

national economic level and enhance the sense of Chinese cultural identity, but also has a significant positive impact on the emotional relief of patients with anxiety disorder. Anxiety patients who experience cultural tourism show a significant decrease in SAS score and a significant improvement in mental health, which verifies that the development of cultural tourism industry can provide strong support for anxiety patients to alleviate anxiety.

Acknowledgement: Supported by National Natural Science Foundation of China (General Project) in 2021. "Space reconstruction, network evolution and behavioral decision-making of regional tourism cooperation in 5G environment" (Project No. 72164011).

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RESEARCH ON THE IMPROVEMENT OF COLLEGE STUDENTS' ANXIETY BY THE INTEGRATION MODE OF INDUSTRY AND EDUCATION OF VOCATIONAL EDUCATION IN THE NEW ERA

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Background: In recent years, with the increasing attention of all sectors of society to college students' mental health education, mental health education in higher vocational colleges has also developed rapidly. The integration of industry and education and school enterprise cooperation are the main characteristics of the development of higher vocational colleges in the new era. Looking at the talent training mode of higher vocational education, most of them are "employment oriented and based on job needs". Higher vocational education focuses more on improving students' professional and vocational skills, pays insufficient attention to students' professional quality, psychological quality and personality growth, and pays insufficient attention to students' values, outlook on life and world outlook. The concept of "whole person" training for students is not established. Therefore, under the background of the development of higher vocational education integrating industry and education in the current new era, how to innovate the form and content of mental health education and promote the development of physical and mental health and psychological quality of students in higher vocational colleges is an important issue that the majority of mental educators must think deeply. At present, due to the imbalance of students' physical and mental development, many students often face psychological confusion and psychological conflict, and some develop into serious psychological obstacles such as weariness, loneliness and inferiority, and even lead to psychological diseases. According to the viewpoint of collaborative education, under the current background of school enterprise cooperation and integration of production and learning, mental health education in higher vocational colleges is a systematic project. The system includes three departments: teaching, student work and logistics service, including four contents: psychological course teaching, psychological activities, psychological census, psychological counseling and psychological crisis intervention. It includes four teams: full-time psychological teachers, part-time psychological teachers (psychological work counselors), class tutors (class teachers) and full-time teachers.

Objective: To establish a long-term mechanism for mental health education, which is of great significance to coordinate the division of labor and cooperation of various departments, give play to the synergy of various systems, and explore the mental health education model with local characteristics and professional characteristics in combination with the actual situation of higher vocational colleges, so as to promote the sustainable development of mental health education in higher vocational colleges.

Research objects and methods: In order to alleviate the anxiety symptoms of college students, taking the production education integration mode of vocational education in the new era as the research method, 400 questionnaires were distributed to college students with anxiety in higher vocational colleges in a certain area to test their psychological characteristics. A total of 372 questionnaires were collected with a recovery rate of 93%. The subjects were divided into experimental group and control group, with 186 people in each group. The experimental group was given the teaching scheme of industry education integration mode of vocational education, and the duration of the experiment was 2 months. The control group did not receive special teaching within 2 months, but only routine teaching. A total of 210 males and 190 females participated in this project. The age range of all subjects remained between 18 and 23 years, with an average age of 20.6 ± 2.3 years.

Research design: After teaching, the Self-rating Anxiety Scale (SAS) was used to evaluate before and after training. The score limit was 50 points. More than 50 points indicated anxiety. The lower the score, the healthier the psychology. Judge the anxiety status of the two groups of subjects before and after training.

Methods: The relevant data were calculated and counted by Excel software and SPSS20.0.

Results: Before teaching, there was no significant difference in SAS score between the experimental group and the control group ($P > 0.05$). After teaching, the anxiety of the experimental group was significantly improved, and the number of people with severe and moderate emotions was significantly reduced ($P < 0.05$).

Table 1. Anxiety status of the two groups before and after training [n (%)]

Groups	Time	Without anxiety (%)	Mild Anxiety (%)	Moderate anxiety (%)	Severe anxiety (%)
Experimental group	Before teaching	40 (21.50)	98 (52.69)	34 (18.28)	14 (7.53)
	After teaching	114 (61.29)	62 (33.33)	10 (5.38)	0 (0.00)
Control group	Before teaching	46 (24.73)	94 (50.54)	36 (19.35)	10 (5.38)
	After teaching	80 (43.01)	68 (36.56)	32 (17.20)	6 (3.23)

Conclusions: Psychological education activities should be included in the psychological education curriculum and included in the curriculum management as a practical project. According to the task driven teaching model developed according to the constructivist teaching theory, the teaching reform of psychological education curriculum is not only in line with the requirements of project-based teaching reform of school enterprise cooperation in higher vocational colleges, but also in line with the concept and curriculum requirements of psychological education. The concepts of “caring for human nature” and “learner development oriented” of constructivism are consistent with the goal of mental health education to promote the growth and development of college students and the improvement of their personality. The task driven teaching mode is that under the guidance of the teaching theory of “students as the main body and teachers as the leading”, teachers create vivid scenes, stimulate students’ strong interest in learning and desire for knowledge, take a clear task as the goal, let students “do while learning while doing”, and give full play to students’ subjective initiative, it is a teaching form to stimulate students’ imagination and creativity to the greatest extent.

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THE POSITIVE ROLE OF THE MIXED MODE OF PIANO TEACHING IN COLLEGES AND UNIVERSITIES IN IMPROVING STUDENTS’ PSYCHOLOGICAL DEVELOPMENT UNDER EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a social psychology that studies human learning, educational intervention, teaching psychology and school organization. Educational psychology can be used to design courses, improve teaching methods, promote learning motivation, and help students face difficulties and challenges in the process of growth. Based on the theory of educational psychology, the teaching model of students’ participatory learning is one of the hotspots of current educational reform research. Its biggest teaching features are: the establishment of a student-centered teaching concept, the change of the role relationship between teachers and students in traditional teaching, and the replanning of the use of classroom teaching time. In short, the student participatory teaching model based on educational psychology can solve teaching problems through the interaction, cooperation and discussion of the whole class, greatly improve students’ autonomous learning ability, make students internalize knowledge into their own knowledge, and then is of great significance to promote the comprehensive development of students. In recent years, with the development of educational psychology, in the teaching process of various disciplines, we should not only consider the teaching of knowledge, but also pay attention to the cognitive and psychological status of students. In the process of teaching, teachers play a leading role, and students are the main body of learning. The study of students’ psychological activities, such as learning motivation, emotional factors, cognitive structure and so on, is of great significance to teaching activities.

In view of this, this study designs a mixed model of piano teaching in colleges and universities based on educational psychology. In terms of the integrity of teaching activities, the mixed mode of piano teaching in colleges and universities based on educational psychology helps to summarize the teachers’ teaching methods and students’ learning methods, and is conducive to students’ timely mastery and evaluation of