



**Figure 1.** HAMA score of anxiety patients before and after intervention

**Conclusions:** For patients with anxiety disorder, the quality of the surrounding environment and the level of comfort will affect their mental health and anxiety level to a certain extent. One of the main causes of anxiety is the poor adaptability of patients, so the environment of patients plays a decisive role in improving their anxiety symptoms. By improving the greening degree, building coverage, road smoothness and sky presentation of urban roads, the study realized the improvement of urban road space comfort, and then explored the changes of HAMA scores of anxiety patients before and after the improvement of urban road space comfort. After the intervention, the HAMA score of anxiety patients decreased significantly, which verified that the improvement of urban road space comfort had a positive effect on the improvement of anxiety patients' symptoms.

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## AN ANALYSIS OF THE INFLUENCE OF THE TRAINING OBJECTIVES OF MUSIC EDUCATION MAJOR IN NORMAL UNIVERSITIES ON THE MENTAL HEALTH OF COLLEGE STUDENTS

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**Background:** Mental health is a kind of good and continuous psychological state and process, which is manifested in the individual's vitality in life, positive internal experience and good social adaptation. It can effectively give play to the individual's physical and mental potential and the positive social function as a member of the society. Paying attention to mental health education can help to prevent mental diseases, improve psychological quality and promote the needs of the sound development of their personality. For psychological assessment, we should make a diagnosis of psychological symptoms or psychopathological taxonomy, and also make a positive assessment of individual development potential and self-realization. The mental health status of different individuals will be affected by cognitive structure differences, social experience, age structure and other factors, showing individual differences and social diversity. To some extent, mental health is the reflection of individual psychological anti strike ability and adjustment ability. However, due to the limitations of physical and mental development and the lack of cognitive ability, college students are more likely to have negative emotions when they are disturbed and stimulated by external things, which will lead to psychological problems and psychological obstacles in the long run. Nowadays, our country pays more attention to quality education and puts forward more comprehensive and higher requirements for students' ability and quality. However, the lack of understanding, narrow scope, weak team and single way of mental health education in colleges and universities make the mental health education in colleges and universities "exist in name only", especially in normal colleges. The essence and value of modern music education are dual, including individual value and social value, external learning value and inner spiritual value. It aims to cultivate all-round development and is committed to the cultivation of learners' creative thinking and group consciousness. At present, it is difficult for the music

education major in normal universities to carry out teaching activities from the students' teaching needs and the changing characteristics of psychological laws in the process of development, so that students do not understand the essence of music and the spiritual guidance it conveys when they receive music learning knowledge, and do not give full play to the psychological mechanism of music on individuals. Based on the current status and effectiveness of the training objectives of music education major in normal universities, this study explores its impact mechanism and relevance on students' mental health, in order to achieve the adjustment and mitigation of students' psychological problems and negative emotions with the help of the optimization of the training objectives of music teaching.

**Subjects and methods:** Firstly, the research collects basic information about the mental health status of music education students in a university, that is, it collects data about the students' mental status and emotional problems in a stable time with the help of Symptom Checklist 90 (SCL-90) and Eysenck emotional stability test scale. Then it collects the teaching characteristics, teaching objectives, teaching effects and students' learning feedback data in the current music education and teaching process, and then explores the correlation between the training objectives of music education and students' mental health with the help of Pearson coefficient. According to the correlation analysis, the music teaching program and objectives are designed and optimized, and the optimized teaching mode is proposed to realize the students' learning needs and psychological needs in the process of music education. The improved teaching mode is applied to the students with mental health problems, and the teaching experiment is carried out to further explore the positive effect of the teaching training objectives and teaching programs on students' mental health. The teaching experiment lasts for four weeks. At the end of the experiment, statistical analysis and relevant difference analysis were carried out on the students' mental health change data, so as to put forward feasible suggestions and countermeasures to improve students' mental health.

**Results:** There is a good correlation between the training objectives of music education major in normal colleges and students' mental health. After the improvement of the original teaching plan, music education is more targeted and psychological intervention, which effectively enables students to have a more objective evaluation of their own value orientation and learning ability in the teaching class, and reduces the generation of negative emotions, especially learning anxiety. Table 1 shows the scores of students' learning anxiety and examination anxiety before and after the application of innovative music teaching mode.

**Table 1.** Statistics of students' learning anxiety and test anxiety scores before and after the application of innovative music teaching mode

Time	Learning anxiety	Test anxiety
Before application of improvement mode	27.17±9.91	26.89±10.21
After application of improvement mode	11.34±6.25	20.73±8.26
<i>t</i>	9.716	0.326
<i>P</i>	0.001	0.002

The results in Table 1 show that there is a small gap between the scores of learning anxiety and examination anxiety of music majors before the application of the improved teaching model. However, after the application of the model, the difference between the scores of students' anxiety in the two dimensions is 9 points, with significant statistical difference ( $P_{\text{learning anxiety}} = 0.001 < 0.05$ ;  $P_{\text{examination anxiety}} = 0.002 < 0.05$ ). The above results show that adjusting the training objectives of music education can effectively adjust students' emotional problems and alleviate their anxiety.

