

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

their professional practice ability. The lack of talking objects and avoidance of their own psychological problems make some students' psychological pressure cannot be released, and their worries about their future exacerbate students depressed psychological mood and employment pressure, affecting students' study, life and work.

Objective: In order to alleviate the psychological pressure of vocal music students and help them better regulate their emotions and psychological problems, the research aims to innovate the vocal music classroom teaching methods, analyze the relieving effect of the teaching mode on students' psychological pressure, and then improve students' classroom efficiency and mental health level.

Research objects and methods: 362 students majoring in vocal music in a university were selected as the research objects. Stratified cluster sampling method and experimental grouping were adopted, with the help of psycho-so-Matic Tension-Relaxation inventory (PSTRI) and symptom checklist 90 (SCL-90). This paper analyzes the psychological stress and mental health level of vocal music students, and explores its influencing mechanism.

Method design: The subjects were divided into experimental group and control group. The control group used ordinary vocal music classroom teaching method, and the experimental group innovated the traditional vocal music teaching mode through "vocal music teaching experience room + flipped classroom mode". The vocal music teaching experience room can demonstrate and correct students' voice and singing with the help of three-dimensional dynamic vocal music teaching model and two-dimensional dynamic vocal music teaching board. Flipped classroom teaching can give full play to students' dominant position and mobilize their enthusiasm for classroom participation, and the recording of teaching video can make introverted students gradually improve and progress through practice. The experimental teaching time is four months. After the experiment, the students' psychological stress relief and health level are evaluated with the help of the scale. 362 and 360 questionnaires were collected and valid, and the effective rate of the questionnaire was 99.45%.

Methods: The psychological stress and health level of students under the intervention of different vocal music classroom teaching methods were statistically analyzed with the help of social statistical analysis tool SPSS 20.0.

Results: The application of the classroom teaching method of "vocal music teaching experience room + flipped classroom model" has significantly improved the psychological pressure relief of vocal music students, greatly improved the students' mental health level, and promoted the teaching quality and teaching objectives. The PSTRI score and SCL-90 score of the two groups of students had significant statistical significance before and after the experiment. Table 1 shows the SCL of the two groups of students-90 score difference statistical results.

Table 1. SCL of two groups of students-90 score difference statistical results

Scoring dimension	Experience group	Control group	Constant value
Force	1.43±0.41	1.88±0.54	1.62±0.57
Anxious	1.12±0.37	1.74±0.41	1.39±0.43
Depressed	1.28±0.50	1.95±0.62	1.50±0.59
Paranoid	1.07±0.45	1.64±0.59	1.43±0.58
Psychotic	1.11±0.32	1.59±0.47	1.29±0.42

Conclusions: Vocal music teaching is a special course aimed at cultivating and training students to master singing skills and skills, and cultivating students' feeling, expression and creative ability of music art. Constantly innovating classroom teaching methods and exploring research in practice teaching will help to find out a new teaching mode with scientific, advanced and creative spirit, help students improve their psychological pressure, overcome emotional adjustment obstacles, teach students in accordance with their aptitude, stimulate students' interest in learning, and further enhance their professional accomplishment and ability.

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FINANCIAL MANAGEMENT COUNTERMEASURES OF PUBLIC HEALTH EMERGENCIES UNDER THE OBSTACLE OF THINKING LOGIC

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