

that the influencing factor is a risk factor. $P < 0.05$ means the difference is statistically significant.

Methods: Through SPSS22.0 statistical to sort out and analyze the improvement of affective disorder, and obtain the influencing factors of integrating regional and local culture into music teaching in colleges and universities.

Results: Table 1 refers to the analysis results of influencing factors of emotional disorder relief after music education in colleges and universities is integrated into regional differences and music culture. The results of multivariate logistic regression analysis show that curriculum, teaching staff and teaching mode play an obvious role in the alleviation of students' affective disorder, which are the risk factors of affective disorder alleviation.

Table 1. Analysis of influencing factors of affective disorder after music education in colleges and universities integrate regional differences into music culture

Independent variable	Regression coefficient	Standard error	Chi square value	OR	Lower limit of 95% confidence interval	Upper limit of 95% confidence interval	<i>P</i>
Gender	0.349	0.077	20.551	1.705	0.606	0.826	0.059
Curriculum	1.569	0.798	3.863	0.812	1.004	22.943	0.000
Teaching staff	2.326	1.22	3.633	1.239	3.036	6.358	0.004
Major	0.113	0.025	0.278	1.987	6.041	3.036	0.032
Teaching mode	1.284	1.320	9.865	1.365	4.261	13.264	0.005
Grade	0.131	0.695	0.821	11.032	1.065	4.028	0.000

Conclusions: After the music education in colleges and universities is integrated into the music culture of regional differences, the influencing factors of emotional disorder relief are curriculum, teaching staff and teaching mode. The follow-up research can intervene the emotional disorder of music education students in colleges and universities from these three aspects.

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THE CONSTRUCTION OF ENGLISH AESTHETIC CLASSROOM IN SENIOR HIGH SCHOOL UNDER COGNITIVE NEUROSCIENCE

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Background: Cognitive neuroscience is a combination of neuroscience and cognitive psychology. It integrates neuroscience, computer science, cognitive science, psychology and other fields. Cognitive neuroscience analyzes the brain mechanism of human cognitive activities from the perspectives of cognition, behavior, brain and gene. The related research is divided into micro and macro aspects. In the micro aspect, the multi-level neurobiological research of neural circuits and cells is analyzed by molecular biology methods. From the macro level, the research contents involved are normal human brain function imaging and neuropsychological research of brain injury patients. Cognitive psychology is a subject that analyzes the law of human psychological activities. Its research object is the cognitive status of internal psychology, including language, thinking, memory, perceptual learning, attention, perception and so on. Cognitive psychology can be divided into two types: broad sense and narrow sense. The narrow sense of cognitive psychology holds that it is a science of information processing. In a broad sense, cognitive psychology includes information processing psychology, psychologism school and structuralism psychology. Structural cognitive psychology originated from the cognitive development process of children obtained by psychologists in continental Europe. Psychologism refers to the speech of behaviorist psychologists. They analyze the memory and perception of complex phenomena such as words and sentences, and study the influencing factors of memory function. Cognitive psychology theory attaches importance to the role of knowledge and points out that the main influencing factor of human behavior is knowledge. There is long-term memory in cognitive process. Long-term memory is determined by emotion and attention. It can also stimulate short-term memory and make it valuable.

At present, most scholars combine practical teaching with cognitive neuroscience in order to innovate

educational ideas and teaching technology. At present, there are many problems in the construction of senior high school English classroom, which is mainly manifested in that teachers only pay attention to the indoctrination of students' basic knowledge. Aesthetic education is the most easily ignored requirement of modern teachers, which plays a very positive role in promoting students' all-round development and growth into a sound high-quality talent. Combined with the background of cognitive psychology, the construction of English aesthetic curriculum in senior high school needs to meet students' aesthetic feelings. High school English classroom needs let students feel beauty and classroom needs let students find beauty. For students to feel the beauty in senior high school English classroom, teachers need to let students find the beauty of language through reading aloud and text through analysis. Reading aloud is of great significance in English teaching. It not only reflects the comprehensive strength of students, but also helps students enter the learning state quickly. In the process of reading aloud, students can perceive the beauty of rhythm and rhythm of language, as well as the beauty of structure and rhetoric of reading articles. When students are exposed to different text types such as sound, picture and text in the course, they can not only obtain the necessary information, but also obtain the beauty displayed in different forms of expression. For the aesthetics outside the senior high school English curriculum, teachers can make reading cards and perform textbook plays to make students form an aesthetic feeling.

Objective: This paper analyzes the construction ideas and strategies of senior high school English aesthetic classroom under cognitive neuroscience, in order to provide a new research direction for the formulation of senior high school English aesthetic teaching plan in colleges and universities.

Research objects and methods: The students of two schools are selected to evaluate the English aesthetic curriculum in senior high school through fuzzy comprehensive evaluation method and analytic hierarchy process. The number of students is 50 and the cycle is 6 months. The first level evaluation index includes aesthetics outside the curriculum and aesthetics inside the curriculum. Aesthetics outside the course includes reading aloud, text analysis and communication. The internal audit of the course includes reading cards, playing textbook plays and activities. The evaluation results quantify the aesthetic effect of the course through the five scoring ranges of 0-20, 21-40, 41-60, 61-80 and 81-100, indicating no improvement, slight improvement, improvement, obvious improvement and serious improvement respectively. In order to facilitate the expression of the research results, the average value of all objects is selected and the data after rounding is taken as the final result.

