

after the intervention of literary appreciation psychology, all reaching above 75 points, while the control group has lower aesthetic scores without the intervention of literary appreciation psychology. It shows that the psychology of literary appreciation can improve the aesthetic level of sculpture.

Table 1. The overall evaluation of the influence of literary appreciation psychology on the aesthetic orientation of sculpture.

Time	Test group		Control group		P
	Before the experiment	After the experiment	Before the experiment	After the experiment	
1-2 week	97.12±30.50	97.67±31.60	96.26±32.10	97.03±32.60	P>0.05
3-4 week	87.17±9.40	90.96±10.00	70.03±10.30	68.32±9.60	P<0.05
5-6 week	82.49±12.60	85.37±13.20	65.77±13.40	66.71±13.30	P<0.05
7-8 week	85.53±4.40	90.13±3.80	73.76±4.00	75.55±4.10	P<0.05
9-10 week	106.84±22.19	112.16±23.83	92.16±23.83	94.84±23.03	P<0.05

Table 2. Comparison of the aesthetic evaluation of sculptures between the experimental group and the control group.

Group	Urban culture	Regional	Entertaining	Aesthetics
Test group	89	75	85	90
Control group	57	59	64	67

Conclusions: As an independent spiritual creation and independent aesthetic experience, sculpture art has its own purpose and special value-artistic aesthetic value. Therefore, it is necessary to explore the research on the characteristics of art itself or its internal laws to reveal the aesthetic emotion or the inner world of people with emotion as the core. This is the mystery of sculpture art. As a literary psychology developed across the boundaries of traditional literary and modern psychology, the psychology of literary appreciation surrounds the center of the aesthetic essence of art, reveals the general and special psychological laws in literary and artistic activities, and undoubtedly shows it more and more. Unique advantages and charm, and herald's broad development prospects.

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INTERVENTION EFFECT OF PICTURE BOOK STORY ON PSYCHOLOGICAL DEPRESSION OF AUTISTIC CHILDREN

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Background: Autism, also known as autism, is one of the most common mental disorders in children. It is a group of behavioral syndrome with the main clinical manifestations of social communication disorder, language development disorder, narrow range of interest, rigid and repetitive actions. Male children are more common in children with autism, mainly in infancy. The main clinical manifestations are different degrees of communication barriers, speech barriers, lack of interests and so on. Through a large number of clinical studies show that 75% of children with autism accompanied by neurodevelopmental delay, the disease has a serious impact on the growth and development of children, reducing the quality of life of children.

Objective: It is difficult for autistic children to really learn abstract concepts, such as color, shape, number, etc. they often learn by forming conditioned reflex and memory, and their imagination is not rich. It's hard for them to recognize what they know if they change places. Their visual perception is poor, and their ability to distinguish size, shape and color is significantly lower than that of normal children. Therefore, the content of reading materials should be single, the lines should be concise, and picture books just meet this requirement. The content of picture book is very close to children's life, and the picture is exquisite.

Good picture books are made by famous artists. When teachers, students and students read picture books, the lines, colors and spatial layout of the pictures stimulate the sensory system of autistic children. Therefore, it is of practical significance to explore the intervention effect of picture book stories on the psychological depression of autistic children.

Subjects and methods: In this study, 111 cases of autistic children in a hospital from 2019 to 2020 were included and divided into the observation group and the control group. There was no significant difference in the general data between the two groups ($P > 0.05$). During the study, 6 cases in the control group fell off, which was not included in the statistical results. There were 45 cases in the observation group, including 41 males and 4 females; 27 cases were between 2 and 4 years old (including 2 and 4 years old). There were 60 cases in the control group, including 50 males and 10 females; There were 21 cases aged 4-6 years (including 6 years), and 39 cases aged 2-4 years (including 2 and 4 years). There were 8 children with epilepsy in the treatment group and the observation group, including 6 cases in the observation group and 2 cases in the control group.

Study design: Inclusion criteria: (1) According to the diagnostic criteria of DSM-IV and Chinese classification and diagnostic criteria for mental disorders. (2) The parents had informed consent to the treatment, could persist in the treatment for more than 3 months, and cooperated with the treatment. (3) The children aged ≥ 2 years old and ≤ 6 years old. Exclusion criteria: (1) Those who did not meet the above diagnostic criteria; (2) Autistic children over 6 years old; (3) Children with schizophrenia, Asperger syndrome, Heller syndrome and Rett syndrome; (4) Other treatment methods were used during the treatment; (5) Those who have received other psychological intervention treatment in recent 3 months.

Methods: The control group adopted routine nursing measures, including dynamic observation of vital signs, and made basic nursing measures according to the doctor's advice. The observation group was given picture book story nursing intervention on the basis of routine nursing. Take the food or toys that the autistic children are interested in as the chain, select the pictures of picture books in their life, color print these pictures, cultivate the students' observation ability and speaking motivation from the wordless picture books, and then arrange them into a picture book of the patient's own life according to the needs of the students' daily life, so as to establish the speaking motivation for the patients. The mode is to use picture books to convey "required information" other people's "information feedback"—one's own "requirements are met". Such creative and imaginative picture books take the satisfaction of autistic children's needs as the driving force to improve their language learning and stimulate their desire to speak. The clinical efficacy of the two groups was evaluated.

