

psychological counselors twice a week, while the blank control group was not interfered by any research team. The experiment lasted for 3 months. After the experiment, SAS questionnaire survey was conducted again for all groups of students. In addition, all measurement type features in the study are displayed in the form of mean  $\pm$  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.

**Results:** After the experiment, DPS 7.05 software was used to collect valid questionnaire data, and Table 1 was obtained.

**Table 1.** Comparative statistics of SAS score data of students in each group before and after intervention

Statistical time of questionnaire	Red art group (No.1)	Popular literature group (No.2)	Psychological counseling group (No.3)	Blank control group (No.4)	$P_{12}$	$P_{13}$
Before the intervention	58.4 $\pm$ 3.7	57.9 $\pm$ 4.5	58.3 $\pm$ 3.5	58.0 $\pm$ 3.9	1.481	3.665
After the intervention	51.3 $\pm$ 4.4	56.5 $\pm$ 3.9	47.6 $\pm$ 4.3	59.1 $\pm$ 4.0	0.029	0.003

In Table 1, the contents in brackets are the numbers of each group.  $P_{12}$  represents *P* value of SAS score data significance test between the red arts group and the popular arts group. According to Table 1, there were no statistically significant differences in SAS score data between all groups before the experiment, but after the experimental intervention, there were statistically significant differences in SAS score data between the red literary and art group and the popular literary and art group, and between the red literary and art group and the psychological counseling group. Specifically, after the experiment, the mean SAS score data of group 1, group 2, group 3 and group 4 were 51.3, 56.5, 47.6 and 59.1 respectively.

**Conclusions:** Red literary works are the crystallization of modern and modern excellent national culture, and have high artistic value and ornamental value. Faced with the increasingly serious mental anxiety of college students, this study attempts to design and carry out a group experiment to explore the effect of viewing red literary and artistic works on alleviating mental anxiety of college students. The experimental results showed that, after the experimental intervention, the SAS score data between the red literature and art group and the popular literature and art group, the red literature and art group and the psychological counseling group had statistical significance. Specifically, after the experiment, the mean SAS score data of group 1, group 2, group 3 and group 4 were 51.3, 56.5, 47.6 and 59.1 respectively. It can be seen that watching red literary and artistic works can help relieve students' mental anxiety, and its relieving effect is between watching popular literary and artistic works and receiving psychological counseling. This method has certain practical application value.

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## RESEARCH ON LEARNING ANXIETY OF COLLEGE STUDENTS UNDER ONLINE AND OFFLINE COLLABORATIVE EDUCATION MODE

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**Background:** Anxiety psychology is a psychological state of fear and anxiety generated by the stimulation of the external environment. This psychological state is often accompanied by emotional depression that is difficult to self-ease emotionally and adverse physical activation reactions. This emotional and psychological reflection mainly includes the individual's behavioral efforts in the face of threats and the sense of powerlessness associated with efforts. In an extreme state, the individual's behavioral efforts will be resolved by anxiety. Individuals believe that all their efforts are not enough to overcome difficulties under great external obstruction. Therefore, individuals are easy to show abnormal psychological anxiety, but completely stagnant behavior. This state is not conducive to the individual's mental health, but also to the individual's external social development, and may even threaten the individual's physical health. In fact, anxiety is not a completely harmful emotion, because anxiety is essentially an uneasy state of potential threats. An appropriate anxiety mentality helps to promote individual initiative and form the internal driving force of individual action. However, once anxiety becomes serious, it will become an excessive burden on individual psychology, resulting in certain physical and mental damage. At present, a survey shows that 20.3% of domestic college students have serious anxiety

psychological problems. In the current social environment, anxiety disorder has surpassed depression and developed into the most common mental health problem among college students. Therefore, in college education, both colleges and students themselves should pay more attention to anxiety psychology. As an educational method with more autonomy and self-control for students, online and offline collaborative education can break the rigid constraints of traditional education, and then help students improve their learning psychological control ability through external environmental intervention, help students dredge their learning anxiety, and achieve the effect of improving students' mental health level.

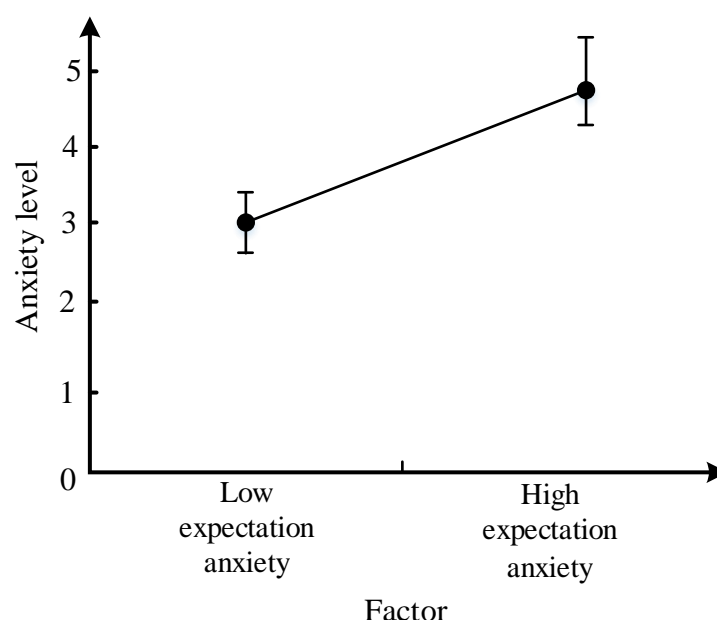
**Objective:** By analyzing the impact of online and offline collaborative education mode on college students' learning anxiety, this study helps students improve their ability to control learning psychology and learning behavior, and choose a more suitable learning method, so as to promote students to form a better psychological state, dredge learning anxiety, and improve students' learning efficiency while improving students' mental health level.

