

RESEARCH ON CONTEMPORARY HIGHER ENVIRONMENTAL EDUCATION REFORM AND TALENT TRAINING FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a social psychology that studies human learning, the effect of educational intervention, teaching psychology and school organization under the educational situation. Its focus is to apply the theory or research results of psychology to education. Educational psychology can be applied to designing courses, improving teaching methods, promoting learning motivation and helping students face various difficulties and challenges in the process of growth. Educational psychology pays attention to how students learn and develop. In practical work, it pays special attention to students with special educational needs. Based on psychology, it constructs the relationship and connection between the two disciplines, and applies and combines them with each other. At the same time, educational psychology can develop many special fields to study educational problems, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology includes the relationship between students' personality development and educational environment, students' intelligence, ability development and knowledge learning, the relationship between social development and standardized learning, the effectiveness of teaching and the regularity of talent training. Educational psychology focuses on people-oriented and the cultivation of students' subjectivity, advocates inquiry learning and cultivating creativity, provides a psychological scientific basis for the setting of diversified courses, improves the quality of students' moral education, aesthetic education and governance, and improves the efficiency of classroom teaching.

The continuous progress of the times has promoted the reform process of higher education environment and the urgent development of talent training. Breaking through the traditional limited thinking and "examination-oriented training" scheme, and truly creating practical talents and practical talents has gradually become one of the teaching priorities of colleges and universities. Teaching culture is the soil of educational ideas. In order to better implement the curriculum reform, teachers must break the traditional classroom teaching culture and build a new classroom teaching culture. The construction of new teaching culture should be carried out according to the law of students' development and the law of education itself. Teachers should change many ideas in their teaching. The transformation of teaching ideas is the premise of the reconstruction of teaching culture. Establishing teaching people-oriented, student-oriented and promoting students' diversified development is one of the important goals of teachers and teaching reform. At the same time, teachers should adjust their psychological state, adapt from leading to guiding, constantly improve their teaching level, establish good mental health quality, and be ready for change at any time.

Objective: In order to better promote the reform of higher education environment and speed up the training of practical talents with high comprehensive quality who adapt to the development of the times, this paper studies the ways of education reform and talent training scheme from the perspective of educational psychology, in order to promote the path of education innovation reform and the level of education quality in China.

Research objects and methods: 600 college students of different grades in a university were selected as the research object. The stratified cluster sampling method was used to collect students' evaluation views on the effect of teaching reform and talent training plan through questionnaire design.

Method design: The subjects were divided into experimental group and control group. The control group normally carried out the learning process without any intervention, while the experimental group carried out the learning process with innovative teaching methods based on teaching objectives and teaching methods from the perspective of educational psychology through classroom observation. The teaching test and the evaluation of teaching effect are used to compare the views and evaluation of the two groups of students on the talent training of educational reform. The teaching experiment time is one year.

Methods: Excel was used to analyze the scores of students' evaluation of teaching environment reform and talent training effect from the perspective of educational psychology.

Results: After introducing the perspective of educational psychology to study the reform of higher environmental education and the effect of talent training, the results show that educational psychology helps to improve students' enthusiasm for classroom participation and help schools better promote the realization of educational reform and talent training programs by starting from students' needs, innovating teaching methods and increasing teaching objectives. There was significant statistical difference between the two groups before and after the experiment. Table 1 shows the statistics of score difference of the impact of educational psychology on the effect of teaching reform.

Conclusion: Educational psychology can provide a theoretical basis for educational reform, lay a psychological scientific foundation for the study of teaching reform in China, and be committed to serving practical education. On the basis of grasping the psychological law and teaching law of the subject and object of teaching, educational psychology can teach students according to their aptitude, teach without category, greatly improve the teaching level and ensure the teaching quality, accelerate the reform of contemporary higher environmental education and the research process of talent training, and provide guiding suggestions.

Table 1. Statistics of score difference of the influence of educational psychology on the effect of teaching reform

Evaluation dimension	Richness of teaching content	The burden of homework	Learning enthusiasm	Diversity of extracurricular activities
Experience group	21.35±4.52	14.16±3.34	19.25±7.13	23.86±3.47
Control group	19.78±3.14	25.37±1.25	12.44±5.11	18.24±4.13

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ANALYSIS ON THE RELIEVING EFFECT OF THE TRANSFORMATION OF VOCAL MUSIC CLASSROOM TEACHING MODE ON THE PSYCHOLOGICAL PRESSURE OF PROFESSIONAL STUDENTS

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Background: The core of higher education lies in the construction of various subject courses, which is the basis of talent cultivation and teaching level evaluation. Under the background that the state vigorously promotes and deepens the teaching reform of higher education, the Ministry of education requires the discipline in Colleges and universities “Build a number of high-quality online open courses represented by large-scale online open courses and integrating course application and teaching services. Innovate the online course sharing and application mode, promote the sharing of high-quality online open courses, customize online course applications for different types of colleges and universities, and inter school online and offline Hybrid Teaching”. As an important discipline in many colleges and universities, vocal music teaching, especially in music colleges and universities, attaches great importance to its curriculum value and role. Vocal music learning, as a means of contacting and perceiving art, can enable both teachers and students to feel the charm of music, discover beauty, explore beauty, feel beauty and create beauty through practice and singing. However, vocal music learning is a part of music education and has strong regularity. It needs a lot of practice under the guidance of teachers to strengthen students’ music aesthetic experience in training. Under the background of the development of the times and new media, the teaching effect and teaching quality of vocal music teaching under different teaching methods are different, which also makes students’ enthusiasm to participate in the classroom and classroom harvest exist. Therefore, music classroom teaching needs to constantly optimize and enrich teaching requirements. Only in this way can we meet the diversified needs of students, improve teaching quality and realize the effectiveness of teaching.

Due to the differences of vocal music majors’ individual personality, past learning background and their own endowment resources, different students show different learning ability, learning initiative and learning effect, and the learning effect varies from person to person. Vocal music teaching is different from the teaching objectives of general disciplines. Vocal music teaching pays more attention to the importance of teaching practice, and its teaching effects are mostly presented in the form of singing and performance. The lack of stage experience and the difference of psychological quality make some students shy of showing and expressing themselves, and they will have self-doubt due to the one-sided evaluation of themselves by teachers and students, resulting in psychological emotions and behaviors such as depression, inferiority, depression and timidity. In the long run, it will not only damage their own mental health, but also affect