

psychological problems to patients through regular lectures on mental health knowledge, and provides students with a channel to obtain psychological assistance. The latter alleviates and improves psychological problems through positive psychological intervention measures, and sets up a special psychological counseling room to complete psychological counseling. However, these depression intervention schemes are difficult to implement, and their effect is not good, which has great limitations in solving the psychological problems of patients with depression.

Music education is a specialized specialty in colleges and universities, which belongs to education specialty. Music education will cultivate students' all-round development of morality, intelligence, physique and beauty, cultivate students' humanistic quality, and increase students' professional knowledge and basic theory of music. Music education has the functions of cultivating sentiment, improving aesthetic psychology and relaxing mood for individuals. Therefore, the curriculum of music education plays an irreplaceable role for students. Under the influence of increasing learning pressure and other factors, music education courses in schools are often squeezed in time, and students have less time to receive music education. The lack and lack of music education has a significant impact on students. Therefore, increasing the time and depth of music education is particularly important for the improvement of students' psychological problems and the alleviation of negative emotions.

**Objective:** To analyze the influence of deepening music education curriculum on students' depressive psychology, in order to improve students' mental health level and reduce the level of students' depressive psychology.

**Subjects and methods:** 300 students with similar basic conditions were found from the same school, and they were divided into two groups according to the principle of equal number. One group used basic education with additional belly music education courses. This group was used as the experimental group, and the other group used the traditional basic education method as the control group. The teaching period is 4 months. Every month during the teaching period, before and after the teaching, the students' psychological state and depression level are tested and compared. The Self-rating Depression Scale (SDS) was used in the study.

**Results:** Table 1 shows the improvement of depressive psychology of the two groups of students after the experiment. It is easy to see from Table 1 that the depression level of the two groups of students before the music education experiment is similar, while the depression level of the experimental group decreases significantly after the music education experiment, while there is no significant change in the control group. After statistical analysis, it can be found that there is a significant difference in the anxiety level between the two groups after teaching ( $P < 0.05$ ).

**Table 1.** Comparison of self-rating depression test results between the two groups

	Before	After
Control group	59	57
Experimental group	58	39

**Conclusions:** Depression, as one of the more common negative emotions among students, is still not paid enough attention. Depressive psychology may produce emotional disorders and affective disorders for individuals, which will seriously lead to psychological diseases such as depression and a variety of physiological diseases. Therefore, the depressive mood of students should be paid attention to and alleviated. According to the positive effect of music education on personal psychology, the study added an additional deepening music education course to the traditional education in the experimental group, and compared it with the control group of traditional education. The experimental results show that music education can significantly alleviate students' depression from SDS scale.

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## ANALYSIS ON THE INFLUENCE OF INTEGRATING EDUCATIONAL PSYCHOLOGY INTO MIXED TEACHING ON THE LEARNING ENTHUSIASM OF ART MAJORS

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**Background:** Educational psychology is a kind of social psychology subject that studies human learning, the effect of educational intervention, teaching psychology and school organization under the educational

situation. The focus of educational psychology is to apply the theory or research results of psychology to education. Educational psychology can be applied to designing courses, improving teaching methods, promoting learning motivation and helping students face various difficulties and challenges in the process of growth. Although educational psychology is a branch of psychology, it does not simply copy the psychological theory and then use it in the field of education, but studies a series of cognitive and psychological behaviors in the process of human learning, including school education, family education and social education. Educational psychology mainly studies memory, cognitive process and individual differences. It is scientific and disciplinary, theoretical and practical. At present, mixed teaching is more common in education and teaching, especially for students majoring in art. In order to promote students' active learning, the theory of educational psychology is usually integrated into blended teaching.

According to the theory of educational psychology, the enthusiasm of individuals in learning is affected by many factors, including individual cognition of themselves, group environmental factors, individual cognition of learning content and so on. At present, among the students majoring in art, although the group's learning enthusiasm is generally high, there are still great differences among individuals, and many students' learning enthusiasm is still relatively low. In the current educational environment, due to the heavy academic load of art majors, the intensity and long time of relevant practical learning, and the possible bias factors in the environment, the individual and group learning enthusiasm of art majors are further negatively affected. For individuals, when the learning enthusiasm of art majors is low, it will not only affect their studies, but also affect their own cognition, resulting in negative psychology such as inferiority complex, anxiety and depression. For the group, the whole art major will also be negatively affected, the professionalism will be reduced, the environment will be more depressed, and so on. It is also particularly important to use educational psychology integrated into mixed teaching to influence art majors.

**Objective:** To analyze the influence of the integration of educational psychology theory into the mixed teaching on the learning enthusiasm of art students, in order to improve the enthusiasm of art students from the perspective of psychology.

