

Art education belongs to cultural education, which mainly perceives, understands and creates visual images, including artistic activities, and realizes individual education through artistic creation. In art education, the cultivation of individual creativity is emphasized. Develop the right brain and EQ of the human body, so that the individual's imagination and thinking ability can be cultivated and improved. Through the creative cultivation of thinking in art education, we can create many beautiful material products, broaden individual vision and enrich individual emotion in art education. Through the creation of art works, we can reflect the individual's consciousness and personality characteristics. Art therapy can treat patients with logical thinking disorder and let them slowly restore their thinking and logical ability. Art education can learn from the relevant knowledge of art therapy, adjust and apply the traditional art education measures.

**Objective:** To understand the classification and clinical characteristics of patients with thinking logic disorder, adjust the educational objectives of traditional art education according to these clinical manifestations, and put forward corresponding implementation measures. Through painting teaching, promote the development of patients' thinking ability, let patients know the color and the size and shape of the object corresponding to the color in the course of color recognition, and let patients better distinguish the color. And on the basis of color understanding, divergent thinking, contact the color characteristics of surrounding things, and cause patients to think. Through painting, the modeling performance ability of patients can be developed. In the teaching process, patients can be guided through various shapes of objects, let them perform modeling performance, and point out that objects with different shapes correspond to things with different shapes in real life. In the process of manual teaching, exercise the hands-on ability and hand eye coordination ability of patients, and promote the coordinated development of multiple skills of patients.

**Subjects and methods:** The research objects were patients with thinking and logic disorders. 100 patients with thinking and logic disorders were randomly selected. These patients came from different occupations and ages, and their clinical characteristics of thinking and logic disorders were different. These patients were divided into control group and experimental group. The numbers of control group and experimental group were 49 and 51 respectively. The experimental group received general rehabilitation treatment, and the control group received art education on the basis of general rehabilitation treatment. The experimental time was 4 months. During the experimental period, relevant data were recorded. The changes of clinical symptoms of the two groups before and after the experiment were analyzed by fuzzy evaluation. The scoring standard was grade 1-5. The higher the score, the heavier the degree of correlation. Through SPSS software for processing and analysis.

**Results:** Affected by external and personal factors such as family and social environment, some people will have different degrees of thinking logic obstacles, poor thinking logic ability, unable to think and express their own meaning well, which hinders the normal communication with others. Through the innovation of traditional art education, it is applied to the rehabilitation treatment of patients with thinking logic disorder. After the experiment, the symbolic thinking score of young patients in the experimental group was 2. The results are shown in Table 1.

**Table 1.** After the experiment, the scores of thinking logic impairment in patients of different ages in the experimental group

Age group	Symbolic thinking	New words	Contradictory thinking
Juvenile	2	2	2
Youth	2	1	2
Young and middle-aged	1	1	1

**Conclusions:** Through art education, cultivate patients' thinking ability, improve patients' modeling liquidity, and enable patients to realize the coordinated development of multiple functions in manual teaching.

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## THE AUXILIARY EFFECT OF OPTIMIZING THE STRUCTURE OF IDEOLOGICAL AND POLITICAL COURSE ON ALLEVIATING STUDENTS' COGNITIVE IMPAIRMENT

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**Background:** In the process of cognition and knowledge acquisition, individuals will have a process of extraction and processing, which can be called cognition. Cognition includes psychology and social behavior, involving learning, memory, thinking and so on. Cognitive impairment means that individuals have abnormalities in the process of information extraction and processing, resulting in memory impairment. There are abnormalities in cognition, language, behavior and other aspects, and different aspects of cognition are related. When there are problems in one aspect of cognition, those other aspects will be affected. For example, when individuals have abnormalities in attention and memory, they will have a certain obstacle to solving the problem. Cognitive impairment can be divided into many kinds of obstacles, such as sensory and perceptual obstacles and thinking obstacles. Among sensory and perceptual obstacles, it can be divided into sensory obstacles, perceptual obstacles and perceptual comprehensive obstacles. Thinking obstacles can be divided into thinking form obstacles and thinking content obstacles. Delusion, obsessive-compulsive disorder and overpriced concept all belong to thinking content disorder. Individuals with cognitive impairment will have cognitive bias, decline in thinking ability and make mistakes in understanding things.

At present, in the ideological and political courses in colleges and universities, students' learning enthusiasm and initiative are not high. They feel that the courses are boring and practical value is not high. Many students often play mobile phones and read books of other subjects in ideological and political classes, and do not care about the content of ideological and political teachers' lectures. From the performance of students in the ideological and political class, we can see that students have rebellious psychology towards the ideological and political curriculum, and there are differences in the cognitive structure between teachers and students. With the infiltration of the information age, students have completed the post-modern ideological construction of liberalism, anti-essentialism and other psychology, and formed subculture psychological self-confidence against the elderly. The stage of physical and mental development of college students aggravates this rebellious psychology. There are differences in the cognition of politics and culture between teachers and students, which will lead to obstacles in ideological communication between teachers and students. Teachers can't understand students' cultural feelings and misunderstand students' cultural identity. Influenced by the differences of cultural ideas, teachers will have rigid subject cognition and lack of understanding of students' cognition. Similarly, students will feel that the teacher is not fashionable enough, there are thinking obstacles with the teacher, and there will be obstacles in communication. In addition, teachers' ideological anxiety caused by professional titles and scientific research pressure will be dissatisfied with students' learning attitude. Preaching to students will aggravate students' cognitive impairment of ideological and political courses.

