

Kong and Macao. The results showed that after a period of time, the SAS score, SDS score and HADS score of patients in the study group were significantly lower than those in the control group ($P < 0.05$). The above results show that the nighttime economic development of Guangdong, Hong Kong and Macao Dawan district plays an important role in the stress release and anxiety treatment of urban residents.

Table 1. SAS scores of two groups of patients

Timing	SDS scores		<i>t</i>	<i>P</i>
	Research group	Control group		
Before intervention	72.2±12.3	71.5±13.1	0.304	0.653
After Intervention	52.6±6.7	62.5±7.9	4.420	0.013
<i>t</i>	7.371	6.421	-	-
<i>P</i>	0.000	0.09	-	-

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THINKING MODE OF CULTIVATING STUDENTS WITH THINKING LOGIC OBSTACLES IN OIL PAINTING TEACHING IN COLLEGES AND UNIVERSITIES

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Background: Thinking is the reaction and generalization of human brain to objective things. Individual thinking includes image, logic and epiphany. Among them, logical thinking is an advanced form of thinking. Logical thinking refers to a way of thinking formed by individual judgment and reasoning in the process of cognition. It is an abstract response to objective reality. It has strong abstract characteristics and reveals the essential attributes of things. Students’ thinking logic obstacles are mainly caused by three reasons: concept, appearance and tool. Students’ cognition of the connotation and extension of things is relatively vague, and they cannot grasp the essential attribute characteristics and core connotation of things, resulting in thinking logic obstacles to the concept of things. Due to the lack or interference of the representation of things, students may also have thinking logic obstacles. Students fail to rebuild the image of objective things in the process of learning, and do not establish the correct things in their mind. It is difficult for the representation to connect the connotation of things with the representation, so as to form thinking logic obstacles. And in the process of cognitive learning, students cannot establish a reasonable thinking model, which may also lead to thinking logic obstacles.

Oil painting is a foreign art form introduced from western countries. It has a short development time in China. China’s oil painting technology is slightly backward. The understanding and technical development speed of oil painting. Therefore, it is necessary to reform the oil painting teaching system and system in colleges and universities, strengthen the innovative education in oil painting art teaching in colleges and universities, and drive the further upgrading of China’s oil painting industry through the innovative development of oil painting. In recent years, China’s oil painting industry has made some achievements, but the cultivation of innovative thinking in oil painting needs to be strengthened. Colleges and universities are required to actively adjust the existing oil painting art teaching mode, emphasize the cultivation of students’ creative thinking in oil painting art teaching, and stimulate students’ enthusiasm and enthusiasm for optimization and creation.

Objective: To study and analyze the current situation of oil painting teaching in colleges and universities, understand the problems existing in oil painting art teaching in colleges and universities, promote the innovation education reform of oil painting art teaching in colleges and universities, and find a reasonable and scientific creative thinking teaching mode of oil painting art on this basis. Through the reform and upgrading of the teaching mode of oil painting art in colleges and universities, the research hopes to cultivate the thinking mode of students with thinking logic obstacles and enhance the learning ability and

efficiency of students with thinking logic obstacles through the education of creative thinking of oil painting art in colleges and universities.

Research design: Through the combination of questionnaire survey and comparative experiment, this study understands the current situation of oil painting art teaching in colleges and universities, analyzes the shortcomings of oil painting art teaching in colleges and universities, and excavates the optimization direction and path of oil painting art teaching reform in colleges and universities, so as to provide help to improve students' thinking logic obstacles. Combined with the questionnaire, this study analyzes the role of optimizing the cultivation of creative thinking in improving the thinking mode of students with thinking logic obstacles from the perspectives of grasping the essence of concepts, constructing the image of things and establishing the thinking model. The research uses the way of comparative experiment to understand the treatment effect of the new college oil painting art teaching mode on the students with thinking logic disorder. Through the comparison of the grades of thinking logic disorder between the experimental group and the control group, it studies the application role of oil painting creative thinking training in the cultivation of thinking mode of students with thinking logic disorder.

Results: The effect of creative thinking training on improving the thinking mode of students with thinking logic disorder is shown in Table 1. The cultivation of creative thinking in oil painting has important improvement value for students with thinking logic disorder in the construction of essential concept, object image and thinking model.

Table 1. The role of creative thinking training in improving the thinking mode of students with thinking logic obstacles

Survey object	Freshman	Sophomore	Junior	Senior
Grasp the essence of concept	4	3	4	4
Construction of object image	3	4	3	3
Establishment of thinking model	4	4	3	3

Conclusions: Through the cultivation of students' creative thinking in oil painting, improve the thinking mode of students with thinking logic obstacles, require colleges and universities to reform the teaching mode of oil painting art, combined with the cultivation of students' divergent thinking, and inspire students' creative quality from many aspects. Moreover, colleges and universities can take a variety of auxiliary tools in oil painting teaching to help students establish the image feature model of objective things, change the appearance of things through a variety of auxiliary means, and exercise the image connection ability of students with thinking logic obstacles to art forms.

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INTEGRATION OF CHINESE TRADITIONAL MUSIC AND COLLEGE MUSIC EDUCATION UNDER MUSIC AESTHETIC PSYCHOLOGY

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Background: Perception is an individual's comprehensive stimulus response to the representation of objective things. It is a more advanced perceptual feature formed on the basis of feeling. The individual music aesthetic perception is the psychological stimulus response of the value object to the specific music phenomenon in the process of music aesthetic practice. When individuals appreciate specific music works, under the comprehensive action of aesthetic perception and rational thinking, individuals will produce emotional associations from the aesthetic perception of music works and obtain individual different aesthetic experience. When the aesthetic experience obtained by individuals from music works is consistent with their emotional needs, individuals will obtain positive music aesthetic emotional experience, so as to achieve the purpose of helping individuals relax their body and mind. Music aesthetic psychology takes individual music aesthetic perception psychology as the research object, organically integrates the theoretical knowledge of music psychology, aesthetic psychology and music aesthetics, analyzes the changing characteristics of individual psychological activities in the process of music appreciation, and studies the internal development law of individual music aesthetic psychological activities.

The quality of music education in colleges and universities is directly related to the practical effect of music education in colleges and universities. Music education in colleges and universities is also one of the