

philosophy, but also skillfully combine traditional culture with aesthetic standards, with profound cultural connotation. Grey sculpture is a traditional architectural decoration art in Lingnan. It is a treasure of China's intangible cultural heritage and folk crafts. Its works are attached to the ridge or other architectural crafts. Over the years, it has been lifelike in ancestral halls, temples and other buildings. The materials are mainly lime, supplemented by grass and paper, supplemented by sugar and glutinous rice. It can be made at room temperature and can withstand wind and rain for hundreds of years. Look up at the ridge of ancestral halls or former big houses. Many of them are gray sculptures. Grey sculpture gives people a sense of historical massiness and artistry. Through the protection, learning, research, mining, inheritance, development and dissemination of grey sculpture historical traditional skills, grey sculpture culture is used to intervene patients with cognitive impairment, which has a good therapeutic effect on their cognitive impairment.

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THE INFLUENCE OF COLLEGE IDEOLOGICAL AND POLITICAL EDUCATION ON COLLEGE STUDENTS' SELF DIFFERENTIATION AND ANXIETY FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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Background: As a psychological disease, anxiety is an emotional state formed by the failure of individual goals or the insurmountable obstacles, resulting in the frustration of self-confidence and the sharp increase of sense of failure. Anxiety is one of the most common psychological problems of college students. It often affects a series of behaviors of college students, interferes with the normal order of study and life, and inhibits their growth and development. Generally speaking, ideological and political courses in colleges and universities mainly focus on the cultivation and teaching of college students' mental health, ideological and moral and legal basis. Although they have rich content and very important learning value, they still lack sufficient attraction from the perspective of college students. Compared with other professional courses, they have greater practical value for themselves, Ideological and political courses are relatively boring. For this reason, college students generally lack interest in learning ideological and political courses. On the other hand, some theories and knowledge involved in ideological and political courses in colleges and universities are macro and abstract compared with other disciplines, lack practical feelings, and need college students to think and understand, and need them to actively explore. College students often don't have enough energy to conduct in-depth research. Based on these two points, the teaching value of Ideological and political course cannot be brought into full play, and the teaching effect has been poor.

Objective: From the perspective of positive psychology, ideological and political courses can be made from the original emptiness and abstraction to be closely related to the future employment development of college students, which can effectively enhance the purpose of college students' learning of Ideological and political courses, so as to fully stimulate college students' learning interest and enthusiasm, help students establish a correct outlook on life, values and professional spirit, and complement each other, effectively improve the teaching quality of the course, and improve college students' self-differentiation and anxiety to a certain extent.

Subjects and methods: 500 undergraduate students from a certain university were selected, and all the subjects participated voluntarily. The experimenter indicated the content and purpose of the test, told the subjects to read the written instructions carefully, and then completed the whole questionnaire independently according to the instructions. The time was about 25 minutes, and all the questionnaires were taken back on the spot. A total of 500 questionnaires were distributed and 472 valid questionnaires were obtained. The effective recovery rate of the questionnaire was 94.4%. The questionnaire includes self-differentiation questionnaire and self-rating anxiety scale. The purpose is to conduct a questionnaire survey on the level of self-differentiation, understand the current situation and influencing factors of self-differentiation, and understand the anxiety level of students. At the same time, 200 students are selected for grouping. Under the guidance of positive psychology, the students in the experimental group carry out ideological and political education for students. Combined with the characteristics of students' psychology, the classroom form takes students as the main body for curriculum design and teaching. The control group used traditional teaching methods. The experiment lasted for 2 months. After the experiment, the questionnaire was distributed to the students again.

Study design: Differentiation of Self Inventory (DSI): A total of 22 items, using the 6-point scoring method (from "completely unqualified" to "fully qualified"). The level of individual self-differentiation is

investigated from four dimensions: (1) Emotional response dimension, which reflects the sensitivity and emotional stability of individuals to stimuli from the external environment. (2) Self-position dimension, which reflects those individuals can have a clear sense of self and adhere to their own views and positions in the face of pressure. (3) Emotional disconnection dimension, which reflects personal fear and intimacy. (4) The dimension of integration with others reflects the phenomenon of emotional dependence with others.

Self-rating Anxiety Scale: It consists of 20 questions, 20 items in total, 15 negative word statements and 5 positive word statements. It is scored by four levels (1 no or little time - 4 most or all of the time). The higher the score, the higher the degree of anxiety.

Methods: Statistical methods: all data were processed by SPSS 20.0 statistical analysis software, mainly using the statistical methods of correlation and regression analysis.

Results: The self-differentiation and anxiety of students before and after the experiment are counted, and the experimental results are shown in Table 1.

Table 1. Comparison of self-differentiation and anxiety status between the two groups/average

Group	Before and after the experiment	Emotional response	Self-position	Emotional severance	Total anxiety score
Experimental group	Before the experiment	4.17	3.89	4.26	44.16
	After the experiment	5.58	5.47	5.85	17.52
Control group	Before the experiment	4.13	3.95	4.31	45.36
	After the experiment	4.14	4.17	4.18	28.14

As can be seen from Table 1, the self-differentiation item is 3.5 points higher than the medium critical value, indicating that college students are emotionally stable and have less volatility, indicating that college students can adhere to their personal views and beliefs and are not vulnerable to the influence of others. After the experiment, the anxiety of the experimental group was significantly relieved, while the control group had some relief, but the effect was not obvious. This shows that ideological and political education can alleviate students' anxiety to a certain extent, but ideological and political education from the perspective of positive psychology can alleviate students' anxiety to a greater extent.

Conclusions: The university stage is a stage in which young students' Outlook on life and values are gradually shaped, which makes the ideological education work in the university stage particularly important. The most important task of Ideological and political education in colleges and universities is to promote the physical and mental health development of college students, realize people's all-round development, help people have a correct understanding and healthy and harmonious psychology, and make them form ideological and political quality in line with the requirements of social development.

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THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION AND LEGAL INTEGRATION ON COLLEGE STUDENTS' ANXIETY

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Background: In the university education, because of the social pressure as well as the academic pressure, the university student appeared the obvious anxious mood. Therefore, colleges and universities should do a good job in the guidance of students, with patience, careful, responsible and sincere attitude to treat the work of psychological intervention, so that students maintain a good state of mind and body to help college students alleviate anxiety. The integration of ideological and political education and legal education will help broaden the platform of legal education through ideological and political education, student activities and campus culture construction, and form a good atmosphere for the integration and development of ideological and political education and legal education in schools, so as to improve the comprehensive quality of students and achieve the goal of educating students in an all-round way. In reality, the management of some colleges and universities, teachers and students do not have a correct understanding of ideological and political education, and feel that ideological and political education has nothing to do with students' skills, employment, etc. Schools do not pay attention to ideological and political education will affect the allocation of resources and teachers and students of ideological and political class views. Teachers should also be aware of the importance of ideological and political education, take the initiative