

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.

Acknowledgement: The research is supported by: Education Quality and Teaching Reform Project of Higher Education in Sichuan Province: Promoting the synchronous reform and practice of ideological and politics courses and courses with ideological-political elements under the principle of "Seven Ones"—A case study of Yibin University (JG2021-1296).

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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.

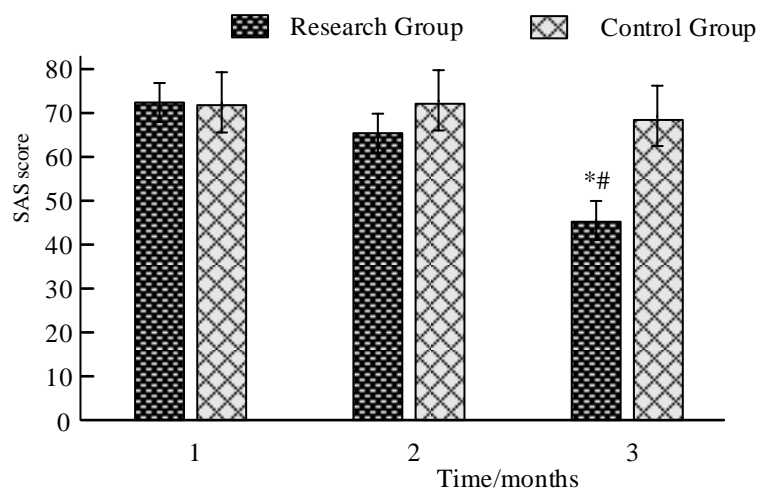
Vocal music teaching is an important course to improve students' practical ability, enhance their self-confidence and alleviate their stage anxiety. However, there are many defects in today's vocal music teaching courses, the teaching quality is low, and the role in improving students' singing ability 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

the teaching quality, improve the students' practical ability, and alleviate the students' anxiety.

Subjects and methods: In the music performance department of a university, two classes of college students were randomly selected as the research objects. The college students in one class were taken as the research group (28 people), and the improved vocal music teaching model based on psychological theory was adopted for teaching. The other class as the control group (27 people) was taught with the traditional vocal music teaching mode. After a period of teaching, the Self-rating Anxiety Scale (SAS), Hospital Anxiety and Depression Scale (HADS) and Hamilton Depression Scale (HADM) were used to evaluate the anxiety of the two groups of students, and then to evaluate the teaching effect of the two teaching modes.

Results: Before teaching, students' SAS scores were used to evaluate the anxiety of the two groups of students and recorded. The results showed that before teaching, the anxiety level of the two groups of students was the same, and there was no significant difference. After teaching, students' SAS scores were also used to evaluate and record the anxiety of the two groups. The results showed that after teaching, the SAS scores of the study group decreased significantly compared with those before teaching, while the SAS scores of the control group did not change significantly compared with those before teaching. After teaching, the SAS scores of the students in the study group were significantly lower than those in the control group. The SAS score changes of the two groups of students are shown in Figure 1.



Note: * $P < 0.05$ compared with that before teaching; # It means that compared with the control group at the same time, $P < 0.05$.

Figure 1. SAS scores of two groups

Conclusions: 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. Nowadays, there are many defects in the vocal music teaching course, the teaching quality is low, the role of improving students' singing ability is not obvious, and it cannot improve students' self-confidence and alleviate students' anxiety. Based on the psychological theory, this paper analyzes the students' anxiety psychological factors, and puts forward strategies to reform the teaching mode of vocal music teaching in colleges and universities. 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 SAS scores of the students in the research group were significantly lower than those of the control group. It shows that the reform of vocal music teaching mode based on psychological theory can effectively improve the teaching quality, improve students' practical ability, and alleviate students' anxiety.

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THE INTERVENTION MECHANISM OF PSYCHOLOGICAL RESILIENCE OF COLLEGE STUDENTS' CAREER PLANNING BY THE INTEGRATION OF PRODUCTION AND EDUCATION

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