

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.

Study design: The study mainly uses questionnaire surveys, supplemented by interviews with relevant students. On this basis, the collected data are summarized and analyzed, and statistically analyzed and processed according to statistical methods. There are 4 major factors in the defense style questionnaire, which are immature defense mechanism (D1): 8 defense strategies: projection, passive attack, unconscious manifestation, complaining, fantasy, division, withdrawal, and somatization; mature defense mechanism (D2): three defense strategies of sublimation, depression and humor; intermediate defense mechanism (D3): reaction formation, release, prevention, avoidance, idealization, pseudo altruism, omnipotence with incompetence, isolation, and identity 13 defense strategies, denial, association tendency, consumption tendency and expectation, cover-up factor (D4).

Methods of statistical analysis: The research tool used is the self-compiled “Questionnaire Survey on the Effectiveness of University Counselors’ Management Behaviors”, In order to make the questionnaire as reasonable and thorough as possible, this questionnaire refers to a lot of relevant domestic and foreign materials, and is designed according to the theory of management behavior and the reality and characteristics of student management by counselors.

Results: (1) Students’ overall satisfaction with the current counselor’s management behavior.

Table 1 shows the overall satisfaction of the two groups of students with the management behavior of the counselor.

Table 1. Students’ overall satisfaction with the management behavior of counselors.

Number of students/person	Experimental group score	Control score
20	85	63
40	87	60
60	89	61
80	90	58
100	87	57

In the analysis of related differences, it is found that there is a significant difference between the experimental group and the control group in the overall satisfaction of the counselor’s management behavior ($P<0.05$). Statistical analysis found that the overall satisfaction of the students in the control group with the management behavior of the counselors was low, with a score between 57-63. The students in the experimental group generally had a high evaluation of the management work of the counselors.

(2) Views on the effectiveness of the counselor’s management behavior

In the experimental group, the students’ evaluation of the effectiveness of the counselor’s management behavior was investigated, and the results are shown in Table 2.

Table 2. Counselor’s management behavior effectiveness level performance situation.

Factor	Number of students/person
Treat all students fairly, openly and fairly	48
Often mingle with students	35
Can solve all kinds of conflicts within the student group in a timely and effective manner	42
Appraise students reasonably	40
Can listen to the opinions of students widely	45

The statistical results show that the current top five factors in the evaluation of the effectiveness of the counselor’s management behavior are: fair, open, and fair treatment of all students (48 people), ability to listen to students’ opinions (45 people), and ability Resolve various conflicts within the student group in a timely and effective manner (42 people), evaluate students reasonably (40 people), and often mingle with students (35 people). It can be seen that counselors’ planning ability, decision-making ability, activity organization ability, ability to coordinate students’ contradictions, innovation and adaptability, reasonable evaluation of students, fair and just principle of doing things, reasonable decentralization and concern for students are the key to the effectiveness of counselors’ management.

Conclusions: Counselors need to actively play their own role, integrate the mental health education of students into the process of student management, give full play to their own charm, use relevant psychology knowledge to solve the psychological problems of students, and in In this process, every student is treated equally, according to the actual situation of the students, targeted measures are taken to promote the healthy development of students’ psychology and build a harmonious teacher-student

relationship.

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INVESTIGATION AND ANALYSIS ON THE PSYCHOLOGICAL STATUS OF THE PERSONS WHO ARE PLACED ON THE LIST OF DEFAULTERS

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Background: The credit system is a social system composed of a series of laws, rules, methods and institutions to support, assist and protect the smooth completion of credit transactions, which is an important part of the socialist system with Chinese characteristics. In the modern market economy, credit is the precondition of any economic transaction. If there are a lot of dishonest behaviors and phenomena, it seriously restricts the healthy development of the socialist market economy. In the market credit transaction, dishonesty is immoral behavior and the opposite of the development of credit transaction. Dishonesty mainly refers to the behavior of not abiding by the economic contract, especially the behavior of not abiding by the credit or credit sales contract, which can seriously affect the transaction speed, transaction efficiency, transaction scale and transaction quality between enterprises, destroy the normal credit relationship between economic entities based on the contract, seriously affect the development and growth of the market system, and greatly improve the market transaction efficiency. Dishonesty also brings serious harm to the credit mechanism of the society. When the credit givers encounter dishonesty, they will face property and economic losses, which will inevitably lead to many physical and mental diseases. In order to explore the psychological status of the dishonest executors after publication, the SCL-90 symptom checklist, self-rating depression scale and self-rating Anxiety Scale were used to investigate and analyze the psychological status of 20 dishonest executors after publication.

Subjects and methods: The respondents were 20 persons in the list of dishonest persons published from 2016 to 2019. Each of the 20 persons had consulted the psychological consultation department of the hospital about the content design, the financial field or the owners of small and medium-sized enterprises, and the credit givers suffered from dishonest content. There were 16 males and 4 females, ranging in age from 20 to 50 years, with an average of 33.16 ± 1.84 years.

Study design: The study mainly uses SCL-90 symptom self-assessment scale, depression scale and anxiety self-assessment scale. Under the guidance of doctors, each item of each scale shall be independently evaluated according to the actual situation of the investigator. It is not allowed to discuss or copy the evaluation results with others. If there is plagiarism or discussion with others, the investigation results shall be eliminated. The results of the test were statistically analyzed and compared.

Methods of statistical analysis: In order to compare the two groups of comparative experimental indicators, the measured data were analyzed by t-test.

Results: See Table 1 for the results of psychological investigation and analysis of the dishonest persons. It can be seen from Table 1 and Table 2 that the scores of each factor in the SCL-90 analysis of 20 cases of dishonest executors after publication are significantly higher than those in the domestic conventional model, among which somatization, depression, anxiety, terror and interpersonal relationship are the most prominent. According to the test results, 67.4% of them felt that they had no future and no hope, and 32.6% of them had negative suicidal thoughts. The average scores of SAS and SDS were 38.65 ± 8.35 and 46.20 ± 10.68 respectively, which were significantly different from the domestic norm. Among them, 12 people with SAS total score ≥ 50 , accounting for 60% of the total, and 8 people with SDS total score ≥ 50 , accounting for 40%.

The SCL-90 included 9 factors: somatization, compulsion, man-machine relationship, depression, anxiety, hostility, phobia, paranoia and psychoticism. The total score, total average score, number of positive items and all factor scores of 20 credit givers who suffered from dishonesty were higher than those of domestic long-term model. It shows that the mental health status of these people is worse than that of healthy people. The scores of somatization, depression, anxiety, phobia and interpersonal relationship were