

THE INFLUENCE OF MIXED TEACHING MODE OF ANIMATION SPECIALTY IN COLLEGES AND UNIVERSITIES ON STUDENTS' AESTHETIC THINKING AND LOGICAL ABILITY

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Background: Thinking obstacle refers to the process of objective things acting on the human brain. Due to the confusion of the starting point of thinking, the fuzziness of thinking image, the deviation of thinking direction, the confusion of thinking logic and the interference of thinking, it is difficult for the human brain to show the normal thinking results of objective things, so that the content range and speed range exceed the normal standard. Thinking disorder can be divided into thinking process abnormality and thinking content abnormality, which is specifically reflected in the lack of due logic in the connection of semantics. Among them, logic disorder is a more common form of thinking disorder. Thinking logic disorder has many symptoms such as poor thinking, slowness, compulsive thinking, pathological restatement and delusion. It is often manifested in pathological symbolic thinking, new words, logical fallacy thinking and sophistry thinking. Its essence is that individual thinking deviates from ordinary people in the process of information processing and processing, which will not only affect individual thinking and cognitive ability. It will also have a negative impact on its overall thinking set, lack of objectivity in the evaluation of things, and affect the depth and breadth of individual thinking ability.

As one of the manifestations of thinking logic, aesthetic thinking logic will have a great impact and restriction on individual aesthetic judgment, aesthetic perception and aesthetic understanding. The aesthetic psychology and aesthetic ability of different individuals at different stages have great differences and individual characteristics, and the phased characteristics are obvious, which are affected by age structure, social experience, mental health status, mode of thinking and cognitive level. Aesthetic ability refers to the comprehensive emotional experience obtained by the perceptual object in the aesthetic experience. It is the subjective reflection of objective things. Students majoring in animation in colleges and universities mostly learn knowledge by senses in teaching practice, and the major has high requirements for students' individual aesthetic ability and thinking logic ability, requiring them to have professional practical ability such as integrating knowledge and independent design. However, in the process of animation teaching in colleges and universities, the singleness of teaching means and the solidity of teaching objectives limit students' thinking ability, and the improvement of teaching courses does not start with the psychological needs of some students with thinking logic obstacles, which inevitably leads to negative emotions and psychological problems in the learning process, and also limits the improvement of students' aesthetic thinking logic ability to a certain extent. Therefore, the research explores the influence mechanism of the mixed teaching mode of animation major in colleges and universities on students' aesthetic thinking logic ability, in order to improve students' mental health level and aesthetic thinking ability.

Subjects and methods: Through the basic information collection and grade evaluation of the mental health status and aesthetic thinking logic ability of the students majoring in animation in a university, and then take the students with aesthetic thinking logic obstacles as the research object. The selection standard is that it is difficult for the students majoring in animation to make correct aesthetic evaluation and logical expression of animation works. Based on the research and analysis of the problems existing in the current animation teaching in colleges and universities and the aesthetic logic obstacles of the research object, the improvement of animation teaching classroom is realized with the help of relevant psychological theories, that is, the mixed teaching scheme is put forward by introducing data technology to enrich teaching means or group teaching or mutual evaluation of students according to students' characteristics. Then the research objects are divided into teaching improvement group and teaching routine group. The teaching improvement group adopts the teaching mode proposed by the research for teaching activities, while the teaching routine group adopts the original normal teaching mode for teaching. The experiment lasted for two months. After the experiment, the mental health status and aesthetic thinking logic ability of the subjects before and after the experiment were sorted and counted with the help of scale tools and animation evaluation. The Likert scale score is used to grade the impact degree of the impact score of the scale, that is, it is quantified by giving five integers of 1, 2, 3, 4 and 5 according to no impact, slight impact, general impact, obvious impact and full impact respectively. Statistical analysis tools are used to analyze the differences of experimental data. At the same time, in order to ensure the objectivity and accuracy of the scale scoring data, the experimental data are averaged and appear in the form of mean \pm standard deviation.

Results: The experimental results show that the research objects with different teaching methods show

great differences in aesthetic psychology and thinking logic ability after the experiment. Table 1 shows the score statistics of aesthetic thinking logic ability of the research objects before and after the intervention.

Table 1. The score statistics of the subjects' aesthetic thinking logic ability before and after the intervention

Grouping	Experimental group		Teaching intervention group	
	Before intervention	After intervention	Before intervention	After intervention
Aesthetic ability	2.15	3.45	2.32	2.91
Thinking logic ability	1.98	4.37	2.01	2.54
Psychological and emotional adjustment ability	1.45	4.06	1.77	2.69

The data in Table 1 shows that there is no significant difference in the scores of aesthetic thinking logic ability and psychological emotion adjustment ability of the research objects under different teaching modes before the experimental intervention. After the intervention, the scores of the objects in the teaching improvement group in aesthetic thinking logic ability and psychological emotion adjustment ability are 3.45, 4.37 and 4.06, which are much higher than the scores of 2.91, 2.54 and 2.69 in the teaching routine group. The results show that the improvement of students' psychological health and professional ability can effectively improve their psychological needs.

Conclusions: Aesthetic perception and aesthetic evaluation is an important embodiment of the individual's ability to perceive and judge the aesthetic object, and it is also one of the important manifestations of the individual's ability of thinking logic. Its ability of aesthetic thinking logic can be adjusted and improved through acquired training and external intervention. The learning content and teaching practice of animation major mostly rely on individual aesthetic ability and thinking mode. The research puts forward a mixed teaching mode to intervene students. The results show that this mode can effectively improve students' aesthetic thinking logic ability and reduce the generation of negative emotions. Therefore, in the future teaching practice, college educators should actively explore new teaching models and strengthen the intervention of students' psychological status.

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RESEARCH ON THE TEACHING REFORM PATH OF EDUCATIONAL PSYCHOLOGY BASED ON HIGHER VOCATIONAL STUDENTS' MUSIC LEARNING PSYCHOLOGY

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Background: Music psychology is a science suitable for music teaching based on the methods and theories of psychology and the relationship between music learners and music. Music psychology not only has the characteristics of music law teaching, but also has the characteristics of psychology. It is widely used in music teaching. The integration of music psychology and music practice teaching can help teachers use the theory of music psychology to enhance the interaction with students, stimulate students' active learning desire, and ensure students' all-round mastery of teaching content. In addition, the application of music psychology in the classroom can correctly guide students' negative emotions in music learning, help students establish self-confidence in learning, and then improve students' practical ability.

Educational psychology is a branch of psychology, which studies the psychological activities of teachers and students in the process of teaching. Educational psychology is closely related to general psychology and pedagogy. If educational work wants to achieve the purpose of effective education and make students develop in a balanced way in all aspects of morality, intelligence and physique, it also needs the guidance of educational psychology to formulate a teaching plan at a certain stage by deeply understanding students' physiological changes, psychological changes and the law of psychological development in the learning process. The development of educational psychology helps to improve the level of teachers, the quality of education and teaching, and help students alleviate anxiety in learning. However, in the actual teaching