

## RESEARCH ON THE REFORM OF PIANO PERFORMANCE TEACHING MODE UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY AND QUALITY EDUCATION

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**Background:** Teaching and learning process has always been the key research content of educational psychology. The traditional teaching method mainly takes students' insight psychology in the learning process as the main guiding point of teaching, and all teaching behaviors in the teaching process are to cause students' insight psychology. Modern educational psychology disassembles the teaching behavior from the perspective of the psychological relationship between students and teachers, making the teaching behavior a series of psychological behavior processes that can be interfered by the outside world. This psychological behavior process is mainly guided by teachers, while students form personalized learning strategies under the guidance, so as to form more effective learning behavior. This psychological guided education excludes the intellectual differences of students in the learning process from the important standards of teaching. On the contrary, educational psychology emphasizes that all students have a certain degree of learning ability and psychological cognitive ability. And can achieve a certain degree of learning effect. For this reason, educational psychology advocates using teachers' situational guidance to mobilize students' learning psychology, so as to stimulate students' psychological enthusiasm and promote learning behavior. This kind of psychological guidance teaching by teachers is more likely to cause the transfer psychological resonance of students, which can help students apply the acquired knowledge to new fields, turn their scattered learning psychological cognition from the specific situation structure into a specific information structure, and constantly expand this information structure in other situations. This psychological cognitive process is the main learning process of students. In piano performance skill teaching, it is mainly divided into action skill teaching and mental skill teaching. Mental skill teaching mainly refers to the formation of students' intangible skills such as music thinking, psychological cognition and music aesthetics in the learning process. The situational teaching of teaching psychology can help students form a more specific learning framework from the perspective of psychological guidance, so as to improve students' learning effect.

**Objective:** By analyzing the influence of educational psychology on the reform of piano performance teaching mode, this study provides a teaching method based on students' psychological guidance for contemporary piano teaching, helps piano performance students form a more structured mental skill system, and improves students' learning effect and performance level.

**Subjects and methods:** This study uses the methods of comparative experiment and Bayesian classification to analyze the learning effect of students' piano performance according to the teaching methods of piano performance in educational psychology.

**Study design:** The whole research takes the comparative experiment as the main research framework, and all the research data are from the comparative experimental data. In the comparative experiment, the students who use the piano performance teaching method of educational psychology and the students who use the traditional piano performance teaching method will be distinguished, taught, tested and compared. At the same time, this study uses Bayesian classification to classify and analyze the students with different psychological characteristics.

**Methods:** This study uses computer algorithms to classify and analyze the characteristics of the research data.

**Results:** The comparison between the teaching method of piano performance in educational psychology and the traditional teaching method of piano performance is shown in Figure 1.

From the comparison between the teaching method of piano performance in educational psychology and the traditional teaching method of piano performance in Figure 1, it can be seen that with the growth of teaching time, the skill test curve formed by students using the teaching method of piano performance in educational psychology is higher than that formed by students using the traditional teaching method of piano performance. It can be seen that the teaching method of piano performance in educational psychology can get better teaching effect in students' skill training.

**Conclusions:** Educational psychology can guide students' learning behavior from the perspective of psychological intervention, so as to form a better learning effect. This study applies the theory of educational psychology to the teaching of piano performance under the background of quality education, compares and analyzes the teaching effect difference between the teaching method of piano performance in educational psychology and the traditional teaching method of piano performance by means of comparative experiment, and uses support vector machine to classify and analyze the types of students with different psychological characteristics. The results show that the skill test curve formed by the students using the piano performance teaching method of educational psychology is higher than that formed by the

students using the traditional piano performance teaching method. It can be seen that the teaching effect of the piano performance teaching method of educational psychology is better and more suitable as the main method of piano performance teaching in the new era.

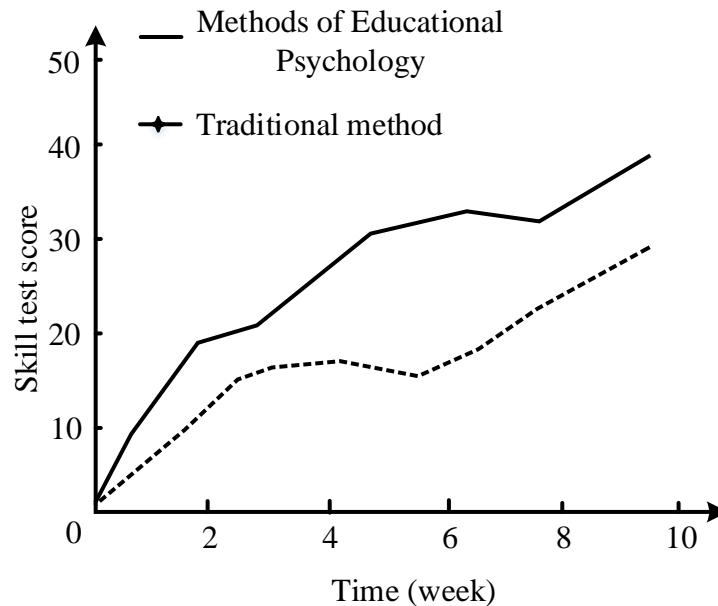


Figure 1. Effect analysis of educational psychology methods

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## THE IMPROVEMENT OF COLLEGE STUDENTS' LEARNING ANXIETY BY THE TEACHING REFORM OF COMMERCIAL LAW COURSE OF LAW MAJOR IN COLLEGES AND UNIVERSITIES

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**Background:** Learning anxiety is a kind of psychology of tension and fear in a specific learning situation. Anxiety psychology has a great impact on students' learning process. The intervention for learning anxiety is largely aimed at students' learning psychology and learning habits. Learning anxiety can be mainly divided into two main types: promoting learning anxiety and retreating learning anxiety. Promoting learning anxiety refers to students' anxiety due to learning difficulties and other problems in the learning process, but this anxiety plays a certain role in promoting students' learning process. Under the influence of promoting learning anxiety, students will focus more on overcoming difficulties and improving learning effect. Withdrawal learning anxiety refers to that under the influence of external anxiety, students will have a certain degree of avoidance behavior due to their fear of external learning environmental factors and withdrawal psychology, so as to weaken the enthusiasm in classroom teaching and learning behavior and face the negative impact of learning effect. In the category of anxiety, learning anxiety belongs to the anxiety emotion generated for specific environment and specific matters. This anxiety emotion is generated for the behavior of learning, but the overall psychological and emotional factors still follow the change law of the category of psychological anxiety, that is, giving anxiety appropriately can promote behavior, and once excessive anxiety is imposed, it will force individuals to have avoidance behavior to a great extent. Therefore, in the teaching of business law course of law major in colleges and universities, the intervention of students' anxiety will not only act on students' withdrawal anxiety, but also on students' promotion anxiety. By minimizing the bad impact caused by withdrawal learning anxiety and increasing the positive impact caused by promotion learning anxiety, we can help students improve their learning effect.

**Objective:** By exploring the improvement of college students' learning anxiety caused by the teaching reform of business law course of law major in colleges and universities, this study tries to help students improve the benign promotion of learning anxiety for the learning of professional business law course,