

laws and regulations and legal sanctions, and the control group was given the routine treatment scheme.

**Study design:** The intervention time was 2 months. The cognitive impairment before and after the intervention was compared. The cognitive impairment of all subjects was judged by Neuropsychiatric Inventory Questionnaire (NPI-Q) and Alzheimer's Disease Cooperative Study-Activity of Daily Living scale (ADCS-ADL).

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 for calculation and statistics.

**Results:** The ACDS-ADL scores of the observation group at the first and second months were significantly lower than those of the control group ( $P < 0.05$ ).

**Table 1.** Comparison of ACDS-ADL scores between the two groups in different periods

Group	Experience group	Control group	<i>t</i>	<i>P</i>	
ADCS-ADL	Baseline	64.58±7.53	66.36±8.46	2.081	0.518
	Month 1	56.23±7.54	60.15±9.18	4.037	0.037
	Month 2	54.74±8.12	57.15±10.34	0.041	0.036

**Conclusions:** Legal responsibility is different from political responsibility and moral responsibility. It is stipulated by law and investigated by certain state organs according to law. When necessary, it is guaranteed to be implemented by national coercive force. Legal liability can be divided into the following four types according to the different nature of the act: civil liability, criminal liability, administrative liability and unconstitutional liability. Generally speaking, legal liability arises from illegal acts, but in terms of administrative liability and civil liability, in addition to the legal liability arising from illegal acts, there is no fault liability. Civil liability also includes liability arising from breach of contract.

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## INNOVATIVE EXPLORATION ON THE PRACTICE OF IDEOLOGICAL AND POLITICAL EDUCATION OF COLLEGE STUDENTS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Educational psychology belongs to the category of social psychology, which mainly studies human learning, the effect of educational intervention, teachers' teaching psychology and so on. Educational psychology applies psychological theory and teaching practice results in the process of education. This theory can be applied to curriculum design and improve learning motivation to help students overcome various difficulties in the process of learning. Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization in the educational context. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be applied to designing courses, improving teaching methods, promoting learning motivation and helping students face various difficulties and challenges in the process of growth. The terms "educational psychology" and "school psychology" are often used interchangeably, but usually those engaged in theoretical work and research tend to be called educational psychologists, while those engaged in practical work in schools or school related places are classified as school psychologists. Educational psychology pays attention to how students learn and develop, and pays special attention to students with special educational needs in practical work. Through the relationship with other disciplines, it is also helpful to understand educational psychology. First of all, educational psychology is based on psychology. The relationship between the two disciplines is like the

relationship between medicine and biology, or engineering and physics. Then, from educational psychology, many special fields can be developed to study educational problems, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management.

The purpose of cultivating students in colleges and universities is to enable students to get all-round development, learn relevant professional knowledge and operating skills, and have innovative consciousness and professional ethics. Based on the theory of educational psychology, the practice of ideological and political education for college students will help to improve the professional ability of college students. Through the study of this theory, we can more clearly understand our professional knowledge structure, promote the study of professional knowledge and promote the development of the rationality of teaching practice. Ideological and political education is a basic course for teaching and educating people, moral construction and cultivating excellent talents in colleges and universities. Its main purpose is to cultivate students' moral quality and correct students' wrong ideological understanding, so as to improve students' comprehensive quality as a whole. With the continuous progress of science and technology, the way of ideological and political education in colleges and universities is also changing. It is necessary to constantly adapt to the changes of the times, solve the problems faced at present, ensure the effectiveness of education, innovate the mode in line with the current ideological and political education work, and improve the educational methods, which are the topics of the times faced by the ideological and political education in colleges and universities. College teachers can promote the all-round development of students by integrating educational psychology into ideological and political education. In the process of teaching, teachers should pay attention to the psychological quality of students, learn to transpose thinking, analyze students' psychology, learning situation and life needs through educational psychology, dredge students' psychological problems, and work out better solutions at the same time.

**Research objects and methods:** 400 college students with communication adaptation disorder in 10 schools in an area were randomly selected to conduct a questionnaire survey. The students were randomly divided into experimental group and control group, with 200 students in each group. The experimental group was given ideological and political education based on educational psychology for 2 months. The control group received routine education within 2 months.

**Research design:** The organic combination of mental health education and ideological and political education can establish a positive, healthy and optimistic life consciousness for students. Under the joint action of the two, students can actively use their own wisdom and knowledge to build a harmonious value, outlook on life and world outlook. In addition, the combination of mental health education and ideological and political education is also conducive to help students understand and correct their own mistakes, and can effectively play the positive role of ideological and political education.

