

ANALYSIS OF THE APPLIED VALUE OF HUMANISTIC PSYCHOLOGY IN COLLEGE STUDENTS' ART EDUCATION

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SUMMARY

Background: The purpose of this study is to promote the overall development of students, systematically learn the knowledge of art education, and enhance the aesthetic ability in art learning, further shape the perfect personality of students, and effectively improve the effectiveness of art education for college students. Therefore, it analyzes the application value of humanistic psychology in college students' art education, investigates and analyzes the current status of college students' art education, and proposes the necessity and applicability of humanistic psychology in college students' art education.

Subjects and methods: In this study, using the relevant theories of humanistic psychology and questionnaire survey method, 335 college students in a university conducted a questionnaire survey on college students' art education. According to the survey results, this paper puts forward the necessity and applicability of humanistic psychology in college students' art education, analyzes the application value of humanistic psychology in college students' art education.

Results: Through the questionnaire survey method, this paper investigates and analyzes the current situation of college students' art education, and puts forward that the application necessity and applicability of humanistic psychology in college students' art education are as follows: the requirements of modern art development trend for teaching and learning, the particularity of learners themselves, the expression of art education, the function of art education and the harmonious relationship between teachers and students. The applicability of humanistic psychology in college students' art education lies not only in the characteristics of art education and students' needs, but also in the objective requirements of college students' art education teachers' professional quality. This paper analyzes the application value of humanistic psychology in college students' art education as follows: under the guidance of humanistic psychology, college students' art education teaching purpose, organization form, teaching concept, teaching methods and forms.

Conclusions: Through the questionnaire survey and statistical results, according to the current situation of college students' art education, this paper puts forward the necessity and applicability of humanistic psychology in college students' art education, and analyzes the application value of humanistic psychology in college students' art education. So as to effectively promote the all-round development of students, systematically learn the knowledge of art education, improve aesthetic ability in art learning, further shape students' perfect personality, and provide a certain reference value for improving the effectiveness of college students' art education.

Key words: humanistic psychology - art education for college students - art education application - applied value analysis

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INTRODUCTION

Humanistic psychology pays more attention to human subjectivity rather than objectivity than using data statistics to study psychology (Liang 2019). It is more subjective. For example, the transformation in psychoanalysis is the problem of the relationship between analysts and analysts, the problem between two subjects. Psychoanalytic theory is an idea or an investigation method or a treatment method based on the existence of unconsciousness (Crocker & Baur 2020). It belongs to typical humanistic psychology, which includes psychoanalysis. Humanistic psychology is a human-oriented psychology that studies the nature, experience and value of the whole human being. In short, humanistic psychology is named for its emphasis on people-oriented values, and emphasizes people's growth and development as well as people's positive essence and value. People-oriented is the purpose of humanistic psychology (Chen & Tan 2019). Humanism takes the holistic view of man as a methodology, studies the

whole of man and personality, emphasizes that man's psychology is a unity composed of three processes of knowledge, emotion and consciousness, and emphasizes that man should be developed as a whole, and a certain psychological state of man cannot be isolated for research. The main theoretical ideas of humanistic psychology are self-realization theory and hierarchy of needs theory (Lichtenstein 2019). Self-realization theory holds that the perfect development of human ability is self-realization. The concept of self-realization mainly refers to the realization of human will in personal behavior and the realization of human nature. The hierarchy of needs theory divides people's needs from low to high into different levels, and divides people's needs into seven levels from low to high, which are physiological needs, security needs, belonging and love needs, respect needs, desire for understanding and understanding, beauty needs and self-realization needs. The most important contribution of humanistic psychology is the application of humanistic psychology theory to practice, which has a very far-reaching practical

significance for promoting teaching reform (Khademi & Najafi 2020). The theoretical achievements in humanistic psychology education mainly include personality self-theory, educational teleology, non-guiding teaching, free learning view, meaning learning theory and his view of teachers and students in the relationship between teachers and students. The proper image of humanistic psychology methodology and summarizing the development process of humanistic psychology methodology will help to promote the construction of a reasonable and perfect methodology of psychology, so as to promote the healthy development of psychology.

Art education is a kind of aesthetic education. There are different forms of education in art education. Using these forms of education can improve the ideological consciousness of college students. These forms of education include the education of aesthetic perception, appreciation and creativity (Alyahyai et al. 2020). If you compare the educational form for college students with other subjects, you will clearly see the important and unique value. This value will definitely have important significance in the process of cultivating college students' humanistic quality. In the process of university education, art education is only one of them. It is a kind of cultural atmosphere on the university campus. Its manifestation is mainly based on the campus as the space, with students as the main body, and the main content of art performance activities inside and outside the class. Through college art education, students can achieve the purposes of entertainment, aesthetics, psychological adjustment and cultural dissemination, and improve the cognitive level of college students. Obviously, as long as they are used properly, these can achieve the goal of quality education. The means and contents of art education have increasingly become the types of education accepted by college students. Through art education, college students can receive the most dynamic education and grow healthily (Liu 2021). Therefore, the art education in universities has played an irreplaceable role in the comprehensive quality education of college students.

