

**Figure 2.** Analysis on the support degree of psychological factors in aesthetic appreciation

As shown in Figure 2, we can see that most people agree with the resonance in appreciation the most. They think that only works that resonate can be regarded as good. 83% of students and 94% of teachers agreed with the psychological impact.

**Conclusions:** In summary, we can see that the school environment, facilities and atmosphere have a great influence on students' aesthetic ability. Therefore, in the teaching process, we must make full use of school resources. People's aesthetic ability affects students' art appreciation level in many aspects such as innate quality, environmental factors and acquired education. Therefore, it is necessary to improve the comprehensive literacy of college students. First of all, the establishment and management of art courses in schools should be strengthened. Secondly, teachers should give full play to their professional advantages to cultivate creative thinking and innovative spirit. Finally, we must pay attention to the construction and development of campus culture.

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## EFFECTS OF CLIMATE MONITORING ON RISK MANAGEMENT OF OUTDOOR SPORTS IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF PSYCHOLOGY

Hua Zhang

*Sports and Outward-Bound Training Center, Sichuan Technology & Business College, Dujiangyan 611830, China*

**Background:** Adopting mixed management mode also makes some head teachers' pay little attention to outdoor sports in colleges and universities, which makes them easy to ignore and indulge themselves, and some even have prejudice to outdoor sports in colleges and universities. At every stage of growth, students will inevitably have some laziness and some problems. If teachers leave outdoor sports in troubled universities to themselves, then students will inevitably have the resistance to learning, even hate learning and resent teachers, which will lead to the decline in academic performance and give up their studies. However, it is gratifying to know that it has certain advantages to carry out centralized management of outdoor sports in colleges and universities by starting to divide students into different classes after their sophomore year.

**Subjects and methods:** PE teachers' time schedule of outdoor sports training in colleges and universities is relatively stable, and climate change doesn't influence a lot on training schedule. Of course, the arrangement of sports training frequency varies from university to university for different reasons.

**Results:** This paper investigates the situation of physical education teachers in colleges and universities in climate and environment making training plans, and the collected data and results. It means that 58% of physical education teachers have no training plan while 41% of physical education teachers have a training plan. Scientific training plan can greatly improve the rationality and professionalism of PE teachers' training. The sports training cycle of the college entrance examination is long, and the training process is especially hard. Therefore, the perfect training plan must have the science, the rationality, and the strong pertinence; The formulation of training plan determines the effect of training, affects the performance of different sports, and actively promotes the daily training of outdoor sports in colleges and universities.

Problems in physical training of outdoor sports in colleges and universities: (1) Improper training schedule: An average of 3 hours per day takes up a large amount of time, and the training does not have any content. The time of each day is the same, so students' interest in training will also decrease. This will not only reduce students' interest in practice, but also lead to practice fatigue, and ultimately affect learning. Training should be timed and loaded in accordance with long-term and short-term goals. (2) The selection of sports materials is not systematic: Many outdoor sports in colleges and universities choose to practice sports under the pressure of the college entrance examination, and most teachers choose to do so passively. Most of the students are transformed from ordinary culture students to sports students to enter higher school. Most of these students have not received professional and scientific guidance from physical education teachers during their study in colleges and universities. Due to various reasons, there is no talent growth channel for sports in each stage of risk management in colleges, colleges, and universities. (3) Sports skills

low level of participation: Through the survey learned that students could reach the second level athletes are very few, in the outdoor sports participation is also the level of participation in the school sports meet. This will eventually limit the development of students in terms of sports skills. Students have not won important honors in outdoor sports, which will have a negative impact on their further study and future employment.

**Conclusions:** Outdoor sports education in colleges and universities of our country has been on the risk management target deviation, embodied in the social demand and ignore the humanistic needs, will meet the demand of the object on the logical starting point positioning in the requirements, while ignoring the subject in the teaching process of middle school students have no choice, etc. As a result, the climate environment monitoring is the basic requirement of the all-round development of people. According to the questionnaire survey and interview, it is found that colleges and universities are not familiar with the concept of climate and environment monitoring, but the education concept and risk management objectives of climate and environment number one senior high school are closer to the concept of climate and environment monitoring. Due to the favorable conditions in all aspects, climate and environment No.1 senior high school pays more attention to the all-round development of people in terms of enrollment rate, daily risk management, management, teacher construction, etc. From the survey of previous students, we also know that most of them have high comprehensive quality and ability.

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## PRACTICAL EXPLORATION OF CRITICAL THINKING TEACHING IN EMOTIONAL AND CREATIVE THINKING OBSTACLES IN THE RESEARCH OF INDUSTRIAL DESIGN INNOVATION EDUCATION

Ke Miao

*College of Communication and Art Design, University of Shanghai for Science and Technology, Shanghai 200093, China*

**Background:** With the social progress, industrial design education has experienced a development stage of start, development and formation in a hundred years. With the continuous renewal of contemporary innovative ideas, the cultivation of emotion and creative thinking ability plays a more and more important role in the process of cultivating professionals in industrial design education. Emotion and creative thinking are the essence of industrial design and the premise of industrial product manufacturing. Design occupies the highest position in the process chain from design to manufacturing and then to resource provision. Both industrial development and national industrial development are inseparable from industrial design. Therefore, in the process of industrial design education, we should pay most attention to the cultivation of creative thinking of talents, but creative thinking is essentially a process in which the subject plays an active role in the transformation of the object. This active transformation should not only conform to the objective law of things, but also meet the needs of the subject. Therefore, the cultivation of creative thinking is not as traceable as the cultivation of traditional industrial knowledge and practical ability. Creative thinking is extremely dependent on the individual's thinking ability and emotional feeling ability. It does not stick to the inherent situation, but always maintains rich perception and transforms the past. The obstacle of innovative thinking is a lack of the above ability. Because innovation takes the past model as the reference frame to a certain extent, critical thinking education plays an important role in overcoming the obstacles of creative thinking. Critical thinking is a kind of thinking ability to remain rational and make reasonable decisions when you need to believe in something or do something. Critical thinking is an important means to overcome the obstacles of innovative thinking. However, critical thinking is not a blind negation of the past model, but a scientific and reasonable new point of view based on the past model, Improve and upgrade on the original basis. In the process of critical teaching, we should first start the education of basic knowledge of industrial design. Only with rich basic knowledge of industrial design can students have the ability to access information when they need to innovate. On this basis, we should help students form a vision to see the gap between different things through practical cases and constant reflection education, And the ability and motivation to actively practice and try.

**Objective:** Critical thinking teaching is the basis of creative thinking teaching. This study explores the characteristics of critical thinking teaching, analyzes its impact on the emotional and creative thinking obstacles of industrial design students, and tries to help students establish a good thinking foundation from the perspective of critical thinking and overcome the creative thinking obstacles.