**Subjects and methods:** 200 students with similar basic situation were found in the same art major in the same university, and they were divided into two groups according to the principle of equal number. In their professional course learning, one group integrated educational psychology theory into mixed teaching as the experimental group, and the other group used conventional mixed teaching as the control group. The teaching period is 4 months. Each month during the teaching period, before and after the beginning and end of teaching, these students' learning enthusiasm is tested and compared with data analysis. According to the students' love of the course, their intention to continue in-depth learning and various psychological states in the learning process, the study made a psychological scale of learning enthusiasm, with 100 as the full score. The higher the score, the higher the learning enthusiasm.

**Results:** Table 1 describes the test results of the dosage table of the two groups of students before and after the experiment. It can be seen from Table 1 that the learning enthusiasm of the two groups of students before the start of the mixed teaching of the experiment is similar, while the learning enthusiasm level of the experimental group increases significantly after the end of the mixed teaching, while there is no significant change in the control group. After statistical analysis, it is found that there is a significant difference in the level of learning enthusiasm between the two groups after the end of mixed teaching ( $P < 0.05$ ), indicating that it has a significant effect.

**Table 1.** Comparison of self-assessment test results of learning enthusiasm between the two groups

	Before the experiment	After the experiment
Control group	77.89	88.15
Experimental group	76.43	73.23

**Conclusions:** Educational psychology has deeply and fully studied the characteristics of individual learning, including the influence of students' learning enthusiasm. At present, art majors are facing problems such as low learning enthusiasm in individuals. Under the background of the gradual popularization of mixed teaching, this paper studies the influence of educational psychology theory on art majors, integrates educational psychology theory into mixed teaching, and analyzes the degree of influence before and after. The experimental results show that the application of educational psychology theory in mixed teaching has significantly improved the learning enthusiasm of art majors.

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## RESEARCH ON THE INFLUENCE OF HIGHER EDUCATION MANAGEMENT ON TEACHERS UNDER THE THEORY OF PSYCHOLOGICAL CONTRACT

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**Background:** Psychological contract theory is one of the important theories in management psychology. Its core lies in the relationship between individual dedication and organizational desire, and the cooperation provided by the organization according to individual expectation. Psychological contract is not a tangible contract, but it can often play the role of tangible contract. For university administrators, they clearly understand the needs and development aspirations of each teacher and try their best to meet them. Teachers are also fully committed to the development of colleges and universities, because teachers believe that college managers can meet their needs and wishes. Under this psychological theory, university managers and teachers can find their own focus of decision-making, and teachers are willing to make full contributions to the development of colleges and universities. Psychological contract has the characteristics of uncertainty, dynamics, two-way and concealment. In order to maintain the existence and maximize the role of psychological contract, the fundamental lies in meeting teachers' psychological expectations, that is, teachers' psychological satisfaction is high.

In the context of fierce competition in the current university environment, different individuals of university teachers also have different pursuits, and their psychological expectations are constantly changing. Due to the dynamic nature of psychological contract, if university managers do not pay attention to the needs of university teachers but respond rigidly, it is easy to lead to the low efficiency of university teachers' own work, poor work completion quality and so on, which hinders the development of colleges and universities themselves, while colleges and Universities with limited development will be more difficult to meet teachers' psychological expectations and form a vicious circle of negative psychology. Therefore, for their own development, colleges and universities should pay attention to the psychological contract and the psychological expectation of college teachers. Under the condition of understanding the psychological expectation of teachers, colleges and universities should meet their own needs and abilities as much as possible. This is an important way for college managers to correctly and effectively manage teachers and make teachers willing to work harder in their work. In this case, university managers need to keep the management open and transparent in this open working environment, which is one of the necessary conditions of balanced psychological contract.

**Objective:** To analyze and explore the impact of psychological contract theory on college teachers' job satisfaction in college management, in order to improve college teachers' job satisfaction, so as to improve work efficiency, work quality and their own mental health level.

**Subjects and methods:** 150 teachers with similar basic psychological conditions were selected from the same comprehensive university, and they were divided into two groups according to the principle of equal number. One group used the management method of integrating psychological contract theory to understand the psychological needs of college teachers as the experimental group, and the other group used the traditional college education management method as the control group. The experiment lasted for three months. Every five days during the experiment, the psychological states of the two groups of college teachers were tested, analyzed and compared, mainly including teaching enthusiasm, their own job satisfaction, students' teaching evaluation of teachers and other indicators. The above indicators were used as a self-made scale as a measurement tool to quantify the actual satisfaction of teachers with their own work, with 5 points as the full score. The higher the score, the more in line with the actual psychological expectations of their work.

**Results:** Table 1 describes the test results of the self-made scale of the two groups of college teachers before and after the experiment. It can be seen from Table 1 that the psychological expectation satisfaction level of the two groups of college teachers before the management experiment is similar, while the psychological expectation satisfaction level of the experimental group increases significantly after the experiment, while there is no significant change in the control group. After statistical analysis, it can be found that there is a significant difference in the anxiety level between the two groups after the experiment ( $P < 0.05$ ).

**Table 1.** Comparison of self-assessment results of psychological expectation satisfaction of two groups of college teachers

	Before the experiment	After the experiment
Control group	3.92	4.75
Experimental group	3.86	3.82