

Methods: SPSS19.0 was used in this study statistics and analysis of the influence data of the inheritance and development of ethnic music education in colleges and universities on alleviating college students' psychological anxiety.

Results: The impact of the length of ethnic music education in colleges and universities on alleviating college students' psychological anxiety is shown in Figure 1.

Figure 1 shows the sample distribution of the impact of the length of ethnic music education in colleges and universities on alleviating college students' psychological anxiety, in which the abscissa is the time course and the ordinate is the anxiety score. It can be seen that with the increase of the length of ethnic music education in colleges and universities, the psychological anxiety score of college students gradually shows an overall trend of decline. It can be seen that ethnic music education in colleges and universities will indeed have a positive impact on college students' psychological anxiety to a certain extent.

Conclusions: As a psychological intervention method of external factors, music intervention has always been one of the main methods to intervene anxiety symptoms. Combined with the current situation of contemporary college students' anxiety psychology, this study uses the strategy tree algorithm to divide the characteristic factors of college students' anxiety psychology, and on this basis, uses the factor analysis method to analyze the impact of the inheritance and development of college ethnic music education on alleviating college students' psychological anxiety. The results show that with the increase of the length of college ethnic music education, the score of college students' psychological anxiety gradually shows an overall trend of decline. On the one hand, it helps to help students get rid of the adverse effects of anxiety and promote the development of students' physical and mental health. On the other hand, it helps to inherit and develop Chinese traditional national music.

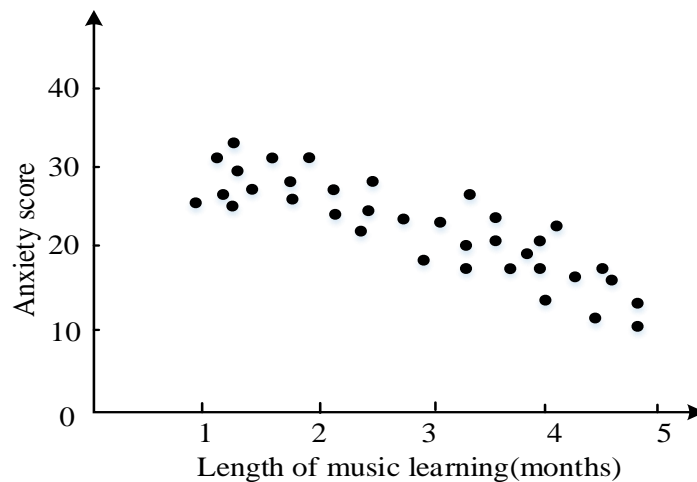


Figure 1. Analysis of music learning duration

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THE EFFECT OF INFORMATIZATION MODE OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON STUDENTS WITH THINKING LOGIC OBSTACLES

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Background: Thinking logic disorder refers to the abnormality in the amount and speed of thinking activities in the process of thinking Association and logical reasoning. The clinical manifestations of thinking logic disorder are diverse. Symptoms such as excessive divergence of thinking, slow thinking speed, lack of coherence of thinking, lack of generalization ability and abstract thinking ability are the main symptoms of thinking logic disorder. At the psychological level, thinking logic barriers can be mainly divided into thinking motivation barriers, thinking motivation barriers, thinking content barriers and generalization process barriers. Thinking power disorder refers to the lack of main cause power of thinking, which leads to the abnormal speed of thinking process or the lack of stability of thinking logical structure. The abnormal speed

of thinking is not limited to being too slow, and the acceleration of escape also belongs to the abnormal range. Thinking motivation disorder means that patients lack directional motivation in the process of thinking formation. The thinking formation of normal human individuals often makes them directional, that is, thinking is to achieve a certain purpose, while the thinking of patients with thinking motivation disorder is not restricted by motivation, or even difficult to be controlled by patients themselves. Thinking content disorder refers to patients' lack of realistic basis or basic logical reference in thinking content. Most of these symptoms appear in the form of paranoia, and most patients believe in their own paranoia. Generalization process disorder refers to the disorder that occurs when patients extract their common characteristics from the thinking of a certain kind of things. This disorder is mainly manifested in the decline of generalization ability and the disorder of generalization process. The disorder of the generalization process is reflected in the patient's attempt to make a general inference of accidental individual phenomena by using a certain logical theory, and then form a wrong conclusion. In the intervention for patients with thinking logic disorder, characteristic intervention needs to be carried out for different types of thinking disorders. Ideological and political education in information-based colleges and universities can provide personalized assistance for students with thinking logic disorder from the perspective of social support, so as to reduce the thinking difficulties of students with thinking logic disorder in the process of Ideological and political learning and improve the learning effect of students.

Objective: By analyzing the intervention effect of the informatization mode of Ideological and political education in colleges and universities on students with thinking logic obstacles, this study provides a theoretical basis for the informatization assistance strategy of thinking obstacle groups in Ideological and political education in colleges and universities, improves the barrier free ideological and political teaching system, and improves the learning quality of students.

Subjects and methods: This study uses two main methods: comparative experiment method and artificial neural algorithm to analyze the effect of the informatization mode of Ideological and political education in colleges and universities on students with thinking logic disorder.

