

implementation, the feasibility of the scheme is continuously evaluated through performance evaluation, so as to explore the reform path of ideological and political teaching scheme. At the same time, a second questionnaire was conducted to students at the end of the program teaching to understand their mental health status, and the psychological changes of students before and after the two times were compared and analyzed.

Research design: The content validity of task plan was evaluated by expert judgment and using the evaluation form of task content validity of Ideological and political teaching performance evaluation as a tool. Using 0 - 9 subscales, the comprehensive evaluation result of 30 experts on the content validity of performance evaluation task plan is 6.72 and the standard deviation is 1.36. The results of one-way ANOVA showed that there was no significant difference in the comprehensive scores of 10 tasks in the evaluation table.

Results: The main effect analysis of the teaching content is shown in Figure 1. Figure 1 shows that the students with different psychological quality intensity in the first questionnaire are divided into strong psychological quality group and weak psychological quality group. In the principal component effect analysis, the students with strong psychological quality show stronger psychological quality construction ability after accepting the ideological and political teaching of the new college curriculum, and the students with weak psychological quality show lower psychological quality construction ability, there was significant difference between the two groups ($P < 0.05$).

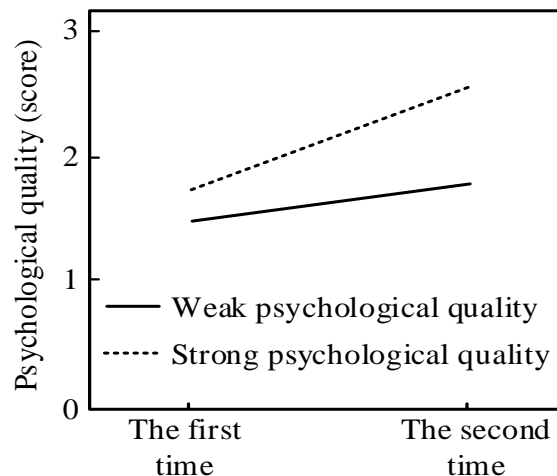


Figure 1. Main effect analysis results

Conclusions: Combining ideological and political education with psychological intervention, this paper studies the evaluation of college students' mental health, so as to provide basis for college students' psychological intervention. The results show that psychological counseling plays a significant role in promoting the development of ideological and political teaching reform ability in colleges and universities. With the implementation of the experiment, this role continues to strengthen. At the same time, students' psychological quality can also be significantly improved. From the effect of educational intervention, it can be found that different students are affected by different degrees of intervention. Therefore, in the exploration of Ideological and political teaching path in colleges and universities, we should take students as the main object and formulate a more comprehensive direction of teaching reform from the psychological perspective of students. And ensure that in the ideological and political teaching reform in colleges and universities, we can constantly improve students' psychological quality, promote students' healthy growth, and establish students' correct values.

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INNOVATIVE TEACHING PATH OF MUSIC CLASSROOM IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: With the deepening of people's views on music, how to teach music ideas more specifically

in music teaching has become the main research direction. Innovation is a convenient choice in the era of knowledge economy, which is also reflected in the innovative teaching of music classroom. Most students in music classroom take appreciation as the main performance, and few students take understanding the essence of music as the main learning purpose. Psychologists believe that when students accept task-based teaching, they often judge the knowledge they need to receive according to their self-cognitive style and cognitive level. Therefore, it can be seen that students in the music classroom ask for music knowledge according to their psychological needs. Because students' subjective feeling in the music classroom is to enjoy music, or most students are to complete the credit requirements, students are not interested in the content in the music classroom in their daily classroom performance. In order to cultivate students' aesthetic taste, this paper discusses the teaching innovation path of music classroom in colleges and universities from the perspective of cognitive psychology.

Objective: To analyze the factors affecting college students' low emotion in music classroom by using cognitive psychology, so as to construct an innovative teaching scheme in music classroom and improve students' comprehensive quality.

Research objects and methods: 207 students with music courses in a university were selected, including 76 males and 131 females. All participants were randomly divided into experimental group and control group. The number of the experimental group was 103 and the number of the control group was 104. There was no significant difference in academic achievement and gender between the two groups.

Research design: (1) From the student level: establish students' positive psychological view of music learning. In order to solve students' negative attitude in music classroom, we must establish a positive outlook on mental health education and cultivate a positive psychology of music learning. We should cultivate students' enthusiasm in music learning and make students interested in music content. (2) From the teacher level: Teachers should deeply explore students' psychological activities in the music classroom, make timely and correct responses to students' non borrowing of music, and constantly stimulate students' potential in music. Teachers can deeply explore students' internal positive psychological quality of music learning by observing students' evaluation of music teaching and students' understanding of music in class and after class.

Evaluation methods: The self-made positive psychological evaluation scale was used for students' positive psychological degree. The overall validity of the scale was 0.875, including 30 items, each item was divided into 5 grades. 1 means no, which means there is no learning enthusiasm; 2 indicates mild, indicating slight enthusiasm, but the performance is not strong; 3 means moderate, indicating a certain degree of enthusiasm, and occasionally strong; 4 means severe, indicating strong enthusiasm for teaching for a long time; 5 means full, indicating a high degree of love for the teaching content, a high degree of participation in the teaching content, and maintaining long-term enthusiasm.