**Conclusions:** The effect of the formulation of the training objectives of music education in normal universities will directly affect the music teaching classroom, and then make the psychological status of the teaching audience students change. In order to achieve the psychological health guidance of the students with psychological problems, it is necessary to give full play to the emotional guidance and psychological adjustment mechanism of music education on the basis of grasping the music teaching objectives and students' psychological laws. The dynamic adjustment of the training objectives of music teaching objectives can realize the dynamic mastery of students' psychological status, and put forward targeted improvement measures to improve the comprehensiveness and objectivity of students' self-assessment.

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## THE INFLUENCE OF CHINESE TRADITIONAL MUSIC EDUCATION ON THE POSITIVE PSYCHOLOGY OF NORMAL MUSIC EDUCATION TALENTS

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**Background:** Since the 18th National Congress of the Communist Party of China, the government has required all educational institutions to attach great importance to literary and artistic work and improve students' aesthetic level and humanistic quality. At present, there are few music education talents in China, which has a negative impact on music education in China. Therefore, the cultivation of music education talents in normal schools is widely valued. In normal music education, students' psychological problems are more and their learning enthusiasm is not enough, which leads to the poor progress of the training of music education talents. To analyze and summarize the psychological problems of students, there are mainly the following points: first, compared with the educational talents of other disciplines, the music education talents are recognized and valued by the society in different degrees, which leads to the inferiority complex in the hearts of the students majoring in music education, resulting in learning weariness and learning anxiety. Secondly, compared with the educational talents of other disciplines, the life goals and learning goals of the students majoring in music education are uncertain and confused to a certain extent. The effect of learning methods is not good, and they also lack the motivation to learn. Under the threat of employment pressure, it is easy to produce psychological pressure, leading to psychological diseases. Finally, most students majoring in music education are exposed to music related knowledge for the first time. Their music foundation is weak and their learning progress is slow, which leads to poor academic performance, resulting in low self-esteem and self-confidence among students majoring in music. Therefore, the problems of learning anxiety, employment anxiety and psychological diseases of music majors are widespread.

Positive psychology is a new psychological theory which is based on the innovation and promotion of traditional psychology. In psychology, positive psychology is an important milestone in the development of psychology. It advocates studying the contents of traditional psychology from a more positive perspective. Based on the existing research results, positive psychology adopts more scientific and reasonable methods to study and explore people's positive psychology. Based on the above theory, the research integrates Chinese traditional music into music education and teaching, so as to stimulate the positive psychology of music education students, alleviate their psychological pressure, learning anxiety and employment anxiety, and cultivate more high-quality and high-level music education talents for the society.

**Objective:** In normal music education, students' psychological problems are more and their learning enthusiasm is not enough, which leads to the poor progress of the training of music education talents. The research will integrate Chinese traditional music into music education and teaching, so as to stimulate the positive psychology of music education students, alleviate their psychological pressure, learning anxiety and employment anxiety, and cultivate more high-quality and high-level music education talents for the society.

**Subjects and methods:** Before the experiment, the anxiety level of the students in the four classes was basically the same, and the MAAS score was about 65. After the beginning of the teaching experiment, it can be seen that the MAAS scores of students in class A and class B show a downward trend as a whole. The MAAS scores of students in class C and class D tend to remain the same as a whole. The change trend of MAAS scores of students in four classes is shown in Figure 1.

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**Conclusions:** In normal music education, there are many psychological problems of students, such as learning anxiety, employment anxiety, psychological pressure, etc. Students' learning enthusiasm is not enough, resulting in the poor progress of training music education talents. The research analyzes the students' psychological problems through positive psychology, and proposes to integrate Chinese traditional music into music education and teaching, so as to stimulate students' positive psychology and relieve students' psychological pressure, learning anxiety and employment anxiety. The experimental results show that before the experiment, the anxiety level of the students in the four classes is basically the same, and the MAAS score is about 65. After the beginning of the teaching experiment, it can be seen that the MAAS scores of students in class A and class B show a downward trend as a whole. The MAAS scores of students in class C and class D tend to remain the same as a whole. Based on the above contents, it can be concluded that the combination of Chinese traditional music and music education teaching can stimulate the positive psychology of music education students and improve their learning enthusiasm, so as to cultivate more high-quality and high-level music education talents for the society.