

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

randomly selected as the research object, and the influence of innovative teaching reform of vocal music course in normal universities from the psychological perspective was analyzed by using fuzzy evaluation method and support vector machine.

Research design: From the psychological perspective, we can know that the students majoring in vocal music course in normal universities have four psychological characteristics under the negative influence of various factors, that is, blind confusion, lack of sense of responsibility, poor sense of innovation, timidity and fear of difficulties, which can be used as the evaluation index. Then set up three evaluation levels: very consistent, general and not at all. This paper compares and analyzes the psychological characteristics of students before and after the innovative teaching reform of vocal music course in normal universities.

Methods: The evaluation data were statistically analyzed by SCILAB software and Excel software.

Results: Before the innovation teaching reform of vocal music course in normal universities, the psychological characteristics of 125 students showed a certain negative situation. Among the four evaluation indexes of blind confusion, lack of sense of responsibility, poor sense of innovation and timidity, the evaluation results were very consistent, which showed that the students majoring in vocal music course in normal universities had a strong psychological burden. After the reform, the number of students whose evaluation results are very consistent has decreased, among which the innovation consciousness is poor. In this evaluation index, the number of students whose evaluation results are very consistent has decreased from 72 before the reform to 26, indicating that the innovative teaching reform of vocal music curriculum in normal universities has a good application effect, which can alleviate students' negative psychological emotions and improve their vocal music learning enthusiasm and learning effectiveness.

Table 1. Psychological characteristics and number distribution of students majoring in vocal music courses in normal universities before and after the reform (*n*)

Psychological feature	Before reform			After reform		
	Very consistent	Commonly	Not at all	Very consistent	Commonly	Not at all
Blind confusion	47	63	15	25	69	31
Lack of responsibility	51	60	14	19	61	45
Poor innovation consciousness	72	45	8	26	52	47
Timid and afraid of difficulties	43	58	24	11	47	67

Conclusions: The innovative teaching reform of vocal music course in normal universities has a positive impact, which can not only improve the teaching quality of vocal music course, but also effectively alleviate the negative psychological emotions of vocal music course students, and provide reliable support for training more vocal music teaching talents.

Acknowledgement: The research is supported by: Scientific Research Project of The Department of Education of Inner Mongolia Autonomous Region: Research on the Training Mode of Applied Talents of Music Major in Colleges and Universities in Inner Mongolia Based on OBE Concept, (Project No. njsy22033).

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APPLICATION OF NEW MEDIA TECHNOLOGY IN THE COMMUNICATION AND EDUCATION OF CHINESE NATIONAL VOCAL MUSIC UNDER THINKING OBSTACLES

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Background: Thinking is the indirect and universal reflection of the human brain on objective things. In other words, the thinking process takes the known knowledge as the medium and does not depend on the actual object. At the same time, it also reflects the essence of things and the internal relationship between things. The functional state of human brain, individual psychological state (demand, motivation, emotion, personality, etc.) and social and cultural background will affect the thinking process. The normal thinking process is purposeful, coherent, logical and sustainable. When the ideological content is put into practice, it will produce certain results, accept the test of reality and correct mistakes by itself. In addition, people who think have corresponding introspective experience and know that their thinking activities belong to themselves and are controlled by themselves. If the thinking process and content are abnormal, the above normal thinking characteristics will often change, which is the thinking barrier. It is a group of important