aesthetics, such as all kinds of traditional landscape architecture, or abstract aesthetics, such as poetry rhythm, can coincide with design aesthetics. Art design aesthetics based on traditional culture also has a positive effect on the psychological state of designers, and its aesthetic psychological stimulation to designers is also worth exploring.

Objective: To study and analyze the stimulating effect of art design aesthetics on designers' aesthetic psychology from the perspective of traditional culture, in order to improve the satisfaction level of designers' expectations in aesthetic theory.

Subjects and methods: 240 designers with similar basic aesthetic psychological conditions were found and divided into three groups according to the principle of equal number. The first group integrated the art design aesthetics of traditional culture in the aesthetic process, the second group integrated the conventional art design aesthetics in the aesthetic process, and the third group did not do additional treatment. The experimental time was 4 months. The satisfaction level of aesthetic psychological expectation of designers in each group was tested and compared every 10 days. According to the designer's enthusiasm, satisfaction and other self-made quantitative changes as a detection tool, with a full score of 5 points. The higher the score, the more in line with the individual's psychological expectations.

Results: Table 1 describes the test results of the self-made scale of the three groups of designers before and after the experiment. It can be seen from Table 1 that the satisfaction level of psychological expectation of the three groups of technical engineers before the management experiment is similar, while after the experiment, the satisfaction level of aesthetic psychological expectation of the first group increases significantly, the second group also increases, and the third group has no obvious change. After statistical analysis, it can be found that the satisfaction level of aesthetic psychological expectation in the first group is significantly different from that in the other two groups ($P < 0.05$).

Table 1. Comparison of self-assessment results of satisfaction level of aesthetic psychological expectation of three groups of designers

	Before the experiment	After the experiment
Group 1	3.75	4.68
Group 2	3.73	4.22
Group 3	3.77	3.79

Conclusions: Aesthetic psychology is a kind of psychological behavior that human beings perceive the aesthetic object with aesthetic attitude in aesthetic practice, to obtain emotional pleasure and spiritual pleasure in aesthetic experience. For individual designers and groups, the stimulation of aesthetic psychology is very important. According to the stimulation of art and design aesthetics to people's aesthetic psychology, the research makes an experiment and analysis on the psychological impact of designers from the traditional perspective. The experimental results show that art design aesthetics has a significant positive effect on the stimulation of designers' aesthetic psychology from the perspective of traditional culture.

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PARADIGM TRANSFORMATION OF CRITICAL THINKING IN MARXIST PHILOSOPHY FROM THE PERSPECTIVE OF PSYCHOLOGY

Yibo Wang[1,2] & Sha Du[3*]

[1]School of Philosophy and Government, Shaanxi Normal University, Xi'an 710119, China
[2]School of Marxism, Xizang Minzu University, Xi'an 710119, China
[3]Faculty of Liberal Arts, Northwest University, Xi'an 710119, China

Background: In psychological theory, individuals usually have inherent stable and repeatedly used thinking norms, models or patterns with paradigm characteristics based on a specific world outlook, cognitive system and belief. This psychological behavior is called thinking patterns. Thinking paradigm is essentially a theoretical system. According to the established usage, paradigm is a recognized model or model. Some accepted examples in scientific practice - examples including laws, theories, applications and instruments and equipment. Thinking paradigm is a basic commitment to ontology, epistemology and

methodology. It is the sum of a group of hypotheses, theories, norms and methods accepted by the group of scientists, so as to form a common belief in psychology. Thinking paradigm has its advantages, but it also has its limitations, so the corresponding paradigm transformation. Paradigm transformation refers to the change and transfer of thinking habits and values formed for a long time, that is, the transformation of thinking paradigm. Psychological theory holds that the individual's thinking mode is usually the thinking paradigm, so it needs some external factors to achieve the paradigm transformation. If the individual maintains the thinking paradigm for a long time without any paradigm transformation, it is prone to thinking stagnation, thinking rigidity and other phenomena, which is not conducive to the healthy development of individual psychology.

The abbreviation of Marxist philosophy is a science about the general law of the development of nature, society and thinking. It is the unity of materialism and dialectics, and the unity of materialistic outlook on nature and history. Marxist philosophy is a relative truth, which is formed under the inheritance and development of German classical philosophy, British classical political economy and utopian socialism in Britain and France. It is one of the three components of Marxism. Dialectical materialism and historical materialism are two major components of Marxist philosophy, and the concept of practice is its foundation. In Marxist philosophy, critical thinking is a very important way of thinking, which is mainly reflected in keeping thinking under the theory of materialism and criticizing the possible thinking paradigm. For college students studying Marxist philosophy, it is particularly important to maintain critical thinking and thinking with paradigm transformation, and relevant aspects should also be paid attention to.

Objective: To analyze and explore the impact of critical thinking of Marxist philosophy on the transformation of thinking paradigm of efficient students learning Marxist philosophy, and expect relevant college students to maintain critical thinking and get out of psychological stereotypes.

Subjects and methods: 300 college students majoring in Marxist philosophy with similar basic psychological conditions were found from the same university, and they were divided into two groups according to the principle of equal number. One group changed the paradigm of critical thinking in daily teaching and took the group as the experimental group, and the other group used the traditional educational method and as the control group. The teaching period is 4 months, i.e., one semester. Students' critical thinking test and data analysis and comparison are conducted every month during the teaching period, before and after the teaching. The higher the score of critical psychology and critical psychology research, the stronger the representative of Marxist thinking paradigm.

