ANALYSIS ON THE INFLUENCE OF THE INTEGRATION MODE OF TRADITIONAL CULTURE EDUCATION AND CHINESE LANGUAGE TEACHING ON COLLEGE STUDENTS' POSITIVE PERSONALITY UNDER EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is the product of the combination of educational activities and psychology. It is a science to explore the psychological law and teaching law of middle school in the process of education. So far, educational psychology, as a science, has only a hundred years of history and is still a very young science. Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization under the educational situation. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be used to design courses, improve teaching methods, promote learning motivation, and help students face various difficulties and challenges in the process of growth. With the increasing attention of education to people's all-round development, educational psychology has shifted from the initial focus on the research of learning psychology and the discussion of learning laws to the cultivation of moral behavior, independent thinking and practical ability. Specifically, educational psychology includes three aspects: first, the characteristics of educators. Educational psychology first needs to understand the characteristics of the executors of the educational process, that is, teachers, and the impact of these characteristics on the teaching process. Every educator has his own set of teaching ideas and methods, and the personality characteristics of educators will also affect the educational process. Second, the characteristics of educational objects. As the object of education, educators must understand the individual characteristics of the object of education and its learning motivation, learning ability and learning habits. Only in this way can education be targeted and play a full role. Third, educational methods. The influence of different educational methods on different subjects and different teaching contents, and how educators cooperate with teaching methods to achieve good teaching results are also the research content of educational psychology. In short, educational psychology has made important achievements in both theory and practice. Therefore, it is worth continuing to expand the application scope of educational psychology. Psychology believes that there are two forces of struggle in everyone's heart: one force is negative and the other force is positive. Anyone of these two forces can defeat who. The key is to see which force the individual is constantly injecting new energy and creating a suitable psychological environment for survival. A good external environment is an important source of personality formation. To construct a good external environment, we can develop people's active behavior ability. One's realistic ability (including one's ability to evaluate one's own behavior, the ability to specify goals, the ability to plan to achieve goals, etc.) is incorporated into the construction of personality and becomes an important force affecting personality. In short, positive personality is very important for the development of college students' mental health.

Chinese traditional culture is a national culture that reflects national characteristics and integrates with the evolution of Chinese civilization. It is the overall expression of various ideological, cultural and conceptual forms in the history of a country. It refers to the cultural heritage created by the Chinese nation and its ancestors in China. It is a culture with distinctive national characteristics, a long history, broad and profound connotation and fine traditions inherited and developed by the Chinese nation from generation to generation. In short, it is the general name of various national civilizations, customs and spirits expressed in different cultural forms. Traditional culture education in colleges and universities is very important for the inheritance and development of Chinese traditional culture. Chinese language teaching in colleges and universities is a subject that studies Chinese vocabulary and syntax, appreciates ancient and modern poetry, prose, novels and other literary works, and is familiar with the basic knowledge of editing and publishing. By learning Chinese and literature, you can have a solid Chinese foundation and strong writing ability, know how to evaluate literary works, and have rich knowledge and excellent humanistic quality. At this stage, the integration of traditional culture education and Chinese language teaching has become an inevitable trend of college education reform. Relevant research points out that the integration of traditional cultural education and Chinese language teaching can not only ensure that students have excellent traditional cultural connotation and literary quality cultivation, but also help students develop their psychological personality. At the same time, educational psychology is mainly committed to exploring people's internal happiness, optimism, gratitude, happiness and other positive and excellent qualities, advocating the appreciation of people's positive energy, and paying attention to people's survival and development and the perfect realization of life value. The idea of educational psychology runs through the whole process of the

integration of traditional cultural education and Chinese language teaching, creates a warm educational atmosphere, actively pays attention to the internal development needs of modern college students, and explores their own virtue and quality, which is conducive to guiding college students to improve their virtue and beauty, and then fully ensure the physical and mental health development of modern college students.

Objective: This paper constructs a psychological intervention model based on the integration of traditional cultural education and Chinese language teaching, which aims to improve college students' positive personality and ensure the all-round development of college students' physical and mental health.

Research objects and methods: 300 college students were selected as the research objects and divided into three groups: the pure traditional culture education group (100), the pure Chinese language teaching group (100), and the experimental group of the integration of traditional culture education and Chinese language teaching (100). The intervention lasted for 1 month. Then, combined with the positive personality scale, the students' positive personality is measured. The higher the score, the more stable the corresponding positive personality is. Finally, the changes of positive personality of the three groups of students are analyzed and compared.

Methods: All data were statistically processed by SPSS22.0.

Results: Table 1 shows the changes of positive personality of college students in the three groups after one month of intervention. It can be seen from Table 1 that the students in the experimental group integrating traditional culture education and Chinese language teaching scored the highest in all dimensions of positive personality, with statistical difference ($P < 0.05$).

