

ANALYSIS ON THE INFLUENCE OF INNOVATIVE TEACHING IN COLLEGE MUSIC CLASSROOM ON ALLEVIATING COLLEGE STUDENTS' BEHAVIOR BARRIERS

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Background: In colleges and universities, some students suffer from behavioral disorders. Behavior disorder is a kind of disease caused by a variety of psychological process disorders, which leads to obvious abnormal behavior of individuals. According to the behavior of patients, researchers divided behavioral disorders into two types: psychomotor inhibition and psychomotor excitement. Among them, psychomotor excitement is also called behavioral excitement. The main feature of this type of behavior disorder is that the amount of behavior and movement of patients increase significantly. Psychomotor excitement can also be divided into two situations. One is coordinated excitement, that is, the patient's behavior and action are coordinated and matched with his thoughts and feelings. This type of psychomotor excitement is common in emotional excitement, mild mania, etc. The other is uncoordinated excitement, which is manifested in the uncoordinated behavior, psychology and thought of patients, which is common in schizophrenia. The main characteristic of behavioral disorder of psychomotor inhibition is that patients' actions and behaviors are greatly reduced, which affects their normal life, study and work. There are many reasons for college students' behavior barriers, the most important of which is that students' negative emotions lead to students' psychological barriers, and then students' behavior barriers. Therefore, finding a way to alleviate students' negative emotions and then alleviate students' behavior barriers is of great significance to the healthy growth and long-term development of college students.

In the education system of colleges and universities, music education in colleges and universities is one of the main ways to improve students' aesthetics, alleviate students' negative emotions and improve students' mental health level. Therefore, with the promotion and popularization of quality education, college music teaching plays a more and more important role in the college education system, and people from all walks of life pay more and more attention to college music teaching. However, the current music classroom teaching mode in colleges and universities is relatively traditional and single, which cannot meet the needs of the times, and cannot alleviate students' negative emotions and then alleviate college students' behavioral barriers. Therefore, the current music teaching mode in colleges and universities still needs to be improved and optimized. To solve this problem, the research puts forward some strategies to improve and optimize the music teaching mode in colleges and universities. Strengthen the practicability of music skills and apply what you have learned. Cultivate students' teamwork spirit and ability to make them complement each other and make common progress. Pay attention to learning evaluation and reflection, let students understand their learning effect, establish students' confidence and improve students' interest in learning. Improving the music teaching mode in colleges and universities can effectively mobilize students' enthusiasm, establish students' self-confidence, improve the effect of classroom teaching, alleviate students' negative emotions, and then alleviate students' behavior obstacles, and provide high-quality talents for the society, which is of great significance to the healthy growth and long-term development of college students.

Objective: The current music classroom teaching mode in colleges and universities is relatively traditional and single, which cannot meet the needs of the times, and cannot alleviate students' negative emotions and then alleviate college students' behavior barriers. The research puts forward strategies to improve the music teaching mode in colleges and universities, mobilize students' enthusiasm, establish students' self-confidence, improve the effect of classroom teaching, alleviate students' negative emotions, and then alleviate students' behavior obstacles, so as to provide high-quality talents for the society, which is of great significance to the healthy growth and long-term development of college students.

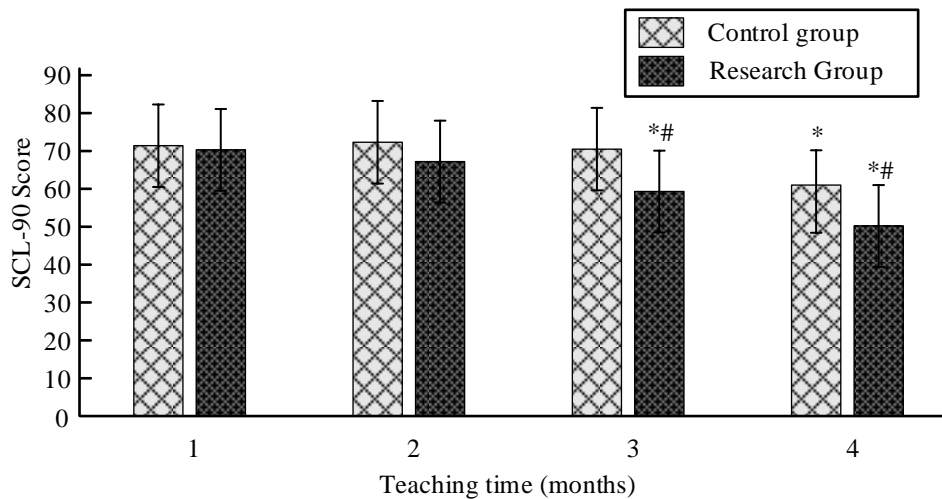
Subjects and methods: 80 students were selected as the research objects, and their mental health was evaluated by Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Symptom Checklist 90 (SCL-90). The Mild Behavior Disorder scale (MBI-C) was used to evaluate the degree of students' behavior disorder.

