

creative thinking. Therefore, through the theory of educational psychology, it can effectively improve the innovative teaching effect of piano courses and improve students' sense of interest.

Study design: Using a stratified cluster random sampling method, a survey of 1,000 piano students was conducted. By mastering the characteristics of the psychological activities of the students, teaching students in accordance with their aptitude and increasing the effectiveness of teaching three innovative teaching methods of piano courses, applied research and analysis to improve students' piano level.

Methods of statistical analysis: Use Excel to count the effects of innovative teaching methods of piano courses on improving students' level.

Results: Music has no modeling semantics, so it can't convey vision better. In order to enable students to understand better in the learning process, teachers can improve their interest in learning by understanding students' psychological activities in time and accepting students' hobbies. At the same time, by innovating teachers' teaching methods, improving the effectiveness of teaching, fully expressing the semantics of music, and enhancing students' comprehension ability.

In the survey results, five levels of 1-5 are used to quantify the impact value of specific factors. 1 represents irrelevant, 2 represents slight impact, 3 represents general impact, 4 represents significant impact, and 5 represents sufficient impact. In order to reduce the impact Individual subjective causes large errors. Take the assessment value of 1000 female college students and take the average, and the result is determined by rounding. The specific statistical table is shown in Table 1.

Table 1. The results of innovative teaching methods of piano courses for improving students' level.

Factor	Master mental activity	Teach students in accordance with their aptitude	Teaching effectiveness
Student	4	5	5

Conclusions: The use of psychological methods in the innovative teaching of piano courses has a positive effect on the mobilization of students' enthusiasm and interest, as well as the strengthening of learning. Piano teachers can better accept the methods of psychology and obtain support and cooperation. In the process of piano teaching, teachers can pay attention to skills in teaching on the one hand, and need to pay attention to the psychological characteristics of students in time on the other hand, and innovate piano courses in the teaching process to increase students' interest in learning and improve the quality of teaching. The use of educational psychology theory teaching methods can better mobilize the enthusiasm of students, increase the communication between teachers and students, improve the innovative teaching ability of piano courses, and jointly achieve the teaching goals.

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THE APPLICATION OF EDUCATIONAL PSYCHOLOGY IN THE REFORM OF CLIL BILINGUAL TEACHING MODE IN RAIL TRANSIT SPECIALTY GROUP IN HIGHER VOCATIONAL EDUCATION

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Background: The “Modern Vocational Education System Construction Plan (2014-2020)” pointed out that we must build a modern vocational education system with a strategic vision, modern concepts and an international perspective. Rail transit vocational colleges, as the main channel for training innovative talents of railway technology and skills, are the main force in training railway operation talents for developing countries. In the face of the national “One Belt, One Road” strategy and the “going out” strategy, the track Transportation vocational colleges will also meet the broad market demand for international training. Therefore, the teaching of rail transit majors must not only meet the needs of the domestic industry, but also meet the needs of the international development of rail transit. In order to meet this dual demand, bilingual teaching has become an important direction for the educational reform and development of rail transit vocational colleges. It is an inevitable trajectory of the needs of international industry exchanges under economic globalization and an opportunity and opportunity under the background of the internationalization of education. challenge.

Educational psychology is the study of human learning, the effects of educational intervention, teaching

psychology, and the social psychology of school organization in an educational context. Educational psychology helps to improve the quality of teachers. The focus of teacher team construction is on teachers, and the quality of teachers includes both professional quality and educating quality. Educational psychology is an important part of educational theory and technology. It not only helps improve teachers' theoretical literacy, but also helps improve teachers' ability to solve practical problems in education. Educational psychology helps teachers understand students more deeply and improve the pertinence of education and teaching. By studying educational psychology, you can have a deeper understanding of the psychological basis of relevant teaching measures, so that you can more actively and scientifically control teaching methods and educational methods, enrich your teaching art, and comprehensively improve the quality of teaching.

Objective: The reform and development of the market put forward higher requirements for the English practical ability of talents. Based on this, the CLIL bilingual teaching mode of the rail transit professional group in higher vocational schools is reformed, and practical teaching is practically used in the English teaching reform to improve the level of students' practical application ability of English is very important. However, from a practical perspective, there are still some problems in the application of practical teaching in the reform of professional English teaching in urban rail transit, which limits the improvement of students' practical application ability of English to a certain extent. Therefore, it is very important to adopt effective strategies for the application of practical teaching in English teaching reform through the combination of educational psychology and the characteristics of urban rail transit.

Study design: Using the stratified cluster random sampling method, a survey of 1,000 vocational rail transit students was conducted. Randomly select 10 higher vocational colleges, randomly select 100 students from different grades, and issue questionnaires on the reform of bilingual teaching mode. A total of 1,000 questionnaires were distributed, and 967 questionnaires were effectively returned.

Methods: Use Excel to calculate the effect of bilingual teaching mode on rail transit majors in higher vocational colleges.

Results: For students majoring in urban rail transit, english courses can be divided into industry English and basic English in terms of content. In terms of form, it can be divided into practical courses and theoretical courses. Among them, practical teaching means that teachers create a semi-real and semi-virtual situation for students, so that students can actively participate in practical activities such as listening, speaking, reading, writing, and translation, and provide students with training in their professional English language skills. The professional English teaching of urban rail transit has correspondingly improved the teaching goals and requirements.

In the survey results, five levels of 1-5 are used to quantify the impact value of specific factors. 1 represents irrelevant, 2 represents slight impact, 3 represents general impact, 4 represents significant impact, and 5 represents sufficient impact. In order to reduce the impact Individual subjective causes large errors. Take the assessment value of 1000 female college students and take the average, and the result is determined by rounding. The specific statistical table is shown in Table 1.

Table 1. The effect of bilingual teaching mode on rail transit majors in higher vocational colleges.

Factor	Learning initiative	Good atmosphere	Teaching Quality
College Students	4	5	5

Conclusions: The reform of CLIL bilingual teaching mode for higher vocational rail transit majors can effectively improve students' English learning efficiency and English application skills. Applying educational psychology to the English teaching reform of urban rail transit major can not only improve the quality and effect of English teaching, but also effectively improve students' ability of English practice and application, and promote students' ability to adapt to the market. Based on this, English teachers majoring in urban rail transit can combine educational psychology to conduct a preliminary study on bilingual teaching of vocational rail transit majors, so as to enhance students' competitiveness and further enhance the internationalization level of national rail transit.

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THE MECHANISM OF EMPLOYEE PSYCHOLOGICAL ANXIETY CAUSED BY