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Acknowledgement: The research is supported by: The higher Education Reform project of Jiangsu Province, China, 2019. Research on the Comprehensive Evaluation Index System of Higher Vocational Colleges (No. 2019JSJG498).

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MAIN OUTCOME MEASURES: THE INFLUENCE OF VOCAL MUSIC TEACHING ON ALLEVIATING COLLEGE STUDENTS' ANXIETY

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Background: With the development of society and the intensification of competition, people's self-cognition and values have been evolving and deepening. Especially in institutions of higher learning students, there is a self-cultivation, building the future of the problem, so more attention to their own achievements and honor. However, by experience, the environment, adaptation, such as the ability to identify and withstand the constraints and judgments, its pressure has become increasingly prominent. Music art curriculum is easy to be ignored or ignored in students' mental health education. Many people feel that professional performers will come on the stage frequently and appear again and again. Naturally, they should not be nervous, nor can they be nervous. Most professional teachers will focus on the training of students' voice skills and neglect the training and cultivation of students' psychological quality, which will lead to students' good performance in the usual classroom practice. Once they encounter competitions, exams and other major scenes, they will feel uncomfortable, and their psychological state will be seriously unbalanced and "acting anxiety" will appear. Students majoring in vocal performance will experience different degrees of nervousness when they perform or perform nearby, which will affect performance or examination. Due to the fear of failure and lead to fear of the stage, so that students lose the desire to stage performance.

Objective: Psychological health of college students majoring in music is easy to be ignored. Through carrying out vocal music teaching for two months on 30 college students with different levels of anxiety, this paper probes into the influence of intervention of vocal music teaching on college students' anxiety.

Objects and methods: Through a questionnaire survey, 60 college students with anxiety symptoms were selected from different grades and majors as reference objects. Among them, 40 were boys and 20 were girls, all between 18-24 years old, and they were averaged. There are two groups, one is the control group, and the other is the observation group. The Hamilton Anxiety Scale (HAMA) was used to score the degree of anxiety before the experiment. The Hamilton Anxiety Scale includes 14 items such as fear, insomnia, and depression. It can comprehensively evaluate the degree of anxiety of students. These 14 items are further divided into physical anxiety and mental anxiety. Normal teaching was carried out for the control group, and music teaching was added to the normal teaching for the observation group. After 8 weeks, the students' anxiety level was scored and the comparison results were observed. When the students in the observation group choose their favorite music, professional vocal teachers will guide the vocal music. During the period, students are encouraged to try, never beat or scold students, observe their psychology, and give professional advice in time.

Generally speaking, because the students with anxiety disorders are depressed and have low consciousness of actively participating in music activities, we consider listening in the early stage of intervention, and the real listening should be the listening of the heart rather than the listening of the reason. At the beginning, we can choose the music that corresponds to the emotion of the students, so that the students can feel the existence of another kind of emotion similar to their own experience. Then choose narrative meditation music. Under the hint of the teacher, let the music help students to understand the background of the real depression. Later period chooses the bright, open, positive music generally. Let the students go to the positive and optimistic situation together with the music emotion. Additional, later period also can consider to use remake a law. Guide the students to carry out some percussion music practice, let them feel the rhythm of tension stimulation, to alleviate and stabilize anxiety.

Results: Students' behavior records before and after the integration are shown in Table 1.

Conclusions: The results showed that the anxiety of the students was significantly improved after the implementation of integration teaching intervention. Music is a special language with physiological, therapeutic, emotional and memory effects, which can regulate the physiological functions of respiration, circulation and endocrine system. Its effects on human psychology are complex and varied. The intervention of integrated teaching also aroused the willingness and enthusiasm of the students to participate in the

intervention treatment, and promoted the students to take the initiative to study.

Table 1. Students' behavior records before and after integration intervention.

Test index	Observation group		Control group	
	Before intervention	After the intervention	Before intervention	After the intervention
HAMA score	17.8±8.7	12.8±4.1	17.9±8.6	17.6±7.8
Physical anxiety score	9.5±4.8	8.0±1.3	9.4±3.2	9.2±3.5
Mental anxiety score	7.3±6.2	4.8±2.8	7.5±6.8	7.6±5.7

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EDUCATIONAL INFORMATIONIZATION FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY PROMOTES EQUITY ALLOCATION OF HIGH-QUALITY BASIC EDUCATIONAL RESOURCES

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Background: Social psychology is a science that systematically studies the essence and causes of people's social behavior in the social environment and predicts its development law. And in the era of knowledge economy, education as a cultural resource, its role and status are improving day by day. However, in China, with the development of society, the contradiction between the expansion of education demand and the shortage of education supply has become increasingly prominent. Education unfairness has become an important factor restricting the healthy and rapid development of education. The fair allocation of educational resources has increasingly become a hot spot. Problem social justice is the essential requirement of modern Chinese society and the key to building a harmonious society. Educational equity is the extension and embodiment of social equity values in the educational system, and it is an important part of social equity. The realization of educational equity is the embodiment of social democratic progress and an important indicator to measure a country's educational development level. Therefore, promoting educational equity has important practical significance for building a socialist harmonious society.

The six qualities of humanities, scientific spirit, learning to learn, healthy life, responsibility and practical innovation are the core qualities for the development of Chinese students. From the perspective of social psychology, any kind of performance is based on the result pursuit of the interaction between individual and society. Educational inequity is classified according to different foundations. The education starting point is unfair, the education process is unfair, the education result is unfair, the education investment is insufficient, the education opportunity distribution is unfair, and the education system is structurally unequal. Unfair enrollment policies in the field of education, unfair distribution of educational resources and so on. The unfair distribution of educational resources should include three aspects: the unfair distribution of basic education and higher education resources, the unfair distribution of educational resources in key schools and ordinary schools, and the unfair distribution of educational resources in urban and rural areas.

Objective: From the perspective of individual, group and social interaction, social psychology studies the social psychological phenomena of the occurrence, development and change law of psychological activities under specific social living conditions. Its research contents mainly include people's social perception, social cognition, attitude, social identity, prejudice, social influence, group individuals, interpersonal attraction and prosocial behavior. Social psychology is a complex phenomenon of social consciousness and a complex system with three-dimensional cross structure. In the era of knowledge economy, education as a cultural resource, its role and status are improving day by day, and gradually become the core of social structure. Because education plays a key role in a country or nation, is the basis for cultivating talents, and plays a leading and overall role in economic and social development. For personal growth, education also has a vital impact, which is related to personal development and quality of life. However, in China, with the development of society, the contradiction between the expansion of education demand and the shortage of education supply has become increasingly prominent. The lag of educational development and educational inequality have become important factors restricting the healthy and rapid development of education, and the issue of educational equity has attracted more and more attention. A hot issue. Therefore, analyzing the effect of educational informatization from the perspective of social