

activities, and even produce adverse consequences, endangering the safety and stability of colleges and universities. Only 37.93% of the college students feel “very confident”, while 50.86% and 11.21% of them choose “lack of confidence” and “no confidence” respectively. This shows that with the rapid development of social economy and increasingly fierce competition, the severe employment situation also has an impact on the employment psychology of college students. Generally speaking, the employment confidence is insufficient. At the same time, the data show that there are obvious differences in the employment psychology of different majors. The employment pressure of the students majoring in agriculture is much higher than that of the students majoring in engineering. The limitations of the students majoring in agriculture in the field of employment also bring some negative effects on their mentality.

**Conclusions:** To objectively and truly reflect the ideological and mental health of college students, it is necessary to establish a feasible and scientific monitoring system of Ideological and mental health in Colleges and universities. Relying on the existing resources and on the basis of innovative technology transfer mechanism and mode, we should establish an interdisciplinary, interdisciplinary and cross university scientific research achievements transformation service system and university ideological and psychological support system innovation station, which is oriented by social needs and supported by information means. In order to establish the ideological and mental health assistance center in Colleges and universities, we should take positive psychology as the guidance, take professional psychological consultation and peer psychological assistance as the way of assistance, and infiltrate scientific and effective psychological guidance into the psychological health assistance.

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## INNOVATION OF COLLEGE STUDENTS' MUSIC TEACHING MODE FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** Music education psychology is the subject of studying the psychological activities of teaching and learning in music education. It is the product of the development of music education and music psychology to a certain stage and mutual penetration. Psychological analysis of the psychological and brain responses to music and learning music. As an interdisciplinary subject of music pedagogy and music psychology, music education psychology is different from pedagogy and psychology. Compared with music pedagogy, it studies the psychological basis of external educational forms, the psychological phenomena of people related to subject and object, and analyzes the deep psychological laws of various educational phenomena. Compared with music psychology, it focuses on the psychological process related to music education, the psychological laws of music teaching, teaching and learning, especially the characteristics of human psychology and behavior in the situation of music education. The induction, cultivation and development of musical ability and the cultivation of musical talents are also important aspects of its research. The research results of music psychology have important reference to the study of music education psychology, but they cannot replace its research. In the teaching of primary school music, the rational use of music education psychology can make students more receptive and willing to participate.

**Objective:** Teachers in primary school music teaching, familiar with the characteristics of students' psychological development, understand the law of students' psychological development, college students' music teaching model innovation, so that students are easy to accept, willing to participate in music classes.

**Subjects and methods:** Taking 90 students aged 3-12 as the subjects of the survey, to ensure the effectiveness of the research results, each student has little individual difference, the whole student is divided into the control group and the experimental group, each group of students regardless of age, classroom expressiveness, music level and other factors are similar, the control group adopts the ordinary teaching method, the experimental group adopts the posture rhythm teaching method from the perspective of educational psychology, requires teachers to add some participatory links in the teaching process, with the music undulating melody, bright rhythm, stimulate students' interest in learning music, stimulate the response of body movements, Feel the flow of music in the rhythm of the body. This is exactly the same as the inner emotional activities, from both physical and mental aspects of the training of students. The performance of college students' music teaching classroom is investigated mainly from the attention and

expressive record of college students. Specific attention records are expressed in negative values, as shown in Table 1. Expressive recording rules are shown in Table 2.

**Table 1.** Children’s classroom attention record form.

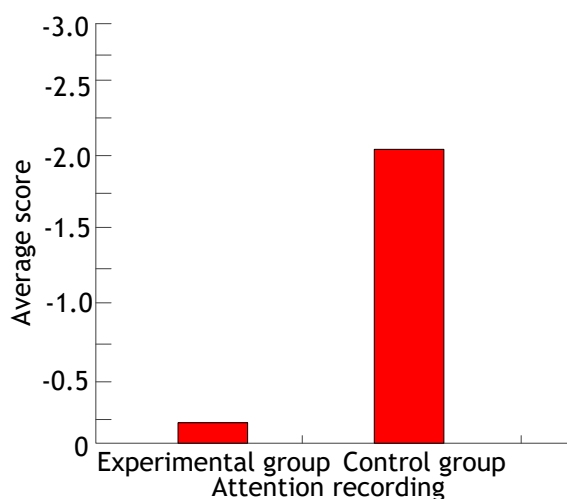
Distraction behavior Score value	-3	-2	-1	0
Mispronunciation (not caused by insufficient practice)	Many times	More frequent	Less frequency	Very few
Run around (can’t sit)	Regular	More	Occasionally	Very few
Procrastination	Very procrastination	More procrastination	Occasionally	Very few
Mind your mind	Regular	More	Occasionally	Very few

