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Method: SPSS19.0 was used in this study to analyze the impact of college ideological and political education reform based on social psychology on students' employment anxiety.

Results: The scores of students' employment anxiety are shown in Table 1.

Table 1. Employment anxiety score

Types of anxiety	Employment anxiety score	Median score	Proportion of employees (%)
Low anxiety	65.18±2.41	83	18.1
Moderate anxiety	74.69±3.12	74	68.5
High anxiety	83.72±1.63	66	13.4

As shown in Table 1, the students in the state of moderate Employment anxiety belong to the largest number of students, accounting for 68.5% of the total number, while the students in the state of severe employment anxiety belong to the least number of students, accounting for only 13.4% of the total number.

Conclusions: With the rapid development of modern society, the pressure of talent competition in the employment market is increasing year by year. The employment anxiety of college students has gradually become one of the students' psychological problems to be solved in the current social environment. In order to solve the problem of students' employment anxiety, starting with the theory of social psychology and facing the main characteristics of students' employment anxiety, this study combines the artificial neural network algorithm with the multi factor analysis method, and studies the use of the artificial neural network algorithm as the basic classification tool to classify the student groups with different characteristics. On this basis, multi angle impact analysis is carried out for different influencing factors by using more factor analysis method. The research on students' employment anxiety from the perspective of social psychology can understand the deep current situation of contemporary students' employment anxiety, and on this basis, carry out the reform of Ideological and political education in colleges and universities for students' employment anxiety, so as to form a comprehensive ideological and political education model focusing on students' psychology, so as to improve students' overall mental health level and employment competitiveness.

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CONSTRUCTION OF INTERDISCIPLINARY INNOVATION AND ENTREPRENEURSHIP PRACTICE TEACHING SYSTEM OF ART DESIGN UNDER COGNITIVE IMPAIRMENT

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Background: Cognitive impairment refers to the low cognitive ability of individual patients that is not commensurate with their age development or the overall due cognitive level. Cognitive impairment is between normal aging and Alzheimer's symptoms. It is the main precursor of dementia. In recent years, with the increase of cognitive impairment groups, it is increasingly difficult to provide social support and family care for this group. A survey shows that the decline of survival ability of patients with cognitive impairment in memory ability, focus ability and instrumental daily living ability not only seriously affects the quality of life of patients, but also leads to 35% to 85% of patients with psychological diseases such as mental anxiety and depression. At present, there is still a lack of effective treatment for cognitive impairment at home and abroad. In recent years, social assistance and disease intervention in the form of non-drug intervention for patients with cognitive impairment has become the focus of many researchers. At present, non-single cognitive impairment intervention methods include sports therapy, leisure therapy, art therapy and other methods to intervene patients in a more relaxed atmosphere with the help of artistic or humanistic elements. Art intervention methods help cognitive impairment patients exercise their psychological cognitive ability in the process of artistic activities from the perspective of psychological stimulation and emotional arousal through elements such as configuration, color and emotion. At the same time, art intervention can also dredge the psychological problems of anxiety and depression complicated by cognitive impairment. Most patients are in the stage of group activities during art intervention, so it can

also reduce the pressure for family caregivers. In the process of disease intervention for college students with cognitive impairment, art education intervention is also an effective means. Interdisciplinary innovation and entrepreneurship practice teaching of art design for college students of different disciplines can improve students' entrepreneurial ability at the same time of intervention for students with cognitive impairment.

Objective: By exploring the construction path of interdisciplinary innovation and entrepreneurship practical teaching system of art design under cognitive impairment, this study provides a theoretical basis for interdisciplinary practical teaching intervention of art design for cognitive impairment groups, and improves the learning quality of cognitive impairment students while providing daily learning aids and intervention means for cognitive impairment students.

Subjects and methods: This study takes the intervention method of humanistic and artistic cognitive impairment as the main intervention strategy. In the research process, the intervention experimental method, interview method and convolution neural network algorithm are combined for analysis.

Study design: In this study, convolutional neural network algorithm is used as the main classification tool for feature classification of cognitive impairment groups. On this basis, the interdisciplinary entrepreneurship practice intervention teaching experiment of creative art design is carried out in the form of elective courses, and the psychological state of students is recorded in the form of interviews before and after the experiment.

Methods: The research uses the campus website and database to obtain the basic data, and screen the experimental objects on this basis. Finally, SPSS19.0 for research data analysis.

Results: The intervention effect of the interdisciplinary entrepreneurship practice teaching system of creative art design on the elements of students' cognitive impairment is shown in Table 1.

