

the effective rate of the questionnaire was 99.59%. At the same time, in order to ensure the reliability and authenticity of the data, the reliability and validity of the questionnaire scale were tested. The internal consistency reliability of the overall questionnaire scale reached 0.91, greater than 0.6, and the reliability was good.

Methods: The cognitive impairment scale was used to make preliminary data statistics on the degree and level of cognitive impairment of the experimental subjects, and then the difference of cognitive symptom relief between the experimental group and the control group under different modes of information transmission was analyzed by using Excel and spass20.0 statistical analysis tools.

Results: In the new media era, information socialization communication has a certain impact on the cognitive impairment of the audience. The change of information communication channels and methods reduces the workload of the audience on information processing, can better obtain the main information resources, alleviate the cognitive impairment of patients to a certain extent, and improve the audience's ability to obtain resources. The scores of the two groups were significantly different, and the scores were statistically significant. Table 1 shows the proportion and score statistics of subjects with cognitive impairment in each dimension.

Table 1. Proportion and score statistics of audience cognitive impairment in each dimension

Cognitive impairment dimension	Proportion of total (%)	Scale score
Information dyslexia	19	3.27
Difficult information extraction	54	3.62
Difficulty in classifying information	27	3.49

Conclusions: At present, the society is in the innovative development environment of globalization. With the continuous development and popularization of new media technology, citizens participate in the virtual construction group and gradually become the main body or node of information dissemination, which directly determines the trend of content products and news events. In the new media era, the ways of information dissemination are diverse, the content is extensive and classified, which has made a good contribution to improving the reading and information extraction barriers of the audience with cognitive impairment. At the same time, we should pay more attention to the improvement of network supervision and management awareness and the continuous optimization of media environment, so as to provide a more convenient, orderly and civilized information environment for the audience.

* * * * *

EXPLORATION ON THE PATH OF IDEOLOGICAL AND POLITICAL TEACHING REFORM OF ART EDUCATION COURSES IN COLLEGES AND UNIVERSITIES IN TIBET FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Huan Xie

College of Education, Xizang Minzu University, Xianyang 712082, China

Background: Due to its remote geographical location, weak teaching staff and the characteristics of local universities, Tibetan Universities are in a very weak state in art education, and there is a great imbalance and weakness in art general education among colleges and universities. For example, Tibet University for nationalities can only carry out art education through the school's art Choir and art teaching and Research Office, does not have professional art education, and there is little investment in art education in folk art. However, Tibetan universities outside the region, such as Tibet University, do not pay enough attention to the coordination and integration of traditional culture and modern culture, the ideological and political teaching ideas transmitted by the curriculum are less, and some online courses are mere forms, which cannot achieve good teaching results, resulting in a sharp reduction in face-to-face courses. The reason is that colleges and universities have different school running priorities, special regional conditions determine the ideological management mode of colleges and universities in Tibet and the mobility of teachers, which virtually increases the resistance to the development of art courses in colleges and universities in Tibet. Art education curriculum and ideological and political education have common educational objectives. The integration of art curriculum with its ideological and political education content and teaching methods will help to give play to the joint force of education, realize the functional combination of aesthetic education and moral cultivation, and promote the correct guidance of

students' three outlooks. However, Tibetan colleges and universities do not pay enough attention to the ideological and political education reform of art education courses, lack of teachers' Ideological and political literacy, and the rigid integration of Ideological and political education in the courses, making its teaching path more traditional and less in line with the times, which leads to the relatively low teaching quality of art courses and the backwardness of art and cultural construction.

Educational psychology focuses on learning psychology and teaching psychology, and focuses on the role of psychological theory in education. Educational psychology can describe, explain, predict and control educational practice. In practical application, it can help teachers accurately understand problems, provide scientific and theoretical guidance for practical teaching, help teachers predict and intervene students, and help teachers conduct research in combination with practical teaching. In the process of education, teachers often use the theory and practice of educational psychology to understand the main theories, basic concepts, basic laws and methods of current educational psychology, so as to achieve the goal of optimizing educational effect and formulate a syllabus in line with students' psychological laws and teaching objectives.

Objective: In order to speed up the reform and innovation of art education curriculum and ideological and political teaching in colleges and universities in Tibet, improve the teaching quality and the overall quality of students, study the new paths and methods of art education curriculum and ideological and political teaching reform from the perspective of educational psychology, so as to provide reference and guiding significance for art teaching methods in Colleges and universities in Tibet.

Subjects and methods: 800 art students of different grades in a university in Tibet were selected as the research object. Using the method of stratified cluster sampling, the curriculum harvest, psychological feeling, teachers' teaching quality and teaching evaluation of college students after the teaching path reform were statistically analyzed through questionnaire design and psychological interview.

