

Variable	Number of samples	Minimum value	Maximum Value	Mean value	Standard deviation
Gross domestic product	94	10.95	12.36	11.77	0.38
Investment in fixed assets	94	9.58	12.18	11.29	0.67
Resident consumption	94	9.94	11.54	10.83	0.47
Public debt	94	9.59	11.35	10.66	0.47
Household debt	94	9.26	11.70	10.58	0.70

Table 2. The influence of family debt and macro-economy on individuals from the perspective of social psychology

Comparison items	Less household debt		More household debt	
	Promoting macroeconomic development	Hindering macroeconomic development	Enhance work motivation	Release consumer demand
Effect	2	2	3	4

Conclusions: Household debt will have a certain impact on the macro economy, so households should enhance their awareness of household debt risk management and reasonably control debt by optimizing investment structure and controlling consumption expenditure. Banks and other financial institutions should accurately assess the solvency of residents, strengthen risk control and management, and ensure that the macro economy will not be greatly affected by household debt.

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THE DEVELOPMENT HISTORY OF CHINESE TRADITIONAL FOLK MUSIC ALLEVIATES THE PSYCHOLOGICAL ANXIETY OF MIDDLE SCHOOL STUDENTS IN THE PROCESS OF MODERN MUSIC TEACHING

Yuchun Kang

College of Music, Fujian Normal University, Fuzhou 350117, China

Background: Chinese traditional folk music has a long history, has a long historical connotation and profound cultural heritage, and is one of the core contents of China’s traditional cultural system. The essence of Chinese traditional folk music is a music form with unique national form created under the inherent methods and forms; Moreover, Chinese traditional folk music integrates the unique characteristics and forms of the Chinese nation, transforms it into the essence of music, spreads through the ages and enjoys a good reputation at home and abroad. In the long river of historical development, the forms and types of Chinese traditional folk music have also been fully developed, which mainly includes five categories: opera music, rap music, folk instrumental music, folk songs and folk song and dance music. The five categories can be subdivided again. Taking opera music as an example, it also includes Sichuan Opera, Beijing opera, Yue opera, Henan Opera and other types. In addition, each different dynasty had its own unique traditional folk music forms at that time, including Song Ci, Yuan Qu, Ming and Qing operas, etc. In the process of modern music teaching, there are mainly some problems, such as the simplification of music curriculum, students’ lack of enthusiasm for music learning, outdated music teaching mode and so on. A variety of problems will have a great negative impact on students’ learning interest and learning effect, and even lead to students’ anxiety due to poor music performance and other reasons. Anxiety psychology refers to people’s emotional reflection caused by the serious deterioration trend of the value characteristics of real things or unknown things in the future. In other words, anxiety is a kind of negative psychological emotion generated by individuals for unknown or dangerous things, mainly including tension, worry, uneasiness, annoyance and so on. Anxiety is mainly divided into two types: realistic anxiety and pathological anxiety. The former refers to people’s basic emotional reflection in the process of adapting and solving problems, which will disappear with the disappearance of realistic threats or problems. The latter refers to anxiety without specific reasons, usually accompanied by obvious autonomic nerve dysfunction,

continuous subjective pain, impairment of social function and other symptoms. Students' anxiety psychology will have a great negative impact on their own learning and normal life. Integrating Chinese traditional folk music into the teaching process of modern music can improve the teaching effect of modern music to a certain extent. The impact on students' anxiety psychology remains to be explored.

Objective: The current teaching mode of modern music mainly focuses on western music and modern music, ignoring the cultural heritage and historical accumulation of traditional music. In the process of modern music teaching, there are often problems that deviate from the essence and culture of Chinese traditional folk music, which makes it difficult to inherit Chinese traditional music, and the potential cultural connotation in its development history is difficult to be absorbed and understood by students. The lack of cultural connotation in the process of modern music teaching can easily lead to students' psychological anxiety. This study will explore the causes of students' anxiety, and integrate the development history of Chinese traditional folk music into the teaching process of modern music, in order to explore its alleviating effect on students' psychological anxiety.

Research objects and methods: 184 music majors with psychological anxiety symptoms were randomly selected as the research object, given them a modern music teaching model integrating into the development history of Chinese traditional national music, and explored their performance and anxiety in the process of music teaching.

Research design: The study will be aimed at all the students to carry out modern music teaching integrated into the development history of Chinese traditional folk music. Before and after the experimental intervention, the effective acquisition of relevant data was completed by means of scale evaluation, and the changes of anxiety psychology of college students were compared and analyzed.

Methods: Self-rating Anxiety Scale (SAS) was set up to make all the students self evaluate the anxiety level before and after the intervention. SPSS22.0 and Excel software were used for statistical analysis of data, and $P < 0.05$ was used as the basis for comparing the difference with statistical significance.