At present, scholars in related fields have conducted research on art education for college students, Lee et al. proposed a study on visual art education and social emotional learning in rural Kenya. This article uses a hybrid approach to investigate the role of art education in the social and emotional learning of rural primary school students in Kenya through quasi-experimental case studies. Based on the cooperation between insiders and outsiders in the village, it also reveals the appropriate methods of art education in the social context (Lee et al. 2021). Meisel et al. put forward creation in action (Meisel et al. 2021): mobility, creative space and art education research. Combining the excitement brought by the maker movement and the novel creation of deployable maker space, review the development of the 3D

kinesthetic education mobile studio. Combining the landscape concept of this course with the mobile makerspace platform aims to formulate strategies so that novices can meet them almost anywhere and attract them to participate in a series of practical activities, so as to provide them with a series of knowledge and capabilities of additional technologies in digital manufacturing. Review the components of the material, form the curriculum, explore the thematic connection between the maker movement and art education, design thinking and kinesthetic learning, and location-based education and mobile platforms. Informal practice and mobile makerspace in art education promote place form and kinesthetic learning. Therefore, similar courses are encouraged to strengthen and expand previous knowledge, expand participation, and provide adaptive learning space for STEAM plans (Meisel & Nicholas 2021). In general, the current angle and content of art education research for college students in this field are very wide.

Under the guidance of humanistic psychology theory, this study will investigate and study from the aspects of paying attention to the art education concept of humanistic care, improving the humanistic environment of art education, enhancing the subject consciousness of college students, making the content and form of art teaching close to the reality of college students, and paying attention to the subject position and value of college students. In order to put forward the necessity and applicability of humanistic psychology in college students' art education in the survey results, and analyze the application value of humanistic psychology in college students' art education, so as to effectively improve some guidance and inspiration for college students' art education.

SUBJECTS AND METHODS

The origin of humanistic psychology methodology

Humanistic psychology is oriented to the humanities, mainly based on hermeneutics, phenomenology and existentialism (Fircks 2020). As the opposite of scientific psychology, humanistic psychology methodology gradually shows and establishes its own image in the dissatisfaction and confrontation with scientific psychology methodology. Therefore, the methodology of scientific psychology and its dilemma provide an opportunity and driving force for the emergence and development of humanistic psychology methodology. The new development of modern natural science laid a scientific background for the emergence of humanistic psychology methodology. Humanistic philosophy, which publicizes man's unique nature, lays a deep philosophical ideological foundation for the emergence of humanistic psychology methodology. Common sense psychology, religious psychology and philosophical psychology, which come from people's

real-life practice, constitute the rudiment of humanistic psychology methodology.

The basic connotation of humanistic psychology methodology

Humanistic psychology is committed to the construction of man's complete image and the pursuit of research methods suitable for man's unique nature, so as to resist the narrowness and hegemony of scientific psychology. The methodology shows five characteristics: The research orientation of humanities, the scientific essence of problem-centered theory, the research route of holism, the humanistic philosophy of intuitionism and the subjective research paradigm.

Research orientation of Humanities: Humanistic psychology opposes the natural science orientation of psychology and blindly applies the research mode of natural science. It believes that psychology with "human" as the fundamental research object should fully take into account the unique nature of human beings, and advocates that psychology should take humanities as the orientation and adopt the research mode of humanities. In the view of humanistic psychology, man is different from things. Man is a conscious existence and has the nature of surpassing nature, or "divinity". Man has his material side, but what is more important for man is that he has an inner spiritual world. Therefore, psychology must not become a natural science with natural entities as the research object, but should belong to the humanities with the humanistic world as the fundamental object.

The scientific essence of problem centricism: Humanistic psychology is dissatisfied with the methodology centricism of scientific psychology, and advocates that psychological research should focus on the problems that are meaningful to people and society, and the methods should adapt to the problems and choose the methods according to the problems rather than the opposite. The proposal of problem centered theory helps psychology get rid of the confinement of scientific methods, so as to pay attention to real meaningful problems, and make psychology construct a psychological methodology fundamentally suitable for the study of "people" with a broader vision.

The research route of Holism: Humanistic psychology opposes all kinds of reductionism in psychological research and advocates that psychology should adopt the research route of holism. Humanistic psychology advocates the research route of holism. Holism is both a world outlook and a methodology (Tanner 2019). In terms of specific methods, holism emphasizes the overall reflection of the original appearance of people's psychological life, advocates the understanding of psychology in specific social and historical situations, advocates the truthful description of people's overall life experience, and adopts qualitative research methods.

Intuitionistic Humanism: Humanistic psychology and scientific psychology have great differences in their understanding of human beings, which also presents two splitting trends in the upward thinking of human beings. Humanistic psychology holds that man's true state is a living organism. Only through illogical intuitive experience can we enter man and show his true state.

Subjective research paradigm: Humanistic psychology takes the humanities as the orientation and advocates the subjective research paradigm. Scientific psychology is oriented to natural science and implements the research paradigm of objectivism in its research. In the view of humanistic psychologists, the objectivism research paradigm of scientific psychology is rooted in its treatment of people and things, blindly copying the objective paradigm of natural science.

