

main aspects: the beauty of form and the beauty of content. Formal beauty can be divided into line beauty, ink color beauty and text beauty. It comes from the aesthetic objects expressed in the work: brushes, ink, composition and other elements. Content beauty mainly includes subject beauty and object beauty. Subjective beauty reflects the aesthetic concept, artistic achievement and academic character of calligraphers. The beauty of objects is the objective manifestation of spirit, charm, artistic conception and style. This structure surface can be represented in Figure 1.

Discussion: It can be seen from Figure 2 that in the process of appreciating calligraphy, the psychological activities of college students are divided into three processes, namely attention and feeling, association and imagination, and understanding and emotion. Among them, most students think that the understanding and emotion of calligraphy are the most important, and the three classes account for 39.5%, 42.2% and 47% respectively. Therefore, in the teaching of calligraphy appreciation, the teacher must first grasp the students' attention and emotions in the calligraphy works, and play the role of attention. Only by maintaining the stability of attention can a deeper and more complete aesthetic understanding be obtained. To give full play to the students' association and imagination in the appreciation of calligraphy. The association and imagination in the appreciation process are actually produced on the basis of the feeling and understanding of artistic creation, and they in turn deepen the feeling and understanding of appreciation. Finally, to deepen students' understanding and emotional experience of calligraphy works, only emotional activities based on understanding can make students feel the emotion of calligraphy art.

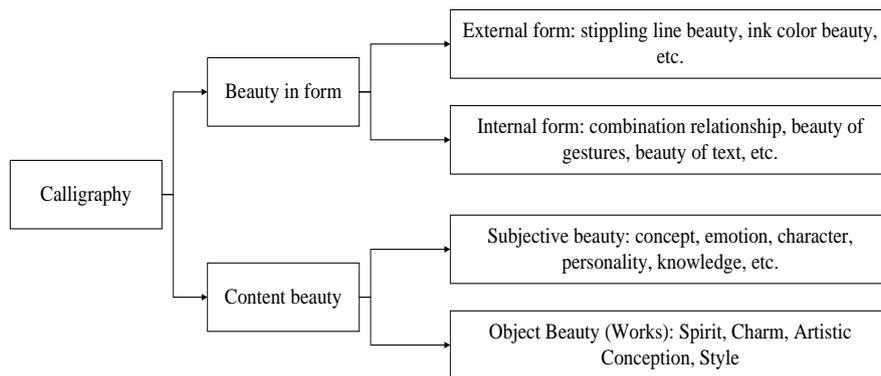


Figure 1. Calligraphy art hierarchy diagram

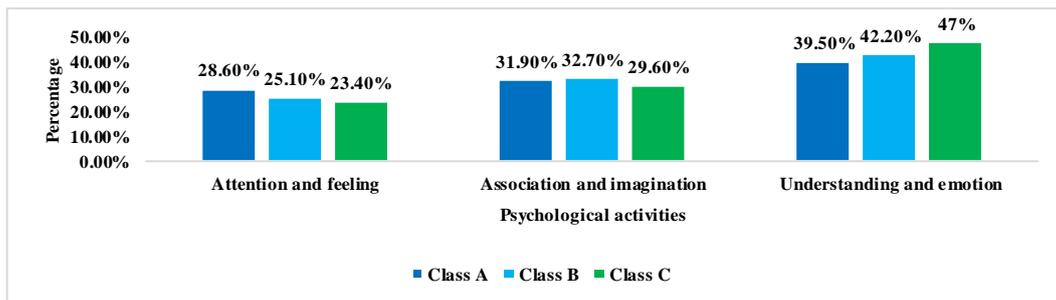


Figure 2. Psychological activities of college students in the process of appreciating calligraphy

Conclusions: There are many psychological phenomena in calligraphy appreciation. Various psychological phenomena are interconnected, interacted, and influenced each other, forming a psychological process of comprehensive movement of multiple psychological elements, which promotes people's aesthetic appreciation of calligraphy from the primary feeling stage to the advanced aesthetic stage.

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INFLUENCE OF LEARNING PERFORMANCE ON INTERPERSONAL RELATIONS: THE MEDIATION ROLE OF CLASSROOM ANXIETY

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Background: The way of education has changed, the learning conditions have been improved, and the number of people receiving education has been constantly expanding. But the classroom anxiety of middle school students is becoming more and more serious. It is found that classroom anxiety is closely related to learning performance and interpersonal relationship, but there is no comprehensive study of the three variables. In addition, from the existing research, learning performance has a predictive effect on classroom anxiety, and it has been found that classroom anxiety is a major factor affecting interpersonal relationship. Therefore, it can be concluded that classroom anxiety may be the mediating variable between learning performance and interpersonal relationship. This study will examine classroom anxiety, deeply study the influencing factors of classroom anxiety, and provide evidence for the guidance work of middle school students' anxiety in class.

Subjects and methods: A total of 366 valid questionnaires were collected from 429 middle school students by convenient sampling, accounting for 85.31% of the total number.

Study design: The questionnaire was compiled by Wu Xinchun, including learning achievement, learning efficiency, learning attitude, and learning motivation. A five-point score is used, with "strongly agree" and "strongly disagree". The higher the score, the worse they get along. To make it easier to explain, the method of recalculating variables was used to distinguish between the average and define the group with higher than the average as low learning performance and set it as 0. Lower than average was set as high-performance group, set as 1 point, so that the higher the score is, the better they get along.

Methods of statistical analysis: Statistical analysis software SPSS 17.0 was used for analysis of variance, regression and Pearson.

