

perspective of multiple integration can effectively improve the effect of music teaching in colleges and universities, give play to the role of music teaching in alleviating students' negative emotions, and then reduce students' psychological barriers and alleviate college students' behavioral barriers, which is of great significance to college students' physical and mental health and long-term development, It also plays a certain role in the harmonious development of society.

Objective: College students' behavior disorders are mostly caused by psychological disorders. Therefore, finding a way to release college students' inner emotions and alleviate their negative emotions is of great significance to alleviate college students' behavior disorders. Research on the improvement and optimization of music teaching mode in Colleges and universities from the perspective of multiple integration can effectively improve the effect of music teaching in Colleges and universities, give play to the role of music teaching in alleviating students' negative emotions, and then reduce students' psychological barriers and alleviate college students' behavioral barriers, which is of great significance to college students' physical and mental health and long-term development, It also plays a certain role in the harmonious development of society.

Research objects and methods: 120 students from 5 universities were selected as the research objects, including 59 boys and 61 girls, aged 19 - 25 years, from 8 different majors. Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and symptom checklist 90 (SCL-90) were used to evaluate students' mental health; The mild behavior disorder scale (MBI-c) was used to evaluate the degree of students' behavior disorder.

Study design: Students were randomly divided into study group and control group by random number method, with 60 people in each group. Among them, the research group adopted the improved college music teaching mode for music teaching. The control group used the traditional college music teaching mode for music teaching. After 4 months of teaching, the psychological status and behavioral disorder of the two groups were compared.

Methods: The relevant data were processed and analyzed by SPSS 23.0 software.

Results: After 4 months of teaching, the SAS scores, SDS scores and SCL-90 scores of the students in the study group were significantly lower than those before teaching ($P < 0.05$). Compared with the students in the control group before teaching, there was no significant change ($P > 0.05$), and it was significantly higher than that in the research group ($P < 0.05$). The MBI-c scores of the two groups are shown in Table 1.

Table 1. MBI-c scores of two groups of students

Timing	Communication ability score		<i>t</i>	<i>P</i>
	Research Group	Control group		
Before teaching	57.1±10.2	56.4±11.1	0.246	0.752
After Teaching	85.3±8.4	57.9±12.4	8.572	0.001
<i>t</i>	8.72	0.453	-	-
<i>P</i>	0.001	0.654	-	-

Conclusions: College students' behavior disorders are mostly caused by psychological disorders. Therefore, finding a way to release college students' inner emotions and alleviate their negative emotions is of great significance to alleviate college students' behavior disorders. It has been proved clinically that music therapy has a good intervention effect on patients with depression or anxiety, and can significantly alleviate the degree of anxiety and depression. Therefore, college music teaching is an effective way to alleviate students' negative emotions. Research on the improvement and optimization of music teaching mode in colleges and universities from the perspective of multiple integration can effectively improve the effect of music teaching in colleges and universities, give play to the role of music teaching in alleviating students' negative emotions, and then reduce students' psychological barriers and alleviate college students' behavioral barriers, which is of great significance to college students' physical and mental health and long-term development, It also plays a certain role in the harmonious development of society.

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ANALYSIS OF THINKING LOGIC OBSTACLES OF COLLEGE STUDENTS IN COMPUTER LEARNING

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Background: Logical thinking ability can accurately and clearly express their thinking process through observation, comparison, analysis, synthesis, abstraction, generalization, judgment and reasoning. Cultivating logical thinking ability is very important for college students. It is the basis of improving students' ability in "general education" in colleges and universities. Improving logical thinking ability can help students better master professional knowledge and explore the essence of problems through phenomena when learning and solving problems. At present, there are still many deficiencies in college students' logical thinking. College students cannot deal with and apply a large amount of knowledge flexibly; The university teaching mode follows the methods of the previous high school, and there is too little interaction between teachers and students, which is extremely unfavorable to the cultivation of College Students' logical thinking ability; There are obvious deficiencies in the ability of logical thinking expression in writing articles, professional papers and academic reports. The text structure is messy, the language expression is ambiguous and stiff, and the comprehensive logical ability of the language is poor. These thinking logic obstacles are common among college students. These thinking logic obstacles also exist in computer learning and need targeted teaching.

Objective: In view of the thinking logic obstacles of college students in computer learning, the teaching course is specially designed, and the access programming language course is used to cultivate the logical thinking ability of college students. With the construction of data model, college students can exercise their ability of observation, analysis and abstraction in the process of learning. Increase the frequency of students' analysis, synthesis and generalization in the process of database establishment. Through query design and macro and module design, students' abilities of judgment, reasoning and expression are cultivated. Finally, college students' logical thinking ability can be greatly improved to help students better study and solve problems.