The development of humanistic psychology methodology

Humanistic psychology presents four methodological forms, namely hermeneutic psychology methodology, phenomenological psychology methodology, existentialist psychology methodology and integrated position psychology methodology.

Hermeneutic psychology methodology: As one of the most influential schools in western philosophy, hermeneutics has had a significant impact on the development of western psychology, especially humanistic psychology, thus forming one of the main methodologies of humanistic psychology. Hermeneutics is also called hermeneutics or hermeneutics. The word first appeared in ancient Greece. Its basic meaning is interpretation, mainly referring to the interpretation and criticism of Homer and other poets' works. Hermeneutics has developed into a technique for the diagnosis or annotation of the Bible or classical literature, or a methodology of text interpretation in a narrow sense.

Phenomenological psychology methodology: Phenomenological psychology methodology is the extension and expansion of phenomenological philosophy in psychological research. Phenomenology takes phenomenon as the starting point of research. Phenomenon is everything presented in consciousness. In order to remove the presupposition of existence, it must be restored, ignored, and require the direct manifestness of phenomenon, which leads to the intentional analysis of the relationship between consciousness and phenomenon.

Existentialist psychology methodology: Existentialist philosophy has a great influence on modern Western philosophy, psychology, sociology, pedagogy and other disciplines. Psychology derives the nourishment of ideas from existential philosophy, and from this it obtains the rationale to resist the

prevailing scientific psychology methodology, forming the existential psychology methodology. Existential psychology methodology opposes objectivism and extreme determinism, highlights the research theme of "people-centered", emphasizes human subjectivity and subjectivity, and emphasizes the research on freedom, value, significance and purpose, which provides a strong theoretical support for humanistic psychology.

Psychological methodology of integrated standpoints: The opposition between scientific psychology methodology and humanistic psychology methodology has caused psychology to suffer a serious crisis of division. Based on their different philosophical foundations and views of human nature, they both regard themselves as the right path for psychological research, and regard each other as "heretics", and intend to dominate the entire psychological research. The theory of integration advocates the use of "level integrated thinking" or dialectical thinking to look at the nature or psychological development of human beings. In "level integration" or dialectical unity, the separated "this" and "the other" are re-combined into one the new whole. The core concept of integrative theory is to protest against the harm that people bring to psychology in the way of material research, and promise to establish a psychology research method suitable for human characteristics to build a complete image of people.

Study setting

Table 1. Basic information of samples

Basic information	Category	Number of people	Proportion (%)
Gender	Male	142	44.4
	Female	178	55.6
Education	Undergraduate	189	59.1
	Specialist	131	40.9
	Freshman	97	30.3
Grade	Sophomore	135	42.2
	Junior	56	17.5
	Senior	32	10
Family attributes	City	78	24.4
	Town	136	42.5
Is it an only child	Countryside	106	33.1
	Yes	158	49.4
	No	162	50.6

RESULT

According to the content of the investigation and research, this paper mainly makes statistics and analysis on the investigation results from five aspects: Paying attention to the art education concept of humanistic care, improving the humanistic environment of art education, enhancing the subject

In order to further understand the current situation of humanistic care in college students' art education, and to provide an objective and realistic basis for the analysis of the application value of humanistic psychology in college students' art education, this study selected 325 college students from a university to conduct a sample questionnaire survey. The investigation is mainly conducted from five aspects: the concept of art education that emphasizes humanistic care, the improvement of the humanistic environment of art education, the enhancement of college students' subject consciousness, the content and form of art teaching close to college students' reality, the subject status and value of college students.

Design

This study mainly uses the method of questionnaire survey to conduct a questionnaire survey on College Students' art education among 325 college students in a university. A total of 335 questionnaires were distributed and 328 questionnaires were recovered, with a recovery rate of 97.9%. Among them, there were 8 invalid questionnaires and 320 valid questionnaires, and the effective recovery rate was 95.5%. The basic information of the sample is as Table 1.

All data are collected by manual statistics and Microsoft Excel statistics.

consciousness of college students, making the content and form of art teaching close to the reality of college students, and paying attention to the subject status and value of college students.

Art education concept of paying attention to humanistic care. Since paying attention to humanistic care and psychological counseling, humanistic care has gradually become a consensus. Colleges and

universities implement the concept of humanistic care education. According to the investigation and statistics on the need to integrate humanistic care into the process of college students' art education, the investigation and statistics results are as Table 2.

Table 2. Survey results of the need to integrate humanistic care into the art education process of college students

Options	Number of people	Proportion (%)
Very necessary	298	93.1
Indifferent	17	5.3
Unnecessary	5	1.6

According to the survey results in Table 2, 93.1% of the students believe that the humanistic care needs to be integrated into the process of college students' art education. 5.3% of the students think that the integration of humanistic care is not important in the process of college students' art education, while only 1.6% of students believe that there is no need to integrate humanistic care in the process of college students' art education. This shows that college students need to integrate humanistic care in the process of art education. According to the investigation and statistics of art education teachers' concern for college students' study and life, the investigation and statistics results are as Table 3.

