

students are lazy in learning, highly dependent on teachers and lack of initiative in learning, we should try to improve students' learning ability. Ask the students to look up the relevant materials before class and find out the background of the case. Avoid the situation that the students are silent or discuss the case at random. When the students discuss in groups, the teacher should always pay attention to the progress of the students' discussion and grasp the situation of the group discussion in time. Teachers should fully mobilize students' learning autonomy and encourage students to dare to think and speak. At the end of the class, two groups of students were given a summing-up test to compare their scores. Statistical education and psychology under the case teaching method in the financial accounting teaching to train students learning style, improve student learning ability and improve student learning quality has obvious effect.

Methods: Use SPSS20.0 software and Excel statistics results.

Results: The course of financial accounting requires students not only to have a solid theoretical basis, but also to have a strong practical ability. If the teacher can make full use of the case teaching method to introduce the real financial and accounting activities into the classroom teaching, let the students discover and discuss the problems they may encounter in the financial work of the company and the decisions they need to make, it can not only arouse the enthusiasm of the students to study, stimulate the vitality of the classroom, but also exercise the students' ability to analyze and deal with financial problems.

The results of this survey use 1 to 5 grades to quantify the influence values of specific factors, 1 to indicate irrelevant, 2 to indicate slight influence, 3 to indicate ordinary influence, 4 to indicate obvious influence, and 5 to indicate full influence. In order to reduce the great error caused by individual subjectivity in the evaluation, the evaluation values of 100 students are adopted and the average values are rounded off to obtain the results. The specific statistical table is shown in Table 1.

Table 1. Effect of case method in teaching financial accounting under educational psychology

Content	Cultivate students' learning methods	Improve students' learning ability	Improve students' learning quality
Student	4	4	5

Conclusions: Along with our country economy's unceasing development, also had the more request to the financial accounting's ability, the financial accounting staff is facing the opportunity and the challenge. Strengthening the teaching of financial accounting is beneficial to the students to integrate into the work quickly, and not to feel that the knowledge is out of line with the actual work and no knowledge can be used. It is also a wise measure for the development of market economy, strengthening the teaching reform and adapting to the needs of social employment.

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RESEARCH ON THE ADJUSTMENT METHODS OF PSYCHOLOGICAL ANXIETY OF UNIVERSITY ADMINISTRATORS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: University administrators mainly undertake affairs management and teaching assistance in colleges and universities. Their main task is to implement the relevant policy requirements of the government and serve teaching and scientific research. With the continuous enrollment expansion of colleges and universities, the number of students is increasing, but the proportion of administrative personnel is not increasing, which greatly increases the workload of administrative personnel in colleges and universities. In addition, there are many problems in university administration, such as many work points, wide range, insufficient staffing, low salary, narrow promotion channels and so on. Colleges and universities belong to the field of high concentration of senior intellectuals. People with high education but only engaged in general administrative posts will have some anxiety; Administrative personnel with low educational background will have inferiority complex, which will lead to anxiety. For those who have been engaged in University Administration for a long time, long-term work pressure will also lead to anxiety. Studies have shown that there is widespread life anxiety among administrators in Higher Vocational Colleges between the ages of 35 and 45. This survey result is basically consistent with the relevant survey data of Renmin University of China. People in this age group often face economic pressure from the purchase of real estate and transportation, children's education and elderly support, and the income of university administrators is low, which makes them prone to psychological anxiety.

Objective: College administrators mainly have anxiety about life, education and memory. In addition, influenced by the system, the career of college administrators also has some limitations. At present, the incentive system in colleges and universities is not perfect, which can easily lead to bad emotions and even anxiety among administrators. In order to effectively improve the problems in this regard, it is necessary to build a mental health guarantee mechanism for administrators in colleges and universities.

Research objects and methods: From the perspective of educational psychology, 100 administrative staff with anxiety symptoms in 5 universities were randomly selected. In view of the main causes of administrative staff's anxiety, we mainly started from improving the moral level and professional ability of administrative staff, and gradually weakened their administrative color by optimizing the organizational structure of colleges and universities, so that the functions of colleges and universities can really return to teaching and scientific research. After the intervention, the mental health status of administrative personnel was investigated by anxiety and depression survey scale. Evaluate the intervention effect according to the mental health status and satisfaction of administrative personnel, and then evaluate and improve the mental health guarantee mechanism of administrative personnel.

Study design: Administrative staff were randomly divided into experimental group and control group, with 50 people in each group. For the experimental group, educational psychology counseling was given to university administrators. The control group used conventional teaching methods. Two months after the intervention, the self-rating Anxiety Scale (SAS) was used to compare the anxiety of the two groups before and after the intervention.

Methods: The relevant data were calculated and counted by Excel software and SPSS 17.0 software.

Results: Before intervention, there was no significant difference in anxiety between the experimental group and the control group ($P > 0.05$). After the experiment, the anxiety of the experimental group was significantly improved, and the number of administrative personnel with severe and moderate emotions decreased significantly ($P < 0.05$), while that of the control group decreased, but there was no significant difference ($P > 0.05$). The results are shown in Table 1.

Table.1 Anxiety status of the two groups before and after the experiment (n/%)

Groups	Intervention time	Without anxiety	Mild Anxiety	Moderate anxiety	Severe anxiety
Experimental group	Before experiment	10(20.00)	25(50.00)	11(22.00)	4(8.00)
	After the experiment	30(60.00)	17(34.00)	3(6.00)	0(0.00)
Control group	Before experiment	12(24.00)	25(50.00)	10(20.00)	3(6.00)
	After the experiment	21(42.00)	19(38.00)	8(16.00)	2(4.00)

Conclusions: University administrators are responsible for the implementation of government education policies and the daily administration of colleges and universities. On the one hand, their anxiety comes from the uncertainty of their own work status and future career development. On the other hand, it comes from the psychological pressure brought by the existing incentive and assessment mechanism in colleges and universities. Therefore, the anxiety of university administrators should be paid enough attention, and the university administrators should jointly formulate countermeasures to provide more spiritual support for the administrators.

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INTERVENTION OF COLLEGE MUSIC EDUCATION INTEGRATING CHINESE TRADITIONAL MUSIC ON STUDENTS' ANXIETY DISORDER

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Background: As an effective way to realize the inheritance and development of Chinese traditional music and the promotion and publicity of traditional culture, the ultimate goal of music art education in colleges and universities is to cultivate music talents with both morality and art. Realizing the integration and inheritance of Chinese traditional music in college music education is the inevitable trend of the development of college Music Education under the background of the times. However, looking at the attention of major colleges and universities to traditional music teaching in China, it is not ideal to fit with the music teaching in colleges and universities, and there is a disconnect between the two. Therefore, it is