colleges and industries, and the high correlation between teaching achievements and students' individual psychological state, the integration of industry and education is more complex than that of engineering majors. On the other hand, because there are few jobs in art design major, most of the students in this major have a certain degree of employment anxiety. Therefore, this study attempts to integrate the production education integration education model into the talent training of art and design specialty, in order to explore its impact on students' employment anxiety.

Objective: To analyze the integration of production and education into the talent training of art and design specialty, and explore its impact on students' employment anxiety through social experiments and questionnaires, so as to provide some practical reference for improving the employment situation of art and design students in China and regulating the employment anxiety of this group in the future.

Subjects and methods: Collect domestic and foreign academic literature on anxiety disorder, employment anxiety and industry education integration, and summarize the appropriate industry education integration mode of art design specialty. Then a social experiment based on comparative experiment and SAS (Self-rating Anxiety Scale) questionnaire is designed to verify the effectiveness and feasibility of the proposed fusion model. 200 art and design majors who are willing to participate in the experiment and suffer from varying degrees of employment anxiety (judged by SAS evaluation results) were randomly selected from an art university in China as the research objects. The research objects were divided into intervention group and control group, with 100 people in each group. The intervention group was taught the integration of industry and education course according to the model proposed in this study, and the teaching process of the control group was not interfered. The experiment lasted for 6 months. After 6 months, SAS questionnaire survey was conducted on the two groups of students again. Note that in order to make the two results comparable, the teaching course contents of the two groups must be consistent.

Results: After the experiment, python2.0 programming language carries out statistical analysis on the effective questionnaire to obtain the SAS score data of students before and after the experiment, as shown in Table 1 note that all measurement type features in the study are displayed in the form of mean ± standard deviation for t-test, and counting type features are displayed in the form of number or proportion of number for chi square test. The significance level of difference is taken as 0.05.

Table 1. SAS score data of two groups of students before and after the experiment

Investigation time	Intervention group	Control group	t	P
Before experiment	57.2±2.3	57.4±2.2	1.205	1.338
After the experiment	48.0±2.4	56.9±2.0	0.427	0.001
t	0.452	1.146	-	-
P	0.001	0.853	-	-

According to Table 1, there is no significant difference in SAS scores between the two groups before the experiment ($P > 0.05$). After the experiment, the P value of t-test of SAS scores of the intervention group and the control group is 0.001, which is far less than the significance level. Specifically, the average SAS scores of the two groups are 48.0 and 56.9 respectively, the former is 8.9 lower than the latter, and the overall anxiety level of the intervention group is reduced.

Conclusions: Aiming at the problem of different degrees of employment anxiety among college students majoring in art and design, this study designed and carried out a teaching experiment based on questionnaire survey on the basis of analyzing and sorting out a large number of relevant literatures. The teaching experiment results show that there is no significant difference in SAS scores between the two groups before the experiment ($P > 0.05$). After the experiment, the P value of *the t*-test of SAS scores of the intervention group and the control group is 0.001, which is far less than the significance level. Specifically, the average SAS scores of the two groups are 48.0 and 56.9 respectively, and the former is 8.9 lower than the latter. The experimental data show that the integration of industry and education is helpful to reduce the employment anxiety level of art and design students.

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THE INFLUENCE OF TRADITIONAL MUSIC EDUCATION REFORM IN COLLEGES AND UNIVERSITIES ON STUDENTS' EMOTIONAL DISORDER

Jie Yang

Zhengzhou Preschool Education College, Zhengzhou 450099, China

Background: Affective disorder refers to a psychological disease that cannot control one's emotional expression by virtue of self-consciousness. Its main causes are family heredity, negative personality and social experience. The main symptoms of affective disorder include thinking running away, thinking retardation, psychomotor excitement or inhibition, manic state and depression. The manifestations of these symptoms are abnormal high mood and abnormal low mood. The causes of affective disorder mainly include genetic factors, personality characteristics, psychosocial factors and so on. The treatment methods of affective disorder are divided into two categories: western medicine treatment and life recuperation. The former is mainly through taking corresponding antidepressants and receiving professional psychotherapy, and the latter is mainly realized by adjusting patients' life, work and rest and diet structure.

Generally speaking, compared with other science and engineering and medical students, college music students have a more emotional way of thinking, and are more prone to emotional disorders under heavy academic pressure. Therefore, it is necessary to reform the traditional college music teaching mode, so as to alleviate or even solve the emotional disorders of music students and improve the mental health level of music students in China.

Objective: Through teaching experiments, teaching reform and other ways, to explore the method of alleviating the emotional disorder of music majors by adjusting the teaching content, and to verify its effectiveness, so as to provide some front-line reference materials for improving the mental health level of music majors in China.

Subjects and methods: Three representative music universities in terms of teaching scale, working capital and teaching staff were randomly selected from China, and then 400 students were selected from the three schools by stratified sampling method. They were tested by MMSE (Mini Mental State Examination) and SAS (Self-rating Anxiety Scale). According to the test results, 122 students with both affective disorder and learning anxiety were selected from 1200 students. The content of the reform is to strengthen the attention of the school management to music education, improve the music teaching system according to the actual teaching needs, improve teachers' teaching ability by improving teachers' welfare level and training quality, require teachers to change their teaching roles and make full use of advanced technology to assist teaching in the classroom. The teaching experiment lasted for 3 months. On the 7th, 30th and 90th days after the experiment, the 122 students were tested by MMSE and SAS respectively to prepare for the subsequent analysis of the changes in the severity of students' affective disorder and learning anxiety during the experiment.