Table 3. Survey results of college art education teachers' concern about college students' academic and life

Options	Number of people	Proportion (%)
Always care	56	17.5
Occasionally care	179	55.9
Never care	85	26.6

According to the survey results in Table 3, 55.9% of the students said that art education teachers in colleges and universities were occasionally concerned about their study and life. 26.6% of the students said that the teachers of art education in colleges and universities did not care about their study and life, while only 17.5% of the students said that the teachers of art education in colleges and universities were always concerned about their study and life. This shows that art education teachers in colleges and universities are less concerned about college students' studies and life. The art education teachers in colleges and universities will talk to college students. The survey and statistics results are as Table 4.

According to the survey results in Table 4, 57.2% of the students said that the teachers of art education in colleges and universities would occasionally talk to college students. 38.1% of the students said that the teachers of art education in universities never talked to college students, while only 4.7% of the students said

that the teachers of art education in colleges and universities would often talk to college students. This shows that college students are highly concerned and eager to strengthen humanistic care in college students' art education, and colleges and universities should also pay attention to and practice the concept of humanistic care education.

Table 4. University art education teachers will find college students to talk about the results of the survey

Options	Number of people	Proportion (%)
Talk often	15	4.7
Talk occasionally	183	57.2
Never talk	122	38.1

Improving the cultural environment of art education. With the educational concept of "education oriented and moral education first" deeply rooted in the hearts of the people, the humanistic environment of college students' art education has been greatly improved. Whether the school's material humanistic environment, spiritual humanistic environment or institutional humanistic environment contain rich humanistic meaning. According to the investigation and statistics of the humanistic environment of college students' art education, the investigation and statistics results are as Table 5.

Table 5. Survey results of the humanistic environment of college students' art education

Options	Number of people	Proportion (%)
Very good	3	0.94
General	194	60.6
To be improved	66	20.6
Urgent improvement	57	17.8

According to the survey results in Table 5, 60.6% of the students think that the humanistic environment of the art education is common. 20.6% of the students believe that the humanistic environment for the art education of college students needs to be improved. 17.8% of the students think that the humanistic environment for the art education of college students is in urgent need of improvement, while only 0.94% of the students believe that the humanistic environment for the art education of college students is very good. This shows that the humanistic environment of college students' art education has been greatly improved, and college students are growing and becoming talents in the campus environment full of humanistic atmosphere.

Enhancing the subject consciousness of college students. The subject is man, the object is nature, man is the subject of practice and the creator of history. Subjectivity is the freedom, autonomy, initiative,

creation and transcendence of the subject reflected by the relationship between subject and object in practice. Subjectivity is a significant feature that people are higher than other animals. College art education should improve college students' subject consciousness and cultivate college students'

subjectivity throughout the whole process of art education. According to the obvious enhancement of college students' subject consciousness, the survey and statistics are carried out. The survey and statistics results are as Table 6.

Table 6. The significant increase in the subject consciousness of college students reflects the survey results

Options	Number of people	Proportion (%)
Self-learning ability	67	20.9
Social adaptability	164	51.3
Interpersonal relationship improvement	59	18.4
Other	30	9.4

It can be seen from the survey results in Table 6 that the current college students' subjective consciousness has been significantly enhanced. Most college students are self-reliant and self-reliant, do not rely on parents and teachers, can reasonably arrange their daily study and life, and have their own future life value goals. 51.3% of the students think that the obvious enhancement of college students' subject consciousness is reflected in their social adaptability, 20.9% of the students think that the obvious enhancement of college students' subject consciousness is reflected in their autonomous learning ability, 18.4% of the students think that the obvious enhancement of college students' subject consciousness is reflected in the improvement of interpersonal relations, while only 9.4% of the students think that the obvious enhancement of college students' subject consciousness is reflected in other aspects. This shows that the actual effect of humanistic care in the art education of college students has been highlighted, the subject consciousness of college students has been enhanced, and the ability of college students to learn independently, interpersonal communication and adapt to the society in the study and life has been improved.

The content and form of art teaching are close to the reality of college students. In the process of practicing the "people-oriented" education concept in colleges and universities, college students' art education is more humanized, the teaching content and form are closer to college students' reality, and full of humanistic care. In the process of college students' art education, art education and teaching use modern educational technology and methods to implement multimedia teaching, present rich and colorful educational contents for students, and enhance the vividness and attraction of classroom teaching. According to the survey and statistics on the teaching methods of art education theory course for college students, the survey and statistics results are as Figure 1.

It can be seen from the survey results in Figure 1 that 55.8% of students think that the teaching methods of art education theory courses for college students are

rich and colorful. Use the Internet to carry out active, healthy and colorful art education activities for college students. In addition, colleges and universities also hold various cultural and artistic festivals, sports competitions and other cultural and sports activities to create a lively and positive campus humanistic atmosphere. 32.3% of the students think that the teaching method of the art education theory course for college students is relatively single, and 11.9% of the students think that the teaching method of the art education theory course for college students is single. It can be seen that the content and form of art education for college students are getting closer to the reality of college students, and it vividly reflects the humanistic care for college students.

Subject status and value concern of college students. The development level of human subjectivity has become an important yardstick to measure the degree of social progress. college students are valuable human resources of the country. College students' art education must pay attention to the cultivation of college students' subjectivity and improve their subjective ability. According to the investigation and statistics on the lack of humanistic care in college students' art education, the survey and statistics results are as Figure 2.