Study design: The subjects were divided into experimental group and control group. The control group adopted the art education teaching method under normal conditions, while the experimental group carried out the innovative teaching method of combining art education curriculum and ideological and political teaching under the intervention of educational psychology. The experimental cycle was four months, After the experiment, the questionnaire results, data collection and interview records of students and teachers under different teaching schemes were collected. After eliminating some unqualified data, the number of questionnaires recovered and effective in the experiment is 797 and 794, the effective rate of the questionnaire is 99.62%, and the reliability and validity of the questionnaire is 0.93, greater than 0.6, with good reliability.

Methods: Excel was used to analyze the scores of students' questionnaire and the results of teacher interviews under different teaching modes.

Results: Applying educational psychology to the combination of art education curriculum and ideological and political teaching in colleges and universities, the teaching quality and teaching effect have been better improved, and the overall quality of students has been greatly improved. The scores of the two groups of students under different teaching methods were significantly different, which was statistically significant. Table 1 shows the statistics of students' learning effects under different teaching methods.

Table 1. Statistics of students' learning effects under different teaching methods

Experimental grouping	Experience group	Control group
Investment enthusiasm	56.47±11.1	57.94±12.4
Completion of learning tasks	54.61±10.2	50.25±8.4
Improvement of Ideological and moral cultivation	57.90±8.3	46.44±4.6

Conclusions: There is a strong integration between art education curriculum and ideological and political teaching methods in colleges and universities. Colleges and universities should speed up the integration research of public art curriculum and ideological and political education, constantly explore and innovate its integration path, and give full play to the educational function of "Building Morality and cultivating people" of public art curriculum. At the same time, from the perspective of educational psychology, analyzing the teaching objects and adjusting the targeted teaching objectives and teaching contents according to the law of students' psychological development can help teachers improve the teaching quality and promote the all-round development and progress of students.

Acknowledgement: The research is supported by: The research project of Humanities and Social Sciences in Colleges and universities of Tibet Autonomous Region "practice and exploration of Ideological and political education in art education courses in Colleges and universities of Tibet".

* * * * *

RESEARCH ON THE INFLUENCE OF REGIONAL CULTURAL INTEGRATION BASIC DESIGN TEACHING ON ALLEVIATING COLLEGE STUDENTS' ANXIETY

Fangfang Jing

Academy of Arts, Zhengzhou Business University, Gongyi 451200, China

Background: As a unique spiritual culture bred in a specific natural environment and historical background, regional culture has strong tradition and regionality. This subculture has a strong appeal in the origin area. It is composed of historical concepts, social customs, lifestyle and other cultural forms formed by local residents through long-term labor and thinking accumulation. It is the crystallization of the collective wisdom of local residents. Regional culture not only has a certain specific meaning under special historical and geographical conditions, but also has a certain degree of universal significance. The full excavation and utilization of regional culture can not only create regional cultural brands, but also enhance the cultural identity of local residents. The application of regional culture in the teaching process of basic design can help college students fully understand regional culture in the learning process and actively use regional culture in their own design works. This teaching method is more conducive for college students to find a sense of belonging and stability in regional culture, and is more conducive to alleviating college students' anxiety. The application of regional culture in basic design teaching can affect college students' anxiety psychology from three aspects. From the regional aspect, because regional culture has a unique regional brand, it will imperceptibly affect college students living in the local area and make college students have a sense of identity. In terms of uniqueness, regional culture often has national and regional characteristics. For college students, the process of learning and using a unique culture is conducive to promote their positive psychology and curiosity, and then alleviate their bad emotions such as anxiety. In terms of stability, regional culture has time and regional continuity and stability, has strong cohesion, and can help college students form a stable psychological state and alleviate anxiety.

Objective: College students face all kinds of pressure in their study and life, which is easy to produce anxiety. Integrating regional culture into basic design teaching can help students understand regional culture in the learning process, find a psychological sense of belonging and stability, and then alleviate the anxiety process of college students.

Subjects and methods: This study investigates college students by means of questionnaire. The questionnaire content is carried out from different characteristic dimensions of regional culture, so as to investigate the specific impact of the application of regional culture in basic design teaching on students' psychological state.

Study design: The content and group of this questionnaire should be divided into two parts. The first part is the survey of students' anxiety psychological state. Through this part, students are divided into two categories: students with anxiety psychology and students without anxiety psychology. The second part of the questionnaire is designed for the content of regional culture. In this study, 300 questionnaires were distributed to college students of different grades in design major, and 289 were successfully recovered.

Methods: This study classifies different psychological states in Excel, and analyzes the impact of regional cultural integration basic design teaching on alleviating college students' anxiety.

Results: The impact of basic design teaching integrating regional culture on students with anxiety is shown in Figure 1.

