

mental weakness, schizophrenia, hypomania and social introversion. Among them, the control group adopted the integration strategy of conventional traditional culture and rural planning, and the experimental group adopted the integration and innovation strategy of traditional culture and rural planning based on psychological analysis. The intervention cycle was 1 month. The improvement of psychological perception barriers of local residents in the two groups was compared and analyzed.

**Methods:** Use Excel software to complete data analysis.

**Results:** Table 1 shows the improvement of psychological perception impairment of the two groups of local residents. It can be seen from Table 1 that compared with the control group, the experimental group based on the integration and innovation strategy of traditional culture and rural planning based on psychological analysis has a better effect on improving the psychological perception barriers of local residents, and there is a statistical difference between the two groups ( $P < 0.05$ ).

**Conclusions:** Yunnan Province has the traditional cultural resources of broadcasting and natural geographical environment advantages. Therefore, it is very important for rural planning in Yunnan Province to re implant the spiritual concept of Yunnan Province into the countryside and reconstruct the rural value system. In view of the common psychological perception obstacles of local residents in Yunnan Province, this paper constructs an innovative strategy for the integration of traditional culture and rural planning based on psychological analysis, which can not only effectively improve the psychological perception obstacles of local residents, but also actively promote the governance of rural civilization and the prosperity of rural culture.

**Table 1.** Improvement of psychological perception disorder of local residents in the two groups ( $n=300$ )

Factor	Experience group ( $n=150$ )	Control group ( $n=150$ )	$P$
Hypochondria	2.54±0.55	4.52±0.60	<0.05
Depressed	2.36±0.41	4.39±0.43	<0.05
Hysteria	2.69±0.59	4.45±0.56	<0.05
Psychosis	2.47±0.43	4.66±0.61	<0.05
Sex distinction scale	2.54±0.55	4.52±0.60	<0.05
Paranoid	2.54±0.55	4.39±0.43	<0.05
Mental weakness	2.36±0.41	4.45±0.56	<0.05
Schizophrenia	2.69±0.59	4.66±0.61	<0.05
Hypomania	2.47±0.43	4.52±0.60	<0.05
Social introversion	2.54±0.55	4.39±0.43	<0.05

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## RESEARCH ON THE INFLUENCE OF AESTHETIC EDUCATION TEACHING BASED ON FLIPPED CLASSROOM ON COLLEGE STUDENTS' POSITIVE PSYCHOLOGY

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**Background:** Positive psychology is a discipline that emphasizes research to make life more valuable and meaningful. Positive psychology is characterized by the word “positive”. It believes that the advantages, advantages and disadvantages of individual life objectively exist in individuals. Psychology should not only pay attention to psychological problems and mental diseases, but also pay attention to the real advantages and virtues of individuals. Therefore, positive psychology mainly focuses on three related topics: first, positive subjective experience, mainly including positive emotional experience, such as subjective well-being, pleasure, gratitude and achievement. Second, positive personality traits, that is, the inherent personal power of individuals, including personality power, talent, interest and life value. Third, positive social relations and social systems, happy families, effective schools, well-connected communities, etc. The theoretical basis of positive psychology's attention to these three fields is that positive social relations can promote the embodiment of the development of positive personality traits, and then promote the generation of individual positive emotional experience. Positive personality is not only the basis of positive psychology, but also the research direction of personality psychology. Positive psychology holds that positive personality is intrinsic, practical, potential and constructive. This is an inherent virtue and advantage. It is a personality characteristic formed through acquired cultivation. With the development of positive

psychology, more and more people believe that mental health is not only the correction of psychological problems and the treatment of psychological diseases, but also pay attention to individual subjective well-being. They believe that subjective well-being can promote the improvement of mental health. At the same time, cultivating individual subjective well-being can consolidate mental health and finally form positive personality quality. In short, whether in theoretical research or in practical sense, we should expand the application scope of positive psychology.

Flipped classroom mainly requires students to watch the teaching video in advance before class, preview the course content and knowledge, set aside more classroom time for classroom activities and problem discussion, and let students submit questions after watching the video in advance, so that teachers can better understand students' personalized learning requirements. The classroom pays attention to the communication and interaction between teachers and students. Characteristics of flipped classroom: flipped classroom is different from the traditional classroom teaching mode. Its characteristics are mainly reflected in the reform of the traditional teaching mode. The classroom is teaching centered. Watch videos before class to let students have class with questions, so as to be more targeted. Teaching activities are student-centered. According to the learning requirements of different students, change the teaching content and organization mode, and teach students according to their aptitude. College aesthetic education is an important way of life education in the growth of modern college students. Morality, intelligence, physique and beauty permeate and complement each other. Colleges and universities should adopt different forms of art education to cultivate and cultivate students' social beauty, natural beauty and artistic beauty, so that they can understand and understand beauty, so as to lay a good knowledge and quality foundation for emotional creation of beauty. In order to improve the efficiency of aesthetic education teaching, improve the level of aesthetic education teaching and cultivate more excellent talents with comprehensive quality, it is necessary to bring the flipped classroom teaching mode into the practice of college aesthetic education to ensure the comprehensive development of modern college students.

**Objective:** In order to improve the positive psychology of college students, this paper constructs an aesthetic education teaching model based on flipped classroom from the perspective of positive psychology, in order to ensure the comprehensive and all-round development of modern college students.