Research objects and methods: The research objects were college students. 800 students were randomly selected from 12 colleges and universities by stratified cluster random sampling. These students came from different majors and grades. 800 questionnaires were distributed to them. The number of recovered questionnaires and effective questionnaires were 767 and 754 respectively. The questionnaire recovery rate and effective rate were 95.88% and 94.25% respectively. In addition, the questionnaire was made with reference to the guidance of a number of computer teachers with rich teaching experience. The scoring method adopts the hundred-mark system. In order to eliminate the influence of subjective factors, the relevant score is taken as the average value. 60 points is the pass line. Lower than 60 points indicates poor logical thinking ability, and higher than 60 points indicates that college students' logical thinking ability is better. The data collected from the questionnaire were statistically processed by SPSS software, and the application effect of access programming language course as a public compulsory course in the cultivation of College Students' logical thinking ability was analyzed.

Results: The data of relevant questionnaires were processed by SPSS software. The relevant scores of college students' logical thinking ability after the application of access programming language course are shown in Table 1.

Table 1. Related scores of college students' logical thinking ability

Grade	Observation ability	Analytical ability	Generalization ability	Reasoning ability	Expressive ability
Freshman	74.05	65.37	63.15	61.37	67.56
Sophomore	78.33	73.15	69.38	70.15	75.49
Junior	86.31	75.33	70.46	72.33	79.34

In Table 1, on the whole, freshmen have the worst logical thinking ability, junior students have the best logical thinking ability, sophomores have the middle logical thinking ability, and the relevant scores of freshmen to junior students are above the pass line. The scores of observation ability, analysis ability, generalization ability, reasoning ability and expression ability of junior students are 86.31 points, 75.33 points, 70.46 points, 72.33 points and 79.34 points respectively. The ability of observation is the best among these abilities, with a score of 86.31 points.

Conclusion: The traditional teaching mode is not conducive to the cultivation of college students' logical thinking ability. After setting the access programming language course as a public compulsory course, college students' logical thinking ability has been cultivated and improved. Among freshmen to junior students, junior students' logical thinking ability is significantly improved, students' learning situation is better, and their interaction with teachers is significantly increased in daily teaching.

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RESEARCH ON THE IMPLEMENTATION EFFECTIVENESS OF COLLEGE DEVELOPMENT PLANNING UNDER COGNITIVE IMPAIRMENT

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Background: Under the background of the transformation of social and economic structure, the transformation of higher education towards refinement and diversification is also the inevitable trend of future development. At present, China's higher education for people with cognitive impairment is still in the exploratory stage. At the current stage, we should not only determine the educational development direction and planning path for people with cognitive impairment, but also ensure the effective implementation of relevant plans. First of all, higher education itself is based on the cultivation of technical talents and applied talents. It can improve the comprehensive quality of students by organizing and planning the multi-directional cultivation of students based on professional knowledge. Due to their own pathological defects, cognitive impairment groups are often at a disadvantage in career choice, so they need to develop in specific fields. At present, there is no systematic guidance system in China to provide relevant help for cognitive impairment groups. Secondly, domestic higher education has always adhered to the development mode of equal importance of vocational education and general education vertically and rational division of labor among colleges and universities in different fields horizontally. However, this development structure takes the professional field as the main direction, and does not emphasize the division of labor for special groups. This makes the groups with cognitive impairment lack a place in the characteristic division of labor in colleges and universities, which directly leads to the lack of sense of direction in higher education. Finally, the distribution of resources in the development of higher education in China is not uniform, too many resources are allocated to the direction of emerging industries and advantageous industries, and the investment in education funds and the construction of relevant regulations for cognitive impairment groups are insufficient, which makes the public opinion lack of attention to the higher education of cognitive impairment groups, This neglect of the external environment makes it difficult for groups with cognitive impairment to speak and seek help, and there is a lack of channels to solve specific problems. In view of the above problems, it is necessary to effectively plan and implement the development path of colleges and universities for cognitive impairment groups from the actual situation, so as to ensure that the cognitive impairment education system has a better growth environment.

Objective: At present, there is a lack of effective guidance and resource allocation for groups with cognitive impairment in the domestic higher education development planning. This study investigates and studies the relevant current situation, starts with the current defects, provides solutions to the specific problems in the process of higher education for groups with cognitive impairment, and strives to start from effective planning from the perspective of effective measures to help cognitive impairment groups establish a good educational environment.

Subjects and methods: From the perspective of effective planning and effective measures in the development of colleges and universities, this study makes a questionnaire survey and Analysis on the current situation of higher education of cognitive impairment groups, analyzes their own needs in higher education, and further formulates effective plans and measures according to the types of needs.

Study design: The questionnaire of this study focuses on the higher education needs of cognitive impairment groups. During the survey, a random sampling method was adopted to distribute questionnaires to people with cognitive impairment who planned to receive higher education in the process of higher education. A total of 180 questionnaires were distributed, and 169 valid questionnaires were finally obtained.

Methods: Using Excel software, this paper analyzes the implementation effectiveness of college development planning under cognitive impairment.

Results: Statistics are made on the higher education needs of cognitive impairment groups in the questionnaire results. The specific results are shown in Table 1.

Table 1. Analysis of higher education needs of groups with cognitive impairment

Demand type	Transformation of educational mode and structure	Transformation of traditional ideas	Education system for cognitive impairment	Demand for security policies
Proportion of people (%)	67	73	85	78

In Table 1, the educational system for cognitive impairment has the largest demand, accounting for 85%