

icons. In addition, special cognitive symbols are designed for students with cognitive impairment, and specific courses are offered to teach students to recognize the concepts represented by simple symbols. The school can also carry out some hearing, vision and language organization training for students on a regular basis to keep students' condition from deteriorating. Finally, it is strictly prohibited for students to bully the defective groups, and the punishment measures shall be specified in the management regulations.

Objective: This study starts with the innovation of educational management system in vocational schools to protect the normal rights and interests of college students with cognitive impairment. It is concluded that the innovation of management system can be started from three aspects. Firstly, from the aspect of school equipment and facilities, make resource preference for students with cognitive impairment; Secondly, starting from the teaching and training content of the school, teach the students with cognitive impairment the simple symbol design and the corresponding conceptual significance; Finally, we should start with the school management regulations and management atmosphere to ensure the physical and mental safety of students with cognitive impairment.

Subjects and methods: In this study, 50 students with cognitive impairment were recruited to participate in the experiment. The experiment adopts the paradigm of computer program to test the relationship between the students' cognitive ability and the school training curriculum. During the experiment, the computer will regularly present a conceptual vocabulary, and the students will judge whether it belongs to a certain paradigm. A total of 40 words are tested. The concepts cover four aspects: plant, furniture, occupation and food, with 10 words in each aspect. The more paradigm judgments are correct, it shows that the special curriculum under the innovation of school management system begins to have a positive impact, which can train and enhance the cognitive ability of students with cognitive impairment.

Results: The test results of vocabulary cognitive ability of the participants before and after the training course are shown in Table 1.

The percentages in Table 1 represent the average correct rate of paradigm judgment of 50 students participating in the experiment. It can be seen from Table 1 that the accuracy rate of 50 students participating in the experiment in the paradigm judgment of vocabularies, furniture and other words was low before the innovation course of vocational education was opened. After the course was opened and participated in the training, the accuracy rate of students' paradigm judgment of the two words increased by about 25%. Before participating in the innovation course, students with cognitive impairment had a paradigm judgment accuracy of about 50%-60% in terms of plant and food, which was higher than that of occupation and furniture. After participating in the course, students' paradigm judgment accuracy of food and plant vocabulary increased by 30%. The experiment shows that the cognitive training course under the innovation of educational system is conducive to training the students with cognitive impairment in their understanding of vocabulary concepts.

Table 1. The influence of training courses in the educational system on vocabulary cognitive ability of students with cognitive impairment

Lexical paradigm	Botany	Furniture	Occupation	Food
Before the training course (%)	48	34	20	66
After the training course (%)	74	56	48	90

Conclusions: In order to ensure that the life of students with cognitive impairment is more convenient in the process of education, the reform of education system should be based on three aspects: equipment and facilities, innovative courses and management regulations. Adding vocabulary cognition and image recognition training to the innovative curriculum can assist the use of school equipment and facilities and meet the life requirements of students with cognitive impairment.

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THE INFLUENCE OF THE CULTIVATION OF COLLEGE STUDENTS' CROSS-CULTURAL AWARENESS AND CROSS-CULTURAL COMMUNICATIVE COMPETENCE ON COLLEGE STUDENTS' POSITIVE PSYCHOLOGY

Zhe Zhang

Guangzhou College of Commerce, Guangzhou 511363, China

Background: The historical changes of globalization have affected every country and every citizen in the world, and the competition of cultural soft power has gradually become the main content of international competition. Cultivating talents with cross-cultural communication ability is not only the requirement of economic development in the new era, but also to meet the competitive requirements of soft power confrontation of current cultural collision, blending and rapid communication. In the past 30 years, in order to meet the needs of the market economy, domestic education has taken utilitarianism and practicality as the main principles of teaching. This leads to the increasingly rigid way of educating students, and the curriculum gradually tends to be indoctrinated and crammed. This kind of educational concept leads to the concept of social and family education, which simply takes students' test scores as the label of students' all-round quality. The traditional concept of education has brought a lot of learning pressure to students, but it ignores the factors of students' mental health and the cultivation of creative thinking. At this stage, the cultivation of cross-cultural communicative competence should pick up the long-term concern for college students' mental health. Therefore, the implementation of school curriculum should be carried out from three aspects: social identity psychological orientation, interpersonal adaptability and multicultural aesthetic psychology. The principle of psychological orientation of social identity helps students understand their cultural environment and social development, establish their cultural self-confidence and sense of dignity, and encourage college students to express their ideas in cross-cultural communication. The cultivation of interpersonal adaptability focuses on the development of students' technical ability and collaborative ability. Rich life experience and cognitive experience will bring positive psychological factors. The establishment of multicultural aesthetic psychology is conducive to students' emotional venting and happiness transmission in cross-cultural communication. Good communication is the basis for the establishment of positive psychological quality.

Objective: Considering the cultivation of cross-cultural communication ability and the combination of college students' mental health education, this paper studies and discusses the design and implementation of teaching from three aspects: social identity psychological orientation, interpersonal adaptability and multicultural aesthetic psychology. It is expected that the cultivation of cross-cultural communication ability can change students' psychological concepts, put down the pressure of life and learning, and obtain the happiness of the synchronous growth of communication and learning ability.

