

this paper focuses on the feasibility and necessity of the application of virtual reality in autistic treatment and the design of virtual reality system model for intervention treatment of autistic patients.

Subjects and methods: The safety of virtual reality autism intervention system is reflected in the following aspects. Social disorder is one of the main clinical manifestations of autistic patients. Patients also have obvious obstacles in establishing intimate relationships with others, even ordinary eye contact. One advantage of virtual reality technology is that it can reduce or highly control autistic individuals' need for human interaction in the real world, so as to reduce the source of anxiety of autistic patients. Select 20 college students with autism. When designing the hardware equipment in the intervention system, try to use portable facilities to reduce uncomfortable body feeling, so that patients can better focus on the virtual century and reduce anxiety. Therefore, use virtual reality equipment, including helmet stereo display, tracking equipment, headset, data gloves and eye tracker, closely combined with the characteristics of virtual reality technology and relying on the theoretical model of traditional autism teaching and intervention, the experimental group of college students with autism were treated with mental rehabilitation four times a week, each treatment time was 30 minutes, and the treatment cycle was 3 months. The interview method was used to conduct a separate interview with college students after treatment for 30-90 minutes to understand the psychological state of college students. The obtained data were analyzed by SPSS 13.0 statistical software, and the difference was statistically significant ($P < 0.05$).

Results: After the intervention, the emotion, behavior and total score of college students were significantly better than those before the intervention treatment. There was significant difference in emotion and behavior between the experimental group and those before the treatment ($P < 0.05$). However, there was no significant difference in social and sensory perception before and after treatment ($P > 0.05$).

Table 1. Statistical results of autism before and after intervention

	Emotion	Social contact	Behavior	Sensory perception
Before treatment	8.17	25.68	15.77	24.94
After treatment	3.58	18.56	10.25	21.62

Conclusions: Emotional and behavioral disorders are the prominent clinical characteristics of autistic college students, mainly manifested in abnormal emotional irritability, excitement or impulse, emotional indifference or over dependence, stereotyped behavior, etc., these behaviors are not only the main obstacles to the social development of autistic college students, but also reduce the social acceptance of them. In the treatment process of this study, the reduction of middle school students' bad emotions can contribute to their social development, indicating that the use of virtual reality technology intervention therapy has a more significant effect in improving the emotional regulation and behavior expression of autistic college students, and has clinical significance in the intervention of autism.

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THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION ON RELIEVING THE MENTAL AND EMOTIONAL PRESSURE OF COLLEGE STUDENTS

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Background: Psychological stress can also be called mental stress, refers to the individual response to stress in the face of stressors and a kind of physical and mental tension. The common stressors of college students are academic pressure, employment pressure, interpersonal pressure, love pressure, economic pressure, independent life pressure, family pressure, competition pressure and social pressure. As we all know, psychological stress has both positive and negative effects. On the one hand, moderate psychological stress can play a positive role in maintaining physical and mental health, improving study and work efficiency, and can also stimulate students' potential to the utmost, so as to make them reach the best state in all aspects. On the other hand, insufficient or excessive pressure has a negative impact on students' physical and mental health, study and work efficiency, and even leads to slackness of will or lack of motivation. There is a great difference between college students and high school students. Many college students have stepped into the society during their college years. Many of them have been influenced by the society when they are out of the protection of school. Higher vocational education, as a type of higher education, is

charged with the task of training highly skilled talents for production, construction, service and management. When college students are in a confused period, colleges and universities need their own strength to carry out ideological and political education activities for college students to become a member of a harmonious society.

Objective: The main manifestations of psychological stress overload are: relatively difficult to concentrate, relatively slow response; memory decline, easy to forget things; low self-evaluation, mental tension. There will be tension, anxiety, depression and other negative emotions, and even more people will have suicidal thoughts or behavior. become sensitive and suspicious, distrustful of others, afraid to go to places with many people; expression dull, slow movement, not care about the people or things around. Often addicted to the Internet, malicious alcoholism, sleep very late, wake up very early. Practice has proved that the more targeted the ideological and moral construction of college students, the more specific the goal, the greater the value. Carrying out correct ideological and political education and guiding students' correct outlook on life and values may alleviate the mental and emotional pressure of college students to a certain extent. Therefore, this study analyzes the impact of ideological and political education on alleviating the mental and emotional stress of college students.

Subjects and methods: The traditional teaching of ideological and political theory course is the most important and basic carrier in college students' ideological and political education. However, after entering the 21st century, facing the intricate political and ideological development situation at home and abroad, more and more colleges and universities begin to realize that we should not only rely on the traditional ideological and political theory courses as a single transmission channel of ideological and political education, but must actively broaden and innovate the teaching carrier of ideological and political education of students by carrying out a new mode of ideological and political education, so as to enrich the ways for students to receive ideological and political education. This study mainly analyzes the influence of ideological and political education on students' psychological quality to different degrees. By stratified cluster random sampling, 500 students of different ages, different genders and different majors were randomly selected to conduct a questionnaire survey. 500 questionnaires were distributed, 489 questionnaires were retrieved and 476 valid questionnaires were issued. The content of the questionnaire is to investigate and analyze the influence of college students' attention, memory, mental emotion and self-evaluation through the intervention of ideological and political education.

Methods: Using Excel statistics of ideological and political education in vocational colleges to alleviate mental and emotional stress of college students.

Results: The results of this survey use the influence values of 1 to 5 grades and specific quantitative factors, 1 indicating irrelevance, 2 indicating slight influence, 3 indicating general influence, 4 indicating obvious influence, and 5 indicating full influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation values of 500 students are adopted and the average values are rounded off to obtain the results. The specific statistical table is shown in Table 1.

Table 1. Effects of Ideological and political education on mental and emotional stress of college students

Factor	Attention	Memory ability	Mental emotion	Self-evaluation
Student	4	5	5	3

Conclusions: The starting point and goal of ideological education should be focused on improving the comprehensive quality of college students and cultivating qualified talents with all-round development of morality, intelligence, physique and beauty. All personnel engaged in the daily ideological and political education of college students should adhere to the correct political direction, strengthen ideological and moral cultivation, enhance the sense of social responsibility, and become the guide and guide for the healthy growth of college students.

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PROBLEMS AND ANALYSIS OF COGNITIVE BARRIERS IN THE INHERITANCE AND CHALLENGE OF SCULPTURE CULTURE IN ANCIENT BUILDINGS IN GUANGXI AND GUANGDONG AREAS

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