

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

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Background: The cross-cultural education model is to place students in the global cultural environment, and reduce the friction caused by cultural barriers as much as possible by understanding and even mastering the language habits, cultural customs, ways of thinking and values of other countries. How to implement the cross-cultural education model into the teaching of college students has become an important topic in the field of education. At present, the improvement and reform practice of cross-cultural education model has made the following attempts: Based on the basic concept, clarify the application of theory, that is, the cross-cultural theory used in the research of teaching model always takes students as the measurement dimension, and takes students' empathy and critical cultural awareness when respecting and accepting cultural diversity and cultural differences as the measurement dimension, so as to reasonably interpret the target language and communicate effectively. Based on the needs of the times, explore training ways, that is, carry out systematic research on the teaching mode from the perspective of cross-cultural communication, promote the expansion of cross-cultural teaching content in colleges and universities, promote the transformation of teaching thinking, and promote the implementation of cross-cultural theory in college teaching. Based on teaching needs, explore teacher development, that is to promote teachers' understanding of the concept of cross-cultural education model, mastery of professional knowledge, awareness of keeping up with the forefront of disciplines and ability to interpret the changes of the times, so that teachers are not only the organizer of listening, speaking, reading and writing training, but also the leader of cross-cultural education concept and model.

Self-love, self-examination, deferred judgment, open mind, interactive investment and empathy in the cross-cultural education model can have a more positive impact on the psychology of college students, specifically adjusting students' inclusive psychology.

In the cross-cultural education mode, empathy enables students to look at problems from the perspective of each other. In cross-cultural communication, the ability of "Empathy" belongs to a higher level, which refers to "projecting" themselves to the position of each other and looking at problems from the perspective of each other. In real life, empathy is often called "Empathy". People who can empathize are often selfless and full of love for others. The improvement of cross-cultural education mode allows students to know more about the cultural background knowledge of both sides, and can better "project" themselves to each other's position. Second, adjust students' open psychology. "Open psychology" refers to the psychological state that individuals are willing to accept and appreciate cultural differences. This state enables people to have multiple cultural identities, making it possible for language learning to become the learning of language and cultural system. At the same time, such people with multi-cultural identity are also most likely to become world citizens. "World citizen" refers to a person who cares not only about his own country, but also about things in other parts of the world and has a sense of globalization. In other words, the improvement of cross-cultural education model can enable students to have a more open mind and lay a psychological foundation for them to become world citizens.

Objective: Cross cultural learning not only requires students to overcome language barriers, but also requires students to adjust their psychological state, jump out of their previous language and cultural background, and understand cultural genes from the standpoint of citizens of other countries. In the international context of globalization, the cross-cultural teaching model is also developing. The research is committed to exploring the cultivation of students' empathy ability by the improved model of cross-cultural education, hoping to further improve students' empathy ability.

Subjects and methods: The students majoring in Chinese language international education in a university were trained in the teaching of the improved model of cross-cultural education for one month. The empathy (EMP) scale was used to evaluate the students every week, and the five-level scoring system was used to measure the relationship between empathy and the improved model of cross-cultural education. The higher the score, the better the effect of the improved model of cross-cultural education on the improvement of students' empathy ability.

Results: Figure 1 shows the relationship between the improved model of cross-cultural education and empathy. It can be seen from Figure 1 that with the increase of teaching time and score series of the improved model of cross-cultural education, the improved model of cross-cultural education is positively correlated with empathy. The improved model of cross-cultural education has a significant effect on improving students' empathy, and the longer the teaching time, the more obvious the improvement trend of empathy.

Conclusions: Cross cultural education is not only the cultivation of students' language ability, but also helps students build an inclusive and open pattern by teaching other countries' cultural customs and values. Empathy ability is the embodiment of a person's emotional quotient. Paying attention to cultivating college students' empathy ability can improve their interpersonal skills, shape good character and prepare for

entering the society in the future.

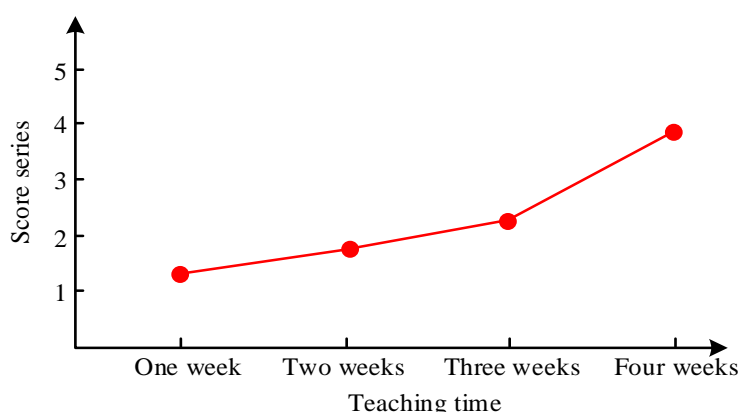


Figure 1. The relationship between the improvement model of cross-cultural education and empathy

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THE PRACTICAL RESEARCH OF IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES AND ITS IMPACT ON STUDENTS' PSYCHOLOGICAL OBSTACLES OF COMMUNICATION AND ADAPTATION

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Background: Ideological and political education courses help students build a world outlook of dialectical materialism and historical materialism from the ideological level, and enable students to support the party's leadership and unswervingly take the road of socialism with Chinese characteristics by teaching students the party's line, principles and policies from the political level. With the accelerated development of society, various ideological undercurrents surge in the new media era, the characteristics of students' psychological development are complex, and the educational effect of the traditional ideological and political education curriculum on students is weakened. Based on this, the ideological and political curriculum in colleges and universities should be reformed and innovated, pay attention to students' psychological state, adjust the education and teaching mode, and help students become qualified socialist successors in the new era.

Interpersonal communication disorder refers to the discomfort, autism, evasion, and bad psychological state and behavior that are difficult to reconcile with others in the process of communicating with others. The psychological barrier of students' communication adaptation is a prominent problem in students' mental health problems. Its main manifestations are the communication barrier between parents and children, that is, the parent-child relationship is tense, unwilling or rarely talk to their parents. Communication barriers between peers, i.e., conflicts with classmates, unable to integrate into peer circles, and seem out of place among classmates. Communication barriers between teachers and students, that is, the emotional relationship with teachers is indifferent and alienated. In interpersonal activities, students' psychological obstacles mainly come from negative psychological problems such as inferiority, shyness, suspicion, jealousy, revenge and conceit. As the guide of students' growth, teachers should strengthen communication with students, set up mental health counseling courses, and regularly talk with students suspected of having communication and adaptation psychological barriers. As a subject to cultivate students' ideological health and correct political position, ideological and political course can help students overcome communication and adaptation obstacles and alleviate students' negative emotions in communication through certain reform and innovation.

Objective: Communication ability is related to whether students can adapt to the social living environment. It is an externalization of students' EQ. Ideological and political education in colleges and universities aims to cultivate students to become socialist successors, and the standard of high-quality talents includes the quality of interpersonal communication ability. Based on students' learning psychological characteristics, this paper studies how to improve the education mode of Ideological and