

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

effective ways to inherit Chinese traditional music. Using the art theory of western music, this paper examines Chinese traditional music art from a new perspective, excavates the entry point and connection point between Chinese traditional music art and the development of the times, and provides reference for promoting the development and inheritance of Chinese traditional music art in modern society. In order to realize the innovative integration of Chinese traditional music art and music education in colleges and universities, we need to make an in-depth analysis of the two. Under the guidance of music aesthetic psychology theory, we need to analyze the characteristics and laws of students' psychological changes when appreciating Chinese traditional music, and explore the internal relationship between Chinese traditional music and music education in colleges and universities, so as to put forward the integration and innovation path of Chinese traditional music and college music.

Objective: To analyze the connotation of Chinese traditional music and music education in colleges and universities, understand the interaction between Chinese traditional music and music education in colleges and universities, and explore the impact of the new music education mode integrating Chinese traditional music on the aesthetic cognitive ability of music students, so as to provide help for improving the aesthetic cognitive level of music students in colleges and universities, promote the integration and innovative development of Chinese traditional music and music education in colleges and universities.

Study design: This study uses logistic regression analysis to analyze the correlation between college music education integrating Chinese traditional music and the aesthetic cognitive level of music majors. Starting from the internal relationship between Chinese traditional music and college music education, this paper explores the effect of the integrated development of Chinese traditional music and college music education on college students' music aesthetics. On this basis, it puts forward the reform path of the integration of Chinese traditional music and college music education.

Results: The correlation analysis results of college music education integrating Chinese traditional music and the aesthetic cognitive level of music majors are shown in Figure 1. The aesthetic cognitive level of music majors increases with the integration of Chinese traditional music and college music education, and the two show a significant positive correlation. It proves that the integrated development of Chinese traditional music and music education in colleges and universities can effectively promote the aesthetic cognition level of music majors.

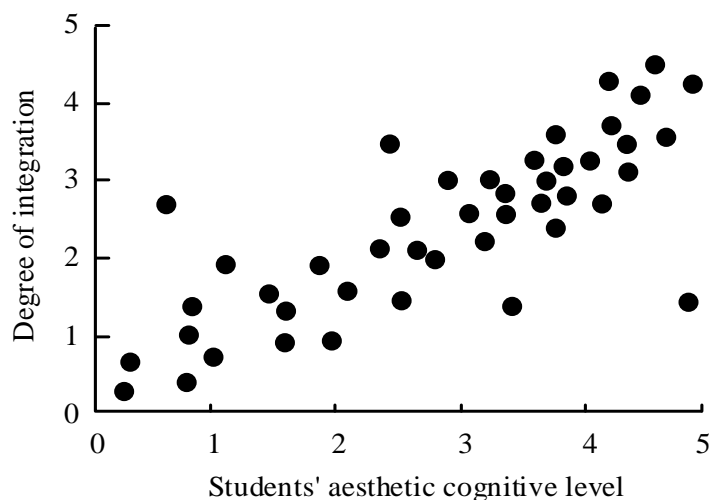


Figure 1. Results of correlation analysis between college music education integrating Chinese traditional music and students' aesthetic cognition

Conclusions: Chinese traditional music art is the treasure of Chinese excellent traditional culture and the artistic expression form of national spirit and culture. The combination of Chinese traditional music art and college music education to realize the coordinated and innovative development of the two can effectively realize the publicity and development of Chinese traditional music art, improve the quality level of college music education and enrich college music education resources. Integrating Chinese traditional music elements into college music education can effectively improve the level richness of college music education resources and expand the aesthetic coverage of college music education, which is of great value to improve the music aesthetic cognition level of college music majors. For the organic integration of Chinese traditional music and college music education, the pilot work of a new model of traditional music teaching can be carried out by inviting well-known music experts to guide and teach. Colleges and universities should also summarize the teaching experience, analyze the practical experience of the new teaching mode of the coordinated development of Chinese traditional music and college music education,

and adjust the problems existing in the new teaching mode in time.

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ON THE PROFESSIONAL DEVELOPMENT MODEL OF COLLEGE ENGLISH TEACHERS BASED ON EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is an interdisciplinary field between pedagogy and psychology. Educational psychology integrates pedagogical theory and psychological theory, analyzes the characteristics of educational subjects' psychological activities in the process of teaching practice, and discusses the internal laws of teachers' and students' psychological activities in the process of teaching. Educational psychology extends the theoretical basis of psychology to the field of educational application, and takes psychological theory as the basis to guide the implementation and development of educational activities. In recent years, due to the needs of social development, educational development is constantly updating and iterating, and the tasks of educational psychology are increasing. Therefore, the scope of research objects of educational psychology is also expanding. In the early stage of the development of educational psychology, educational psychology paid more attention to the research of students' learning psychology and learning rate, and focused on the cultivation of students' knowledge. With the transformation of the concept of social education, education is not only the indoctrination of knowledge, but also shoulder the role of cultivating students' moral behavior and aesthetic emotion. Therefore, the research scope of educational psychology is also expanded from knowledge teaching to students' mental health and moral cultivation.

Under the traditional college English teaching mode, teachers often ignore students' psychological and emotional factors in the teaching process, only pay attention to the teaching of English knowledge, and ignore the impact of students' psychological factors on their learning ability and efficiency. As one of the main bodies of the educational process, teachers play an important role in the teaching process. Teachers should fully consider every part of teaching practice in the teaching process, including students' psychological and emotional factors in the process of receiving education. Therefore, under the guidance of educational psychology, teachers should reform the college English teaching mode, optimize their own English teaching methods and promote the professional development of college English teachers.

Objective: Based on the theory of educational psychology, this study analyzes the current situation of college English teaching, explores the problems existing in college English teaching mode, and puts forward the direction and path of college English teaching mode reform. Under the guidance of educational psychology theory, this study analyzes the importance of students' psychological and emotional factors in the process of education, discusses the impact of students' psychological and emotional factors on their learning ability and learning efficiency, excavates the value of students' psychological and emotional factors in college English teaching, and provides help for the professional development of college English teachers.

Research design: This paper studies and counts the current English learning situation of 300 college English majors, and analyzes the problems existing in college English teaching mode. This paper uses the fuzzy comprehensive evaluation method to obtain the students' psychological and emotional factors affecting college English teaching, analyzes the importance of students' psychological and emotional factors, deeply excavates the value and significance of students' psychological and emotional factors to college English teaching reform, and puts forward the direction and strategy of college English teaching reform. It also puts forward some suggestions on the professional development model of college English teachers.

Results: The evaluation results of the path of college English teachers' professional development model are shown in Table 1. The respondents have a high overall score on the three directions of college English teachers' professional development: optimizing teaching ideas, creating a learning atmosphere and reflecting on teaching behavior.

Conclusions: To promote the professional development of college English teachers, college English teachers are required to change the traditional English teaching ideas and teachers' beliefs, actively participate in teachers' professional skills training, and learn from others' teaching experience and skills. Moreover, college English teachers should comprehensively use the theory of educational psychology in teaching practice, pay attention to the students' learning emotional factors in the teaching process, and