Results: After all tests, SPSS23.0 was used makes statistical analysis on the experimental data to obtain the MMSE and SAS score data of students before and after the experiment, as shown in Table 1 note that all the measurement data in the study are displayed in the form of mean ± standard deviation for *t*-test, and the counting data are displayed in the form of number or proportion of number for chi-square test. The significance level of difference is taken as 0.05.

Table 1. Statistics of test results of research objects

Statistical time	MMSE	Sequential rate of change (%)	SAS	Sequential rate of change (%)
Before experiment	23.5±1.4	-	62.3±4.2	-
7th day after experiment	23.8±1.6	1.28	61.8±4.5	-0.80
30th day after experiment	25.3±1.6	6.30	57.3±2.9	-7.28
90th day after experiment	26.9±1.3	6.32	55.0±3.4	-4.01

As can be seen from Table 1, with the progress of the teaching experiment, the MMSE and SAS scores of the subjects gradually declined. To be specific, before the 7th day after the experiment, the mean MMSE and SAS scores of the subjects were 23.8 and 61.8 respectively, which were 1.28% and -0.80% different from the data before the teaching experiment. However, after the completion of the experiment (i.e., the 90th day after the experiment), the mean MMSE and SAS scores of the subjects were 26.9 and 55.0, respectively, which were 14.61% and -13.07% different from those before the experiment.

Conclusions: This study aims to reform the teaching mode of music major in view of the problem that some students suffer from emotional disorders under the traditional music education mode in colleges and universities. In order to test the effect of the reformed music teaching mode on alleviating students' affective disorder and learning anxiety, 122 students were selected from three domestic music colleges and universities as the research objects for teaching experiment. After the three-month teaching experiment, the statistical experimental data showed that before the 7th day after the experiment, the mean MMSE and SAS scores of the subjects were 23.8 and 61.8 respectively, which were 1.28% and -0.80% different from the

data before the teaching experiment. However, after the completion of the experiment (i.e., the 90th day after the experiment), the mean MMSE and SAS scores of the subjects were 26.9 and 55.0, respectively, which were 14.61% and -13.07% different from those before the experiment. The experimental results show that after the reform of music teaching, students' emotional disorders and learning anxiety severity has been significantly improved. However, due to the limited research time, there is no longer follow-up investigation on students this time, which is also the part that needs to be improved and paid attention to in the follow-up research.

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VALUE ANALYSIS OF COLLEGE MUSIC EDUCATION REFORM ON COLLEGE STUDENTS' BEHAVIOR DISORDER UNDER EDUCATIONAL PSYCHOLOGY

Bing Zhang

Zhengzhou Preschool Education College, Zhengzhou 450000, China

Background: Educational psychology is a branch of social psychology, and it is closely related to general psychology and pedagogy. Its main research object is the learning and educational psychology of educates and the teaching psychology of educators in the environment of receiving education. By studying the psychology of educates and educators, the application of educational psychology can achieve many purposes, such as improving teaching methods, stimulating students' learning motivation, assisting students to face difficulties in the learning process and so on. Using the theoretical methods of educational psychology to study and optimize the problems existing in the teaching process will not only help to improve teachers' teaching ability and the ability to solve complex educational problems, but also help schools adjust teaching measures and management mode according to the research results, so as to improve the quality of education and teaching in schools. At present, the employment situation of music majors in China is not optimistic. At the same time, there are still some weaknesses in the music education system of domestic colleges and universities, such as single teaching mode and insufficient attention of teachers to students' learning and psychological state. Under the comprehensive effect of the above factors, some music majors suffer from behavioral disorders, that is, an individual behavioral disorder caused by psychological reasons. To solve the problem of behavior disorder of music majors, we can't rely on the government and schools alone. The key lies in the teachers and students. Their communication and interaction will play a very important role in alleviating the disease. Therefore, this study attempts to use the theoretical methods of educational psychology to put forward reform methods that can help alleviate the behavior disorders of music majors.

Objective: By studying the literature related to educational psychology, behavioral disorders and music teaching, to construct college music reform measures for the behavioral disorders of music majors, and to design and carry out expert investigation experiments to verify the effectiveness of these reform measures, so as to provide some useful references for improving the mental health level of music majors in China.

Subjects and methods: Collect and study the academic research materials on music teaching, educational psychology and behavioral disorders published at home and abroad in recent five years, and design some reform measures of college music students' education program that help to improve the behavioral disorders of music students, combined with the results of interviews with pedagogical experts. Then, 40 experts in education, psychology and behavior and front-line backbone music teachers in colleges and universities are selected from China to form an expert group, send the proposed reform suggestions to the expert group, ask them to give feedback on whether the opinions are reasonable and whether there are omissions, adjust the reform measures according to the feedback opinions, and then send them to the members of the expert group again to repeat the above steps. Until the opinions of the members of the steering expert group are reached. Finally, the members of the expert group are required to give their own evaluation of the positive impact of each opinion on students' behavior disorders. The evaluation level is divided into five categories: no impact, slight impact, general impact, obvious impact and full impact. In order to further refine the accuracy of the evaluation results, the five impact levels are arranged from small to large according to the impact degree, and are given five integer values of 1, 2, 3, 4 and 5 in turn.

Results: After the expert investigation experiment is completed, the final evaluation results of the expert group are obtained by statistics, as shown in Table 1.

The figures contained in each cell in Table 1 represent the number of people in the expert group who believe that the positive impact of the corresponding reform measures on the treatment of students' behavior disorders is the corresponding level. It can be seen from Table 1 that the expert group believes