

Research on modern inheritance and product innovation of intangible cultural heritage—a case study of Guangxi bamboo weaving technology (No. 2022KY1550). The research is supported by 2021 Education and Teaching Reform Project of Guangxi Normal University: Research on the reform of calligraphy public curriculum structure system and teaching methods in local colleges and universities in Guangxi (No. 2021SJJG03). The research is supported by 2021 Theoretical and Practical research on Ideological and Political Education of College Students in Guangxi Scientific Research Topic: Research on practical mode of integrating red classic art works into party history education of college students.

* * * * *

ON THE APPLICATION OF GESTALT PSYCHOLOGY IN ARCHITECTURAL TEACHING

Xiaomei Gao

Shanghai Technical Institute of Electronics & Information, Shanghai 201411, China

Background: Since its development, Gestalt psychology has formed a relatively complete theoretical system and scientific methods with humanism as the main system principle. Gestalt psychology is mainly composed of epiphany thinking, transfer thinking and creative thinking. Gestalt psychology believes that people can receive much more external information at the intuitive and psychological levels than human eyes can see. In people's existing cognitive experience, all phenomena are not independent, but interrelated with other parts. In the content contained in people's perception and psychology, while each individual part has its own characteristics, it also has commonness and relevance with other parts. On this basis, Gestalt psychology expresses the shape of things as the part that goes beyond the original shape and is perceived by the observer psychologically. This part is more inclined to the part formed by the observer through re psychological organization. Therefore, this part is difficult to be easily mastered by students in architectural design teaching. In the development of teaching psychology, the insight thinking in Gestalt psychology refers to the spiritual insight generated by students through continuous independent practice in learning. The transfer thinking refers to the students' full use of the knowledge from other places in the process of learning and design, while the creative thinking refers to the students' need to creatively combine the external situation and internal goals at the psychological level. Based on the three main ways of thinking of Gestalt psychology, in the architectural teaching of modern colleges and universities, a new design teaching mode can be established according to the students' mastery of the audience psychology. By combining different architectural examples with Gestalt psychology teaching in architectural design teaching, students can improve their architectural design sensitivity and then improve their learning effect.

Objective: By applying Gestalt psychology to architectural teaching examples, this study decomposes architectural design teaching from the perspective of psychology, so as to help students fully understand the impact of architectural visual effect on audience's psychological cognition and emotional experience in architectural design, so as to improve students' architectural design sensitivity and improve students' learning effect.

Subjects and methods: This study combines K-neighbor algorithm, factor analysis and *t*-test method, in which K-neighbor algorithm is used as the classification tool of basic research, and factor analysis is used as the analysis method of main factor influence.

Study design: In this study, K-neighbor algorithm, which has certain advantages in nonlinear classification and has advantages in training time and complexity, will be used as the main classification method in the research process to classify students' psychological characteristics. At the same time, factor analysis method is used to analyze the impact of Gestalt psychology on students in architectural teaching examples. The *t*-test method was used to test the confidence interval and significance level.

Methods: This study uses Excel to collect and sort out the basic research data, and then uses SPSS software to analyze the influence of Gestalt psychology on students in architectural teaching.

Results: The influence of Gestalt psychology on students in architectural teaching is shown in Table 1.

Table 1 starts with the two basic student groups of boys and girls respectively, and carries out score comparison and *t*-test for the three main Gestalt psychological types of insight thinking, transfer thinking and creative thinking. The results show that the data difference between insight thinking and creative thinking has statistical significance, that is, $P < 0.05$. It can be seen that insight thinking and creative thinking are the two main aspects of Gestalt psychology that have a major impact on students in the teaching process. At the same time, these two aspects are also the two main learning psychological manifestations of students in the learning process, and they are important factors to improve students' learning effect.

Table 1. Analysis of Gestalt psychology teaching

| Gender | Scoring type | Epiphany thinking | Transfer thinking | Creative thinking |
|--------|--------------|-------------------|-------------------|-------------------|
| Male | M | 25.403 | 19.375 | 23.651 |
| | SD | 5.376 | 3.781 | 4.013 |
| Female | M | 25.361 | 18.931 | 24.163 |
| | SD | 4.991 | 4.764 | 4.431 |
| Whole | <i>t</i> | -2.144* | -0.147 | -1.005* |

Note: * $P < 0.05$, with statistical significance.

Conclusions: The application of Gestalt psychology in modern architectural design connects human individual psychological factors with the construction of external environment. In this study, Gestalt psychology is applied to architectural teaching examples to analyze its impact on the learning effect of architectural design students. The research combines K-proximity algorithm, factor analysis and *t*-test method, classifies the basic elements through k-proximity algorithm, and uses factor analysis to analyze the influence path and degree of psychological elements. The results show that students have a significant positive impact on epiphany thinking and creative thinking. Epiphany thinking and creative thinking are also the two most important psychological manifestations of architectural design students in the learning process. Therefore, the application of Gestalt psychology in architectural teaching can achieve a better effect of students' psychological guidance, and then effectively improve students' learning ability and learning effect.

* * * * *

RESEARCH ON AFFECTIVE COMPUTING OF COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY ON TEACHING EVALUATION BASED ON DEEP LEARNING

Xiaolong Meng^{1,2*}

¹*Shanghai Normal University, Shanghai 200234, China*

²*Shanghai Institute of Tourism, Shanghai 201418, China*

Background: Psychological anxiety itself is a kind of fear and uneasy emotion, which is most likely to occur under external challenges and threats, and is often accompanied by large psychological fluctuations and physical stress reactions. As a group in a special stage of physical and mental development, college students are more developmental in the form of anxiety than other social groups, that is, students' individual development is the cause of students' anxiety to a certain extent. In the stage of individual development, the physiological development of college students gradually tends to be fully mature. In this process, the self-consciousness of middle school students is also gradually approaching the peak of individual development. In this case, individual students will pay more attention to the satisfaction of internal needs and the realization of internal value than themselves in adolescence. As college students are in the process of getting rid of puberty and moving towards society, at the psychological level, college students are facing the detachment and reconstruction of the overall spiritual world. The pursuit of their own internal needs and internal values will lead college students to constantly think about internal psychological problems such as their own value, the significance of their own survival, and why they have some emotional response in the face of different external stimuli. In this case, college students are easy to feel the division between their inner and external environment. This sense of division leads to the illusion that their efforts have no value in the external environment, and then leads to the anxiety and loneliness of students. This growing psychological anxiety is difficult to quantify in the evaluation process, and the emotional calculation method of teaching evaluation based on deep learning can help colleges and universities quantify students' development psychological anxiety, and then lay a good foundation for further students' psychological intervention.

Objective: By exploring the teaching evaluation and calculation method of college students' psychological anxiety based on deep learning, this study helps colleges and universities realize a path for the quantitative evaluation of students' developmental anxiety psychology, and then provides a theoretical basis for colleges and universities to intervene students' anxiety psychology, so as to improve students' mental health level and promote the all-round development of students' comprehensive personality.

Subjects and methods: This study uses the deep learning algorithm to design the college students'