Study design: This study takes the comparative experiment as the main research method. In the process of comparison, the artificial neural network algorithm is used to classify the main types of thinking logic barriers in college students, and targeted comparison is carried out on the basis of this category.

Methods: In this study, excel tables are used for data collection and statistics, and SPSS software is used as the main analysis tool for further data analysis.

Results: The effect of Ideological and political education model on college students is shown in Table 1.

Table 1. Analysis on the types of thinking logic obstacles

Types of thinking disorders	Pre-intervention score	Post-intervention score	<i>P</i>
Thinking power disorder	43.7	27.9	<0.05
Thinking motivation disorder	36.1	22.3	<0.05
Thinking content barrier	39.2	29.4	>0.05
Generalization process barriers	41.5	21.7	<0.01

As can be seen from Table 1, among the four types of thinking disorders: thinking motivation disorder, thinking motivation disorder, thinking content disorder and generalization process disorder, the intervention effects of thinking motivation disorder, thinking motivation disorder and generalization process disorder are statistically significant, among which the intervention effects of generalization process disorder are statistically significant, and in the intervention effect scores of the three thinking logic disorders. After the intervention, the scores of thinking and logic disorders decreased significantly.

Conclusions: Students with thinking logic obstacles will inevitably encounter various learning obstacles in ideological and political learning in colleges and universities. In order to solve this problem, this study starts with the auxiliary system of Ideological and political education in information-based colleges and universities, through the combination of comparative experiment method and artificial neural algorithm, and carries out the comparative analysis of intervention experiments on the basis of the classification of thinking logic obstacles. The results showed that the intervention effects of thinking motivation disorder, thinking motivation disorder and generalization process disorder were statistically significant, and the intervention effect of generalization process disorder was statistically significant. It can be seen that the information-based ideological and political education auxiliary system in colleges and universities can have a significant intervention effect on the three types of students: thinking motivation obstacle, thinking motivation obstacle and generalization process obstacle. It can effectively reduce the impact of thinking logic obstacle, and then indirectly improve the learning effect of students.

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ON THE APPLICATION OF GESTALT PSYCHOLOGY IN ARCHITECTURAL TEACHING

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Background: Since its development, Gestalt psychology has formed a relatively complete theoretical system and scientific methods with humanism as the main system principle. Gestalt psychology is mainly composed of epiphany thinking, transfer thinking and creative thinking. Gestalt psychology believes that people can receive much more external information at the intuitive and psychological levels than human eyes can see. In people's existing cognitive experience, all phenomena are not independent, but interrelated with other parts. In the content contained in people's perception and psychology, while each individual part has its own characteristics, it also has commonness and relevance with other parts. On this basis, Gestalt psychology expresses the shape of things as the part that goes beyond the original shape and is perceived by the observer psychologically. This part is more inclined to the part formed by the observer through re psychological organization. Therefore, this part is difficult to be easily mastered by students in architectural design teaching. In the development of teaching psychology, the insight thinking in Gestalt psychology refers to the spiritual insight generated by students through continuous independent practice in learning. The transfer thinking refers to the students' full use of the knowledge from other places in the process of learning and design, while the creative thinking refers to the students' need to creatively combine the external situation and internal goals at the psychological level. Based on the three main ways of thinking of Gestalt psychology, in the architectural teaching of modern colleges and universities, a new design teaching mode can be established according to the students' mastery of the audience psychology. By combining different architectural examples with Gestalt psychology teaching in architectural design teaching, students can improve their architectural design sensitivity and then improve their learning effect.

Objective: By applying Gestalt psychology to architectural teaching examples, this study decomposes architectural design teaching from the perspective of psychology, so as to help students fully understand the impact of architectural visual effect on audience's psychological cognition and emotional experience in architectural design, so as to improve students' architectural design sensitivity and improve students' learning effect.

Subjects and methods: This study combines K-neighbor algorithm, factor analysis and *t*-test method, in which K-neighbor algorithm is used as the classification tool of basic research, and factor analysis is used as the analysis method of main factor influence.

Study design: In this study, K-neighbor algorithm, which has certain advantages in nonlinear classification and has advantages in training time and complexity, will be used as the main classification method in the research process to classify students' psychological characteristics. At the same time, factor analysis method is used to analyze the impact of Gestalt psychology on students in architectural teaching examples. The *t*-test method was used to test the confidence interval and significance level.

Methods: This study uses Excel to collect and sort out the basic research data, and then uses SPSS software to analyze the influence of Gestalt psychology on students in architectural teaching.

Results: The influence of Gestalt psychology on students in architectural teaching is shown in Table 1.

Table 1 starts with the two basic student groups of boys and girls respectively, and carries out score comparison and *t*-test for the three main Gestalt psychological types of insight thinking, transfer thinking and creative thinking. The results show that the data difference between insight thinking and creative thinking has statistical significance, that is, $P < 0.05$. It can be seen that insight thinking and creative thinking are the two main aspects of Gestalt psychology that have a major impact on students in the teaching process. At the same time, these two aspects are also the two main learning psychological manifestations of students in the learning process, and they are important factors to improve students' learning effect.