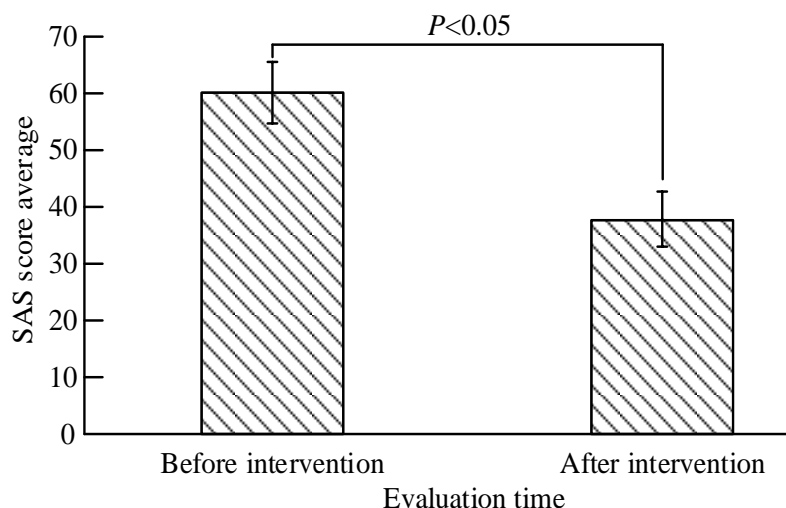


Figure 1. Comparison of SAS scores of students before and after intervention

Results: The changes of students' psychological anxiety under the intervention of improved music teaching mode are shown in Figure 1. It can be seen from Figure 1 that before the intervention, the average SAS score of the tested students was high, indicating that they were accompanied by moderate anxiety. After the intervention, the average SAS score of all students decreased significantly to less than 40, indicating that they were no longer accompanied by anxiety, and the difference was statistically significant compared with that before the intervention ($P < 0.05$). This verifies the effectiveness of the music teaching model accepted by students. Integrating the development history of Chinese traditional folk music into modern music teaching can significantly reduce the SAS score of students in the group and alleviate their anxiety symptoms.

Conclusions: In the process of modern music teaching, adding the teaching of Chinese traditional national music and its development history can significantly enhance students' interest and initiative in music learning and improve their effectiveness in music learning. Moreover, the integration of Chinese traditional folk music into modern music teaching can also effectively reduce students' SAS score and significantly alleviate their anxiety.

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EXPLORATION ON INNOVATIVE EDUCATION OF BUSINESS ADMINISTRATION SPECIALTY UNDER THE BACKGROUND OF COGNITIVE IMPAIRMENT

Rong Li

School of Management, Wuhan College, Wuhan 430212, China

Background: Cognition refers to the process in which the human brain processes information intelligently to obtain corresponding theoretical knowledge or applied knowledge when receiving various external information. In the whole process of cognition, it will involve learning, memory, emotion, language, execution, thinking, understanding and other complex social behaviors and activities. When the human cerebral cortex is damaged due to various factors, the brain's intelligent processing process will be affected and limited to some extent, resulting in abnormal or damaged cognitive function, and finally leading to cognitive impairment. Cognitive impairment mainly includes three types: perceptual impairment, memory impairment and thinking impairment. The causes are significantly diverse. In addition to organic diseases, mental disorders such as neurasthenia, obsessive-compulsive disorder, mental classification, bipolar disorder, paranoid or reactive psychosis will lead to cognitive impairment. The main manifestations of patients with cognitive impairment are learning and memory impairment, aphasia, agnosia, loss of use, dementia and so on. It not only has a huge negative impact on their normal learning and life, but also a heavy burden on others and society. Under the background of "Internet plus", business management has been well developed. As a discipline with strong practice and wide application, business management specialty occupies an important position in higher education. With the proposal of the concept of "mass entrepreneurship and innovation", China has also accelerated the strategic deployment of innovation and entrepreneurship education. However, at present, the smooth development of innovation education of business administration specialty is restricted and hindered by some factors, mainly including four influencing factors: the lack of soundness of innovation and entrepreneurship system, weak teachers, urgent improvement of curriculum system and too single teaching mode. Under the background of cognitive impairment and the perspective of psychology, analyzing students' psychological characteristics and organically combining business administration with innovation education can effectively alleviate students' cognitive impairment and maximally eliminate the negative impact of cognitive impairment on innovation education of business administration.

Objective: In order to comply with the trend of teaching reform, the current teaching management system of industrial and commercial enterprise management has carried out the optimization of diversified education modes, and continuously improved and improved the innovative education system, in order to determine the scientific direction of talent training. Based on the background of cognitive impairment and the perspective of psychology, the research will explore the innovative education model of business administration, in order to alleviate the symptoms of students' cognitive impairment and ensure the teaching effect of innovative education of business administration.

Research objects and methods: This study will take 172 students with cognitive impairment majoring in business administration as the research object, carry out innovative education of business administration major, collect corresponding education effect data before and after education intervention for comparative analysis, and explore the improvement of students under the background of cognitive impairment under the innovative education of business administration major.

Research design: 172 students with cognitive impairment were given innovative education in business administration, mainly in four different ways. One is to actively carry out various forms of innovation and entrepreneurship competition, which is designated as A. Second, to build a high-level teacher team and enhance the reserve of teachers, this method is B. The third is to change the teaching mode and method, which is set as C. The fourth is to strengthen the cooperation between schools and enterprises, which is set as D.

Methods: After the intervention, the students' satisfaction with the implementation of innovative education in business administration was analyzed, and the choice of five dimensions was set, including extremely dissatisfied, dissatisfied, general, satisfied and extremely satisfied. All the data obtained are SPSS23.0 and Excel software for analysis.

Results: According to Table 1, after the implementation of innovative education in business administration, 172 students with cognitive impairment had good evaluation results on the satisfaction of different innovative education implementation paths. Very few students were extremely dissatisfied and dissatisfied, and most students focused on general, satisfied and extremely satisfied. Comparing the