

THE INFLUENCE OF COLLEGE MUSIC TEACHING REFORM ON STUDENTS' MUSIC PSYCHOLOGY

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Background: Music psychology belongs to the category of psychology, which mainly studies the psychological state and psychological ability of people engaged in music learning. Music teaching must follow the scientific method of the combination of physiological law and psychological law in order to achieve good results in teaching. The research shows that there are four main psychological characteristics of students in the process of music learning: one is interest, which is the driving force of music learning. Second, sensibility, which is the main form of music learning response. Third, personality differences are the obvious characteristics of music learning psychology. Fourth, the process of music learning is phased. The psychological activities of music learning generally include three psychological processes: cognition, emotion and will. The cognitive process also includes specific psychological phenomena such as feeling, perception, memory, imagination and thinking. The psychological activities in these processes do not exist in isolation, but are closely related to each other. Therefore, the music learning process is a comprehensive psychological activity process, and music teaching must be carried out according to the psychological characteristics of music learning. In specific teaching activities, music teachers should master the psychological characteristics of students of different ages and teach students to feel, understand and master the connotation of music. Therefore, music teachers should not only have the required music quality and theoretical knowledge, but also master the laws and methods of music teaching, and have the knowledge of students' psychology. Music teaching should conform to the music learning psychology of college students. Although traditional music teaching has its right side, it also has many unsatisfactory places. For example, boring skill training, the influence of teacher center and lack of creative teaching are not in line with students' psychology of music learning, so they must be reformed. The reform must first shift from teacher led to student-centered, then from indoctrination teaching to creative teaching, then from skill teaching to psychological teaching, and finally from the correction of singing and performance methods to psychological guidance. In order to implement the new concept of music education, music teaching in colleges and universities must be reformed according to the heart of music learning, and implement comprehensive and comprehensive music education, so as to improve students' comprehensive quality, cultivate students' healthy personality and promote students' all-round development.

Objective: Music education is closely related to people's psychology. The purpose of studying music teaching psychology is to better carry out music education according to students' psychology of music learning, and finally achieve the purpose of cultivating people through music education.

Subjects and methods: 400 students in a university are selected as the research object. Music teachers need to fully consider the psychological status of students and use the teaching mode after the reform of music teaching in colleges and universities to teach students. The teaching time is 2 months to evaluate the effect of teaching after the reform.

Research design: This study adopts the self-designed "college music teaching reform mode teaching evaluation scale", which includes six dimensions: Students' learning interest, learning attitude, music knowledge learning, learning habits and quality, students' classroom participation and classroom teacher-student communication, with a total of 15 items. In the form of Likert 5-point scale, the score is 0-4. The higher the score, the better the teaching effect.

Methods: The relevant data were analyzed by Excel and SPSS20.0 for calculation and statistics.

Results: The evaluation results are shown in Table 1. The scores of students' learning interest, learning attitude, music knowledge learning, learning habits and quality, students' classroom participation and classroom teacher-student communication after teaching are significantly higher than those before teaching ($P < 0.01$). Based on the reform mode of music teaching in colleges and universities, it can improve students' music learning state in all aspects. Students attach great importance to the study of music class and are eager to learn more music knowledge, which shows that the correct and optimistic learning attitude of students under this mode has played a good effect and promotion.

Conclusions: In order to implement the new concept of music education, music teaching in colleges and universities must be reformed according to the heart of music learning, and implement comprehensive and comprehensive music education, so as to improve students' comprehensive quality, cultivate students' healthy personality and promote students' all-round development. College students' music psychology has its internal characteristics and laws. In the process of students' learning vocal music, instrumental music, Solfeggio and ear training, we should reform music teaching from the characteristics of music learning psychology and the psychological process of music learning.

Table 1. Teaching evaluation results of music teaching reform model in colleges and universities

Dimension	Before teaching	After teaching
Learning interest	2.47±0.38	2.82±0.47**
Learning attitude	2.75±0.42	3.13±0.36**
Music knowledge learning	2.69±0.30	2.92±0.28**
Learning habits and quality	2.15±0.22	2.53±0.28**
Students' classroom participation	2.62±0.33	3.13±0.30**
Classroom teacher-student communication	1.69±0.18	2.19±0.21**

Note: ** $P < 0.01$.

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RESEARCH ON THE EFFECT OF MENTAL HEALTH EDUCATION ON ALLEVIATING COLLEGE STUDENTS' ANXIETY ABOUT INNOVATION AND ENTREPRENEURSHIP FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a subject that studies the psychological situation and change law of educators and educates. Through educational psychology, this paper analyzes the psychological phenomena in the process of education and teaching. The knowledge of educational psychology is the inevitable requirement of quality education. The goal of quality education is to improve students' all-round quality and make students' ability training and mental health education develop in an all-round way. When teaching related subjects, teachers carry out educational and teaching activities on the basis of mastering the knowledge of educational psychology and under the guidance of relevant theories of educational psychology. First of all, teachers need to understand the basic psychological laws of students, understand the psychological process of teacher-student interaction in the teaching process, and gradually guide students in the teaching process, so as to achieve teaching objectives and improve students' comprehensive quality. Teachers can manage students through educational psychology knowledge, so that students can abide by discipline in the teaching process, maintain classroom continuity and create a good classroom atmosphere. Pay close attention to students' learning psychology and change rules in the teaching process, and adjust the management work according to these changes to improve the management efficiency, so as to improve the teaching quality. Educational psychology is the realistic need for the healthy growth of college students. When cultivating college students, cultivating good psychological quality is also a part of talent training. Excellent graduates should have a healthy psychology, so that they can bravely face the difficulties in life and work, solve the difficulties and achieve success in life and work. Perseverance, courage and other positive psychological qualities are important conditions for graduates to achieve life achievements.

At present, the psychological quality level of college students is low, different psychological problems occur frequently, and the number of "problem students" is increasing. Among them, in the cultivation of innovative and entrepreneurial talents in colleges and universities, many college students have appeared anxiety. Due to the poor psychological quality and low ability of college students, in the cultivation of innovation and entrepreneurship, college students feel confused and helpless about innovation and entrepreneurship, are afraid of entrepreneurship failure, and cannot bear the pressure of innovation and entrepreneurship, resulting in varying degrees of anxiety. This anxiety will affect the initiative and enthusiasm of college students' innovation and entrepreneurship. When the anxiety exceeds the psychological bearing range of students, it will cause some harm to the body and mind of college students. Therefore, colleges and universities need to intervene the anxiety of college students through mental health education.

Objective: To understand the mental health status of entrepreneurial college students in colleges and universities, and to analyze the causes of anxiety in the cultivation of innovative and entrepreneurial talents. On this basis, through mental health education, alleviate the anxiety of college students, establish a differentiated mental health education model, stimulate the internal potential of each student, and carry out mental health education of corresponding courses according to the different stages of students, so as to promote the cultivation of students' innovation and entrepreneurship ability. Adopt diversified mental