Table 1. Changes of positive personality of college students in the three groups after one month of intervention (n=300)

Dimensions of college students' positive personality	Pure traditional culture education group (n=100)	Simple Chinese language teaching group (n=100)	Traditional culture + Chinese language group (n=100)
Creativity	3.03±0.61	3.03±0.61	5.97±0.67*#
Curiosity	3.06±0.79	3.06±0.79	5.12±0.77*#
Judgment	3.34±0.76	3.34±0.76	6.38±0.77*#
Studious	3.65±0.81	3.65±0.81	6.51±0.84*#
Insight	3.78±0.66	3.78±0.66	6.72±0.71*#
Brave	4.00±0.59	4.00±0.59	5.95±0.70*#
Insist	3.09±0.65	3.09±0.65	4.28±0.64*#
Sincere	3.09±3.60	3.09±3.60	6.39±0.67*#
Enthusiasm	3.66±0.74	3.66±0.74	6.97±0.64*#
Love	3.56±0.68	3.56±0.68	5.97±0.67*#
Kindhearted	3.77±0.73	3.77±0.73	5.12±0.77*#
Intelligence	3.78±0.69	3.78±0.69	6.38±0.77*#
Team	3.34±0.76	3.15±0.67	5.12±0.77*#
Fair	3.65±0.81	3.03±0.61	6.38±0.77*#
Leadership	3.78±0.66	4.00±0.59	6.51±0.84*#
Tolerant	3.78±0.69	3.03±0.61	6.72±0.71*#
Modest	3.15±0.67	3.06±0.79	6.01±0.62*#
Cautious	3.03±0.61	3.34±0.76	5.97±0.67*#
Autonomy	3.03±0.61	3.65±0.81	5.12±0.77*#
Appreciate	3.06±0.79	3.78±0.66	6.38±0.77*#
Gratitude	3.34±0.76	4.00±0.59	6.51±0.84*#
Hope	3.65±0.81	3.09±0.65	6.72±0.71*#
Humor	3.78±0.66	3.09±3.60	5.95±0.70*#
Faith	4.00±0.59	3.66±0.74	4.28±0.64*#

Note: * $P < 0.05$ compared with traditional culture education group, # $P < 0.05$ compared with Chinese language teaching group.

Conclusions: The teaching mode based on the integration of traditional cultural education and Chinese language teaching based on educational psychology not only has a high degree of consistency, but also can

fully improve the positive personality, and then has important value for students' psychological development, which is worthy of popularization and application in the practice of teaching reform in colleges and universities.

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INTERVENTION OF UYGHUR LEARNING ON COGNITIVE IMPAIRMENT OF COLLEGE STUDENTS

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Background: As a mental disease, cognitive impairment mainly refers to the abnormal processing of human intelligent knowledge, which leads to the disorder of learning and memory function, and leads to the loss of line, cognition, use and other pathological behaviors. The diagnostic criteria of cognitive impairment include normal overall cognitive function, memory impairment and behavior disorder inconsistent with age. The main causes of cognitive impairment are chronic brain injury, chronic systemic diseases and mental and psychological abnormalities, among which mental and psychological abnormalities are the most important. According to the latest research, the number of patients with cognitive impairment in China is increasing year by year, which has a serious negative impact on the patients themselves and their families. Timely intervention for patients with cognitive impairment can actively change their cognitive function, and then it is very important to reduce the quality of life of patients and their families. As a neurocognitive impairment disease, in order to better understand cognitive impairment disease, it is necessary to deepen the understanding of cognitive impairment from the perspective of cognitive type classification. Specifically, cognitive impairment includes two main types: perceptual cognitive impairment and thinking cognitive impairment. For perceptual cognitive impairment, it needs to be clear that perception belongs to the category of human perceptual cognition, which corresponds to the surface understanding of things. When people have perceptual and cognitive impairment, they usually cannot understand the surface laws of things, and directly lead to doubt and fear of the common-sense world, which is reflected in the physiological level: the sensory threshold of the body is reduced, and they are aware of their own breathing, blood pressure, heartbeat, gastrointestinal peristalsis, posture and posture. At the same time, they are highly sensitive to environmental stimuli, especially those regarded as threats by patients. In short, perceptual cognitive impairment only needs to trigger psychosomatic response according to the individual characteristics of its external image, without more contact with the thing itself. For thinking cognitive impairment, it needs to be clear that compared with perceptual cognition, thinking belongs to higher-level cognitive activities, including basic cognitive processes such as analysis, synthesis and comparison of things. Patients with thinking and cognitive impairment can self-confirm that they have cognitive impairment because they have a stable conceptual basis. However, the negative effect is that patients will form strong subjective bias because of their own concept cognition, resulting in patients falling into self-panic. Once there is a little physical or psychological reaction, they will deny their treatment effect and think that their old problems are very complex. In short, patients with thinking and cognitive impairment often have no "sense of normality" and always think they are ill, which brings great psychological pressure to themselves and great challenges to clinical treatment. In recent years, many researchers at home and abroad have conducted intervention research on mild cognitive impairment. The intervention measures mainly include nutrition intervention, drug intervention, physical exercise, cognitive training, traditional Chinese medicine and acupuncture intervention. However, both in theory and in practice, we should actively expand the intervention measures for the treatment of cognitive impairment.

Relevant studies have pointed out that the main characteristics of Uighur pronunciation include pronunciation, intonation, stress and rhythm, which makes Russian spelling simple, catchy, clear, smooth and powerful. When learners make progress in reading aloud and feel that they are reading correctly, they will have a sense of beauty, which plays an important role in enlightening people's mood and soul. In view of this, this study designed a cognitive impairment treatment model based on Uighur language learning, which aims to alleviate students' cognitive impairment through Uighur language learning, and then provide a new intervention model for the clinical treatment of cognitive impairment.

Objective: A cognitive impairment treatment model based on Uyghur learning is designed to alleviate students' cognitive impairment and promote the all-round development of college students' physical and mental health.

Research objects and methods: 300 college students were randomly divided into control group and