

for learning and work. Take 5 as the full score. The higher the score, the more in line with the actual psychological expectation of your work.

**Results:** Table 1 describes the test results of the self-made scale of the two groups of technical engineers before and after the experiment. It can be seen from Table 1 that the satisfaction level of psychological expectation of the two groups of technical engineers before the start of the management experiment is similar, while the satisfaction level of psychological expectation of the experimental group increases significantly after the end of 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 level of psychological expectation satisfaction 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 technical engineers

	Before the experiment	After the experiment
Control group	3.02	3.05
Experimental group	3.14	4.22

**Conclusions:** Management psychology is one of the important branches of psychology. Its purpose is to promote each other and form a virtuous circle between employees and enterprises by understanding the psychological state and needs of employees. Aiming at the technical problems of prefabricated building construction, this paper studies the influence of using the theory of management psychology to understand the information and pay attention to the psychological state of technical engineers. The experimental results show that management psychology has significantly improved the psychological satisfaction level of technical engineers in prefabricated building construction, which has a positive impact on the technology.

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## ANALYSIS AND COUNTERMEASURES OF STUDENTS' EMOTIONAL ANXIETY IN VOCAL MUSIC TEACHING

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**Background:** The psychological activities of music students in vocal music singing are relatively complex, which often affects their physiological functions. The dynamic psychological quality of vocal performers is one of the main factors affecting the effect of stage performance. Vocal performers with insufficient dynamic psychological quality are prone to excessive anxiety on the stage, which will affect the performance effect of the stage. Stage anxiety is a common phenomenon of vocal performers in singing, which has a great impact on the live performance of vocal performers. Stage anxiety is stage tension, also known as performance anxiety. When singing in a strange environment and on a strange stage, each vocal performer will have varying degrees of anxiety. If the degree of anxiety is moderate and vocal performers can make good use of their anxiety psychology, stage anxiety will become the driving force to promote vocal performers to perform better. However, if the anxiety is too serious, and the vocal performers cannot well control their anxiety, it will affect the performance effect of vocal performers on the stage and become an obstacle to the progress of vocal performers.

Psychologically speaking, anxiety is more expressed as a mental disease, which is considered to be the psychological trauma caused by the mental impact of individuals in their daily life. Generally speaking, moderate anxiety can promote individual progress to a certain extent, that is, the sense of crisis brought by anxiety can generate motivation for people to carry out tasks. However, excessive anxiety will affect the patient's sleep, diet, work and the secretion of some hormones in the human body, which will affect the patient's physical and mental health and daily life, and seriously reduce the patient's quality of life. In vocal music teaching, students' anxiety is the fear of difficulties when facing vocal music courses with certain difficulties. At the same time, in vocal music teaching, students' unsatisfactory course academic performance leads to students' preparation psychology, which will also aggravate students' anxiety and clarity to a certain extent. Some studies have reported on students' negative emotional expression in vocal

music teaching. Students' anxiety in vocal music learning is mainly reflected in students' learning and performance. Anxiety in learning is the reflection of students' cognitive deviation. When students cannot have a good understanding of vocal music, students' anxious emotional expression is more intense. In the performance of students, the performance anxiety of students has an obvious impact on the development of students' comprehensive quality. Therefore, how to alleviate students' emotional anxiety in vocal music teaching is of great significance in teaching practice.

**Objective:** The psychological activities of music students in vocal music singing are relatively complex, which often affects their physiological functions. Stage anxiety is a common phenomenon of vocal performers in singing, which has a great impact on the live performance of vocal performers. It is of great significance to explore students' emotional anxiety in vocal music teaching. At the same time, through the analysis of students' anxiety, this paper puts forward the mitigation strategies of students' emotional anxiety in vocal music teaching.

**Study design:** 60 students majoring in vocal music in a school are selected as the research object. The self rating anxiety scale is used to evaluate the current situation of students' anxiety, analyze the influencing factors of students' emotional anxiety in vocal music teaching, and formulate the mitigation strategies of students' emotional anxiety in vocal music teaching according to the influencing factors. 60 students were divided into experimental group and control group. The students in the experimental group used mitigation strategies for teaching practice, and the students in the control group used conventional teaching mode for teaching practice. The changes of anxiety of the two groups were compared after teaching.

**Results:** The changes of anxiety of the two groups of students under different teaching modes are shown in Table 1. The results show that after different vocal music teaching, the students' anxiety has been significantly reduced, while the students in the experimental group have a more significant decline in anxiety scores under the influence of mitigation strategies. The difference of anxiety scores between the two groups after teaching was statistically significant ( $P < 0.05$ ).

**Table 1.** The difference of anxiety scores between the two groups before and after teaching

Project	Before teaching	After teaching	<i>P</i>
Experience group	64.32±2.03	54.57±1.86	<0.05
Control group	63.92±2.17	42.38±1.77	<0.05
<i>P</i>	>0.05	<0.05	-

**Conclusions:** College students' emotional anxiety is a key problem to be solved in college teachers' teaching. Solving students' anxiety can improve the quality of college teaching to a certain extent. Taking the students' anxiety in vocal music teaching as the research object, this paper analyzes the anxiety of students in the teaching process, obtains the influencing factors of vocal music students' anxiety through the analysis of influencing factors, and formulates reasonable and appropriate anxiety mitigation strategies. Applying the anxiety relief strategy to vocal music teaching, it is found that students' anxiety score decreases significantly under the influence of anxiety relief strategy, and it is far better than the anxiety relief effect under conventional teaching. Therefore, in college teaching, for art students, we need to optimize the teaching plan to formulate anxiety relief strategies, improve students' learning enthusiasm and promote students' growth.

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## RESEARCH ON THE PRACTICAL EFFECT OF COLLABORATIVE EDUCATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND MENTAL HEALTH EDUCATION IN HIGHER VOCATIONAL SCHOOLS

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**Background:** With the continuous development of economy, people are facing more and more pressure, and the social demand for talents is increasing. For higher vocational college students, they are also faced with pressure from study, life and other aspects. Being under pressure for a long time, students in higher vocational colleges will have some mental health problems more or less, such as learning anxiety. Due to many learning contents and heavy workload, some students can't keep up with the teacher's teaching pace,