

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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Background: Based on Marxism, ideological and political course guides students to understand the basic viewpoints and methods of dialectical materialism and historical materialism, and can be applied to solve problems in real life. At the same time, it is combined with current political education to help students closely connect with their own economic, political and cultural life, initially form socialist core values and establish the common ideal of building socialism with Chinese characteristics. The infiltration of mental health education into the teaching of ideological and political courses will help to innovate the ideological and political classroom and improve the comprehensive quality of students. Although the basis of mental health education is psychology, and the basic knowledge of the two disciplines is different, the educational goal of both is to help students form correct life values and moral conduct, pave the way for their life and development into society, and cultivate a group of compound talents with high comprehensive quality for the society. The organic integration of mental health education and ideological and political course can carry out mental health education by creating a teaching situation in the ideological and political course, concretize the abstract concept of ideological and political theory by using the creation of teaching situation and rise to the level of values, so that students can not only participate in it, but also achieve the goal of mental health education.

College students' learning anxiety refers to that they are often in a state of tension and anxiety due to heavy academic pressure in the university stage. The continuous or frequent anxiety will lead to physical weakness, anorexia, poor sleep and other phenomena. The main causes of learning anxiety are physiological and psychological factors and external environmental factors. From the analysis of physiological and psychological factors, those with serious anxiety, that is, patients with anxiety neurosis, have certain genetic factors, but more are from acquired factors. At the same time, the formation of a person's personality, physical development and the development level of non-intellectual factors all have an impact on the generation of learning anxiety. From the analysis of external environmental factors, too strict family education, school education only achievement theory, social and economic development, the role of news media will have a certain impact on the generation of learning anxiety. By regulating some main factors that can be changed, it may alleviate anxiety to a certain extent, such as self-relaxation, that is, treat anxiety disorders correctly without any mental pressure and psychological burden. Enhance self-confidence, that is, believe in yourself, reduce inferiority complex, and learn to get a sense of achievement from daily trifles. Self-distraction is to do something interesting and relax in a state of anxiety. As a compulsory course for college students, ideological and political course can help college students correctly view academic pressure, balance life and study, and help them make a smooth transition from student stage to social stage.

Objective: Different from the stage of basic education, college students' learning process is mainly self-regulated learning, and the course content is difficult. At the same time, the rich and colorful extracurricular activities on campus need college students to balance the relationship between practice and learning, while some students fail to adapt to such college life and fall into anxiety. In order to improve college students' learning anxiety, the study infiltrates mental health education in the compulsory ideological and political course, hoping to guide students to treat college learning correctly and alleviate anxiety from the perspective of Marxism.

Subjects and methods: The college students with anxiety who participated in the experiment were divided into experimental group and control group. Under the same environment, the experimental group was given a week-long ideological and political theory course to infiltrate mental health knowledge, and the control group was given a week-long ideological and political theory course. Before and after the experiment, the experimental group and the control group were evaluated with Self-rating Anxiety Scale (SAS), and finally SPSS23.0 software makes a comprehensive statistical and comparative analysis on the anxiety problems and their relief between the experimental group and the control group.

Results: As shown in the table, there was no significant difference in the scores of the Self-rating Anxiety Scale between the experimental group and the control group before the experiment ($P > 0.05$). After the experiment, the scores of the Self-rating Anxiety Scale 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 ($P < 0.05$). It shows that the infiltration of mental health education in the teaching of ideological and political theory has a significant effect on the improvement of college students' learning anxiety.

Conclusions: The combination of ideological and political course with mental health education is to organically combine Marxist dialectical thinking with basic psychological knowledge, correctly treat individual psychological problems from the perspective of connecting development, effectively relieve their own negative emotions and solve practical problems. College students are in the critical transition period of life. How to smoothly change from students' psychology to social psychology needs college education to think deeply. It is an effective means to reform and innovate the compulsory course Ideological and political

theory course.

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

Group	Before the experiment	One week after the experiment
Experience group (x±s)	49.31±5.78	22.29±4.34
Control group (x±s)	49.36±6.01	37.24±6.74
<i>P</i>	0.062	0.02

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THE INFLUENCE OF COLLEGE PHYSICAL EDUCATION TEACHING MODE INNOVATION PATH ON COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY

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Background: In the past, the traditional college physical education ignored the scientific training of college students' physical function, but taught students through a single teaching mode and physical exercise (such as running, aerobics, etc.), which is far from reaching the physical education goal of "developing sports and enhancing people's physique". With the change of the times, the curriculum is also constantly reformed and innovated. College physical education curriculum should provide college students with good hardware conditions, scientific training courses, and take into account the mental health of college students, so that college students can realize the healthy development of physical and mental unity. At the same time, as the controller of physical education, college physical education teachers should formulate scientific and interesting training courses, reasonable evaluation indicators and exercise mode keeping pace with the times to improve students' interest in physical exercise. Even outside the classroom, students are willing to exercise independently and truly integrate physical exercise into daily life. For some students who exercise passively, PE teachers can improve students' unity and cooperation, mutual help and competitive ability through the mode of group competition.

There are various reasons for college students' psychological anxiety, mainly including employment pressure, enrollment pressure, academic pressure and long-term school closure during the epidemic. Anxiety is the normal emotional reflection of people facing uncertain things. Reasonable coexistence with anxiety can help people take measures in advance to avoid the possibility of deterioration of uncertain things in the future. However, those with serious anxiety will have physical weakness, sleep disorder, loss of appetite and other phenomena, which will affect the normal daily life of college students. Anxiety can be relieved by physical exercise. Moderate physical exercise can help anxious people release dopamine, increase happiness factors and vent their anxiety. College students should treat anxiety correctly and should not produce any mental pressure and psychological burden. When anxiety has gradually affected their normal life, they can divert their attention through physical exercise.

Objective: Anxiety is becoming more and more common among college students, and physical exercise can help anxious people release dopamine and vent their anxiety. Therefore, taking college students with anxiety as the main research object, this study discusses the alleviating effect of the innovation of college physical education teaching model on college students with anxiety, hoping to effectively solve the problem of excessive anxiety among college students, Promote the improvement of their psychological quality to deal with the life pressure of entering the society in the future.

Subjects and methods: The college students with psychological anxiety who participated in the experiment were divided into experimental group and control group. Under the same environment, the experimental group was taught in the reformed physical education teaching mode, while the control group was taught in accordance with the traditional physical education teaching mode for three weeks. Each week was evaluated with Self-rating Anxiety Scale (SAS). The lower the score of Self-rating Anxiety Scale, the more the anxiety state was alleviated. Finally, SPSS23.0 software makes a comprehensive statistical and comparative analysis on the anxiety problems and their relief of college students with anxiety. The measurement data of the study is x±s, and the comparison between groups is *t*-test. The difference between the two groups is expressed in percentage (%), *P* < 0.05, indicating that the difference is statistically significant.

Results: The results are shown in the table below. Before the experiment, there was no significant difference in the scores of the Self-rating Anxiety Scale between the experimental group and the control