**Table 2.** Record of children’s classroom performance.

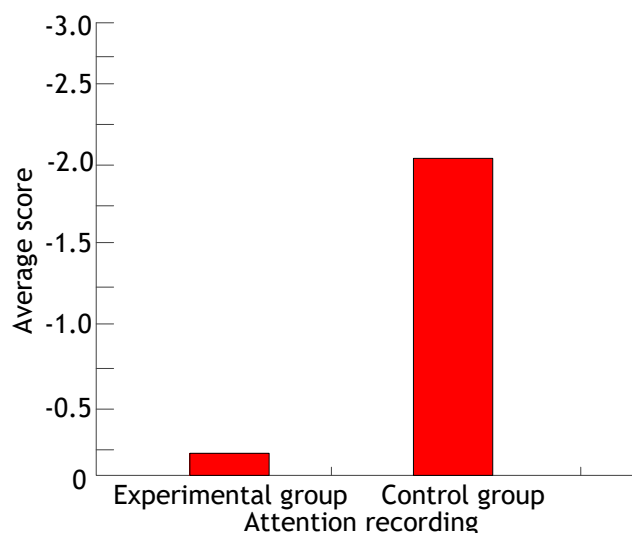
Performance Score value	2	1	0	-1	-2
Showing desire	Strong	Stronger	General	Weak	No
The fluency of the track	Smooth flow	More fluid	Play normally	Less fluid	Not playing properly

**Results:** After a week of music classroom teaching, the attention and expressiveness of different groups of children were recorded accordingly, and the average values recorded by each group were calculated. The closer the attention record value is, the more focused it is. The higher the expressiveness value, the stronger the child’s performance. The average scores of attention and expressiveness in the two groups are shown in Figures 1-2.

As can be seen from Figure 1-2, the attention of the children in the experimental group is more concentrated, and its value is obviously larger than that in the control group, and it is close to 0. The average attention of children in the control group was 2.81, indicating that the attention of the children in the group was more distracting and could not focus effectively on the classroom. At the same time, the children’s expressiveness in the experimental group is better than that in the control group, which shows that the children’s music teaching mode can effectively improve the children’s learning situation from the perspective of educational psychology.



**Figure 1.** Average of attention scores in two groups.



**Figure 2.** Average Performance Score of Children in Two Groups.

**Conclusions:** Good expressiveness and concentration are beneficial to children's music classroom learning effect. In a word, the application of interesting spectrum can promote children to learn in happiness. Teachers should develop teaching from the aspects of rhythm, organizing games and proper training to ensure that teaching is more interesting and to lay a solid foundation for strengthening teaching efficiency and children's musical literacy.

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## INFLUENCE OF EDUCATIONAL PSYCHOLOGY ON THE BEHAVIOR PATTERN OF COLLEGE STUDENTS

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**Background:** Teaching materials and curriculum of Educational Psychology: educational psychology is a special course, which is between Ideological and political education and psychology. Compared with these two subjects, teaching psychology is more targeted in students' psychological education, and has a consistent relationship with ideological and political education and psychology. However, it is this characteristic of educational psychology that makes it difficult to set up teaching materials for educational psychology. The setting of teaching materials is also an important issue in educational psychology. It is necessary to integrate the knowledge and content of Ideological and political education and psychology, and change the previous ideas. However, the previous teaching materials are still used in educational psychology, which cannot meet the requirements of educational psychology, and cannot achieve the educational effect of the discipline on students' psychology. Therefore, the textbook of educational psychology needs to be paid attention to. In addition, the curriculum of educational psychology also needs to be paid attention to, correctly evaluate the importance of educational psychology, and reasonably arrange the curriculum and class hours of educational psychology, in order to achieve the best educational effect for students, which is also a problem to be considered in educational psychology.

College education has always regarded the moral cultivation of students as one of the important purposes of college education. However, from the current situation, the moral situation of college students is not optimistic. Therefore, it is particularly important to strengthen the moral cultivation of college students. In this paper, some university students as the experimental research object, through the system of educational psychology teaching, comparative analysis of the impact of educational psychology teaching on the development of moral cognition of sports college students, to explore the impact of educational psychology