Results: Table 2 results show that: in terms of gender, girls score higher than boys in learning attitude and performance, with obvious differences. In terms of grades, students in grade two scored the highest in learning attitude and performance, followed by students in grade one and students in grade one scored the lowest. In terms of the source of students, the scores of each dimension of learning performance in urban areas are higher than that in urban areas, and the differences are extremely significant.

Table 2. A comparison of demographic differences in learning performance of middle school students

variable	studying performance M±SD	scholastic achievement M±SD	earning efficiency M±SD	learning attitude M±SD	learning motivation M±SD
male	2.62±0.72	2.78±1.59	2.76±1.11	2.55±0.94	2.48±0.96
Female	2.78±0.74	2.76±1.31	2.88±0.99	2.81±0.96	2.66±1.04
<i>F</i>	4.244*	0.007	1.054	6.089*	2.695
Junior high school grade one	2.71±0.87	2.94±1.85	2.85±1.29	2.73±1.15	2.49±1.21
Junior high school second grade	2.54±0.49	2.45±0.98	2.66±0.87	2.53±0.72	2.47±0.71
Grade one of high school	2.63±0.46	2.68±0.97	2.85±0.74	2.60±0.68	2.44±0.72
Second grade of high school	2.94±0.93	2.92±1.58	2.94±1.16	2.98±1.12	2.91±1.20
<i>F</i>	5.103**	2.056	1.008	4.163**	5.090**
cities and towns	3.06±0.86	2.97±1.62	3.14±1.10	3.07±1.08	3.01±1.17
village	2.57±0.45	2.64±0.97	2.63±0.73	2.56±0.72	2.48±0.71
city	2.56±0.77	2.71±1.59	2.78±1.20	2.53±1.00	2.31±1.04
<i>F</i>	19.887***	1.816***	8.062***	12.191***	16.168***

* $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

Conclusions: The results showed that girls scored higher than boys in terms of academic performance. Grade 2 students scored the highest, grade 1 students scored higher, grade 2 students scored the lowest, urban students scored highest, while rural students scored lowest. Professor Feng Zhongliang once said, students learn knowledge is acquired in school, is a kind of experience teaching. Studies have found that girls have handled it better than boys in terms of relationships. Grade two students handle the best, grade one students handle the better well, grade one students handle the worst. The results showed that girls scored higher than boys on classroom anxiety. Sophomores scored the highest, sophomores scored higher, and

sophomores scored lowest. Urban students scored highest and urban students scored lowest.

Acknowledgements: Hubei University of outstanding young and middle-aged science and technology innovation team project.

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RESEARCH ON THE ROLE OF SINGING PSYCHOLOGICAL QUALITY IN VOCAL MUSIC TEACHING AND PERFORMANCE

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Background: Having good psychological quality can reasonably regulate their emotions. Good psychological quality plays a positive and important role in any industry. Similarly, singing psychological quality also plays an important role in vocal music teaching and vocal music performance, so it is of great significance to study and research on water culture of traditional national rural culture tourism development under the mass psychology of new ecological environment analyze the methods of how to improve students' singing psychological quality for the development of vocal music teaching activities.

Subjects and methods: The quality of singing psychological quality will directly affect the development prospect of students' singing career in the future. The reason is that singing psychological quality can effectively help students overcome various negative emotions in the process of singing, and also contribute to the smooth development of teaching activities.

Study design: This paper will focus on how to improve students' singing psychological quality from three aspects, in order to provide some help for relevant research.

Methods of statistical analysis: The role of singing psychological quality in vocal music teaching. 1. Singing psychological quality is conducive to cultivating students' interest in singing. Interest is the best driving force for learning. The vocal music learning process is a relatively boring process. In learning, we should pay attention to the adjustment of students' learning psychology. In a good psychological state, it will be easier to have interest and achieve better learning results. 2. Singing psychological quality is conducive to mobilize students' subjective initiative. Learning is a process like sailing against the current, which requires a long time of persistence. Good psychological quality in learning will stimulate students' interest in learning and turn teachers' forced learning into students' active learning. Students think consciously and study hard to learn vocal music. It has better learning effect than boring knowledge explanation, so as to quickly improve their musical literacy. 3. Singing psychological quality is conducive to teachers to adopt correct teaching methods. Singing teaching method is an important part of singing learning. Facing students with different conditions, teachers should teach students according to their aptitude. Sometimes using the same teaching method will often have different effects. For example, the method of severe criticism may make the outward oriented students study harder, while the inward oriented students may inhibit their ability to express themselves and their understanding of singing works. Therefore, teachers should adopt teaching methods suitable for students' own characteristics, encourage, affirm and appreciate students, and strive to be reasonable and emotional.

Results: Give full play to the guiding role of teachers. Teachers should play a more guiding role in follow-up teaching activities, encourage students to practice singing, organize some joint activities in and between classes, actively encourage students to participate, and teach according to the characteristics of students, while improving the singing level improve one's own psychological quality, and finally realize all-round growth.

Students are required to practice frequently. The improvement of singing psychological quality cannot completely rely on the work of teachers. Students should also develop study plans based on their own characteristics, strive to improve their psychological quality, and continuously enhance their own abilities.

Strengthen psychological education. The improvement of psychological quality is directly related to psychological education. In the follow-up work, teachers should clarify their responsibilities, take the long-term development of students as the core pursuit of teaching, and take the continuous progress of students as their own responsibility, carry out professional teaching, increase psychological counseling and education content, and cultivate students' singing psychological quality for a long time.

Conclusions: Teachers should change the traditional teaching misunderstanding, realize the importance of psychological counseling and the important role of singing psychological quality in vocal music teaching and performance, and understand some specific theoretical contents. In the follow-up teaching activities, vocal music teachers should pay attention to the cultivation of students' psychological quality, formulate corresponding teaching plans according to the characteristics of each student, and teach students according