

Establish evaluation standards for service personnel, venues and facilities to ensure the reasonable and effective operation of social psychological service system.

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CAUSES AND COUNTERMEASURES OF NEGATIVE PSYCHOLOGY IN VIOLIN PERFORMANCE TEACHING

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Background: In the process of playing musical instruments, performers not only need to master playing skills, but also need to have a strong psychological quality, need to have a good psychological state, in order to be able to effectively perform Violin and achieve the ideal performance effect. However, at the present stage, some violin performers have negative music psychology, with heavy psychological burden, timidity, tension and difficulty in performing effectively. Therefore, it is necessary and important to study the causes of negative music psychology and put forward effective methods to overcome it, which is directly related to the level of performance and has important practical significance for effective performance.

Objective: Music psychology is an important branch of general psychology. Through the research of music psychology, music teaching can be effectively carried out, music performers can be properly tutored and alienated, and various laws of music psychological phenomenon in violin performance can be explored, so as to overcome negative psychology, improve music quality, perfect music theory and improve performance skills. Taking violin performance as an example, this paper expounds the negative music psychological factors in violin performance and the ways to overcome them, hoping to eliminate the negative psychology of performers and improve the performance level.

Subjects and methods: This paper takes 50 violin performance students who have stage experience as the research object, one-on-one interviews are conducted by using the interview method, and the interview time is set at 10 ~ 60 minutes. The main contents of the interview include the students' psychological state after going on stage, understanding the psychological changes of students who have stage experience for many times, and the main considerations of students when they go on stage, and guiding the students to conduct self-evaluation and fully score Analysis of students' psychological state. SPSS15.0 software was used to analyze the data of students' psychological state.

Results: In the process of violin performance, there are some common negative music psychology, which will seriously affect the normal level of violin players, affect the self-confidence of violin players, and is not conducive to students' performance and performance. The negative music psychological factors in violin performance are mainly reflected in the following aspects (Table 1). First, nervous stage fright. Nervous stage fright is a very common negative psychology and a common psychological phenomenon. Most violin performers will have nervous stage fright when they perform on the stage several times before. It is mainly manifested as nervous, timid, anxious and worried about gain and loss before going on stage. After going on stage, their heart beats faster, their thinking is chaotic and incoherent. After going off stage, they feel relieved and worried about gain and loss Self evaluation was low. Second, inferiority complex. Inferiority complex is a common negative psychology. Some violinists may have poor skills and low self-evaluation. They are prone to inferiority complex. If they want to succeed, they are afraid of failure. They are hesitant and hesitant in the performance process. They are prone to retreat and affect the performance effect. Third, fear and anxiety. Some violinists tend to exaggerate their problems. They always think a lot and worry a lot. They will exaggerate their negative imagination. They are always afraid of the consequences waiting for them after failure. They will show anxiety and fear, which will affect the performance effect and cause a vicious circle.

Table 1. Negative music psychological factors in violin performance.

Mentality	Nervous stage fright	Inferiority complex	Fear and anxiety
Number of people	26	15	22

After enrollment, in the process of receiving school education, students begin to sprout collective consciousness and personal concept of honor and disgrace. In the process of learning, they begin to pay attention to the ranking, scores, comments and other evaluation results, and the sense of competition gradually emerges. With this phenomenon, how to correctly treat academic performance, adjust and maintain a good attitude. It has also become a topic of concern. In violin teaching, competition and grade

examination belong to evaluation activities. Students' participation in such activities can not only improve their violin playing skills, but also greatly promote their learning enthusiasm. However, if too many entries or poor performance, will have a greater impact on students, how to balance the pros and cons between the two has become a problem to be solved. In view of this problem, this paper holds that, first of all, proper participation in the competition promotes the students' enthusiasm for learning piano. In order to keep their enthusiasm, different competition forms and examination places can be selected for different children. For example, beginners can take part in some small competitions, which not only satisfy their desire to perform on stage, but also exercise their physical quality; Some students find it hard to recite the etudes with low melody, so they can choose the place where they are allowed to read the score and take part in the examination, which not only reduces the burden of students, but also exercises their reasonable quality. Secondly, before participating in the competition and examination, we should organize several stage walking activities and communicate with students to adapt to stage performance so as to maintain and adjust good private state in public and avoid students with nervous emotions.

Conclusions: The teacher should guide students to lower their expectations. The greater the expectations, the greater the disappointment. Performers need to set a reasonable goal for themselves, so as not to produce too much psychological pressure, affect the performance effect and produce negative music psychology. At the same time, teachers should guide students to carry out positive self suggestion. Through positive self suggestion, performers will build up self-confidence and firmly believe that they can do it, so as to eliminate the negative psychology of inferiority and anxiety, and show their best level in a relaxed state and improve their performance ability.

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MANAGEMENT STRATEGIES OF COLLEGE COUNSELORS FROM THE PERSPECTIVE OF PSYCHOLOGICAL DEFENSE

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Background: With the development of social economy, although people's material and cultural life has been effectively satisfied, the psychological problems they face in daily life and work have become more prominent. Especially for current college students, because their psychology is not fully mature, coupled with the impact of the times on college students' psychology, the psychological problems of students are very serious, which puts forward higher requirements for the student management work of college counselors. Therefore, in the new era, in the process of student management, counselors need to pay attention to the psychological education of students, use the relevant theories of psychology to solve the psychological problems of students in their study and life, and promote the development of students' mental health. The concept of psychological defense mechanism proposed by Freud, the founder of the psychoanalytic school, effectively explains how psychology works at the subconscious level, and how to effectively break through the limitations of psychological defense mechanism, which is the focus of the current college counselor student management work.

Objective: In order to provide valuable enlightenment and suggestions on improving the effectiveness of student management behavior of counselors, analyze management methods from the perspective of psychological defense.

Subjects and methods: This study takes freshman to senior students from 5 universities in a certain area as the main survey objects. According to statistical analysis, among the 100 students who participated in this survey, 15 are freshmen and sophomores. There are 24 students, 29 are juniors, 32 are seniors; 45 are boys, 55 are girls, 31 are student cadres, and 17 are party members. A random sampling method was adopted. A total of 120 questionnaires were distributed, 118 were returned, and 116 valid questionnaires were collected. The students are divided into two groups, specifically the experimental group and the control group. Among them, the instructors and teachers of the experimental group analyze the characteristics of the students' psychological activities on the basis of fully considering the psychological defense problems, and then use psychological intervention methods to conduct targeted Student management. The control group used traditional management methods and did not involve psychological defense issues.