Study design: The students were randomly divided into the research group and the control group, with 40 people in each group. Among them, the research group adopted the improved college music teaching mode for music teaching. The control group used the traditional college music teaching mode for music teaching. After 4 months of teaching, the psychological status and behavioral disorder of the two groups were compared.

Methods: The software SPSS 17.0 and excel were used to count and analyze the relevant data.

Results: After 4 months of teaching, the SAS scores, SDS scores and SCL-90 scores of students in the research group and the control group were significantly lower than those before teaching ($P < 0.05$), and the SAS scores, SDS scores and SCL-90 scores of students in the research group were significantly lower than

those in the control group. The SCL-90 scores of the two groups of students are shown in Figure 1.



Note: * $P < 0.05$ compared with that before teaching. # It means that compared with the control group at the same time, $P < 0.05$.

Figure 1. SCL-90 scores of two groups of students

Conclusions: There are many reasons for college students' behavior disorder, the most important of which is that students' negative emotion leads to students' psychological disorder, and then students' behavior disorder. Therefore, finding a way to alleviate students' negative emotions and then alleviate students' behavior barriers is of great significance to the healthy growth and long-term development of college students. The current music classroom teaching mode in colleges and universities is relatively traditional and single, which cannot meet the needs of the times, and cannot alleviate students' negative emotions, so as to alleviate college students' behavior barriers. The research puts forward strategies to improve the music teaching mode in colleges and universities, mobilize students' enthusiasm, establish students' self-confidence, improve the effect of classroom teaching, alleviate students' negative emotions, and then alleviate students' behavior obstacles, so as to provide high-quality talents for the society, which is of great significance to the healthy growth and long-term development of college students.

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ANALYSIS OF ALLEVIATING EFFECT OF ASPHALT ROUTE DESIGN ON DRIVER ANXIETY

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Background: With the development of our society, people put forward higher requirements for the construction of public transport facilities. The development of road pavement design will not only affect the service life and operation cost of the road, but also directly affect people's travel safety. Asphalt pavement route design has many advantages as follows: 1. Asphalt pavement has high temperature stability. High temperature stability is the ability of asphalt pavement to resist flow deformation. Because the strength and rigidity of asphalt pavement decrease with the increase of temperature, the asphalt pavement should have good high temperature stability in order to avoid wave, roll, rut, swell and so on. 2. Asphalt pavement shall have low temperature crack resistance. Low temperature crack resistance refers to the ability of asphalt pavement to resist low temperature shrinkage cracks. As the temperature decreases, the stiffness of asphalt pavement increases and the deformation capacity decreases. These accumulative stresses will crack when they exceed the tensile strength of the material, which will lead to the destruction of the pavement. Therefore, asphalt pavement should have lower stiffness and greater deformation resistance at low temperature. 3. Asphalt pavement shall have water stability. Water stability refers to the ability of asphalt pavement to resist the erosion of water, resulting in asphalt film stripping, granulation, loosening, pit damage. This is because the presence of water on the one hand reduces the cohesion of asphalt itself, but also destroys the cohesion between asphalt and minerals in asphalt pavement, thus speeding up the spalling phenomenon, causing water damage of roads. 4. Asphalt pavement shall have