According to the survey results in Figure 2, 42.4% of the students believe that the lack of humanistic concern in college students' art education is to ignore the psychological problems of college students. 25.3% of students believe that the lack of humanistic concern in college students' art education is to ignore the needs of college students. 17.2% of the students believe that the lack of humanistic care for college students' art education lies in the lack of institutional guarantee, 11.1% of the students believe that the lack of humanistic care for college students' art education lies in the neglect of college students' subject consciousness, and 4.2% of the students believe that the lack of humanistic care for college students' art education lies in other methods. It can be seen that the current art education of college students focuses on imparting knowledge to college students and paying attention to the cultivation of students' knowledge

structure. According to the investigation and statistics on the suppression of college students' personality by

college students' art education, the investigation and statistics results are as Figure 3.

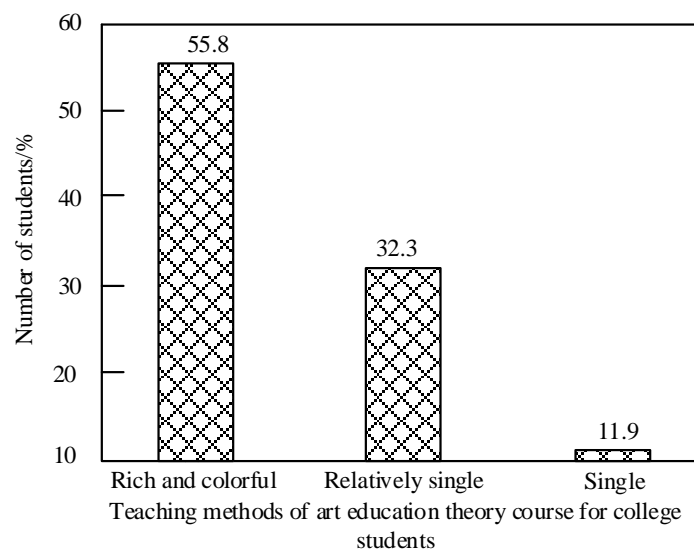


Figure 1. Survey results of the teaching methods of art education theory courses for college students

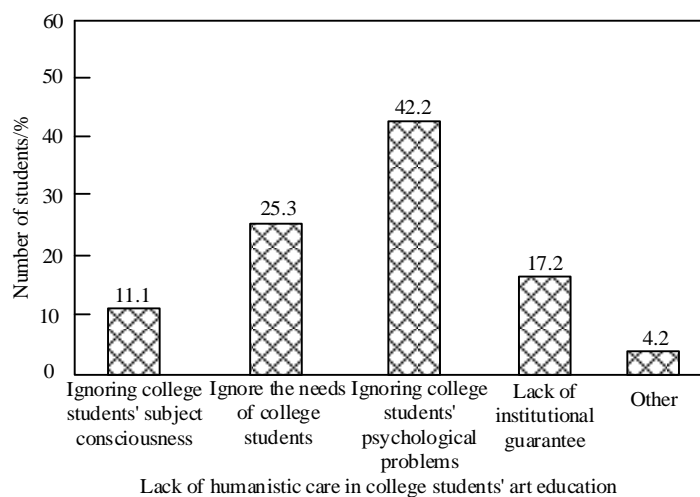


Figure 2. Survey results of insufficient humanistic care in college students' art education

From the survey results in Figure 3, we can see that 50.4% of the students expressed that the art education of college students suppressed the personality of college students, and 30.4% of the students said they did not feel that college students' artistic education suppressed the personality of college students. 11.2% of the students said that the art education of college students suppressed the personality of college students. Only 8% of the students said that college students' art education did not suppress the development of college students' personality. It can be seen from this that there is a lack of interaction and communication between teachers and students in the classroom, students just passively accept knowledge, the student's dominant position is lacking, the students' active learning and independent thinking ability are insufficient, and their subjective initiative has not been fully exerted. Undergraduate art

education should change the teaching method that emphasizes theory instillation in traditional art education, respect the subject status of undergraduates in art education, stimulate undergraduates' subjective consciousness and cultivate their subjective ability. The survey and statistics are conducted on the feelings of humanistic care in college students' art education, and the results of the survey are as Figure 4.

From the survey results in Figure 4, it can be seen that 46.8% of the students feel that there are occasional feelings of humanistic concern in art education for college students. 44.9% of the students expressed no feeling of humanistic concern in art education, while only 8.3% of them said that they often felt humane care in art education. This shows that college students do not know enough about the humanistic care of art education, and the humanistic care of college students in art education needs to be

strengthened.