Results: Table 1 describes the self-made scale test results of the two groups of students before and after the experiment. It can be seen from Table 1 that the critical thinking level of the two groups of students is similar before the beginning of teaching, while the critical thinking level of the experimental group is significantly improved after the end of teaching, while there is no significant change in the control group. Through statistical analysis, it can be found that there is significant difference in the level of critical thinking between the two groups only after the end of teaching ($P < 0.05$).

Conclusions: Individual's long-term maintenance of thinking paradigm will lead to the solidification of thinking mode, resulting in different types of negative effects on individual psychology. Carry out paradigm transformation under the critical thinking of Marxist philosophy and change their own way of thinking in the theory of materialism. The research is based on critical thinking under Marxist philosophy and its impact on paradigm transformation. The experimental results show that the critical theory of Marxist philosophy has a significant positive effect on critical thinking and paradigm transformation of Marxist philosophy students.

Table 1. Comparison of self-assessment results of critical thinking paradigm transformation between the two groups of students

	Before the education	After the education
Control group	67.78	85.35
Experimental group	69.26	72.29

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ANALYSIS ON THE INFLUENCE OF VIDEO GAME SCENE DESIGN AND CONTENT INNOVATION ON THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH

Jianzhi Liu

Shenyang Ligong University, Shenyang 110000, China

Background: With the prevalence of electronic technology, electronic games play an increasingly important role in college students' daily life. Games have become one of the important ways for college students to entertain and decompress. Therefore, the development of electronic games plays an extremely important role in college students' mental health. The attraction of video games is mainly reflected in two aspects. The first aspect is the design of game scenes. Game scene design starts from the game characters and needs to create a specific environment to render the emotional tone, so as to promote the development of story plot and make players interested in the game by using the common emotion and substitution of game players; The game scene design can also show the style type of the game. The scene design uses the changes of atmosphere and tone to set off the subjective psychological activities of the characters, so as to affect the changes of the players' objective psychological activities. The second aspect is the design of game content. The novelty of the content can stimulate the curiosity and exploration desire of game players, and the innovative playing method of the content can stimulate the imagination and creativity of players, so that players have a different game experience. For the traditional game scene design and game content design, there are deficiencies in art and detail processing in the previous game scene design. The rough painting style and simple scene will bring psychological emotional turbulence to the game players, and bring irritability, depression, anxiety and other psychology. Traditional games are also lack of freshness in content, and most of the games with violent elements. Although college students have a strong ability to distinguish between virtual and reality, they will inevitably affect the change of mind after a long time of infection. In video games, college students are in irritable and depressed mood for a long time, which will affect their mental health and may form symptoms such as mania and depression. The symptoms are serious, and even affect their normal life and academic situation. Therefore, video games should not only stay at the surface level of the game. Game scene design can be combined with cultural elements to convey and carry forward excellent culture. The game content should be more innovative in the positive aspects, so as to alleviate the negative emotions of college students in video games.

Objective: The prevalence of electronic games plays an important role in the daily life of college students. Modern college students can release or vent their negative emotions in the face of academic pressure through games, while low-quality games cannot achieve the desired effect, and even deepen the symptoms of depression, anxiety and irritability. Through the comparison of college students' feedback on optimized games and traditional games. Then it analyzes the impact of the optimized game on college students' mental health.

Subjects and methods: Hamilton Anxiety Scale (HAS) was used to evaluate students in three higher vocational colleges. The Hamilton Anxiety Scale adopted 5-level scoring method, and "grade 0" represented no anxiety symptoms. "Grade 1" represents mild anxiety symptoms. "Grade 2" represents moderate anxiety symptoms. "Grade 3" represents severe anxiety symptoms. "Grade 4" represents severe anxiety symptoms. Through the evaluation of students by Hamilton Anxiety Scale, 200 students with grade "1" were selected as the experimental objects to participate in the comparative experiment of the impact of different video games on students' mental health for 4 weeks. The first group recorded the data of the impact of traditional games on college students' mental health every week, and the second group recorded the data of the impact of optimized games on college students' mental health every week. By analyzing the changes of the two groups of data, this paper explores the results of different games on college students' mental health.

Results: Table 1 shows the changes of Hamilton Anxiety Scale scores of the two groups of control experiments. It is known from table 1 that both groups of students were accompanied by mild anxiety symptoms before the experiment. In the process of the experiment, the number of students in the first group with moderate anxiety symptoms gradually increased, and even one with more serious anxiety symptoms. In the second group of students, the number of students with mild anxiety symptoms showed a decreasing trend, the number of students without anxiety symptoms showed an increasing trend, moderate anxiety symptoms accounted for a very small number, and there was no change in other aspects.

Conclusions: Through the comparative analysis of the two groups of experiments, the scene design in the video game has a positive impact on the mental health of college students through the combination of cultural elements and innovative content. It can not only feel the culture inherited by the video game, but also improve the imagination and creativity of college students, so as to release the negative emotions such as irritability and depression in life and cultivate and guide a positive and healthy mental state.