**Methods:** The relevant data were calculated and counted by Excel software and SPSS20.0.

**Results:** Before teaching, the scores of the two groups were not statistically significant ( $P > 0.05$ ), which reflected that the two groups were comparable before teaching. After teaching, the scores of the experimental group were significantly higher than those before the experiment ( $P < 0.05$ ). After teaching, the scores of all indexes in the experimental group were significantly higher than those in the control group ( $P < 0.05$ ). It shows that colleges and universities have higher effect and application value than conventional teaching after applying the education mode reconstructed by the discourse power of ideological and political education.

**Table 1.** Comparison of the total score of happiness index between the two groups ( $\bar{x} \pm s$ )

Score		Experience group	Control group	<i>t</i>	<i>P</i>
Total score of happiness index	Before teaching	10.34±2.19	10.76±1.91	0.271	0.308
	After teaching	12.51±1.05	10.53±2.33	11.857	0.000

**Conclusions:** Ideological and political teachers in higher vocational colleges should actively guide college students in the process of self-moral cultivation and social practice, adhere to the unity of moral code theory and their own practical actions, adhere to the unity of inheriting glorious traditions and carrying forward the spirit of the times, adhere to the unity of transforming the objective world and the subjective world, and adhere to the unity of strengthening personal moral cultivation and receiving education guidance. Internalize the power of example into the driving force of their own practical actions, consciously practice moral norms, make moral norms become personal moral quality and value standard, constantly improve their moral cultivation, and become a person with noble moral quality.

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## RESEARCH ON TEACHING INNOVATION TEAM OF TEACHERS IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF RECONSTRUCTION OF GRASS-ROOTS TEACHING ORGANIZATION UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

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**Background:** Cognitive impairment theory refers to the abnormal state of thinking and memory in the brain, which will lead to serious memory and learning disabilities, and even develop into aphasia, apraxia, cognitive loss, disability and other problems. The mental status of patients with cognitive impairment is closely related to their attitudes, values, beliefs, concepts and other factors in their cognitive system. Cognitive impairment will have a very significant impact on people's learning and work. In the process of teachers' teaching team construction in higher vocational colleges, cognitive impairment is manifested in insufficient organizational construction measures, unreasonable formulation of organizational objectives, unreasonable organizational construction logic and so on. The teaching team of teachers' teaching innovation team in higher vocational colleges still cannot meet the requirements, full-time teachers do not make cross-border choices according to the value chain and industrial chain, and part-time teachers are mostly managers at the level of enterprise managers. The lack of organizational objectives is mainly reflected in the lack of in-depth understanding of the internal attributes of grass-roots teaching organizations, and the lack of awareness in building a high-level school enterprise community with a shared future. The construction of teachers' teaching innovation team in higher vocational colleges focuses on the performance evaluation and external incentive of teachers by schools or upper-level organizations.

The goal of teachers' teaching innovation team in higher vocational colleges is to cultivate technical and skilled talents. The construction platform is a professional group, and the members are teachers with complementary skills, shared responsibilities and division of labor and cooperation. Compared with the traditional professional teacher team, the teaching innovation team of teachers in higher vocational colleges is reconstructed from the perspective of grass-roots teaching organization in combination with the types of vocational education. The teaching innovation team of teachers in higher vocational colleges has the following characteristics: a community of high-level schools and enterprises, a community of high-efficiency teachers' professional development, and a community of high-quality technical and skilled talents. The importance of teachers' teaching innovation team in higher vocational colleges is embodied in the following aspects. First, teachers' teaching innovation team can become an important organizational guarantee for the implementation of vocational education reform strategy in the new era. Through a reasonable grass-roots teaching organization, we can reasonably optimize the allocation of resources, which can not only stimulate the enthusiasm of teachers, but also give play to the effect of teaching team. Second, teachers' teaching innovation team is the internal demand of teaching organization construction in higher vocational colleges. The principle of teachers' teaching innovation team in higher vocational colleges is the combination of full-time and part-time and school enterprise cooperation. It deepens the integration of industry and education and constructs the division and cooperation mechanism of modular teaching, which is conducive to cultivating students' comprehensive professional ability and implementing action-oriented teaching system. Thirdly, teachers' teaching innovation team has become an important strategy for teachers' professional development in higher vocational colleges. The construction of teachers' teaching innovation team is conducive to the formation of full-time and part-time teachers.

**Objective:** This paper analyzes the role of higher vocational college teachers' teaching innovation team construction on cognitive impairment from the perspective of grass-roots teaching organization reconstruction under the background of cognitive impairment, in order to improve the quality of higher vocational college teachers' teaching innovation team construction and provide effective theoretical basis