

## OPENING STUDENTS' HEARTS: THE KEY TO THE SAME DIRECTION OF IDEOLOGICAL AND POLITICAL COURSES AND COURSES WITH IDEOLOGICAL-POLITICAL ELEMENTS

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**Background:** In the information age, college students are exposed to more and more information and views, but their minds are not yet fully developed, so they are vulnerable to some bad information and views, resulting in negative emotions. When there are too many negative emotions, it will lead to anxiety among college students. Anxiety is an individual's emotional or emotional reflection. It is a negative emotion, such as anxiety, anxiety, tension and panic, that an individual produces when facing an imminent or possible threat. When the degree of anxiety is too heavy and lasts too long, it will lead to emotional or physiological diseases, such as affective disorder, anxiety disorder, depression and so on. In modern times, there are five main reasons for individual anxiety, namely, being inseparable from smartphones, living a "dual life", worrying about health, appearance anxiety, social anxiety, etc. Excessive anxiety will have an adverse impact on the physical and mental health of college students, thus affecting their academic and future development. Therefore, we need to find a suitable way to relieve students' anxiety.

With the continuous development and change of the times, ideological and political education in colleges and universities has also encountered new challenges, but also faced new opportunities for development and change. In colleges and universities, ideological and political education in colleges and universities is the main way to help students set up correct ideas, improve their mental health level and alleviate their anxiety. However, only relying on ideological and political education courses has no obvious effect on students' anxiety. Therefore, it is necessary to integrate the content of ideological and political education into the teaching of other disciplines, so as to achieve the same direction of ideological and political courses and courses, achieve the effect of collaborative teaching, and alleviate students' anxiety to the greatest extent. Educational psychology contains many related theories. It has important theoretical and practical significance in promoting the reform of the education system. It also has important significance in improving the psychological quality of educators and teaching methods. Based on educational psychology, the research analyzes the psychology of college students, so as to analyze the problems existing in the current ideological and political curriculum and the ideological and political work in the same direction. Based on the analysis results, this paper puts forward strategies for the path exploration of ideological and political courses and courses' ideological and political co-operation, so as to promote the construction of ideological and political courses and courses' ideological and political collaborative education system, improve students' academic performance, and alleviate students' anxiety.

**Objective:** Only relying on ideological and political education courses has no obvious effect on students' anxiety. Therefore, it is necessary to integrate the content of ideological and political education into the teaching of other disciplines, so as to achieve the same direction of ideological and political courses and courses, achieve the effect of collaborative teaching, and alleviate students' anxiety to the greatest extent. Based on educational psychology, the research puts forward strategies for the exploration of the path of ideological and political courses and the same direction of Ideological and political courses, so as to improve students' academic performance and alleviate students' anxiety.

**Subjects and methods:** In the same major and grade of a university, college students in two classes were randomly selected as the research objects. Taking one class of college students as the research group (36 people), we adopted the strategy of "ideological and political courses based on educational psychology" and "ideological and political courses in the same direction"; The other class as the control group (34 persons) was educated with the traditional ideological and political curriculum and the strategy of "curriculum ideological and political co orientation". After teaching for a period of time, the Self-assessment Anxiety Scale (SAS), the college students' Employment Anxiety Scale (EAS) and the academic performance of two classes of students were used to evaluate the effect of strategies based on educational psychology.

**Results:** Before teaching, students' test scores are used to evaluate and record the academic performance of the two groups of students. The evaluation results show that before teaching, the two groups of students' academic performance is the same, and there is no significant difference. After teaching, the students' test scores were also used to evaluate and record the academic performance of the two groups. The results showed that after teaching, the academic performance of the study group was significantly improved compared with that before teaching, while the academic performance of the control group was not significantly changed compared with that before teaching. After teaching, the academic performance of the study group was significantly higher than that of the control group. The academic

achievements of the two groups are shown in Table 1.

**Table 1.** Academic performance of two groups of students

| Timing              | Score          |               | t     | P     |
|---------------------|----------------|---------------|-------|-------|
|                     | Research group | Control group |       |       |
| Number of students  | 36             | 34            | -     | -     |
| Before intervention | 63.58±12.04    | 64.13±11.48   | 0.453 | 0.632 |
| After Intervention  | 86.77±6.85     | 67.98±12.04   | 7.353 | 0.000 |
| t                   | 7.542          | 0.673         | -     | -     |
| P                   | 0.000          | 0.470         | -     | -     |

**Conclusions:** In the information age, college students are exposed to more and more information and views, but their minds are not yet fully developed, so they are prone to anxiety. Excessive anxiety will have an adverse impact on the physical and mental health of college students, thus affecting their academic and future development. Based on educational psychology, the research puts forward strategies for exploring the path of ideological and political courses and courses' ideological and political counterparts. The experimental results show that before teaching, the anxiety level of the two groups of students is the same, and there is no significant difference. After teaching, the academic performance of the study group was significantly higher than that of the control group. The above results show that the strategies based on educational psychology can effectively improve students' academic performance and alleviate students' anxiety.

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## ON THE ROLE OF SINGING PSYCHOLOGY IN VOCAL MUSIC TEACHING AND SINGING

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**Background:** According to general psychology, the process of vocal music performance is the high-level innervation of the singer and the cooperation of various singing functions. Therefore, vocal singing is essentially a physiological activity under the control of psychology. Maintaining a good attitude is the premise of a successful singing. Therefore, the singer's psychological factors have a significant impact on the success of singing. Among the college students of music performance department, many students are prone to stage anxiety in the process of singing due to insufficient experience, insufficient level and immature mental development. Stage anxiety is stage tension, also known as performance anxiety. When performing in a strange environment or on a strange stage, each student will have varying degrees of anxiety. If the anxiety level is moderate and students can make good use of their anxiety psychology, stage anxiety will become the driving force to promote students to perform better. However, if the anxiety is too serious and the students cannot control their anxiety well, it will affect the performance effect of the students on the stage and become an obstacle to the students' progress on the singing road.

Vocal music teaching is an important course to improve students' practical ability, enhance their self-confidence and alleviate their stage anxiety. However, there are many defects in today's vocal music teaching courses, the teaching quality is low, and the role in improving students' singing ability is not obvious, which cannot improve students' self-confidence and alleviate students' anxiety. According to psychology, most activities of individuals are based on psychological adjustment. Therefore, students' practical ability is closely related to their psychological activities. Based on the psychological theory, this paper analyzes the students' psychological factors of anxiety, and puts forward strategies to reform the teaching mode of vocal music teaching in colleges and universities, so as to improve the teaching quality, improve the students' practical ability, and alleviate the students' anxiety.

**Objective:** Many students tend to have stage anxiety in the process of singing. Based on the psychological theory, this paper analyzes the students' psychological factors of anxiety, and puts forward strategies to reform the teaching mode of vocal music teaching in colleges and universities, so as to improve