Results: The students in the experimental group and the students in the control group participated in the conventional music teaching mode for 3 months,

There was no significant difference in the enthusiasm scores between the two groups. The students in the experimental group adopted the innovative teaching mode for 3 months, while the students in the control group still adopted the conventional teaching mode. The two groups of students conducted a questionnaire after teaching, and the difference in enthusiasm score was statistically significant. See Table 1.

Table 1. Positive evaluation results

| Scale index | Before intervention | | After intervention | |
|-------------------------|---------------------|---------------|--------------------|---------------|
| | Experience group | Control group | Experience group | Control group |
| Music content | 1.67 ± 0.57 | 1.62 ± 0.61 | 2.76 ± 0.83* | 1.83 ± 0.77 |
| Teaching attitude | 1.82 ± 0.31 | 1.94 ± 0.37 | 2.91 ± 0.64* | 1.98 ± 0.49 |
| Teaching method | 1.42 ± 0.52 | 1.49 ± 0.45 | 3.12 ± 1.01* | 1.69 ± 0.55 |
| Classroom concentration | 1.33 ± 0.44 | 1.36 ± 0.41 | 3.64 ± 1.11* | 1.59 ± 0.48 |
| After class attention | 1.29 ± 0.61 | 1.34 ± 0.58 | 3.25 ± 0.93* | 1.62 ± 0.61 |

Note: * indicates $P < 0.05$ compared with the control group

Conclusions: Apply cognitive psychology to the innovation and reform of music curriculum in colleges and universities, and determine the direction and effect of teaching reform by analyzing students' enthusiasm in music learning. 207 students were divided into experimental group and control group. After receiving routine education, the students in the experimental group turned to innovative program education, and the control group continued to receive routine music education. The music learning

enthusiasm evaluation scale was used to evaluate the students' enthusiasm in different schemes. The results showed that the music learning enthusiasm of the students in the experimental group was significantly improved after receiving the innovative music teaching scheme. Compared with the control group, the difference was statistically significant ($P < 0.05$). The above results show that improving students' positive gender in learning from the perspective of cognitive psychology is not only the main path of music innovation and reform, but also the main way to develop students' comprehensive quality in an all-round way.

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INTEGRATION OF HOMESTAY CHARACTERISTICS AND CULTURAL TOURISM FROM THE PSYCHOLOGICAL PERSPECTIVE

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Background: With the continuous development of China's social economy, the national cultural quality is also improving. At the same time, with the improvement of China's attention to culture, how to realize the wide-ranging dissemination of culture has become the main research object. The state continues to emphasize that culture is the soul of tourism and tourism is the intermediate carrier of culture. At the same time, the economic improvement has brought about the rise of people's desire for tourism. Under the guidance of policies, the tourism industry publicizes B & amp; B as the characteristics of scenic spots. B & amp; B has gradually produced its own characteristics in the continuous development. The more obvious characteristics of B & amp; B are its personalization, regionalization, miniaturization and civilians. However, from the actual operation status of B & amp; B, it can be found that the degree of integration between B & amp; B and culture is not enough, and it is difficult for tourists to feel the local cultural atmosphere from B & amp; B during tourism. In addition, many B & amp; B operators lack keen perception of the market, resulting in single sales means and unable to integrate resources, it is just that the long-term development ability of B & amp; B in foreign operation is not good. In the final analysis, the reason why B & amp; B cannot integrate its own characteristics into cultural tourism is that it does not start from tourists' psychology. Therefore, from psychology, we can know that tourists' sense of viewing experience, living comfort and consumer demand psychology are the reasons affecting the integration degree of B & amp; B and cultural tourism. Therefore, the study will analyze the characteristics of home stay and the psychological activities and needs of tourists in cultural tourism from a psychological perspective, and find a scheme suitable for the appropriate integration of home stay characteristics and cultural tourism.

Objective: In order to meet the cultural tourism requirements advocated by China's policies, improve China's overall economic strength and meet the tourism needs of tourists, this paper studies the characteristics of home stay and the integration mode of cultural tourism.

Subjects and methods: Considering the overall survey and case interview, this paper makes an in-depth study on the relevant data from the aspects of tourists' willingness to participate in tourism and home stay, preference for tourism activities, requirements of tourism measures, suggestions on tourism development, visit rate and influencing factors of cultural industries in surrounding areas, etc Analysis and statistics.

Research design: Based on the current situation of the integration of B & amp; B and cultural tourism, and guided by tourists' experience and consumption psychology, the research on B & amp; B is carried out. In the questionnaire design, the B & amp; B reputation, B & amp; B cultural atmosphere and B & amp; B surrounding image are taken as the first-class indicators of the scale, including 18 test items, using Likert 5 subscale.

Results: Before and after the development of the integration scheme, the overall evaluation of B & amp; B was carried out, and questionnaires were sent to 30 experts and 150 tourists. Both of them jointly evaluated the integration scheme of B & amp; B characteristics and cultural tourism. The results are shown in Table 1.

Table 1 shows that the evaluation of experts and tourists on the cultural atmosphere and sense of experience of home stay before the implementation of the integration scheme is lower than that after the integration scheme, and the difference is statistically significant. It also shows that from the perspective of psychology, it is effective to formulate a scheme for the integration of home stay characteristics and cultural tourism, and the integration scheme can well cater to the tourism psychology of experts and tourists.

Conclusions: In the development of B & amp; B culture, we pay too much attention to economic benefits and do not pay attention to cultural exchanges with tourist destinations, which leads to the current