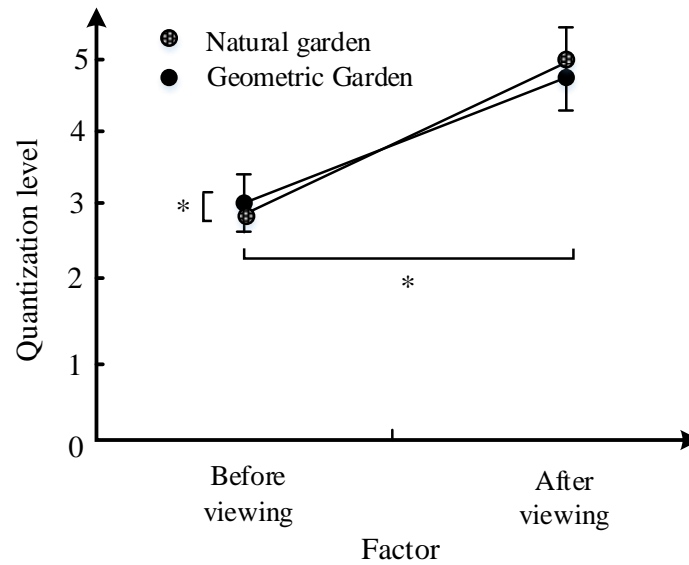


Methods: This study uses SPSS19.0 for comparative analysis and change analysis of research data.
Results: The depression scores of the experimenters before and after viewing are shown in Figure 1.



Note: * means $P < 0.05$, and the difference is statistically significant.

Figure 1. Depression score before and after viewing

From the comparison of scores before and after viewing in Figure 1, it can be seen that both natural gardens and geometric gardens have a significant effect on alleviating the depression of patients with depressive psychosis. The starting point of the model line of natural gardens is lower than that of geometric gardens, but the key position is higher than that of geometric gardens after closing, it can be seen that natural gardens have a stronger effect on relieving depression than geometric gardens.

Conclusions: Affected by the high recurrence rate of depressive psychosis, patients with depressive psychosis often have a certain degree of drug dependence in traditional drug intervention, and will face a greater risk of recurrence once the drug is stopped. Therefore, this study takes the psychological intervention of garden landscape as the main intervention means to assist the convalescence of patients with depressive psychosis. Through the enthusiastic setting of the garden landscape, it provides a tour environment conducive to physical and mental health for patients with depressive psychosis. Both natural gardens and geometric gardens can have a positive impact on the psychology of patients with depressive psychosis, compared with geometric gardens, natural gardens have a stronger positive impact on patients with depressive psychosis. Patients with depressive psychosis can relax their body and mind and accept positive ideas by visiting at a fixed time and frequency, so as to control depression and anxiety symptoms.

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THE EFFECT OF STAGE PRACTICE TEACHING OF MUSIC PERFORMANCE SPECIALTY ON ALLEVIATING STUDENTS' ANXIETY

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Background: The research on the psychological development of college students shows that about 20% – 47% of them are not fully affected by the psychological development of others. When dealing with the relationship between the external environment and their own psychology, students are prone to conflict, and the handling of interpersonal relations and the worry about employment prospects will cause students' anxiety. The anxiety psychology of college students includes social anxiety, examination anxiety, employment anxiety and so on. Anxiety disorder is a very complex psychological and emotional disorder. It is usually manifested in motor agitation and sympathetic hyperactivity, often accompanied by negative emotions such as anxiety, shame, disappointment, anxiety, fear and so on. Appropriate anxiety can make

students in a more active learning state and have a more active attitude towards themselves and the environment. However, excessive anxiety will cause students' resistance and affect the quality of learning and daily life. Music performance is a kind of performance activity with high requirements for performers. The training goal of music performance specialty is professionals with a solid and systematic combination of basic theories of musicology and basic professional skills, and has high requirements for students' comprehensive quality. However, in the current teaching of music performance specialty, its teaching mode basically imitates the music education specialty, ignores the talent training law of music performance specialty, and the construction goal is not clear, which makes it difficult for students to improve their innovation ability and practical ability. At the same time, the major of music performance pays insufficient attention to students' practical teaching in terms of teaching scheme design and teaching objectives, ignores the changes of students' individual differences and psychological quality, and then it is very easy for students to have a one-sided evaluation, self-doubt and negation of the outside world and their own professional level, resulting in negative emotions and psychological problems such as anxiety. Therefore, exploring the role of stage practice teaching in music performance specialty in alleviating students' anxiety is helpful to improve their mental health level, and has important practical significance and value.

Objective: In order to improve the anxiety of college students, alleviate their anxiety symptoms and help them improve their mental health level, this paper studies the active intervention of college students' psychological anxiety by strengthening the stage practice teaching of music performance specialty.

Research objects and methods: The research takes the college students with anxiety disorder in a music performance major as the research object, innovates their teaching practice, strengthens the stage practice teaching, and explores its alleviation of college students' anxiety psychology on this basis.

Method design: First, grade students according to their psychological anxiety symptoms, and then promote the improvement of teaching scheme by strengthening stage practice teaching, so that the teaching design can better meet the psychological needs and emotional value of anxiety college students. The experiment lasted for three months. After the experiment, the change of psychological anxiety of students majoring in music performance was analyzed with the help of a Self-rating Anxiety Scale, so as to better explore the intervention mechanism of stage practice teaching of a music performance major in alleviating college students' anxiety.