**Subjects and methods:** 300 college students were randomly divided into control group and experimental group, with 150 students in each group. The control group implemented the traditional aesthetic education teaching mode, and the experimental group implemented the aesthetic education teaching mode based on flipped classroom. Then combined with the positive personality scale, the students' positive personality is measured. The scale has 88 items, including 24 dimensions. The higher the score, the more stable the corresponding positive personality is. Finally, the changes of positive psychological personality of the two groups of students were analyzed and compared.

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

**Results:** Table 1 shows the changes of positive psychological personality of college students in the two groups. It can be seen from Table 1 that compared with the control group, the experimental group implementing the aesthetic education teaching mode based on flipped classroom has significantly improved the student's positive psychology, and there is a statistical difference between the two groups ( $P < 0.05$ ).

**Table 1.** Changes of positive psychological personality of college students in the two groups ( $n=300$ )

Dimension	Control group ( $n=150$ )	Experience group ( $n=150$ )	<i>P</i>
Creativity	1.06±0.79	4.51±0.84	<0.05
Curiosity	2.34±0.76	3.72±0.71	<0.05
Judgment	2.65±0.81	4.01±0.62	<0.05
Studious	2.78±0.66	3.59±0.63	<0.05
Insight	1.00±0.59	3.97±0.67	<0.05
Brave	2.09±0.65	4.12±0.77	<0.05
Insist	2.09±3.60	4.38±0.77	<0.05
Sincere	2.66±0.74	4.51±0.84	<0.05
Enthusiasm	1.56±0.68	4.72±0.71	<0.05
Love	1.77±0.73	4.51±0.84	<0.05
Kindhearted	2.78±0.69	3.72±0.71	<0.05
Intelligence	2.34±0.76	4.01±0.62	<0.05
Team	1.65±0.81	3.59±0.63	<0.05
Fair	2.78±0.66	3.97±0.67	<0.05

Leadership	1.78±0.69	4.12±0.77	<0.05
Tolerant	1.06±0.79	4.38±0.77	<0.05
Modest	2.34±0.76	4.51±0.84	<0.05
Cautious	2.65±0.81	4.72±0.71	<0.05
Autonomy	2.78±0.66	4.51±0.84	<0.05
Appreciate	1.00±0.59	3.72±0.71	<0.05
Gratitude	2.09±0.65	4.01±0.62	<0.05
Hope	2.09±3.60	3.59±0.63	<0.05
Humor	2.66±0.74	3.97±0.67	<0.05
Faith	1.56±0.68	4.12±0.77	<0.05

**Conclusions:** The aesthetic education teaching mode based on flipped classroom can effectively improve college students' positive psychological personality, and then has important practical value for the comprehensive and all-round development of modern college students.

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## RESEARCH ON THE MUTUAL PROMOTION BETWEEN CULTURAL INDUSTRY AND TOURISM ECONOMY AND ITS IMPACT ON TOURISTS' EMOTIONAL COMMUNICATION BARRIERS

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**Background:** Affective disorder is a group of mental disorders with significant, continuous rise or fall of emotion as the main clinical characteristics, often accompanied by corresponding changes in thinking and behavior. The performance of affective disorders varies greatly. The lighter may be the response to some negative life events, and the heavier may become a serious recurrent or even chronic disability disorder. In terms of symptoms and signs, the basic symptom of affective disorder is emotional change, which is usually manifested in two completely opposite clinical states: Depressive attack and manic attack. The state diagnosis of depressive episode and manic episode is also the main basis for the classification and diagnosis of affective disorders. Therefore, it is of great significance to understand the characteristics of these two extreme abnormal emotional states and identify them. At the level of depression onset, core symptoms: the core symptoms of depression include depression, lack of interest and loss of fun. This is the main symptom of depression. The diagnosis of depression should include at least one of three symptoms. First, depression: patients experience depression and sadness. Patients often complain that they are in a bad mood and can't be happy. Second, lack of interest: refers to the patient's lack of interest in various activities he used to like, such as entertainment, sports activities, hobbies, etc. A typical patient is not interested in anything, good or bad, isolated from the world and doesn't want to see anyone. Third, loss of happiness: refers to the patient's inability to experience happiness from life or lack of happiness in daily life. The above three main signs are interrelated and can appear in patients at the same time, that is, causality. However, many patients emphasize only one or two of them. Some patients do not think they are in a bad mood, but they are not interested in the things around them. At the same time, depressive affective disorder has typical physical symptoms: including sleep disorder, appetite disorder, sexual dysfunction, energy loss, non-specific physical symptoms, such as pain, physical discomfort, autonomic nerve dysfunction and so on. In the manic episode stage, the core symptoms are: high mood, out of control thinking, enhanced will and behavior. Patients' increased need for sleep and restlessness is usually accompanied by a decrease in their daily activities. Due to excessive physical exertion, diet will increase significantly. Sometimes, they lose weight significantly because they can't drink, eat and sleep normally, and even die of fatigue. Manic patients may maintain some self-awareness, while manic patients usually have incomplete self-awareness. With the progress of science and technology, people have a profound and scientific understanding of the etiology of affective disorder. For the intervention treatment of patients with affective disorder, it is difficult to form a