**Objective:** To understand the current situation of ideological and political classes in colleges and universities, students' attitude towards ideological and political courses, and analyze the cognitive obstacles of students and the causes. According to the cognitive impairment of students, optimize the structure of ideological and political courses in colleges and universities, innovate teaching methods, modes and means according to the situation of students, and improve teaching design. In the teaching of ideological and political courses, we should highlight the problem orientation, answer the students' ideological and theoretical confusion according to the students' cognitive deviation, find the academic interface, and establish the theoretical framework. In this process, we should timely grasp the psychological changes of students, respect students' cognitive habits, and increase the affinity and appeal of ideological and political courses in the process of constantly solving doubts, so that students can learn ideological and political courses more actively.

**Subjects and methods:** The subjects of the study were college students. 280 college students were randomly selected from a university. The selected students come from different grades and majors. Understand students' personality characteristics, attitudes towards ideological and political courses and the current situation of ideological and political courses, and analyze the performance and causes of cognitive obstacles of selected students in the learning process of ideological and political courses. The teaching of ideological and political course after structural optimization is carried out for these students. The teaching time is one semester. The relevant data of students are recorded during the teaching period, and these data are sorted and counted. Fuzzy evaluation is adopted to analyze the cognitive impairment of students selected before and after teaching. Grade 1-5 is adopted. 1-5 points respectively mean no, slightly, general, obvious and complete. The data processing software is SAS software.

**Results:** In the teaching of ideological and political course in colleges and universities, due to the rebellious psychology of students and the cognitive differences between teachers and students in political culture, the teaching effect of ideological and political course is not ideal and cannot achieve the teaching goal. According to the cognitive situation of students, the structure of ideological and political courses is optimized, students' cognitive habits are respected, their ideological doubts are answered, and students' cognitive impairment is improved. Among them, the thinking deviation score of students majoring in engineering cost is 1, and the results are shown in Table 1.

**Table 1.** Cognitive impairment scores of students of different majors

Major	Thinking deviation	Cognitive bias	Memory impairment
Business English major	2	2	1
Engineering cost specialty	1	1	2
Computer major	2	1	1

**Conclusions:** In view of the unsatisfactory teaching of ideological and political course in colleges and universities and the cognitive deviation of students in ideological and political course, optimize the structure of ideological and political course, adjust the teaching content according to students' cognitive status and psychological characteristics, change from fragmented teaching to systematic teaching, improve students' cognitive deviation and improve students' thinking ability.

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## A STUDY ON THE INFLUENCE OF THE INTEGRATION OF TRADITIONAL CULTURE INTO IDEOLOGICAL AND POLITICAL EDUCATION ON STUDENTS' ANXIETY

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**Background:** When individuals expect some adverse consequences, they will show tension, anxiety and other emotions, mainly anxiety. With the continuous development of economy and society and the continuous improvement of people's quality of life, many families can afford the cost of universities, and colleges and universities recruit more and more college students. Because many college students are single children, their self-care ability is very poor and their psychological tolerance is weak. After leaving the care of their parents, these college students show varying degrees of psychological problems and worry in interpersonal communication, learning, examination, emotion and so on. Anxiety can be divided into two types according to symptoms, namely mental anxiety and somatic anxiety. The personal experience of mental anxiety has no origin to produce negative emotions such as anxiety and irritability, and is often in a state of anxiety. It is expected that there will be some bad results, but it does not say the specific results. The spirit is more alert, it is difficult to concentrate when doing things, and sometimes there will be a decline in memory, which affects the normal development of learning and work. The personal experience of somatic anxiety shows the physiological symptoms of restlessness, palpitation and chest tightness. It will keep walking back and forth and tremble.

At present, college students have a relatively shallow understanding of China's excellent traditions. They don't understand some of China's customs and the calendar of traditional festivals, can't remember the time of traditional festivals, and even don't understand some traditional festivals at all, but they are very clear about western festivals and will be very enthusiastic to prepare for the arrival of western festivals. In addition, college students' impression of traditional festivals only stays at the level of discount and promotion in shopping malls. They cannot understand the cultural connotation and significance of traditional festivals. Traditional festivals have a trend of commercialization. In the dissemination of traditional culture, it is mostly carried out in the form of books, picture albums and other forms. The dissemination places are concentrated in libraries, museums and other places, which is not conducive to the large-scale dissemination of traditional culture and inconvenient for students to understand traditional culture. In addition, traditional culture can regulate students' behavior ability, guide students' thoughts, enrich students' spiritual world, and promote the good development of students' ideological education. In this regard, traditional culture and ideological and political education in colleges and universities have the same educational effect.

**Objective:** To understand the mental health status of college students and analyze the causes of students' anxiety. This paper studies the specific measures of integrating traditional culture into ideological and political education, and analyzes the impact of these measures on alleviating the anxiety of college students. Through these measures, we can improve college students' cognition of traditional culture, cultivate students' positive psychological quality, improve students' pressure resistance, and promote the improvement of the teaching quality of ideological and political education, so as to make the teaching effect better.

**Subjects and methods:** The research objects are college students. 290 college students are randomly