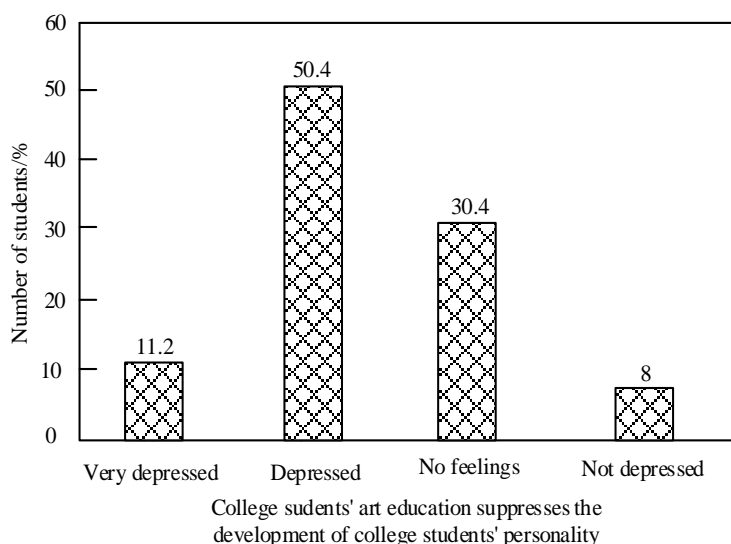


Figure 3. Survey results of college students' art education repressing college students' personality

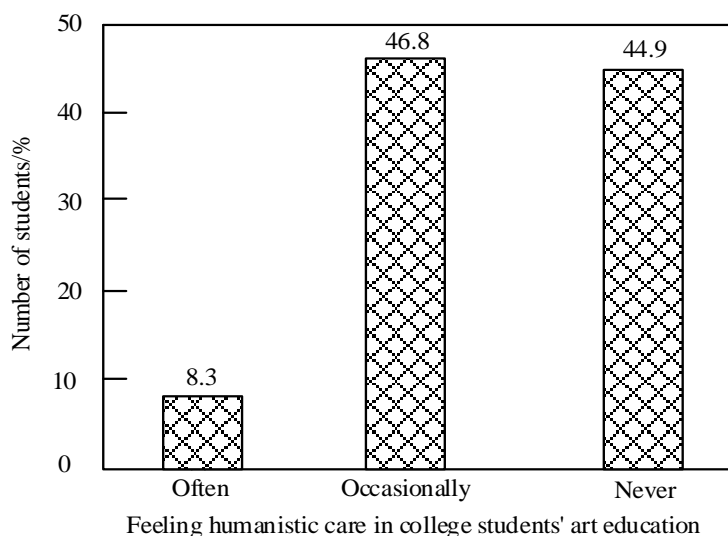


Figure 4. Survey results of college students' feelings of humanistic care in art education

DISCUSSION

Through the results of a questionnaire survey on college students' art education, we analyze the necessity of the application of humanistic psychology in college students' art education:

The development trend of modern art requires teaching and learning. With the progress and development of the social age, people's spiritual life is becoming richer, and their aesthetic consciousness is gradually diversified. As a result, the trend of art development also puts forward demands on art education. Now the university art education model is single, and the teaching content is also very scarce, and the humanistic view of free learning is also applicable to the solution of this problem.

The specific requirements of the learners themselves. Art learners must have a full

understanding of their own conditions, so as to give full play to the potential of the body itself, make better cooperation, and achieve a high level of art learning. Professors should also recognize the personal characteristics of each student and carry out personalized teaching for different students. Humanistic psychology is "people-centered", which emphasizes the maximum exertion and display of individual talents and potential. It also requires teachers and students to fully consider personalized factors in teaching and learning. Therefore, the particularity of art learners themselves requires the application of humanistic psychology in teaching and learning.

The requirements of art education expression. The significance of art education is that human beings use artistic beauty to express people's thoughts, feelings and connotations in a certain way. Art is one of the

best ways to express emotions. From the creation of art to expression and appreciation, the infusion of emotion is inseparable. The display of art works is relatively intuitive, and can be expressed through the internalization of artistic meaning and re-creation. Emotional experience is indispensable in the process. While promoting the development of cognition, the experience and expression of emotions should be promoted. Therefore, the particularity of emotions expressed in art education requires that the cultivation of emotions must be emphasized in art education and teaching to promote "meaningful learning".

Requirements for the function of art education. The function of art education not only lies in teaching art, but also includes aesthetic, personality, cultural and practical functions. The extension function of art education first lies in its aesthetics. The aesthetics of art education is reflected in enabling the educated to have the aesthetic ability of painting, master certain skills, create beautiful works and learn to express beauty. It is also to enable the educated to have the ability to feel beauty and appreciate beauty. Personality is reflected in promoting the development of educates' emotion, promoting the overall improvement of personality, and reflecting the internal value of art education by promoting artistic emotional quality. The cultural nature of art education is reflected in integrating the global diversified art teaching process into art learning, taking the art culture and the characteristics of art education of all nationalities in the world as the cornerstone of art learning, so as to enable the educated to obtain the ability of cross-cultural exchange of art. The practicality of art education lies in emphasizing the essence of the creation of art works and returning art to life, which is also the result of art education and an achievement test of art education. Therefore, as far as the function of art education is concerned, art education is a process of comprehensive cultivation and promotion, which requires that teaching can promote the overall improvement of people's emotional attitude and cognition, which is also one of the basic essentials of humanistic psychology.

The requirements of harmonious relationship between teachers and students. The results of the questionnaire show that the relationship between students and teachers is still unequal, and it is common for students to fear teachers. In such an atmosphere of teacher-student relationship, it is difficult for students to devote themselves to learning. Therefore, in the art education of college students, we should promote the harmonious development of the relationship between teachers and students, which provides a basic idea to achieve this goal.

