

reconstruct the appearance of things. In ring C, the thinking results of ring B interact with the original knowledge, and complex intuitive thinking is used to sort out and judge the relationship between things. This judgment is considered from the overall situation. It only pays attention to the connection between things rather than the specific details of things. When the thinking results of ring B and ring C return to ring a, they are demonstrated and tested through logical analysis and reasoning. If the topic is completed, the thinking system will put the results into the memory area, and then enter the thinking process of the next topic. Generally speaking, the process of creative thinking is not achieved overnight. Often, a theme needs to go back and forth between rings A, B and C several times.

The so-called inspiration and epiphany are not mysterious things, but when the thinking cannot associate the appropriate representation or the associated representation is too far from the requirements, the imagination processing of "transformation and reconstruction" cannot be completed. However, with the increase of exploration times, divergent thinking provides more and more ideas. Finally, through the transformation and reconstruction of the original representation, a thinking development phenomenon of "new representation" that meets the requirements of the current theme is created. Therefore, inspiration and insight are the process of continuous development of creative thinking.

Conclusions: Environmental art design is a high integration of science and aesthetics, technology and art, industry and culture under the background of post-industrial civilization. Therefore, environmental art design is no longer a simple artistic creation, it needs the support from science and technology. Moreover, after breaking away from the category of pure art, the thinking of social and psychological problems starting from the purpose of environmental art design has rational characteristics. Therefore, some science and engineering or natural science disciplines should be accommodated in design education to enrich students' rational thinking and knowledge framework, such as ergonomics, computer-aided design technology and so on. More importantly, in liberal arts education, we should pay attention to the exercise of students' rational thinking. For example, when paying attention to cultural psychological phenomena, we should not only let students speculate and exercise pure logical thinking, but should intervene in more empirical research methods to let students draw conclusions through their own investigation, experiment and other empirical methods according to the problems they need to solve. In this process, students need to analyze, compare and synthesize the complex factors through various forms of thinking, and finally draw a conclusion, which is more scientific and more in line with the objective reality. This will not only help students to think rationally and have scientific ideas, but also enhance students' practical creative behavior, which is of great significance to cultivate innovative ability.

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ANALYSIS ON THE PSYCHOLOGICAL HEALING EFFECT OF CLASSICAL MUSIC ON COLLEGE STUDENTS

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Background: In the progressive stage of social development and new changes, the mental pressure faced by the class is becoming more and more serious. The problems of Chinese people's theory and pressure are increasing. This pressure is not caused by natural disasters or disasters, but just common things in daily life. These trivial things pile up in the, gradually damaging their health, and even fatal to them. Excessive pressure will form physical diseases and gradually cause physical diseases. As the main force of the new generation of social construction, the mental health education of contemporary college students is directly related to the development and progress of the whole society. In recent years, the trend of globalization, diversification and modernization, as a double-edged sword, has virtually had some impact on the body and mind of contemporary college students. In particular, the great discussion of world outlook, values and outlook on life brought about by the cultural differences between China and the West has made contemporary college students, a new group, at a loss and become the "most confused generation".

Contemporary college students have frequent psychological problems such as anxiety and depression, addiction dependence and social fear. It is particularly important to guide students to release pressure, produce positive emotions, pay attention to the present, adjust their inner order and recognize their true self. Among them, the use of music to cure mental health problems is a psychological intervention method without side effects. Therefore, all sectors of society have launched research, trying to find solutions through some ways and methods, and use the universal applicability and strong appeal of music to improve students' mental health, which has a good application prospect.

Subjects and methods: Taking Contemporary College Students as the research object, this paper studies the impact of Chinese classical music on Contemporary College Students' anxiety through the method of experimental data comparison, innovates music therapy, popularizes the ways of music therapy and emotional mitigation methods, and improves the quality of college life.

Study design: With the gradual improvement of social level, the psychological pressure of contemporary college students in all aspects is increasing, and the anxiety is gradually rising. Music is used as a bridge to dredge the psychological transfer of emotion. This study focuses on the present, through the method of experimental data comparison, uses classical music to adjust the inner order, and analyzes the development and changes of College Students' psychological state before and after the intervention of classical music, so as to study the impact of Chinese classical music on Contemporary College Students' anxiety

Methods of statistical analysis: (1) Selection of survey feedback objects. Through the previous investigation of Anxiety Sources and complications, the major, emotional status, age, gender, family stress and learning status of college students were taken as controllable variables, and 3 students were randomly selected as the research object. Investigate the current situation (living condition and psychological condition) of experience users. (2) Three students (A, B and C) selected one kind of classical music to play randomly. During this period, the experimenter guided the language situation without any emotional intervention. After that, before each music selection, the user made an evaluation form on classical music feedback until the end of the six categories. The experimental feedback was once every three days for 36 days, 12 times and 2 cycles. The values in the measurement standard are expressed by correlation. The corresponding number is 1, which represents the upward trend of normal deviation, 0 represents the steady development state, and - 1 represents the downward trend of normal deviation.

Results: The final data integration is as follows:

Table 1. Data comparison of psychological healing effect of classical music on College Students.

