

effects of psychological diseases in social and sports.

Table 1. Comparative experimental data

Grouping	Point of time	SAS	SDS
Dance group	Before intervention	57.43	58.67
	After intervention	56.13	53.14
Basketball group	Before intervention	57.42	58.64
	After intervention	52.31	53.45
Badminton group	Before intervention	57.41	58.83
	After intervention	52.36	57.35
Control group	Before intervention	57.42	57.57
	After intervention	57.45	58.71

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ON THE TEACHING REFORM PATH OF ART EDUCATION CURRICULUM IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF THINKING OBSTACLES

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Background: Thinking disorder refers to the phenomenon that the human brain interrupts the reflection of objective things or fails to obtain thinking results due to the confusion of thinking starting point, the fuzziness of thinking image, the deviation of thinking direction, the confusion of thinking logic, the interference of thinking, etc. It makes people's thinking activities easily exceed the normal standard of content range and progress speed range. Thinking disorders can be divided into abnormal thinking process and abnormal thinking content. Most of them have symptoms such as poor thinking, slowness, mandatory thinking, pathological restatement and delusion, which will not only affect people's thinking ability and cognitive ability, but also cause certain physical and mental damage. Thinking obstacles can be divided into solidifying thinking obstacles, one-sided thinking obstacles and disturbing thinking obstacles, which often show that it is easy to fall into the inherent thinking set, the analysis of problems is not comprehensive and objective, and then affect the depth of people's views on things. The all-round development of morality, intelligence, physique, beauty and labor is the goal and basic standard of educational talent training in China. At the same time, the establishment and development of art curriculum plays an irreplaceable role in students' aesthetic training, personality shaping, psychological training and so on.

Since the expansion of college enrollment, the enrollment of art majors has increased year by year, but the teaching quality of higher art teaching has decreased. The "elite teaching" model cannot meet the development of teaching requirements, and the impetuous social atmosphere also makes students show an unrealistic learning attitude in the learning process. The disadvantages of education courses such as unclear teaching orientation, unscientific teaching system, dislocation of teaching methods and unreasonable setting of teaching contents also require the acceleration of teaching reform of art education courses in colleges and universities. Falling into thinking obstacle is the biggest resistance to the teaching reform of art education in colleges and universities. The persistence of traditional inherent concepts and the inertia of thinking that refuses to change from time to time make the art education in colleges and universities in a tepid and even backward situation. The boring and single teaching methods and teaching objectives based on realism are not conducive to expanding students' thinking, but also make students feel dull about things, which is not conducive to cultivating and training students' innovative consciousness and ability, and then affect the improvement of art teaching quality and the promotion of educational objectives in colleges and universities. Adjusting teaching objectives and updating teaching mode has become a new mission and responsibility entrusted to art education in colleges and universities in the new era. Colleges and universities should accelerate the realization of the training plan of cultivating art talents with strong professionalism and high comprehensive quality for the country and society.

Objective: To analyze the problems existing in the course setting and implementation of art education in colleges and universities, improve its teaching quality and speed up the reform of teaching path, study and evaluate the rationality of its teaching scheme design, the completion of teaching objectives and the training process of professional talents from the perspective of thinking obstacles, in order to provide

guiding suggestions for the reform of art education teaching path in colleges and universities.

Research objects and methods: 600 students majoring in fine arts in a university were selected as the research object. The stratified cluster sampling method and questionnaire survey were used to statistically analyze the curriculum harvest, psychological feeling, teachers' teaching quality and teaching evaluation of college students after the reform of fine arts teaching path.

Method design: The research objects were divided into experimental group and control group. The control group carried out art course learning under normal conditions, while the experimental group added teaching activities such as innovation competition and extracurricular learning practice to the original art teaching methods, so as to improve students' learning enthusiasm and creativity. At the same time, some art teachers were interviewed to evaluate the teaching efficiency and the necessity of curriculum reform. The experimental period is three months. The scale results and interview records after the experiment are sorted and analyzed to obtain the teaching effects under different teaching methods. The number of all the questionnaires recovered and effective in the experiment is 600 and 585, the effective rate of the questionnaire is 97.5%, and the reliability and validity of the questionnaire is greater than 0.6, indicating that the reliability of the questionnaire is good and the experimental results are reliable.

Methods: Using Excel and SPSS 19.0 tool to analyze the improvement of teaching courses and teaching effects after the use of thinking barriers, as well as the differences of students' learning feedback on different teaching modes.

Results: Innovating the teaching mode and reform path of higher education from the perspective of thinking obstacles is helpful to improve the teaching quality and teaching effect, and the overall participation and professional knowledge literacy of students are greatly improved. The innovative teaching scheme can be more targeted to the cultivation of art talents. The scores of the two groups of students under different teaching methods were statistically significant. Figure 1 shows the score difference of students' learning effect under different teaching methods.

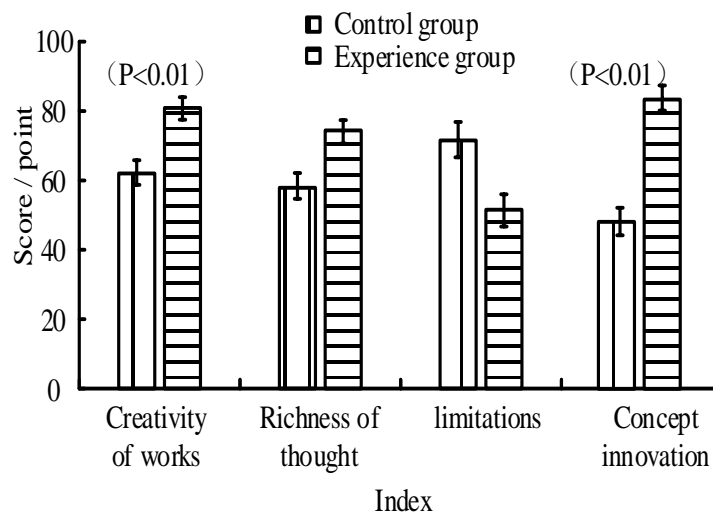


Figure 1. Statistics on the differences of students' learning effects under different teaching methods

Conclusions: College art education curriculum undertakes the mission and responsibility of cultivating high-quality and comprehensive talents in line with professional development for the country and society. It is an important carrier to actively promote China's cultural construction. The direction of teaching objectives, the design of teaching plans and the establishment of training plans will affect the overall construction level and development quality of colleges and universities. Integrating the thinking barrier background into the art teaching reform is conducive to breaking through the traditional teaching thinking set, innovating and developing teaching means, so as to improve students' creativity and adaptability, and promote the art teaching reform in colleges and universities to develop in a clearer, more professional and more advanced direction.

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ANALYSIS AND RESEARCH ON THE INFLUENCE OF PROJECT CONSTRUCTOR'S ANXIETY ON CONSTRUCTION SAFETY

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