Based on the results of a questionnaire survey on art education for college students, the applicability of the application of humanistic psychology in art education for college students is proposed:

The applicability of humanistic psychology in

college students' art education lies not only in the characteristics of art education and students' needs, but also in the objective requirements of college students' art education teachers' professional quality. As far as art education is concerned, it itself is very abstract. In teaching, teachers teach art education to students on the basis of previous theories and their own experience. While teaching art education, teachers should also shoulder the responsibility of enlightening students to think and summarize, so that students can make their own induction and summary and produce new understanding on the basis of teachers' teaching, so that the theory of art education can be continuously enriched and achieve long-term development.

For art education teachers, the display of their professional character comes down to exploring the potential of their students. Students are talented people. Teachers' excavation work is mainly embodied in enlightenment. For enlightenment of students, teachers should use teaching methods and methods flexibly, and promote the development of students in a natural and mutually discussing way. Therefore, to be a truly good art education teacher, teachers are also required to start from the "people-oriented", constantly inspire students, improve their overall quality, and cultivate more high-quality talents.

Through the necessity and applicability of the application of humanistic psychology in college students' art education, analyze the application value of humanistic psychology in college students' art education:

Undergraduate art education teaching purpose view under the guidance of humanistic psychology. The philosophy of humanistic psychology and art education not only requires the improvement of students' professional knowledge and skills, but also requires students' personal potential to be stimulated. Students' learning can adapt to the development of society, and they can clearly know how to learn, and ultimately promote the integrated development of students' knowledge and emotions, and achieve students' self-realization. Teaching purpose is the general requirement of teaching. All teaching means and methods are based on teaching purpose. If the concept of teaching purpose is not corrected, it is unfavorable to the development of art education. Under the guidance of humanistic psychology, the purpose of college students' art education and teaching should be to stimulate students' potential, guide students' autonomous learning and promote the improvement of students' knowledge and emotion. Teachers should guide students, stimulate students' interest in learning, encourage students to think, stimulate students' learning potential, let students understand the connotation of art education, systematically learn the knowledge of art education, and improve their aesthetic ability in art learning.

The organizational form of art education and teaching for college students under the guidance of

humanistic psychology. Applying the theory of humanistic psychology to the teaching organization of college students' art education requires the combination of individual courses and group courses. Students with similar learning level and painting characteristics can be flexibly divided into groups for group teaching according to their individual differences in the first academic year when they first enter the school. In this way, students can learn from each other and understand the problems and solutions of other students in group art education, which will help students to understand art knowledge and master the correct knowledge of art to a certain extent. In addition, the conduct of group classes can also exercise cooperation among students, make students familiar with each other, which is conducive to mutual promotion of students, and can also stimulate students' initiative in learning. Therefore, the teaching organization form that combines individual classes and group classes under the concept of humanistic psychology is an ideal organization form for the art education and teaching of college students today.

The teaching concept of art education for college students under the guidance of humanistic psychology. Under the guidance of humanistic psychology, the teaching concept of art education for college students is student-centered, based on respecting the needs and personality characteristics of students, and a people-oriented value concept for the purpose of promoting students' all-round development. Under the influence of humanistic psychology theory, the relationship between teachers and students is not the traditional relationship between instructors and receivers, but should be a harmonious, equal and mutually promoting relationship. The teaching link between teachers and students is "non guiding teaching". Teachers should guide students, make students more interested in learning, and let students spontaneously think and learn independently. Such learning is more meaningful learning and meets the requirements of current creative development.

The teaching methods and forms of art education for college students under the guidance of humanistic psychology. Based on the principles of humanistic psychology, based on the analysis of survey statistics, interactive, salon, heuristic and seminar art teaching are proposed. Among them, interactive art teaching is more prominent in college students' art education. Through the leading role of teachers, mobilize students' enthusiasm for learning and enhance their motivation for learning. Salon-style art teaching also provides a new form of art teaching mode, and it also satisfies the all-round development of people advocated by humanistic psychology. The specific application of heuristic teaching in art learning can be reflected in many aspects. Teachers can create a specific atmosphere to inspire students, so that students can be guided, and they can use certain methods to practice after class. The requirements of

promoting the all-round development of human beings in human psychology can also be well realized through seminar-style art teaching. Taking the "people-oriented" teaching concept as the foundation, we hope to promote the all-round development of students through diversified teaching methods and forms, further shape the perfect personality of students, and effectively improve the effectiveness of college students' art education.

CONCLUSIONS

From the perspective of humanistic psychology, this thesis puts forward the necessity and applicability of humanistic psychology in art education for college students through investigation and analysis results, and analyzes the application value of humanistic psychology in art education for college students, and draws the following conclusions:

The survey and analysis results show that: At present, humanistic care needs to be integrated into the process of college students' art education. College art education teachers pay low attention to college students' study and life. College students pay great attention to and desire to strengthen humanistic care in college students' art education. Colleges and Universities should also pay attention to and practice the concept of humanistic care education. At present, the humanistic environment of college students' art education has been greatly improved, the effectiveness of humanistic care has been highlighted, the subject consciousness of college students has been enhanced, and their ability to learn independently, communicate with others and adapt to society in their study and life has been improved. The content and form of art education for college students are increasingly close to the reality of college students, focusing on imparting knowledge to college students and paying attention to the cultivation of students' knowledge structure. There is a lack of interaction and communication between teachers and students in the classroom. Students just passively accept knowledge and their subjective initiative has not been fully utilized. College students don't know enough about the humanistic care of art education, and the humanistic care of college students' art education needs to be strengthened.

