

minority music education is the most important part of music development. In the context of pedagogy, minority music education is influenced by methodology, objectivism and epistemology. Minority music education needs to form a music view with Chinese national characteristics based on Chinese culture. Ethnic minorities are an indispensable part of Chinese national characteristics. The state needs to strengthen the exploration and education of ethnic minority music, so that ethnic minority can not only maintain their own national characteristics, but also promote the diversified development of ethnic minorities.

Objective: This paper analyzes the relevant context of contemporary minority music education in China under the background of educational psychology, in order to put forward new research ideas for the development of minority music education and lay the foundation for the improvement of students' comprehensive quality.

Research objects and methods: The students of five schools are selected as the research object. Through the Apriori association rule algorithm to analyze the correlation degree between the context of contemporary ethnic minority music education and students' related psychology, the number of students in each school is 100. Students' psychology is willpower, emotional function and cognitive ability. The evaluation results are determined by confidence and support. The minimum values set are 85% and 76%, respectively. In order to ensure the reliability of the results, the average value of all research object data is taken as the final result.

Methods: The results of association rules between the context related to minority music education and students' psychology combined with educational psychology are analyzed by NOSA data statistical analysis software.

Results: Table 1 refers to the results of the relevance between the context of contemporary ethnic minority music education and students' relevant psychology. The confidence of willpower, emotional function and cognitive ability of school students are all within the ideal value range. Combined with educational psychology, minority music education has a great relationship with students' willpower, emotional function and cognitive ability.

Table 1. The results of the relevance between the context of contemporary minority music education and students' related psychology

College	Willpower	Emotional function	Cognitive ability
College 1	87	86	91
College 2	89	88	92
College 3	90	89	89
College 4	91	90	87
College 5	87	91	88

Conclusions: Combined with educational psychology, the context related to minority music education has a high correlation with students' mental health. The subsequent analysis can focus on the relevant context of minority music education combined with educational psychology, so as to make corresponding contributions to the long-term development of minority music.

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THE EFFECT OF MUSIC EDUCATION TEACHING MODE ON STUDENTS' PSYCHOLOGY UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY AND QUALITY EDUCATION

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Background: With the improvement of social requirements for students and the increase of parents' expectations, most students put forward higher requirements for their grades. However, limited by social experience and psychological endurance, the vast majority of students will be hit by cruel society when they step into society, which will lead to a series of psychological problems. Under the background of quality education, college education needs to pay attention to the all-round comprehensive development of students' morality, intelligence, physique, beauty and labor. Educational psychology is a subject that

studies the law and essence of students' psychological activities. Its goal is to cultivate a sound personality and healthy psychology. Educational psychology is an important branch of applied psychology. It is an interdisciplinary subject of pedagogy and psychology. The main research content is the basic psychological laws of education and teaching in the context of education and teaching. There is usually an intersection between school and psychology. The focus of educational psychology is to analyze theoretical work, and the focus of school education is to engage in school and related specific affairs. Educational psychology is based on psychology and involves teaching design, educational technology, special education and classroom management.

It is of great significance to combine the mode of music education in colleges and universities with the requirements of educational psychology and quality education. At this stage, the problems of the teaching mode of music education in colleges and universities are as follows: there is less communication and interaction between teachers and students, students' learning enthusiasm is low, and there is a lack of explanation and guidance of appreciation classes. In the process of music teaching, teachers' words and deeds are the main form of communication and interaction between teachers and students. In traditional teaching, teachers only pay attention to singing methods, and relatively less interpretation of works, and less exchange and interaction of ideas. The most important subjective factor for the improvement of students' comprehensive quality is the low learning initiative, which is mainly due to the low professional ability of students and the great influence of the external environment on students' values, outlook on life and world outlook. The teaching goal of music education is to improve students' comprehensive appreciation ability and their own cultural and professional quality. However, at present, most teachers only show the teaching-related content in the appreciation class, and do not provide students with the opportunity to communicate and show. In this context, it has a positive effect to put forward an innovative scheme of music education and teaching mode. The innovation and reform of the scheme is reflected in the basic theory of vocal music, singing teaching, personal characteristics, professional orientation and innovation ability.

Objective: This paper discusses the innovative mode of music education and teaching mode in colleges and universities under the background of educational psychology and quality education, in order to provide constructive suggestions for the reform of music education and teaching mode in colleges and universities.

