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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

and practical path for the construction of higher vocational college teachers' teaching innovation team.

Research objects and methods: Teachers with different degrees of cognitive impairment in two higher vocational colleges in a certain region are selected as the research object. The role of teachers' teaching innovation team construction in higher vocational colleges on teachers' cognitive impairment is analyzed through the algorithm of ordering points to identify the clustering structure (options). The number of teachers selected in each school is 30. Select researchers, including grade directors, teaching directors, secretaries, vice-principals, principals and other personnel, and evaluate the results through the degree of improvement. The evaluation contents include language ability, attention, memory ability and memory ability. The final result is the average score of all participants in the two schools. The improvement level is divided into five levels: obvious improvement, better improvement, improvement, little improvement and no improvement. The corresponding scores of the five levels are 0-20, 21-40, 41-60, 61-80 and 81-100.

Methods: This paper uses Excel statistical software to analyze the role of teachers' teaching innovation construction in higher vocational colleges on cognitive impairment from the perspective of the reconstruction of grass-roots teaching organizations under the background of cognitive impairment.

Results: Table 1 refers to the role of the innovative construction of teachers' teaching teams in higher vocational colleges on cognitive impairment from the perspective of the reconstruction of grass-roots teaching organizations. It can be seen from Table 1 that the innovative construction scheme of teachers' teaching team in higher vocational colleges has a very high improvement effect on the cognitive impairment of teachers in both schools. The satisfaction of language ability, attention, memory ability and memory ability are 76.67%, 13.30%, 70.00% and 86.67% respectively.

Table 1. The effect of innovative construction of teachers' teaching team in higher vocational colleges on cognitive impairment from the perspective of reconstruction of teaching organization

| Attribute | Language ability | Attention | Memory ability | Recall ability |
|-------------------------|------------------|-----------|----------------|----------------|
| Significant improvement | 12 | 13 | 14 | 13 |
| Better improvement | 6 | 5 | 3 | 6 |
| Improve | 5 | 4 | 4 | 7 |
| A little improvement | 4 | 4 | 3 | 2 |
| No improvement | 3 | 4 | 6 | 2 |

Conclusions: The innovative construction scheme of teachers' teaching team in higher vocational colleges from the perspective of the reconstruction of grass-roots teaching organization has an obvious improvement effect on cognitive impairment. The scheme can be applied to the innovative construction of follow-up teachers' teaching team and improve the level of team innovation construction.

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DISCUSSION ON THE DEVELOPMENT DIRECTION AND ENERGY SUPPLY MODE OF ELECTRIC VEHICLES UNDER COGNITIVE IMPAIRMENT

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Background: Cognitive impairment refers to the abnormal knowledge processing of the human brain in the process of thinking, judgment and learning. The body is usually characterized by memory function and learning dysfunction, and even pathological behaviors such as loss of line, recognition and use. The causes of cognitive impairment can be summarized into three aspects: chronic brain injury, chronic systemic diseases, mental and psychological abnormalities. Cognitive impairment can be divided into thinking disorder, memory disorder and perception disorder. Thinking obstacles are manifested in delusions, thinking logic obstacles, association process obstacles, abstract generalization stage obstacles, etc. Memory impairment can be manifested as memory error, memory fragment loss, memory enhancement and so on. Perceptual disorder can be manifested as perceptual comprehensive disorder, sensory sensitivity, sensory retardation and so on. At present, there are very serious problems in the development direction and energy