

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.

* * * * *

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

Xiaoxia Zhai

Department of Music, Jinzhong University, Jinzhong 030619, China

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

their own learning and psychological state. At the same time, in terms of the cognitive structure theory of learning, the mixed mode of piano teaching in colleges and universities based on educational psychology can ensure that students have a more comprehensive learning cognitive structure by dividing the specific teaching content into basic knowledge, teaching methods and psychological components, so that students can give full play to their learning initiative and learning initiative, form an attitude of being willing to learn and wanting to learn.

Objective: To ensure that students can have a more comprehensive and objective understanding of their own learning state, cognitive state and psychological state in specific learning activities, cultivate their own autonomous learning ability, recognize the difficulties they are likely to encounter in learning activities, and update and improve teachers' ideas and teaching ideas in specific teaching activities, strengthen teachers' attention to students' psychological level, so as to implement a targeted and personalized modern piano education model in colleges and universities.

Research objects and methods: The research objects are two classes of students taught by the same piano teacher in a university. The control group adopts the preset teaching mode, and the experimental group adopts the mixed mode of piano teaching in colleges and universities based on educational psychology, and then compare and analyze the effects of the two classes on students' understanding of piano theoretical knowledge. Improve the effect of students' ability to analyze and solve problems, and stimulate students' learning enthusiasm and interest in learning.

Methods: Excel is used to count the learning effect of two classes of students, so as to analyze the teaching effect of the mixed mode of piano teaching in colleges and universities based on educational psychology.

Results: Table 1 comparison of teaching effects of different teaching modes between the two groups. On the whole, in terms of the effect of promoting students' understanding of piano theoretical knowledge, improving students' ability to analyze and solve problems, and stimulating students' learning enthusiasm and interest, the teaching scores of the mixed mode of piano teaching in colleges and universities based on educational psychology were higher than those in the control group, and there were significant differences between the two groups ($P < 0.05$). This shows that the mixed mode of piano teaching in colleges and universities based on educational psychology can significantly improve the actual effect of teaching activities.

Table 1. Comparison of teaching effects of two groups of different teaching modes

Survey dimension	Control group	Experience group	<i>P</i>
Promote students' understanding of theoretical knowledge	3.02	4.48	<0.05
Improve students' ability to analyze and solve problems	2.35	4.42	<0.05
Stimulating students' learning enthusiasm and interest	2.44	4.41	<0.05

Conclusions: The mixed mode of piano teaching in colleges and universities combined with educational psychology is the fundamental way to realize the educational ideal of "people-oriented", so that teachers pay attention to students' emotional factors and teaching language in teaching, so as to truly realize the teaching mode of teachers' leading and students' main body. Enable students to develop a scientific and rigorous way of thinking and develop students' creativity.

Acknowledgement: The research is supported by: 2021 Teaching Reform and Innovation Project in Shanxi Province: Research on Hybrid Teaching Mode Based on Cloud Class Platform-A Case Study of Piano Group Class in The University, Project Number: J2021625.

* * * * *

ALLEVIATING EFFECT OF SPECIAL ECOTOURISM MODEL FOR PATIENTS WITH COGNITIVE IMPAIRMENT

Xinle Shen

School of Ethnology and Anthropology, Inner Mongolia Normal University, Hohhot 010022, China

Background: In psychology, it is believed that cognition is to transform external information into internal psychological activities. In psychiatry, cognitive impairment is a mental disorder caused by human brain outside organic diseases. Psychiatry divides cognitive impairment into mental disorders such as perception disorder, memory disorder and thinking disorder. When mental patients have cognitive impairment, they