Results: The comparison results of clinical efficacy of the two groups are shown in Table 1. The effective rate of the observation group was 91.11 (41 / 45), which was significantly higher than 71.67% (43 / 60) of the control group ($P < 0.05$).

Table 1. Clinical efficacy of two groups of autistic patients.

Group	Number of cases	Remarkable effect	Effective	Invalid	Total effective rate
Observation group	45	12	29	4	41(91.11)
Control group	60	15	28	17	43(71.67)

Picture book story is an effective resource for autistic children to alleviate their depression. Most of the language in picture books is short and straightforward, and has a certain degree of repeatability. There are also corresponding intuitive picture story plots, which can stimulate autistic children's language communication ability, bring them a happy life experience, and open another rich and colorful world for them. It can effectively improve the cognitive ability, language communication and communication ability, reading and learning ability of autistic children. In the nursing work, nurses more actively provide personalized symptomatic care for children, and applying picture book story intervention to the treatment of autistic children can significantly improve the treatment effect and reduce the depression of children, which has good clinical effect, and provides certain reference for practical clinical application.

Conclusions: According to the cognitive characteristics of autistic students, we should choose picture books with simple and clear plots, few or single characters, short text, simple pictures and bright colors. The language training of autistic children should be combined with the "zone of proximal development" of their current spoken language level and the dialogue content and skills they need to master most. In the process of training, children's ability to answer questions should be improved step by step.

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WAYS TO IMPROVE THE EFFECTIVENESS OF OPERA MUSIC TEACHING BASED ON PERSONALITY COLOR PSYCHOLOGY

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Background: Personality is one of the criteria to distinguish the differences between people. Influenced by the external environment and internal factors, there are great differences between different groups of people. Psychological experts point out that personality will affect people's behavior. As the main organization to cultivate excellent music singers, vocal music major needs to pay attention to students' personality characteristics, and use students' personality to carry out appropriate teaching methods, so as to stimulate and improve students' personality. Arouse students' interest in vocal music learning. Personality color is put forward by the famous American psychologist Burkman, which divides the characters into four colors: red, yellow, blue and green, namely, red, yellow, mature and stable, and deep and introverted green. Analyzing and researching the four personality colors plays an important role in the formulation and implementation of efficient teaching programs. Different colors have different characteristics. There is a big difference in behavior and behavior.

Objective: The implementation of vocal music teaching in our country mostly adopts the traditional teaching method taught by teachers, that is, teachers explain, teach and sing, and students learn passively. Therefore, students do not have their own analysis and understanding of the knowledge they learn, which not only limits the teaching quality to a great extent, but also has an adverse impact on the appeal of vocal music singing. In terms of actual teaching, teachers obviously pay more attention to the teaching of vocal music skills in the teaching process, ignoring the cultivation of students' practical application ability, which limits the improvement of students' vocal music ability to a great extent. How to use personality color to carry out vocal music teaching activities is the key content of the current opera music teaching reform. Therefore, this paper puts forward the path of improving the effectiveness of opera music teaching based on personality color psychology, which provides new ideas and references for improving the effect of opera music teaching.

Subjects and methods: The characters with red character are straightforward and have high self-esteem. They dare to face all difficulties and have high self-esteem. At the same time, they are not allowed to fail in anything. They are the core characters in the team, but they are easy to be headstrong because of their tough personality. Secondly, the characters with yellow character are unrestrained, eager to get the attention of others, and have a strong desire to show themselves. They are active in the team and can mediate the team atmosphere. Secondly, people with blue personality are mature and stable, with strong sense of responsibility, strong organizational ability and leadership ability, and can shoulder to each person in the team. They are born leaders, but at the same time, people with such personality are easy to be true and fall into misunderstanding. Finally, the characters with green character, deep and introverted, diligent, can often leave a good impression on people. They are logistics characters in the team, silent but indispensable part.

Study design: Taking the students majoring in opera music as the research object, 120 students were randomly selected and divided into two groups, 59 in the control group and 62 in the experimental group. The control group adopted normal teaching methods, while the experimental group adopted individualized difference teaching based on personality color psychology. The experimental period was 3 months. The scores of the two groups were tested with intonation, rhythm and music performance ability as test indexes. There was no significant difference in the three indexes between the two groups before the experiment.

Methods: The results of different groups were compared with the results of different groups, and the effectiveness of teaching methods based on personality color psychology was evaluated.

Results: Get the average score of the control group and the experimental group, and the test results are shown in Figure 1. The scores of pitch, rhythm and musical performance ability in the experimental group were higher than those of the control group. Because there is no significant difference between the two groups before the test, it can be proved that the targeted teaching method based on personality color psychology is effective. This also shows that in the actual opera vocal music teaching, teachers should pay attention to students' personality psychology, which will affect students' music learning ability to a great extent. This requires that opera vocal music teachers should not only impart professional music theory knowledge to students, but also have a comprehensive and detailed understanding of different students' personalities. According to their personality characteristics, they should adopt teaching methods according to their aptitude, and make a correct choice of vocal music teaching content. In this way, they can better learn vocal music knowledge and have a better understanding of vocal music. Interest, with the greatest enthusiasm to learn vocal music knowledge, and ultimately achieve the goal of training a large number of music talents for the country.