

experimental group received the English training of the optimized scheme, and the students in the control group received the conventional course teaching interactive mode. There was no significant difference in baseline data such as age and gender between the two groups.

**Methods:** The students' English Learning Anxiety Scale was developed. There were 35 items in the questionnaire. The Likert 5 subscale was used for scoring. Likert 5 subscale is one of the common scoring summation scales. These items belonging to the same scope are scored in the same way. This scale is similar to the sand scale and requires the research object to express their own views on a certain problem. Unlike the sand scale, Likert 5 subscale requires the research object to express the degree of agreement and disagreement with each problem, The sand scale only requires the subjects to choose the questions they agree. Using Likert 5 subscale can more scientifically detect the psychological state of the subjects. The students' English learning anxiety scale is compiled from three aspects: students' introspection, students' cognition of teachers and students' attitude towards themselves.

**Results:** The changes of anxiety of the two groups over time are shown in Table 1. The table shows that the number of students in the experimental group with severe anxiety and moderate anxiety has decreased over time, and more than two-thirds of students with mild anxiety have returned to normal. The change of anxiety in the control group was not obvious, and one third of the students still had moderate anxiety.

**Table 1.** Students' anxiety after three months

	Severe anxiety	Moderate anxiety	Mild anxiety	Normal
Experimental group	1	10	22	67
Control group	18	35	26	21

**Conclusions:** English teaching is an important part of college curriculum. How to ensure that students do not have anxiety in English learning is what we need to pay attention to in college classroom. Based on the current situation of college students' learning anxiety, this paper explores the impact of college curriculum interactive teaching on students' anxiety. It is found that optimizing the teaching mode can effectively alleviate students' anxiety and improve students' overall learning ability.

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## RESEARCH ON THE SOURCE AND PSYCHOLOGICAL COUNSELING EFFECT OF STUDENTS' ANXIETY IN VOCAL MUSIC TEACHING IN COLLEGES AND UNIVERSITIES

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**Background:** With the progress of human society, music education has been paid more and more attention. Today, with the vigorous development of vocal music education in the world, China's vocal music teaching has entered a new stage. Vocal music teaching occupies a very important position in music education. Vocal music psychology, as an interdisciplinary subject, is a required course for vocal music teachers. A systematic understanding of the development trend of vocal music teaching is a must for every vocal music learner and enthusiast. Vocal music is a kind of unnatural music, which is produced by the human body as the musical instrument and the human voice as the means under the command of the brain nerve and the coordination of the related muscles. At the same time, it can express people's thoughts more easily and directly, and the rich lyrics can be understood more accurately than other musical forms, so it is easy to form its wide sociality. This is a good song compared to other music works is more easily known, as the formation of a broad understanding of the masses and acceptance of social groups. The research and exploration of psychological factors in vocal music teaching is more convenient for teachers and students to learn, so it is particularly important in vocal music teaching.

**Objective:** 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, ability to withstand discrimination and judgment, such as constraints, its pressure has become increasingly prominent. Vocal music teaching is easy to be ignored or ignored in the aspect of students' mental health education. Many people feel that professional performers will appear frequently and repeatedly, so naturally they should not be nervous, and should not 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 the

students' good state in the usual classroom practice. Once they encounter competitions, exams and other major scenes, they will feel uncomfortable, and the psychological state will be seriously out of balance and appear the phenomenon of "performance anxiety".

**Subjects and methods:** Among the 50 college students of different majors in different grades, 20 were mild anxiety, 20 moderate anxiety, 10 severe anxiety, 25 boys and 25 girls, and 18 to 24 years old. The contents of vocal music teaching are as follows: Tell the students about the aim, significance and method of the intervention in music teaching in colleges and universities, let the students choose their favorite music from the music library according to their own hobbies, and let the professional vocal music teachers guide them. During the course, the students are encouraged to try more, never strike the students, observe the students' psychology and give professional suggestions in time. According to the results before and after the fusion teaching intervention, the students' behavior observation and treatment diary, the music psychological intervention was examined by observation, feedback and comparison. Counselors, peers, and family and friends were available to the students to learn about their treatment outcomes.

Generally speaking, because the students with behavior disorder are depressed, they are not aware of taking part in music activities actively. Therefore, we consider to adopt listening method in the early stage of intervention, and the real listening should be listening with the heart, not only rational listening. 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:** According to the results of the survey, the study analyzed whether the students' mood was stable, whether their mentality was normal, whether communication was smooth and whether they could communicate with others actively.

The results of this test shall be determined by means of 1 to 3 grades and quantitative influence values of specific factors, 1 indicating irrelevance, 2 indicating general influence, and 3 indicating great influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation values of 50 college students shall be adopted and the average value shall be taken, and the results shall be rounded off. The specific statistical table is shown in Table 1.

**Table 1.** Students' preference for traditional music

Groups	Emotions	Mindset	Communication
University student	3	3	2

**Conclusions:** The results showed that the anxiety and behavior disorder symptoms of the students were significantly improved after the intervention of vocal music teaching. 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.

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## APPLICATION OF PAINTING ART IN ALLEVIATING CHILDREN'S NEGATIVE EMOTIONAL DISORDER

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**Background:** The art of painting is a tool of nonverbal expression. Children in the painting, can freely play, from the experience to observe the fun around things, and then enhance their observation ability and practical ability. In addition, painting can help children to show their subconscious emotion and conflict in the form of painting, so that children's negative emotions can be catharses in painting, thus helping children know themselves. At the same time of painting, children can communicate with their peers, and improve their interpersonal skills. Based on the actual needs of children with mental disorders, this paper discusses the important role of painting art in the group work of children with mental disorders, hoping to provide group support and improve the ability of children to appreciate beauty.

**Objective:** In addition to the lack of love and care of relatives, children with mental disorders also face some difficulties in social interaction. Although some children with mental disorders have poor academic