Figure 1. Statistics of anxiety scale scores of Aerobics group (group A) and group without any physical training (group E)

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IMPROVEMENT MECHANISM OF TEACHING REFORM ON STUDENTS WITH THINKING LOGIC OBSTACLES UNDER BIG DATA THINKING

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Background: Thinking disorder refers to the process of objective things acting on the human brain. Due to the confusion of thinking starting point, the fuzziness of thinking image, the deviation of thinking direction, the confusion of thinking logic and the interference of thinking, it is difficult for the human brain to display the normal thinking results of objective things, so that the content range and speed range exceed the normal standard. The thinking disorder can be divided into thinking process abnormality and thinking content abnormality, which is specifically reflected in the lack of due logic in the connection of semantics. Among them, the logic disorder is a more common form of thinking disorder. The thinking logic disorder mostly has the symptoms of poor thinking, slowness, mandatory thinking, pathological restatement and delusion. It is often manifested in pathological symbolic thinking, new words, logical fallacy thinking and sophistry thinking. Its essence is that thinking deviates from ordinary people's thinking process in the process of information processing and processing. Thinking logic disorder will not only affect people's thinking ability and cognitive ability, lead to their easy to fall into the inherent thinking set, and then lack of comprehensiveness and objectivity in the analysis and treatment of problems, affect the depth and breadth of people's views on things, but also cause certain physical and mental damage. With the emphasis on quality education and curriculum quality in China, paying attention to the shaping of students' personalities and psychological training is the focus of current education and teaching. With the development of big data information technology, the focus of educational research focuses on "smart education represented by personalized learning", including adaptive learning, educational big data, smart classroom, etc., focusing on the cultivation of students' quality and physical and mental health, and paying more attention to educational big data mining at the technical level and learning analysis technology with equal emphasis on technology and methods. Improving teaching quality and innovating teaching methods are the key points faced by schools at present. For students in special schools, there is a certain lack of learning ability, especially for some students with thinking logic barriers, the quality of teaching effect will affect their learning effect. The exposure of educational disadvantages such as unclear teaching positioning, unscientific teaching system, dislocation of teaching methods and unreasonable setting of teaching contents also requires the acceleration of the process of teaching reform. The persistence of traditional inherent concepts, the inertia of thinking and the neglect of students' personalized needs will affect the effectiveness and quality of special education teaching. Therefore, with the help of big data background to realize teaching reform and improve the teaching system, we can better provide higher quality teaching quality for students with logical barriers and promote the progress of China's education.

Objective: From the perspective of thinking logic disorder, accelerate the reform process of teaching in

the context of big data, improve teaching quality and teaching effect, improve students' symptoms of the logic disorder, and help them improve their learning level and mental health level.

Research objects and methods: The research takes the students with thinking logic disorder in a special school as the research object, collects the basic information such as students' learning status, existing problems and current teaching effect, and then integrates the teaching means and teaching methods with the development background of big data to reform and innovate them. In the process of reform, a teaching system that can fully consider the needs and feedback of students with thinking logic obstacles is designed in order to improve students' learning effect and school teaching quality.

Method design: After collecting and analyzing the data of students' learning status and teaching status, the experimental method is designed by using an analytic hierarchy process combined with fuzzy comprehensive evaluation theory, and the teaching quality is evaluated and the model is constructed for the teaching content, teaching method, teaching means, teaching ability, students' needs and so on, fully consider the learning difficulties and teaching problems of students with thinking logic obstacles. The model is applied to mathematics courses, Chinese courses and political courses respectively. The data of the learning effect and the improvement of thinking logic obstacles of the research objects before and after the experiment are sorted and analyzed, and the differences are compared with the scoring system, so as to better explore the optimization effect of thinking logic obstacles on teaching reform under the background of big data.

Methods: The teaching model was constructed with the help of the analytic hierarchy process and fuzzy comprehensive evaluation theory, and the data were sorted and classified with Excel.

Results: Big data thinking is actually the derivation of human and natural cognitive model based on the digitization of information, and the teaching reform under the background of big data is to actively guide and transform the generation, correlation and application of information around innovation. Paying attention to the learning needs of students with thinking logic disorder and improving their learning quality and efficiency can speed up the achievements of teaching reform, involve more aspects and tend to be perfect. The experiment found that the new model of teaching reform can effectively improve the logical misunderstanding of students with thinking disabilities and improve their learning efficiency and quality. Table 1 shows the statistics of learning satisfaction of students with different degrees of thinking logic before and after the experiment.

Table1. Statistics of learning satisfaction of students with different degrees of thinking logic before and after the experiment

Degree	Before and after the experiment	Chinese course (%)	Mathematics course (%)	Political course (%)
Mild cognitive impairment	Before	64.3	58.7	62.4
	After	82.1	76.3	84.2
Moderate cognitive impairment	Before	54.2	47.6	51.6
	After	83.2	81.4	86.3
Severe cognitive impairment	Before	47.9	42.8	46.2
	After	87.5	79.5	86.1

Conclusions: Under the background of big data and the development trend of the information age, promoting the integration of information technology and education and teaching, and promoting the reform of education service supply mode and teaching mode is an important task of current education. Under the guidance of the overall teaching logic and big data thinking, we should promote teaching reform from multiple angles and aspects to help students get out of the misunderstanding of thinking logic, develop ideal education characterized by teaching students according to their aptitude and personalized learning optimization.

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INFLUENCE OF REGIONAL CULTURE INTEGRATION AND ART DESIGN TEACHING ON ALLEVIATING COLLEGE STUDENTS' ANXIETY

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