The necessity and applicability of the application of humanistic psychology in the art education of college students: The development trend of modern art requires the teaching and learning, the particularity of the learner, the expression of art education, the function of art education, and the harmonious relationship between teachers and students. The applicability of humanistic psychology in college students' art education lies not only in the characteristics of art education and students' needs, but also in the objective requirements of college students' art education teachers' professional qualities.

The application value of humanistic psychology in the art education of college students: The idea of the

purpose of art education and teaching for college students under the guidance of humanistic psychology. The organizational form of art education and teaching for college students under the guidance of humanistic psychology. The teaching philosophy of art education for college students under the guidance of humanistic psychology. The teaching methods and forms of art education for college students under the guidance of humanistic psychology. The above theoretical analysis can effectively promote the overall development of students, systematically learn the knowledge of art education, and enhance the aesthetic ability in art learning, and further shape the perfect personality of students, which provides a certain reference value for improving the effectiveness of art education for college students.

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STUDY ON THE RELIEVING EFFECT OF MUSIC ON PATIENTS WITH ANXIETY DISORDER

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SUMMARY

Background: Since the beginning of human culture, music has been a unique therapeutic tool. Modern music therapy research has further confirmed that music directly or indirectly affects people's mood and body. Music therapy is a kind of anxiety treatment, which uses the influence of music on emotion to change people's psychological state, and then change people's ideological understanding, so as to achieve the goal of alleviating patients' anxiety.

Subjects and methods: In order to observe the effect of music therapy, explore simply listening to music and songs, and discuss whether there are differences in the treatment effect of anxiety disorder and which method will have a better treatment effect. Patients with anxiety disorder were divided into two groups. The two groups were treated with the same drug and assisted with different music therapy. Symptom checklist 90 (SCL-90), Self-rating Anxiety Scale (SAS) and heart rate variability were measured before and after treatment.

Results: Whether using music therapy alone or adding song discussion therapy on this basis can effectively alleviate the anxiety of patients with anxiety disorder, and the treatment effect of song discussion group is better than that of simple music group.

Conclusions: The results show that music therapy can reduce anxiety and has a potential positive impact on alleviating anxiety. Moreover, using the method of song discussion is more effective for the recovery of patients' condition than simply listening to music. In addition, music therapy is a safe and low-cost intervention measure, which should be more widely used in clinical treatment as an effective adjuvant therapy technology.

Key words: music therapy - song discussion - patients with anxiety disorder - psychological emotion - comparative study

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INTRODUCTION

Anxiety disorder is a kind of neurosis, which is mainly reflected in the anxiety of patients. There are two clinical manifestations of anxiety disorder, namely acute anxiety and chronic anxiety (Bojorquez et al. 2020). Its clinical manifestations are dyspnea, chest tightness, palpitation, frequent urination and urgent urination (Çift & Benlioglu 2020). Relevant studies have found that anxiety patients often have psychological conditions such as worry, panic, depression and loss, which will have a great impact on the life of patients (Latif et al. 2020). Physiologically, patients are highly alert and severe (Drzymalski et al. 2019). Among various psychotherapy methods, one is called music therapy. Music contains great influence. People's mental state can be changed by it, and people's ideological understanding can also be changed by it (Chahal et al. 2021). In order to achieve the goal of treatment, several steps of reconstruction, maintenance and promotion can effectively improve people's mental and physical health. In the process of music therapy, the therapist first understands the specific situation of the treated person, selects appropriate tracks, and specially arranges them to be played in the room, and then leads the patient to listen to music, so as to relax the patient's state as much as possible, guide the treated person to freely Associate and recall. Through the whole series of processes, the

deep psychological world of the treated is excavated, and the subconscious is also presented. When the treated person gets rid of the heavy mental burden, he will naturally come out of the dilemma.

There are three kinds of music therapy techniques: receptive music therapy, reconstructive music therapy and impromptu music therapy (Gauba et al. 2021). Among them, the receptive music therapy method performs treatment by playing music to the treated person. The core is listening to music and various psychological and physiological experiences caused by listening to music. There are also many methods of receptive music therapy, including song discussion, music memory, music imagination and so on. The method of reconstructive music therapy is to let the treated person compose music, play musical instruments, sing songs and so on to participate in various music activities, so as to achieve the goal of treatment. This method does not require the treated person to have professional and technical knowledge or training in music. The focus is to let the treated object not only hear music, but also integrate into various music activities. Impromptu music therapy treats diseases through such activities by playing the desired notes on a specially customized instrument. The instruments used are often relatively simple, and you can play as much as you like even if you have never learned and trained. This study discusses whether there are differences in the treatment effect of