Methods: The evaluation results of English aesthetic courses in senior high schools of different schools are obtained through jmppro15 data statistical analysis software.

Results: In high school, P refers to the aesthetic effect of neuroscience curriculum in high school. As can be seen from Table 1, the score of aesthetic course effect in the three courses is 81-100, and the evaluation grade is serious improvement. Therefore, the designed high school English aesthetic course combined with cognitive neuroscience can achieve very obvious improvement in reading aloud, text analysis and communication. The aesthetic course combined with cognitive neuroscience can meet the aesthetic requirements of high school students.

Table 1. Effect of school P on English aesthetic curriculum in senior high school under cognitive neuroscience

Category	No improvement	Slightly improved	Improve	Significant improvement	Serious improvement
Reading aloud	2	3	9	12	24
Text analysis	2	4	10	11	23
Communication	1	3	14	10	22
Reading card	4	3	18	9	16
Play a textbook play	6	3	15	9	17
Activity	3	5	16	8	18

Conclusions: The high school English aesthetic curriculum combined with cognitive neuroscience constructed by the institute has a high effect on the aesthetic curriculum inside and outside the curriculum. This scheme can be applied to the construction scheme of follow-up English aesthetic curriculum, which has very important value.

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ROLE OF THINKING OBSTACLES IN MODERN ART DESIGN INTEGRATING

TRADITIONAL AESTHETICS

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Background: Human thinking has gradually changed from the initial intuitive image thinking to abstract logical thinking. This change process stems from continuous practice and continuous learning, as well as the improvement of brain structure and function. Thinking is the indirect reaction and generalization reaction of human brain to objective things. It includes epiphany thinking, logical thinking and image thinking. Individual logical thinking has different modes, such as theoretical and empirical. Logical thinking is an advanced form of thinking. It refers to the form of thinking that reflects reality through reasoning, judgment and concept in the process of cognition. Its characteristic is to reflect the essential attributes of things through abstract forms. Thinking logic disorder is an important and common symptom of mental illness, which mainly includes thinking content disorder and thinking form disorder. Thinking form obstacles refer to the obstacles generated through the process of association. Common thinking form obstacles include logical inversion of thinking, new words, symbolic thinking, thinking diffusion, thinking sound, thinking insertion, thinking interruption, pathological paraphrase, loose thinking, lack of thinking, slow thinking, overflow of thinking, etc. Thinking content disorder is a pathological distorted idea, which is mainly manifested in the sense of insight, jealousy delusion, love delusion, hypochondriac delusion, sin delusion, exaggeration delusion, physical influence delusion, relationship delusion, victimization delusion, etc.

If people have thinking obstacles, it will have a very negative effect on people's life, work and study. There are many problems about cognitive impairment in the combination of modern art and design with traditional aesthetics, which can be reflected in the poor integration effect of modern art and design, the narrow application scope of traditional aesthetics and so on. Paper cutting art is a very important folk art. It has obvious and strong modeling characteristics, regional characteristics and mass universality. As a traditional Chinese aesthetic art, paper-cut art has become a work in line with people's aesthetics through funeral etiquette and festival customs. It is of great positive significance to combine paper-cut art with modern art design for development and inheritance. The combination of traditional art in modern art design has the characteristics of diversified forms of expression and extensibility in other design fields. In the process of modern art design, the integration of traditional art paper-cut is reflected in the following aspects: modern illustration and paper-cut art, film and television creation and paper-cut art, advertising design and paper-cut art, packaging design and cutting art, book design and paper-cut art. In recent years, the design of books has developed rapidly. The printing methods include embossing, gravure and so on. Hollowing out technology in paper-cut art is also widely used. Adding paper-cut elements in the process of book cover design can form a unique visual impact.

Objective: This paper analyzes the integration effect before and after the integration of traditional aesthetics practitioners' thinking logic barriers in modern art design, in order to improve the aesthetic value of modern art design and better reflect the unique charm of modern art design.

Research objects and methods: Select authoritative websites to obtain the fusion data of modern art design integrating traditional art. The data mining types are modern illustration, film and television creation, advertising design, packaging design and book design. Analyze the thinking logic obstacles of modern art design practitioners through association rule data mining algorithm to improve the fusion effect of traditional aesthetics before and after. The fusion effect is aesthetic value, cultural heritage and local characteristics. The evaluation indexes of fusion effect are confidence, promotion and support. The higher the value, the better the fusion effect.

Methods: Through Minitab data analysis software to analyze the thinking logic, improve the front and rear modern art design and integrate the traditional art.

Results: Table 1 refers to the mining results of the improvement of thinking logic and the integration of postmodern art design with traditional art. According to Table 1, the confidence of local characteristics, cultural heritage and aesthetic value is 0.89, 0.92 and 0.93. Therefore, thinking logic barrier plays a very important role in the integration of modern art design and traditional art. In the subsequent analysis of the research on the integration of modern art design and traditional art, designers without thinking logic obstacles need to be selected, which not only ensures the effective integration of modern art design and traditional art to a certain extent, but also improves the aesthetic value of artistic works.

Conclusions: Under the background of the improvement of thinking barriers, the integration of traditional aesthetics and modern art design has an excellent effect, which is embodied in the high local characteristics, cultural inheritance and aesthetic value of art works. The proposed scheme of integrating traditional aesthetics with modern art design has certain popularization value.

Table 1. Thinking logic improves the mining results of post-modern art design integrating traditional art