Methods: With the help of social statistical analysis tool SPSS20.0 this paper makes a statistical analysis on the anxiety relief of middle school students in stage practice teaching of music performance specialty.

Results: The dance teaching of performance specialty can guide students to actively show themselves and improve their confidence to a great extent, so as to effectively improve the anxiety level of anxiety college students, alleviate their negative emotions and effectively improve their mental health level. Table 1 shows the scores of anxieties in each dimension of the two groups of students before and after the experiment.

Table 1. The anxiety scores of the two groups before and after the experiment

Anxiety dimension	Before the experiment		After the experiment	
	Average value	Standard deviation	Average value	Standard deviation
Interpersonal relationship processing	2.15	1.96	3.74	2.32
Professional learning confidence	2.76	1.19	3.04	1.41
Employment prospect planning	3.15	1.98	4.59	2.06
Low life emotion	3.97	1.65	2.75	1.47

Conclusions: Vocal singing can improve people's perception, expression and aesthetic ability of music art, and different styles and types of music works bring people different psychological feelings and emotional values. The difference of the main melody of vocal music can effectively bring different emotional experiences to the audience, make them feel "immersive", and then help them relieve their emotions in the process of vocal music singing. At the same time, the teaching of music performance specialty has high requirements for the application and practice of the specialty, and the inherent teaching mode is very easy to cause students' anxiety and psychological problems. The active intervention of anxiety students through stage practice teaching can strengthen the relationship between them and society, improve their affirmation and confidence in their own major, help them actively regulate their emotions and improve their mental health.

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ALLEVIATING THE ANXIETY OF COLLEGE STUDENTS BY MUSIC DRAMA EDUCATION

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Background: In today's fast-paced society, anxiety has become a common emotional stress response. The body of college students is basically mature, but their mind is not fully developed, and their ability to control and master emotions is insufficient, which leads to large emotional fluctuations in the face of various pressures, resulting in damage to the social function of college students and anxiety. Studies have shown that a considerable number of college students have varying degrees of psychological problems, such as emotional instability, negative will, abnormal interpersonal relationships and so on. There are many factors leading to college students' anxiety, which can be roughly divided into poor adaptability, improper handling of interpersonal relationships, academic pressure, employment pressure and so on. Moderate anxiety can help students concentrate, so that they can study more attentively and hard, and then improve their academic performance. However, when the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life.

Behavioral psychology originated in the United States in the early 20th century. It is a branch of psychology. Behavioral psychology is a subject that studies the relationship between human behavior and psychological activities. Behavioral psychology holds that human behavior is an active and conscious behavior under the guidance of consciousness. Human consciousness is composed of intention and cognition, which is the result of the interaction of these two factors. Based on the theory of behavioral psychology, this paper analyzes the causes of anxiety of college students, discusses the behavior mode and psychological change law of anxious college students, and puts forward the use of the emotional communication and spiritual relaxation function of music drama to alleviate the anxiety of college students. The study provides a new way to alleviate the anxiety of college students, which is of positive significance to the academic progress, personal development and social development of college students.

Objective: The body of college students is basically mature, but their mind is not fully developed, and their ability to control and master emotions is insufficient, which leads to large emotional fluctuations in the face of various pressures, damage to the social function of college students and anxiety. Based on the theory of behavioral psychology, this study proposes to use the emotional communication and spiritual relaxation functions of music drama to alleviate the anxiety of college students, which provides a new way to alleviate the anxiety of college students.

Research objects and methods: 80 students were selected as the research objects in a university. Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Symptom Checklist-90 (SCL-90) were used to evaluate the degree of anxiety of students.

Study design: The students were randomly divided into study group and control group by random number table method, with 40 people in each group. The students in the study group watched music and drama for half an hour every day for intervention treatment. The students in the control group did not intervene. After a period of intervention, the anxiety levels of the two groups were compared.

Methods: The relevant data were processed and analyzed by software SPSS23.0.

Results: Before the intervention, there was no significant difference in SAS score, SDS score and SCL-90 score between the two groups ($P > 0.05$). After the intervention, the SAS score, SDS score and SCL-90 score of the students in the study group were significantly lower than those in the control group ($P < 0.05$). The SAS scores of the two groups of students before and after the intervention are shown in Figure 1.

Conclusions: In today's fast-paced society, anxiety has become a common emotional stress response. Studies have shown that a considerable number of college students have varying degrees of psychological problems, such as emotional instability, negative will, abnormal interpersonal relationships and so on, which leads to a high prevalence of anxiety among college students. Based on the theory of behavioral psychology, this paper analyzes the causes of anxiety of college students, discusses the behavior mode and psychological change law of anxious college students, and puts forward the use of the emotional communication and spiritual relaxation function of music drama to alleviate the anxiety of college students. The results showed that there was no significant difference in SAS score, SDS score and SCL-90 score between the two groups before intervention ($P > 0.05$). After the intervention, the SAS score, SDS score and SCL-90 score of the students in the study group were significantly lower than those in the control group ($P < 0.05$). It shows that the research provides a new way to alleviate the anxiety of college students, and is of positive significance to the academic progress, personal development and social development of college students.