ability of students with cognitive impairment.

Table 1. Evaluation scores of different models

STEM model	Mathematical visual imagination STEM model	Physically validated STEM model	Biological concept STEM model
Evaluation score	5	4	2

Conclusions: High school students are in an important period of core literacy cultivation. At the same time, the curriculum of high school is more difficult than that of compulsory education. Students with cognitive impairment cannot bear the load of high school learning because of their own physiological state. Different from the traditional teaching mode, STEM education has interactive integration, which organically integrates the thinking ability of different science subjects and trains the intelligent processing process of students' brain. According to the above research, applying STEM literacy evaluation model to the teaching of students with cognitive impairment can help them integrate fragmented knowledge into a system, reduce the symptoms of cognitive impairment, and return to normal learning life as much as possible.

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THE IMPROVEMENT OF COLLEGE STUDENTS' LEARNING ANXIETY BY INFILTRATING MENTAL HEALTH EDUCATION INTO THE TEACHING OF IDEOLOGICAL AND POLITICAL THEORY

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