

impairment status of all students is counted, and the basic cognition of teachers on the treatment of cognitive impairment is analyzed. Build a national instrumental music teaching model for the treatment of cognitive impairment, carry out national instrumental music teaching for all students, analyze the changes of students with cognitive impairment and normal students after teaching, and evaluate the rehabilitation effect of patients with cognitive impairment in national instrumental music teaching.

Results: The changes of national instrumental application ability and cognitive ability of students with cognitive impairment and normal students are shown in Table 1. The patient's ability is graded according to 0-4. 0 indicates poor ability and 4 indicates very good ability. Table 1 shows that the application ability of national instrumental music of students with cognitive impairment is gradually improved, and their cognitive ability is gradually close to that of normal students.

Table 1. Changes of students' ability before and after teaching

Project		Before teaching	After teaching	P
Application ability	Cognitive impairment	1	3	<0.05
	Normal students	3	4	
Cognitive ability	Cognitive impairment	0	2	<0.05
	Normal students	3	4	

Conclusions: Students' cognitive impairment is an urgent problem to be solved in college teaching. In college teaching, Chinese traditional cultural ideas are gradually used for the rehabilitation treatment of students with cognitive impairment. In the study, national instrumental music teaching is used to treat students with cognitive impairment, hoping to use the national cultural thought contained in national instrumental music to realize the Ideological Reconstruction of patients with cognitive impairment. The results show that the basic cognitive ability of students with cognitive impairment under the innovative teaching of national instrumental music has been significantly improved. At the same time, it can not only improve students' cognitive ability, but also improve students' application ability of national instrumental music. The above results show that in the teaching of national instrumental music in colleges and universities, the formulation of students' national instrumental music teaching mode from the perspective of cognitive impairment can effectively improve the teaching coverage, drive the improvement of more students' application ability, effectively treat patients with cognitive impairment and promote students' growth and development.

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ANALYSIS ON THE TEACHING REFORM OF FINANCE MAJOR IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: In educational psychology, the learning motivation and self-efficacy of students in the learning process are the key to the learning process. Learning motivation, together with individual IQ and ability, is regarded as one of the key factors affecting the final learning effect. In Dodson's law, the level of learning motivation can effectively improve the learning effect to a certain extent, but after exceeding a certain extent, the learning effect will become worse. Therefore, the theory believes that the medium level is the most beneficial to the learning effect. As the most intuitive embodiment of learning motivation in effect, learning investment is often taken into account by scholars. Learning investment refers to the degree of students' behavioral and psychological investment in the process of learning activities, which is generally directly reflected in the invested time and energy. At the same time, there are also investments in psychological, emotional or cognitive aspects. However, this part of the investment is difficult to quantify. As one of the most effective indicators to measure learning effect and learning satisfaction, quantifiable input factors are still the main evaluation means of this indicator. In the process of students' learning, the influence of self-efficacy on the final learning effect cannot be ignored. Especially for the students majoring in finance in higher vocational colleges, due to the professionalism and difficulty of finance itself, a good level of self-efficacy can fundamentally solve the problem of insufficient learning succession.

Self-efficacy is students' subjective judgment of their own ability, but it can also negatively affect students' psychology and behavior. Some studies have shown that self-efficacy is one of the important predictors of learning investment. Individuals will have a positive attitude when performing tasks with high self-efficacy, and then promote behavior progress. In contrast, individuals will have a negative attitude when performing tasks with low self-efficacy, which will lead to behavioral slack or avoidance. By integrating the three theories of learning motivation, learning investment and self-efficacy into the reform of Financial Teaching in higher vocational colleges, we can effectively improve students' autonomy in the learning process and improve the teaching effect.

Objective: Based on the theory of educational psychology, this study analyzes the learning status of higher vocational finance students from the perspectives of learning motivation, learning investment and self-efficacy. Through the analysis of the learning characteristics of finance students, this study provides reform suggestions for higher vocational finance teaching in line with the actual situation of students, and improves the teaching system and methods of higher vocational finance.

Subjects and methods: This study takes variable interaction model method and structural model path analysis method as the main analysis methods, and analyzes the impact of teaching reform elements of finance major in higher vocational colleges on students' learning state by calculating the level of influencing factors between variables.

Study design: This time, the learning data of students majoring in finance are collected through the higher vocational teaching background system. On this basis, the variable interaction effect model is established by combining the variables of educational psychology and the elements of educational reform, and the path parameters of the variable interaction effect model are analyzed by using the maximum likelihood method.

Methods: This study uses SPSS software and Amos software to analyze the research data.

Results: The structural equation hypothesis path includes five types: teaching method reform, textbook arrangement reform, exceptional teaching reform, information-based auxiliary reform and practical curriculum reform. The test results are shown in Table 1.

Table 1. Structural equation test results

Model serial number	Hypothetical path relationship	Standardized path coefficient	C.R.	Test conclusion
1	Reform of teaching methods	0.562	12.731**	Accept assumptions
2	Reform of textbook arrangement	0.014	8.1534*	Accept assumptions
3	Exceptional teaching reform	0.018	0.294	Reject hypothesis
4	Information aided reform	0.004	14.217**	Accept assumptions
5	Practical curriculum reform	0.312	7.864*	Accept assumptions

Note: where * means $P < 0.05$ and ** means $P < 0.01$.

Table 1 shows the final test conclusions of different reform investment methods. It can be seen that the four path conclusions of teaching method reform, textbook arrangement reform, information-based auxiliary reform and practical curriculum reform are acceptance hypothesis, and the conclusion of teaching reform is rejection hypothesis with only exceptions. This is because the exceptional teaching for students with cognitive impairment may lead to the imbalance of students' inner state, increase the educational burden of students and teachers, and the negative effect is greater than the positive effect.

Conclusions: By analyzing the learning status of higher vocational finance students, this paper disassembles the factors driving students' active learning and learning effect from the perspectives of learning motivation, learning investment and self-efficacy, and takes this as the starting point to provide theoretical support for the reform of higher vocational finance education. By using educational psychology to intervene students' learning status and driving factors, we can effectively promote students' initiative and enthusiasm in the learning process, ensure learning sustainability, and then help students achieve better learning results.

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THE PROCESS OF RITUAL STUDY OF POETRY IN THE PRE QIN AND HAN DYNASTIES FROM THE PERSPECTIVE OF PSYCHOLOGY

Guoqin Si