Research objects and methods: The students of two schools are selected as the research object. The innovative mode of music education and teaching mode in colleges and universities under the background of educational psychology and quality education is evaluated by K-means II clustering analysis algorithm. The number of students in each school is 25. The evaluation content includes six parts: basic theory of vocal music, singing teaching, personal characteristics, professional orientation and innovation ability. The evaluation results are very satisfied, quite satisfied, satisfied, slightly satisfied and not very satisfied. In order to ensure the reliability of the results, the average value of the evaluation results of all research objects is taken as the final result.

Methods: Through the latest version of CHISS statistical analysis software, this paper analyzes the educational development and teaching innovation results of Journalism and communication specialty under educational psychology.

Table 1. Evaluation results of innovative teaching model of music education in colleges and universities under educational psychology and quality education

Type	Very satisfied	General satisfaction	Satisfied	Dissatisfied	Very dissatisfied
Basic theory of vocal music	12	7	6	4	2
Singing teaching	5	6	7	3	4
Personal characteristics	4	6	5	4	6
Career orientation	5	3	6	6	5
Innovation ability	5	4	5	5	6
Basic theory of vocal music	6	9	5	3	2

Results: Table 1 refers to the evaluation results of the innovative mode of music education and teaching in colleges and universities under the educational psychology and quality education of schools. It can be seen from Table 1 that the innovative mode of music education and teaching in colleges and universities has good satisfaction evaluation results in six aspects: basic vocal music theory, singing teaching, personal characteristics, professional positioning and innovative ability. Among them, the satisfaction of innovation ability is the highest, with a value of 80.0%. This shows that after the introduction of educational psychology, the innovative model of music education and teaching in colleges and universities can be widely recognized

by students, and the innovative model can be applied to the innovation of music education and teaching in colleges and universities in the future.

Conclusions: The proposed innovative mode of college music teaching combined with educational psychology and quality education has good satisfaction in the basic theory of vocal music, singing teaching, personal characteristics, professional positioning and innovative ability. This mode can significantly improve the students' cognitive, emotional and emotional levels, especially in the students' cognition. This model is of great significance in the innovation and development of music teaching in colleges and universities in the later stage.

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THE EFFECT OF COLLEGE MUSIC EDUCATION MANAGEMENT REFORM MEASURES ON STUDENTS' PSYCHOLOGY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a subject that studies the law and essence of students' psychological activities. Its goal is to cultivate a sound personality and healthy psychology. The characteristics of educational psychology include teachers' characteristics, students' characteristics and teaching methods. Different from psychology, educational psychology focuses on the psychological laws of student groups, and evaluates whether students can learn knowledge and master corresponding skills under normal teaching conditions. The teaching subject of educational psychology theory is the workers engaged in education, and the purpose is to guide teachers to complete teaching work. The future research trend of educational psychology is learners' subjective initiative, the action mechanism in the learning process, the influence of situational environment on learning results, teaching mode and so on. The practical significance of this discipline is to assist teachers to complete the problems in teaching work, provide scientific and reasonable theoretical guidance for teachers' teaching work, and assist teachers to analyze in practical teaching work. Due to the great differences in college students' life experience, growth environment and their own personality, most students feel more irritable and anxious. Therefore, college education should be combined with educational psychology for innovative development, which is not only conducive to the all-round development of students, but also conducive to improving the overall teaching quality of colleges and universities.

The teaching process of vocal music course in colleges and universities faces very big problems, which are embodied in that teachers do not pay attention to dance practice in the professional teaching process, the teaching resources prepared by teachers are limited, it is difficult to bring diversified learning contents to students, the teaching method of teachers in the teaching process is single, and there is no professional talent training plan. Specifically, there is no in-depth excavation of the connotation of teaching content and teaching content, and there is no preparation for the talent training plan. Students are in a boring learning atmosphere. In this case, understanding and mastering the content of music performance are not in place. In terms of teaching resources, teachers cannot help students' in-depth experience. In dance practice, students lack the perfection of practice. Stage practice plays a very important role in music education in colleges and universities. Students' technical skills can be effectively improved, and teachers can find problems in time in the teaching process. Dance practice can give students the opportunity to show themselves and test themselves in stage practice. Stage practice is the key point in teaching. It can not only exercise students' performance ability, but also improve students' good attitude. The reform measures of music education management in colleges and universities are as follows: improve the training scheme of professional talents, innovate the teaching strategy of music courses, integrate the teaching resources of music courses, and formulate the practice of stage performance.

Objective: This paper analyzes the reform and development countermeasures of music education management in colleges and universities under educational psychology, in order to improve the level of music education management in colleges and universities and ensure the cultivation of high-quality music talents.

Research objects and methods: The students of two schools are selected as the research object to evaluate the reform measures of music education management in colleges and universities through the constraint-based cluster analysis algorithm. The number of students in each school is 100. The evaluation