**Subjects and methods:** This study uses the intervention experiment and cluster analysis method to analyze the learning anxiety of college students under the online and offline collaborative education mode. The intervention experiment provides basic data for the overall research, and the cluster analysis method is used to classify students with different anxiety characteristics in different groups.

**Study design:** In the process of intervention, the traditional offline education mode is used as the research control, and the new online education mode and the collaborative online and offline education mode are used as the intervention group. Then, through comparison, the intervention effects of different education modes on students' anxiety psychology are analyzed.

**Methods:** SPSS22.0 was used in this study make statistics and analysis on the learning anxiety data of college students under the online and offline collaborative education mode.

**Results:** The impact of online and offline collaborative education mode on learning anxiety of college students of different types is shown in Figure 1.



**Figure 1.** Anticipatory anxiety analysis

Figure 1 shows the anxiety impact analysis of online and offline collaborative education mode for students with different types of learning anxiety, in which the abscissa represents the type distribution and the ordinate represents the anxiety evaluation level. It can be seen that compared with students with low expectations, students with high expectations are more likely to have learning anxiety, and the level of learning anxiety is higher, which makes intervention more difficult. Therefore, in the actual intervention process, classified intervention and targeted intervention should be carried out according to the characteristics of learning anxiety generated by students with different expectation types, so as to make full use of the flexibility of online and offline collaborative education.

**Conclusions:** To solve the problem that traditional offline education ignores students' anxiety in the process of learning and life. This study combines the new online education with offline education, and explores the impact of online and offline collaborative education mode on college students' learning anxiety through grouping intervention and comparison. The combination of online education and offline

education can not only solve the problem of students' lack of control over their learning process in the traditional single front-line education process, but also solve the problem of psychological anxiety caused by students' private psychology, which is difficult to be found in the classroom. Through online and offline collaborative teaching methods, we can start from the perspectives of personalized customized learning strategies, establishing private psychological communication channels while participating in group communication, and grasping students' real learning psychological status. While preventing the adverse physical and mental impact caused by learning anxiety, we can promote students to improve their learning efficiency and form better teaching results.

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## RESEARCH ON THE INFLUENCE OF THE INHERITANCE AND DEVELOPMENT OF ETHNIC MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY

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**Background:** College students are in an important stage of physical and mental development. In this stage, the environment of college students is between campus and society, so their anxiety psychology has common characteristics to a certain extent. This common feature of anxiety psychology comes from the self-growth problems faced by college students in the transition from adolescence to adulthood. The most important problem is the unbalanced development of college students' physiology and psychology. The unbalanced development angle of physiology and psychology refers to that college students have tended to mature in physiological development. Their mature physiological development will lead to the illusion that they have become adults, but at the same time, the psychological state of college students does not match the physiological state. In this situation, college students are eager to draw a clear line with their imperfect psychological development, and show a kind of curiosity and desire for the adult world, which leads to the problems of psychological tolerance and adjustment in their personal psychological development. This problem, which is difficult for them to give answers from a psychological perspective, has evolved into their own anxiety psychology, that is, the efforts made by individual students in behavior and psychology are difficult to get corresponding returns, In the absence of external guidance, this psychological state is easy to lose balance. But at the same time, the external environment at this stage requires students to constantly try and experience new things in the process of their own physical and mental development. Only by constantly trying and experiencing can college students find a more suitable social outlet. Under the condition of college students' own psychological state imbalance, this attempt and experience evolve into a kind of coercion at the psychological level, which is in contradiction with the fragile and weakened psychological state of students, this leads to excessive anxiety among students. Therefore, it is necessary to establish psychological counseling channels for students and help students relieve psychological pressure. College folk music education can help students establish psychological anxiety relief channels from the perspective of relieving psychological pressure, so as to improve students' psychological adjustment ability and bearing ability and improve their mental health level.

**Objective:** By exploring the impact of the inheritance and development of ethnic music education in colleges and universities on alleviating college students' psychological anxiety, this study helps students establish psychological pressure and anxiety relief channels under the condition of insufficient psychological development, so as to improve students' psychological adjustment ability and get rid of anxiety psychology.

**Subjects and methods:** This study combines the decision tree algorithm with factor analysis, and analyzes the impact of the inheritance and development of college folk music education on alleviating college students' psychological anxiety from the two steps of dividing factors and analyzing the influence path of factors.

**Study design:** This study combines the psychological status and psychological anxiety characteristics of college students in the process of physical and mental development, uses the decision tree algorithm to classify the factors of college students' psychological anxiety symptoms, and on this basis, uses the factor analysis method to analyze the factor linkage mode between college national music education and college students' psychological anxiety.