	Time axis	1	2	3	4	5	6	7	8	9	10	11	12
A	Sleep changes	0	0	-1	0	-1	-1	0	0	0	0	0	0
	Appetite change	0	0	0	-1	-1	-1	-1	0	0	0	0	0
	Changes in work efficiency	0	0	0	0	0	0	-1	0	-1	1	1	1
B	Sleep changes	-1	-1	-1	0	-1	0	0	0	0	0	0	0
	Appetite change	-1	-1	0	-1	0	-1	0	0	0	1	0	0
	Changes in work efficiency	-1	-1	0	-1	0	-1	0	0	0	1	1	1
C	Sleep changes	-1	-1	-1	-1	-1	0	0	0	-1	0	0	0
	Appetite change	1	1	1	0	0	0	0	1	0	0	0	0
	Changes in work efficiency	-1	-1	0	0	0	0	-1	-1	0	0	1	1

From the straight-line statistical chart corresponding to the quantitative table of personal changes of college students and the quantitative table of changes in sleep, appetite and work efficiency of three students. The feedback effect of student a's work efficiency is the best; Student B's appetite improved and work efficiency increased; Student C's sleep and work efficiency fluctuated, while appetite increased and work efficiency increased.

Conclusions: Classical music therapy is different from traditional psychotherapy, which focuses on solving the difficulties brought by the past, improving the overall psychological function, and dealing with the current living, learning and working environment in an emotional healthy way. Classical music intervention therapy is both immediate and future oriented. It can advance forward, relieve tension and relieve pressure. Through the functions of music empathy, empathy and assimilation, we can go deep into people's subconscious and guide and construct a healthy personality. Classical music intervention has both physiological and psychological effects. In terms of physiology, it can regulate the cardiovascular and cerebrovascular system, endocrine system, respiratory system, motor system and digestive system of the human body through soft or passionate music stimulation, so as to make each system of the human body reach a balanced state. In terms of psychology, music works can express human emotions. People can experience different emotions such as excitement, happiness, sadness and loneliness from classical music. Classical music can affect people's emotions, which affect people's nervous system, and then map emotions into people's body. Take music as the carrier, use music to regulate human emotion, improve stress resistance and improve mental sub-health.

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A STUDY ON THE CONSTRUCTION AND DEVELOPMENT OF ORAL ENGLISH PRODUCTION MODULE FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: From the perspective of cognitive psychology, combined with the author's actual teaching experience, through the comparison of cognitive differences between native children and foreign adult learners and the cognitive characteristics of oral English, this paper reexamines the relationship between "recognition" and "writing" in Chinese character teaching in the primary stage of oral English, and explores the treatment of cognitive units in oral English teaching. This paper attempts to explore the optimization mode of oral English Teaching in order to serve oral English teaching. With the development of linguistics and information science, cognitive psychology developed from some European and American countries in the 1950s and 1960s. On the basis of English language research, the academic community has carried out in-depth discussion on the cognitive law of oral English since the 1980s, and achieved fruitful results. At the same time, it has also made oral English research and teaching move forward to a new stage. Inspired by the research results of cognitive psychology, scholars have turned their attention to the study of oral English teaching from the perspective of cognitive psychology. During this period, the research enthusiasm on the cognitive characteristics of oral English was unprecedented, and a large number of research results came into being.

As a science, cognitive psychology belongs to a main school of psychology. The main research object is the cognitive process in human psychological phenomena, which belongs to an important part of cognitive science in a broad sense. Saussure's cognitive psychology explains it as: "Cognitive psychology studies how we obtain the information of the world; how this information is represented and transformed into knowledge; how it is stored; and how knowledge is sometimes used to guide our attention and behavior. It involves the whole range of psychological processes - from perception to perception, pattern recognition, attention, learning, memory, concept formation, thinking, representation, memory, language, emotion and development process, but also runs through all fields of behavior.

Therefore, this paper studies the construction and development of oral English production module from the perspective of cognitive psychology.

Subjects and methods: (1) Using the literature retrieval method, the author has collected and sorted out the research results of many disciplines such as pedagogy, psychology and cognitive psychology, studied the latest teaching and scientific research results of oral English teaching, sorted out the research materials of the paper, constructed the research content of the paper and completed the relevant research with a dialectical attitude and combined with his own views.

(2) Experiment and questionnaire. On how to deal with the relationship between "recognition" and "writing" of Chinese characters, the author has carried out teaching test on the learners he teaches and questionnaire survey on the teaching effect of students, and further demonstrated the viewpoint of "separation of recognition and writing, more recognition and less writing" with detailed data analysis.

(3) Comparative analysis. This paper analyzes the cognitive characteristics of foreign learners and Chinese learners, finds out the similarities and differences between them through comparative analysis, and explores the teaching model suitable for Chinese learners.

(4) Data analysis method. In analyzing the cognitive characteristics of oral English output and the problems of foreign learners in learning oral English, the author uses the existing achievements of oral English teaching and research to increase the reliability of the research through data analysis.

Methods of statistical analysis: In order to compare the completion indicators of the two groups, the oral English output module is analyzed. Psychologists have done relevant experimental research on the development of children's conscious memory and unconscious memory, using 15 cards, which are familiar to children, including fruits, indoor things, etc. After showing the card, ask the children to make conscious and unintentional memorization, and record the recall effect. Table 1 shows the accuracy of two different memories.

Results: According to table 1, the correct rate of conscious memory of children in small class is 4.0%, and the correct rate of unconscious memory of children in small class is 4.0%; The correct rate of conscious memory of middle class children was 9.6%, and the correct rate of unconscious memory of middle class children was 4.8%; The correct rate of conscious memory of large class children was 11.1%, and the correct rate of unconscious memory of large class children was 8.7%; The correct rate of conscious memory was 13.0% and that of unconscious memory was 12.4%; The correct rate of conscious memory of middle school students was 13.4%, and the correct rate of unconscious memory of middle school students was 14.3%; The correct rates of conscious memory and unconscious memory were 13.2% and 14.1% respectively; The overall analysis shows that the adult stage, whether unconscious or conscious, is significantly better than that in