

At present, the teaching process of vocal music course in colleges and universities is facing very big problems, which are embodied in the weak professional foundation of students, the limited time of teachers in class, the single and conservative teaching methods, the lack of teachers' professional ability and the limited space for practical training. In the process of vocal music teaching, teachers usually carry out teaching work in the same way, which will lead to low learning enthusiasm of students. The learning time of vocal music courses set up by the school is relatively limited. Teachers focus on indoctrination teaching and theory teaching in the teaching process, which will lead to the lack of innovation in teaching work. Teaching methods are closely related to students' learning effect, which will limit students' interest and potential. In view of these problems, the teaching reform of vocal music course in colleges and universities combined with educational psychology has become a hot topic discussed by educators. The teaching reform of vocal music course in colleges and universities combined with educational psychology needs to improve students' music perception, diversify teaching methods, strengthen the construction of teachers' team, improve the course content system, and pay attention to practical training and expansion.

**Objective:** This paper analyzes the effect of the teaching reform path of vocal music course in colleges and universities under educational psychology, in order to improve the teaching quality of vocal music course in colleges and universities and do a good job in teaching guarantee for the artistic level of college students.

**Research objects and methods:** The students of two schools are selected as the research object, and the teaching reform path of vocal music course in colleges and universities is evaluated by a dichotomous K-means clustering analysis algorithm. The number of students in each school is 100. The evaluation contents are to improve students' music perception, diversify teaching methods, strengthen the construction of teachers' team, improve the curriculum content system, and pay attention to practical training and expansion. The evaluation results are rand index and adjusted rand index, in which the value range of rand index is [0,1], and the value range of adjusted Rand index is [-1,1]. In order to ensure the reliability of the results, the average value of the evaluation results of all research objects is taken as the result.

**Methods:** Through Minitab20 data statistical analysis software, this paper analyzes the evaluation results of vocal music teaching reform path in colleges and universities under the background of educational psychology.

**Results:** Table 1 refers to the evaluation results of the teaching reform path of vocal music courses in colleges and universities under the educational psychology of school. It can be seen from Table 1 that the rand index and adjusted rand index are high in five aspects: improving students' music perception, diversifying teaching methods, strengthening the construction of teachers' team, improving the curriculum content system, paying attention to practical training and expansion. The value range of rand index is 0.82-0.89, and the value range of adjusted rand index is 0.85-0.93.

**Table 1.** Evaluation results of the teaching reform path of vocal music course in colleges and universities under educational psychology

Type	Rand index	Adjusted Rand index
Improve students' music perception	0.88	0.91
Diversified teaching methods	0.82	0.93
Strengthen the construction of teachers' team	0.89	0.87
Improve the curriculum content system	0.82	0.86
Pay attention to practical training and development	0.83	0.85
Improve students' music perception	0.84	0.86

**Conclusions:** The teaching reform path of college vocal music course combined with educational psychology proposed by the research has ideal evaluation results. The follow-up teaching reform of college vocal music course can learn from the research ideas, which can make corresponding contributions to the improvement of the professional ability of college art students.

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## INFLUENCE OF COLLEGE COUNSELORS' IDEOLOGICAL AND POLITICAL EDUCATION ON ALLEVIATING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY UNDER THE NEW MEDIA ENVIRONMENT

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**Background:** After entering the new media environment, the development and application of various network technologies have promoted the change of college students' learning and life style. In the new media environment, digital technology and network technology interact. With the support of Internet, wireless communication network and other channels, a large amount of data information has been widely disseminated. The information transmission under the new media environment has strong richness, interactivity and immediacy, which has an important impact on college students' learning activities and daily life. The development of ideological and political education of college counselors determines the mental health level of college students. In order to carry out the ideological and political education of college counselors smoothly, we need to implement the teaching concept of Internet ideological and political course into the ideological understanding of all college counselors, make them fully understand and affirm the importance of ideological and political education in the new media environment, and then be able to formulate and implement scientific and feasible ideological and political teaching means. Ensure the effectiveness of Ideological and political education in colleges and universities. In the process of national sustainable development, the social demand for talents continues to increase. However, due to the negative effects of various influencing factors such as academic pressure, employment pressure and interpersonal pressure, it is very difficult for contemporary college students to maintain strong psychological quality and full mental state, and even produce certain psychological anxiety when the pressure is too high. College students' psychological anxiety is a common social phenomenon. Because college students are in the most critical stage of life, their physiological function has been mature, but their mind is not completely sound, and they are very vulnerable to external factors. In the process of entering society from school, college students often find it difficult to properly deal with the replacement of academic and employment, and cannot integrate theoretical knowledge and practical ability, so they show psychological anxiety in many aspects, such as learning activities, interpersonal communication, job hunting and employment. Excessive anxiety will lead college students into confusion and despair, making it difficult for them to maintain normal study or life. Therefore, it is necessary to carry out ideological and political education for college students. Under the new media environment, when carrying out ideological and political education, college counselors need to break through the traditional thinking and way, analyze the ideological and political situation and anxiety of college students, and carry out reasonable education and guidance accordingly, in order to alleviate the psychological anxiety of college students.

