

* * * * *

RESEARCH ON PROFESSIONAL IDENTITY OF PRE SERVICE MUSIC TEACHERS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Lin Li^{1*} & Wei Hou²

¹*Nanjing Xiaozhuang University, Nanjing 211171, China*

²*nanjing University of the Arts, Nanjing 210013, China*

Background: As a branch of applied psychology, educational psychology applies the theory and research results of psychology to pedagogy. It is an interdisciplinary subject of psychology and pedagogy. Based on the research foundation of psychology and pedagogy, educational psychology is based on psychology and has its own characteristics under the conditions of education and teaching. As a complex and meticulous educational work, the core goal of educational work is to train students to become people with all-round development in line with social requirements. Educational psychology can assist teachers to achieve this core goal. Specifically, educational psychology helps teachers pay attention to students' learning and development, especially students receiving special education, by studying the basic psychological laws of education and teaching in education and teaching situations. At present, the research content of educational psychology is mainly to explore how to cultivate students to become people with all-round development of morality, intelligence and physique according to the discipline system of pedagogy and students' psychological characteristics. In addition, educational psychology also focuses on the law of students' and teachers' psychological activities in different educational environments, and thus establish a theoretical system, to promote the reform of education and teaching and improve the quality of teaching.

Professional identity refers to the individual's perception of the goal and social value of the occupation, and the development of this perception forms attitude, sense of belonging and behavior involvement. Professional identity can be divided into three stages: pre service, in-service and post service. Among them, teachers' pre service identity plays an important role in their career growth and education. At present, the professional identity of music teachers is lower than that of teachers in other disciplines. At this stage, due to the interaction between themselves and the professional environment, their cognitive state of their own profession is constantly changing. Some music teachers do not have a strong sense of professional identity before taking office. From their own point of view, it may be that they have no good interest in music learning and only take teachers' work as a tool to make a living, so they do not establish a sense of mission and responsibility for the profession of teachers. From the perspective of the overall teaching environment, music is not a major course for students. Many schools do not pay attention to music teaching and often marginalize the subject and squeeze the time of music courses. Therefore, music teachers should make full preparation and understanding from the bottom of their hearts before taking office, regard transmitting the beauty of music to students as a sacred and hard job, strengthen their professional faith, and continue to pursue further study with the goal of solid and comprehensive professional skills. The overall professional environment should also support the professional identity of pre service music teachers in many aspects. For example, while enhancing students' professional music skills, improve their respect and understanding of music teachers' profession, form an atmosphere in which schools pay attention to music courses, make positive comments on music teachers by public opinion, and help music education by national policies. The strong sense of professional identity of pre service music teachers can promote music teachers to better invest in teaching, so as to promote the overall development of national music education.

Subjects and methods: The study takes the students majoring in music pedagogy of a normal university as the research object, and gives them a three-month lecture training. The lecture mainly takes educational psychology as the theoretical support to carry out music education pre service training for students. Then, the students are evaluated by Holland professional interest scale and role identity scale every month, and the higher the grade is, the better the effect of lecture training on improving students' professional identity is.

Table 1. The level of the occupational identity assessment

Duration of training	One month	Two months	Three months
Evaluation level	1	2	4

Results: Table 1 shows that with the increase of lecture training time, the evaluation level increases, indicating that lecture training guided by educational psychology can improve the pre service professional identity of students majoring in music education. When the lecture training lasted for 3 months, the upward

trend of rating series became more and more obvious, indicating that the effect of lecture training accumulated with the increase of time.

Conclusions: Although music course is not as strict as other major courses, it is an important course that can help students develop in an all-round way. Music can help students maintain a positive psychological state and alleviate their learning anxiety. Music teachers should not belittle themselves, but should establish a sense of professional faith. At the same time, schools and society should pay attention to music education and enhance the attention of students and parents to the course.

* * * * *

RESEARCH ON THE INFLUENCE OF THE INFORMATIONIZATION MODE OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON THE SPORTS MENTAL HEALTH OF COLLEGE STUDENTS

Fei Wang¹, Weiguo Chen^{2*} & Wenting Hao³

¹*Hainan Normal University, Haikou 571158, China*

²*Hainan Vocational University, Haikou 570216, China*

³*Hainan College of Economics and Business, Haikou 571127, China*

Background: Sports psychology is a discipline that focuses on sports-related training, competitions and other sports activities. It studies the psychological characteristics and laws of individuals in these sports states, as well as the factors that affect this psychology. At the same time, sports states also changes will occur due to these psychological influences. Sports psychology is closely related to psychology, sports sociology, exercise physiology and other disciplines, and these disciplines are often closely combined in practical research. The main research content of sports psychology includes three aspects, firstly, the individual's psychological and personality characteristics, the changes and internal laws of thinking, emotion, perception memory, willpower, and endurance in the state of sports. The influence of external environment and individual differences on their sports state and sports psychology, such as gender and personality differences of athletes. Then the relevant subjects of sports, including athletes themselves, coaches, teachers, staff, etc., in competition and training. Mental state and changes. Nowadays, under the requirement of all-round development, sports are an important part of college students' study and life, and many college students themselves have sports-related hobbies. Therefore, college students and their sports mental health can also become the research content of sports psychology.

The development of technology and the trend of informatization are affecting the field of education. Students and teachers are increasingly using information technology and platforms. In response to this trend, many colleges and universities have also begun to try the informatization of educational models. The information-based teaching mode makes teaching have stronger communication power, affinity and new attraction than the traditional model. At the same time, because students have higher subjectivity and initiative in the information-based teaching, they are no longer the party who passively accepts knowledge for a long time, and therefore a higher sense of engagement, achievement, and achievement. For college students who are in the growth stage and immature, ideological and political education has a huge impact on their thinking and way of doing things. Ensuring the healthy growth of college students' physical and mental health is also one of the goals of ideological and political courses. Then, under the trend of informatization, ideological and political education in colleges and universities should also undergo corresponding changes and innovations. Whether this informatized ideological and political education has a better impact on the sport's mental health of college students than the traditional model is the theme of this research.

Objective: From the perspective of sports psychology, study whether the information-based ideological and political education model has a greater impact on the sport's mental health of college students, and explore whether it can bring better sports mentality to college students through ideological and political education.

Subjects and methods: 114 students were recruited in a university as research subjects. Their psychological states and exercise habits should be similar. The subjects were divided into two groups of 57 students, and they were given different ideological and political education. One group is taught in the information-based ideological and political education mode, called the information-based group, and the other group is taught in the traditional ideological and political teaching mode, called the traditional group. The teaching period lasts for 3 months. The research subjects were surveyed on sports mental health, and the trend of changes and differences between groups were observed. The main scales used in the study