Table 1. Intervention effect analysis

Factor	Pre-intervention score	Post intervention score	<i>P</i>
Attraction and repulsion	41.3	32.5	<0.05
Vulnerability	35.4	33.1	>0.05
Perfection	38.6	37.4	>0.05
Mandatory	38.1	31.7	<0.05
Autonomous attitude	34.3	28.6	<0.05
Cognitive philosophy	33.7	29.8	<0.05

It can be seen from Table 1 that among all cognitive impairment factors, attractiveness and exclusion, compulsion, autonomous attitude and cognitive philosophy have $P < 0.05$. The data difference before and after the intervention is statistically significant, and from the comparison of the scores of the four cognitive impairment factors before and after the intervention, the cognitive impairment score after the intervention is generally lower than that before the intervention. It can be seen that the interdisciplinary entrepreneurship practice teaching system of art and design has a significant impact on students' cognitive impairment symptoms mainly on these four cognitive impairment elements.

Conclusions: To solve the obstacles of college students with cognitive impairment in the learning process. This study combines the intervention experiment method, interview method and convolution neural network algorithm, constructs the characteristic group classification, and analyzes the intervention effect and learning assistance of the interdisciplinary entrepreneurship practice teaching method of creative art design on the elements of students' cognitive impairment by means of comparative analysis of the intervention experiment. The results show that the interdisciplinary entrepreneurship practice teaching method of creative art design can intervene students' cognitive impairment from four aspects: attraction and exclusion, compulsion, independent attitude and cognitive philosophy. At the same time, in the process of intervention, it can effectively improve students' knowledge understanding level in the learning process and improve the teaching quality.

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RESEARCH ON THE REFORM OF PIANO PERFORMANCE TEACHING MODE UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY AND QUALITY EDUCATION

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Background: Teaching and learning process has always been the key research content of educational psychology. The traditional teaching method mainly takes students' insight psychology in the learning process as the main guiding point of teaching, and all teaching behaviors in the teaching process are to cause students' insight psychology. Modern educational psychology disassembles the teaching behavior from the perspective of the psychological relationship between students and teachers, making the teaching behavior a series of psychological behavior processes that can be interfered by the outside world. This psychological behavior process is mainly guided by teachers, while students form personalized learning strategies under the guidance, so as to form more effective learning behavior. This psychological guided education excludes the intellectual differences of students in the learning process from the important standards of teaching. On the contrary, educational psychology emphasizes that all students have a certain degree of learning ability and psychological cognitive ability. And can achieve a certain degree of learning effect. For this reason, educational psychology advocates using teachers' situational guidance to mobilize students' learning psychology, so as to stimulate students' psychological enthusiasm and promote learning behavior. This kind of psychological guidance teaching by teachers is more likely to cause the transfer psychological resonance of students, which can help students apply the acquired knowledge to new fields, turn their scattered learning psychological cognition from the specific situation structure into a specific information structure, and constantly expand this information structure in other situations. This psychological cognitive process is the main learning process of students. In piano performance skill teaching, it is mainly divided into action skill teaching and mental skill teaching. Mental skill teaching mainly refers to the formation of students' intangible skills such as music thinking, psychological cognition and music aesthetics in the learning process. The situational teaching of teaching psychology can help students form a more specific learning framework from the perspective of psychological guidance, so as to improve students' learning effect.

Objective: By analyzing the influence of educational psychology on the reform of piano performance teaching mode, this study provides a teaching method based on students' psychological guidance for contemporary piano teaching, helps piano performance students form a more structured mental skill system, and improves students' learning effect and performance level.

Subjects and methods: This study uses the methods of comparative experiment and Bayesian classification to analyze the learning effect of students' piano performance according to the teaching methods of piano performance in educational psychology.

Study design: The whole research takes the comparative experiment as the main research framework, and all the research data are from the comparative experimental data. In the comparative experiment, the students who use the piano performance teaching method of educational psychology and the students who use the traditional piano performance teaching method will be distinguished, taught, tested and compared. At the same time, this study uses Bayesian classification to classify and analyze the students with different psychological characteristics.

Methods: This study uses computer algorithms to classify and analyze the characteristics of the research data.

Results: The comparison between the teaching method of piano performance in educational psychology and the traditional teaching method of piano performance is shown in Figure 1.

From the comparison between the teaching method of piano performance in educational psychology and the traditional teaching method of piano performance in Figure 1, it can be seen that with the growth of teaching time, the skill test curve formed by students using the teaching method of piano performance in educational psychology is higher than that formed by students using the traditional teaching method of piano performance. It can be seen that the teaching method of piano performance in educational psychology can get better teaching effect in students' skill training.

Conclusions: Educational psychology can guide students' learning behavior from the perspective of psychological intervention, so as to form a better learning effect. This study applies the theory of educational psychology to the teaching of piano performance under the background of quality education, compares and analyzes the teaching effect difference between the teaching method of piano performance in educational psychology and the traditional teaching method of piano performance by means of comparative experiment, and uses support vector machine to classify and analyze the types of students with different psychological characteristics. The results show that the skill test curve formed by the students using the piano performance teaching method of educational psychology is higher than that formed by the