Subjects and methods: In this study, 50 college students were randomly selected to participate in the positive psychological assessment experiment, and 25 of them were put into the cross-cultural communicative competence training course based on the principle of healthy psychology to complete the course of 24 hours, so as to investigate the effectiveness of the cross-cultural communicative competence training course in promoting college students' mental health. According to the three curriculum implementation principles of social identity psychological orientation, interpersonal adaptability and multicultural aesthetic psychology proposed in the study, the curriculum is evaluated from three aspects: college students' positive emotional expression, college students' self-awareness improvement and college students' multicultural aesthetic ability, so as to verify the positive guiding role of the curriculum.

Results: The different positive mental health assessments of students participating in intercultural communication courses and non participating students are shown in Figure 1.

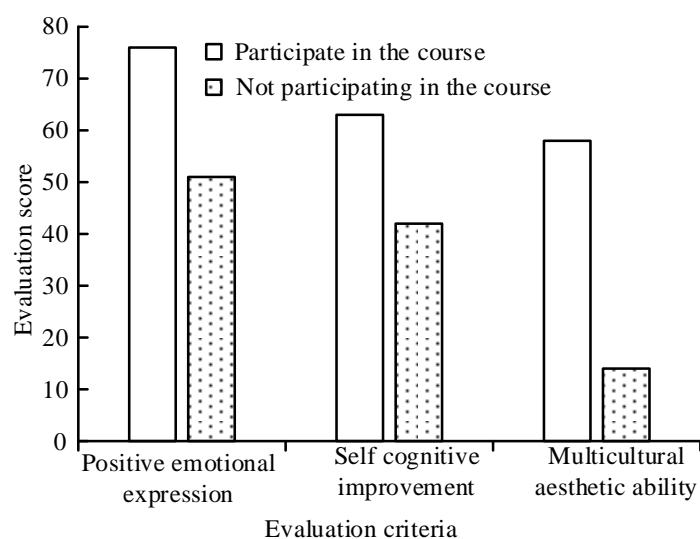


Figure 1. Evaluation of positive mental health indexes of students in different groups

In Figure 1, the positive mental health of the three aspects is quantified as the score value of 1-100. The larger the value, the higher the degree of mental health. It can be seen from the figure that after participating in the cross-cultural communication course, students' positive psychological evaluation in the three directions of positive emotional expression, self cognitive improvement and multicultural aesthetic ability has increased. Among them, the difference of multi-cultural aesthetic ability is the largest, while the gap of self cognitive improvement ability is the smallest. The experiment proves that the training course of college students' cross-cultural awareness and cross-cultural communicative competence is conducive to actively guide college students' psychology.

Conclusions: The traditional educational concept not only suppresses the thinking and creative ability of college students, but also is not conducive to the healthy development of college students' body and mind. As English has become an international lingua franca, students in Asia, Africa, Latin America and other regions have gradually begun to accept cross-cultural communication courses. Aiming at the positive psychological influence mechanism of cross-cultural communication courses, this study puts forward three teaching principles: social identity psychological orientation, interpersonal adaptability and multicultural aesthetic psychology. Experiments show that the cross-cultural communication curriculum based on the optimization principle is conducive to the improvement of college students' self-cognition, the improvement of their multicultural aesthetic ability, and the expression of positive psychological emotions.

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ANALYSIS OF IDEOLOGICAL AND POLITICAL EDUCATION STRATEGY BASED ON COLLEGE STUDENTS' ANXIETY IN THE NEW ERA

Weida Zha

Applied Technology College of Soochow University, Kunshan 215325, China

Background: In the new era, college students have been surrounded by network electronic media for a long time. The complex network information and students' learning content conflict with each other, and they are addicted to the hedonism and impetuosity given by electronic media. At the same time, the social requirements for talents and individual quality in the new era and the life ideals of college students conflict with the hedonism and money worship endowed by the network, which has led to the anxiety of college students in the confusion of ideological goals for a long time. In addition, the requirements of social education and family education are higher and higher, and the mental health factors of college students have been ignored for a long time. It is imperative to improve the educational strategy of colleges and universities. The traditional ideological and political education curriculum includes Marxist theory, Mao Zedong Thought and the theory of socialism with Chinese characteristics. It has the characteristics of clear ideological fog. Therefore, the improvement of the teaching implementation strategy of this course is suitable for alleviating the anxiety of college students. The first major feature of ideological and political course is the combination of theory and practice. The exploration of the relationship between things and consciousness is in line with the theory of cognitive psychology. Secondly, the teaching objectives of ideological and political courses are highly coincident with those of positive psychology. The common goal of ideological and political education curriculum and positive psychology is to build good moral values for college students. At this stage, the reform measures of ideological and political education curriculum in colleges and universities are many and fruitful. However, the reform content based on the healthy psychology of college students is relatively few. Considering the source of college students' anxiety, the optimization strategy of ideological and political education curriculum should focus on building college students' correct life values, and bring the traditional psychological education methods into the ideological and political classroom. Use classroom management, interactive teaching and teamwork to mobilize students' interest in learning. In this way, combining the psychological teaching mode with the traditional teaching content of ideological and political classroom can not only improve students' psychological cognition level, alleviate college students' anxiety, but also improve students' learning enthusiasm.

Objective: The purpose of this study is to seek the optimization of the classroom implementation strategy of ideological and political education in colleges and universities by combining the psychological education model and the curriculum content of ideological and political education, and use the optimized