**Objective:** As the main place for the implementation and development of ideological work, colleges and universities should shoulder the responsibility of transmitting the content and meaning of ideological and political education. In the process of actually carrying out ideological and political education, college counselors need to carry out targeted ideological and political education for college students with the help of various advantages and characteristics under the new media environment, such as the timeliness and richness of information dissemination. Through the implementation of ideological and political work, college students can establish a correct ideological and political direction and effectively alleviate their psychological anxiety.

**Research objects and methods:** In the four grades of a university, 72 college students were randomly selected as the research objects, a total of 288. The psychological anxiety level of 288 college students was evaluated and analyzed by Hamilton Anxiety Scale (HAMA) and Self-rating Anxiety Scale (SAS). HAMA adopts a 5-level evaluation standard of 0-4. If its score is greater than 14, it shows that the college students are accompanied with anxiety symptoms.

**Research design:** Taking the ideological and political education of college counselors in the new media environment as an intervention measure, and the intervention duration is set to 4 months. Using the analytic hierarchy process to explore the psychological anxiety level of college students before and after the intervention, we can obtain the impact of the ideological and political education of college counselors on alleviating the psychological anxiety of college students.

**Methods:** The relevant data of college students' psychological anxiety were counted and analyzed by MATLAB 9.8 software.

**Results:** Before the intervention, the HAMA score and SAS score of college students were higher, indicating that the evaluation results of different scales were accompanied by serious psychological anxiety symptoms. After one month of intervention, the HAMA and SAS scores of college students decreased, but the decrease was small. From 2 months to 4 months after the intervention, the scores of HAMA and SAS decreased in varying degrees, which shows that the ideological and political education of college counselors can effectively alleviate the psychological anxiety of college students in the new media environment.

**Table 1.** Evaluation results of psychological anxiety of college students at different time nodes before and

after intervention

Evaluation time	HAMA score	SAS score
Before intervention	27.17	73.54
One month after intervention	23.35	65.77
After 2 months of intervention	14.69	52.15
After 3 months of intervention	9.14	43.26
After 4 months of intervention	5.23	36.65

**Conclusions:** Under the new media environment, the ways of Ideological and political education of college counselors have a certain diversity, which can significantly reduce the HAMA score and SAS score of college students, and play a vital role in alleviating the psychological anxiety of college students.

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## INNOVATIVE TEACHING REFORM OF VOCAL MUSIC COURSE IN NORMAL UNIVERSITIES FROM THE PERSPECTIVE OF PSYCHOLOGY

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**Background:** As the core course of music major in normal universities, vocal music course occupies an important position. In the process of continuous promotion of education and teaching reform in China, schools and society have put forward higher requirements for vocal music curriculum in normal universities. The current teaching situation of vocal music course in normal universities is not optimistic. Under the influence of using the “one-to-one” teaching mode in professional music colleges, the effective development of the course is restricted by many factors, which is embodied in different levels such as curriculum, teaching methods and teaching structure, which forms a great obstacle to the cultivation of vocal music talents. Specifically, the vocal music curriculum in normal universities mainly has four disadvantages: inaccurate positioning of teaching objectives, lack of standardization of teaching curriculum, strong formalization of teaching mode, and mismatch between teaching theory and practice. As far as the orientation of teaching objectives is concerned, the current vocal music teaching in normal universities follows the teaching mode of professional colleges, ignoring its exemplary role, so that normal college students can only obtain a single vocal music knowledge. The lack of standardization in the setting of teaching courses mainly means that the vocal music course covers only two academic years, and the teaching of vocal music course is difficult to continue, which can easily lead to students’ loss of interest in vocal music course or difficulty in accurately mastering vocal music knowledge. The traditional “one-to-one” vocal music teaching mode can no longer meet the needs of the current music development, and there are certain differences in students’ qualifications and talents. Therefore, the solidified teaching mode is difficult to obtain excellent vocal music teaching effect. Most students do not fully grasp the basic music education knowledge in the study of vocal music course in normal universities. When they carry out the teaching of vocal music course, they can not apply what they have learned and effectively teach the relevant knowledge and skills of vocal music course in normal universities. From a psychological perspective, the problems faced by the current vocal music curriculum in normal universities can be abstracted into four psychological characteristics: blind confusion, lack of sense of responsibility, poor sense of innovation and timidity. Because the students majoring in vocal music course in normal universities are easy to produce these four psychological characteristics under the influence of external factors, it is very necessary to carry out innovative teaching reform of vocal music course in normal universities.

**Objective:** By observing the current teaching mode and teaching effect of vocal music course in normal universities, it can be seen that the teaching concept, curriculum system and teaching means of vocal music course in normal universities have changed to varying degrees, and achieved certain teaching effect. However, under the influence of many factors, the teaching of vocal music course in normal universities has been greatly hindered, and the integrity and operability of its teaching activities are relatively lack, which has a negative impact on the psychology of students majoring in vocal music course in normal universities. Based on this, the vocal music curriculum in normal universities needs to be innovated and reformed urgently, in order to explore the effectiveness of the innovative teaching reform of vocal music curriculum in normal universities and the psychological changes of students.

**Research objects and methods:** 125 students majoring in vocal music course in normal universities were