

school students in Central China and Western China as the sample, and systematically analyzes the positive influence of campus football on the mental health of children and adolescents by using the methods of literature review, experimental control and logical analysis.

Result: Through the investigation and analysis of the sample, the conclusions are as follows: (1). Football games can promote children's growth and development, and promote children's character to be livelier and more positive, and improve the mental health problems of primary and secondary school students, such as inferiority, loneliness, timidity and cowardice. For example, after participating in campus football activities for a semester, students' physical quality has been greatly improved, they can communicate effectively with teachers, parents and classmates at any time, and overcome psychological timidity. (2). Kindergarten football parent-child fun games make children understand football etiquette, respect opponents, respect referees, etc., form a sense of civilization, improve parents' awareness of sports participation, and form family sports habits; Through participating in football training and competition, primary and secondary school students can strengthen their physique, cultivate their sense of teamwork, cooperation and competition.

Conclusion: According to the survey, most of the introverted children who participate in football have made great progress. Compared with the past, they prefer to take the initiative to participate in sports and communicate with their classmates. They can communicate their ideas with the head teacher in time, and they can actively contact their parents and talk about the situation of the school. A variety of relevant data show that most of the introverted people who do not like to communicate with others have mental diseases. In these students, through participating in football can get a great degree of relief, can prove that campus football has a positive effect on the mental health of teenagers. Relevant departments should formulate football policies according to local conditions and implement them effectively, so as to effectively protect children and teenagers to participate in football and love football.

Acknowledgment: 2018 humanities and Social Sciences planning fund project of the Ministry of Education (18YJA890014).

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INNOVATION AND RECONSTRUCTION OF THE CLASSIFICATION MODE OF PIANO SOLFEGGIO TEACHING METHODS FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: With the continuous improvement of people's quality of life and living standards, music has attracted wide attention from all walks of life. As an important part of the development of music teaching, solfeggio has higher professional requirements. Teachers need to combine the actual situation of students' music learning to improve their music hearing, in order to realize the healthy growth of students in the form of systematic training, students can master the connotation and skills of music in the process of professional training. In the development of music teaching practice, different scholars have made corresponding research on cognitive psychology from their own perspectives. In cognitive psychology, touch and vision are the main parts. In teaching research and practical operation, hearing is still the core. Combined with the specific practice survey results, we can see that the research objects involved in applied cognitive psychology are more complex, including professional and nonprofessional. Professional refers to a group with professional training, while nonprofessional refers to the group without formal music training. If we analyze it from a more micro perspective, then nonprofessional still in the industry is a good learner and a pure listener.

Objective: Academic and theoretical circles clearly put forward that solfeggio teaching is closely related to music cognitive psychology. Based on cognitive psychology, this paper specifically understands the core requirements of solfeggio Teaching from the perspective of music cognitive psychology. Under the background of the new curriculum reform, the value of solfeggio is on the rise. At the same time, the content of solfeggio is more and more rich and diversified. There is not only the memory of vertical harmony, but also the analysis and influence research of horizontal rules. Students need to understand the control skills of music rhythm and pitch under the guidance of teachers, so as to deepen their memory and understanding of music, this has a key role and value in the research and practice of music cognitive psychology. Teachers need to put their time and energy on the strengthening of solfeggio, understand the core requirements of vertical research and horizontal analysis, and realize the close combination and

organic interaction between the two, so that students can combine their own music learning experience to continuously strengthen their own music memory length, and actively realize their benign growth and development through simple, scientific and reasonable training, Improve personal music professional quality.

Subjects and methods: This paper studies the classification mode of piano solfeggio teaching methods from the perspective of cognitive psychology by using the methods of literature research and observation, analyzes the significance of solfeggio Teaching and the important role of music cognitive psychology in solfeggio teaching, and puts forward the innovation path of audio-visual teaching. In the process of Solfeggio teaching, as a music teacher, we should provide students with rich information. However, because of the difference of each student's perception of information, different information will be selected. In the process of teaching, teachers should find the right starting point, which has an important influence on the improvement of the singer's ability of solfeggio. In the process of explaining music problems, teachers should accurately grasp the students' music cognitive psychology, so that students can feel the information stimulation. Teachers should provide students with corresponding help and do music analysis. In the process of receiving information, teachers should provide corresponding guidance according to the students' practical ability of solfeggio. Not only that, consolidate the necessary information. From the perspective of cognitive psychology, through studying students' ability of visual singing, students can fully understand the psychological changes of students. In this way, teachers can find the correct explanation methods, students can also set their mentality, carry out high-quality teaching, learn music with optimistic attitude, and remember the knowledge of perception in the mind. In any case, if the knowledge accepted in class is not digested, it cannot be understood deeply, and only stays in the level of memory. In the time after class, students should consolidate the knowledge they have learned, review them in time, deepen their memory, and combine them with thinking activities to understand deeply. Besides, Solfeggio teaching has its own uniqueness. For the teaching content of solfeggio, students should complete the teaching content independently, and other groups should cooperate. Teachers should arrange suitable homework for students' actual learning level, provide correct guidance to students and help students to practice their ears more efficiently.

Result: In the process of teaching, we can find that solfeggio teaching results are closely related to music cognitive psychology. From the perspective of music cognitive psychology, solfeggio is a weak part in cognitive psychology and music psychology, which is of great significance to cultivate students' musicality. In the whole process of teaching practice, there is a certain relationship between learners' individual learning ability, learning status and applied cognitive psychology.

Conclusion: Under the background of the new era, the content and form of solfeggio teaching have changed. Teachers no longer take simple sound recognition as the main body, but actively understand the specific connotation and essence of different music fields, so as to better realize the auditory training the purpose and requirement of training. In short, in the teaching activities of music solfeggio, due to the differences of students' professional and cultural background, teachers should effectively improve students' music ability, which is the focus of research in the teaching of music solfeggio. From the perspective of cognitive psychology, in the cultivation of students' sight singing ability, students' music literacy can also be improved.

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NONVERBAL SYMBOLS AND THEIR VALUES OF SOCIAL PSYCHOLOGY IN JAPANESE CLASS

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Background: Language is an indispensable tool and way in people's daily life, work, study and social communication. Verbal communication is generally divided into oral communication and written communication. But there is another way of information communication that is often ignored but always used, which is called nonverbal communication. It is mainly reflected in the communicators' facial expression, body posture, eyes, clothing, voice quality, tone and so on, which can more truly express their feelings and attitudes. Because they do not use language with clear meaning, it is called non-verbal communication. Body language, also known as "body language", is one of the most abundant and effective non-verbal symbols. In the process of Japanese classroom teaching, teachers communicate with students through a series of linguistic and non-verbal forms, such as explanation, demonstration, eyes, gestures,