

great differences in aesthetic psychology and thinking logic ability after the experiment. Table 1 shows the score statistics of aesthetic thinking logic ability of the research objects before and after the intervention.

**Table 1.** The score statistics of the subjects' aesthetic thinking logic ability before and after the intervention

Grouping	Experimental group		Teaching intervention group	
	Before intervention	After intervention	Before intervention	After intervention
Aesthetic ability	2.15	3.45	2.32	2.91
Thinking logic ability	1.98	4.37	2.01	2.54
Psychological and emotional adjustment ability	1.45	4.06	1.77	2.69

The data in Table 1 shows that there is no significant difference in the scores of aesthetic thinking logic ability and psychological emotion adjustment ability of the research objects under different teaching modes before the experimental intervention. After the intervention, the scores of the objects in the teaching improvement group in aesthetic thinking logic ability and psychological emotion adjustment ability are 3.45, 4.37 and 4.06, which are much higher than the scores of 2.91, 2.54 and 2.69 in the teaching routine group. The results show that the improvement of students' psychological health and professional ability can effectively improve their psychological needs.

**Conclusions:** Aesthetic perception and aesthetic evaluation is an important embodiment of the individual's ability to perceive and judge the aesthetic object, and it is also one of the important manifestations of the individual's ability of thinking logic. Its ability of aesthetic thinking logic can be adjusted and improved through acquired training and external intervention. The learning content and teaching practice of animation major mostly rely on individual aesthetic ability and thinking mode. The research puts forward a mixed teaching mode to intervene students. The results show that this mode can effectively improve students' aesthetic thinking logic ability and reduce the generation of negative emotions. Therefore, in the future teaching practice, college educators should actively explore new teaching models and strengthen the intervention of students' psychological status.

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## RESEARCH ON THE TEACHING REFORM PATH OF EDUCATIONAL PSYCHOLOGY BASED ON HIGHER VOCATIONAL STUDENTS' MUSIC LEARNING PSYCHOLOGY

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**Background:** Music psychology is a science suitable for music teaching based on the methods and theories of psychology and the relationship between music learners and music. Music psychology not only has the characteristics of music law teaching, but also has the characteristics of psychology. It is widely used in music teaching. The integration of music psychology and music practice teaching can help teachers use the theory of music psychology to enhance the interaction with students, stimulate students' active learning desire, and ensure students' all-round mastery of teaching content. In addition, the application of music psychology in the classroom can correctly guide students' negative emotions in music learning, help students establish self-confidence in learning, and then improve students' practical ability.

Educational psychology is a branch of psychology, which studies the psychological activities of teachers and students in the process of teaching. Educational psychology is closely related to general psychology and pedagogy. If educational work wants to achieve the purpose of effective education and make students develop in a balanced way in all aspects of morality, intelligence and physique, it also needs the guidance of educational psychology to formulate a teaching plan at a certain stage by deeply understanding students' physiological changes, psychological changes and the law of psychological development in the learning process. The development of educational psychology helps to improve the level of teachers, the quality of education and teaching, and help students alleviate anxiety in learning. However, in the actual teaching

work of higher vocational colleges, the development of educational psychology is slow, the theoretical ideas are old-fashioned, and the teaching path is old-fashioned, which seriously hinders the cultivation of high-quality talents in higher vocational colleges. Therefore, the application path of educational psychology in colleges and universities is in urgent need of reform. Through the successful practice of music psychology in educational reform, we can provide a reference path for educational psychology.

**Objective:** To improve the music teaching mode according to the characteristics of music learning psychology of higher vocational students, and to explore the changes of students' psychological characteristics under this improved education mode. It is expected that music psychology can be successfully practiced in educational reform and provide a new reference path for the application of educational psychology to different disciplines.

**Subjects and methods:** The students of a university participating in the experiment are divided into two groups: one group is the control group, which is the students who accept the traditional music teaching, and the other group is the experimental group, which is the students who accept the music teaching after the teaching reform. The teaching experiment cycle is 4 months. Hamilton Anxiety Scale (HAS) was used to evaluate the psychological anxiety level of college students. HAS 14 evaluation indexes, which are mainly judged according to the physiological state and behavior state of the tested person. Each evaluation index has different corresponding scores. "Level 1" means that the score is between 0 and 14, indicating no anxiety state. "Grade 2" refers to the score ranging from 15 to 28, indicating mild anxiety symptoms. "Grade 3" means a score between 29 and 42, indicating moderate anxiety symptoms, and "Grade 4" means a score between 43 and 56, indicating severe anxiety symptoms. Finally, K-means clustering algorithm is used to classify the improvement effect 8 statistical software makes statistical analysis on the data of the improvement effect, and the analysis results can get the effect of educational psychology teaching reform based on music psychology.

**Results:** The experimental statistical results are shown in Table 1. It can be seen from Table 1 that there is no significant difference in has scores between the experimental group and the control group before the teaching experiment ( $P > 0.05$ ), and the psychological state of students in both groups is in moderate anxiety. After one month's teaching experiment, the has scores of the two groups of students decreased slightly, and there was no significant difference in the scores ( $P > 0.05$ ). After two months of teaching experiment, the gap of has score between the experimental group and the control group gradually widened ( $P < 0.05$ ), which was statistically significant. After the teaching experiment, the psychological state of the students in the experimental group has been in mild anxiety, which shows that the effect of educational psychology teaching reform based on music psychology is excellent.

**Conclusions:** The core goal of education is to make students get balanced development in all aspects of morality, intelligence, physique, beauty and labor. Mental health is the basis of individual healthy development. The experience of successful teaching reform of music psychology is used to provide reference for the teaching reform path of educational psychology, so that educational psychology can be better applied to higher vocational education, to improve the quality of training talents in higher vocational colleges.

**Table 1.** Comparison of HAS score results under different teaching hours

Group	HAS scale score statistics				
	Before the experiment	One month after the experiment	Two months after the experiment	Three months after the experiment	Four months after the experiment
Experience group	41.74	38.27	26.85	22.67	15.29
Control group	40.09	39.01	36.57	34.28	30.08
<i>P</i>	>0.05	>0.05	<0.05	<0.05	<0.05

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## RESEARCH ON THE PSYCHOLOGICAL ADJUSTMENT COUNTERMEASURES OF THE IMPROVEMENT OF CROSS-CULTURAL EDUCATION MODEL TO ITS AUDIENCE STUDENTS