

teaching superficial. In addition, due to the limitations of the teaching mode and the limitations and singleness of the teaching means, it is difficult for students to concentrate in the teaching class. However, the original curriculum learning requirements make students have to face learning pressure. Under the internal and external pressure factors, students' learning anxiety is aggravated. Finally, the guiding mechanism of ideological and political teaching to students' psychological status is difficult to give full play to its actual effect. Therefore, to realize the reform and innovation of ideological and political education in colleges and universities, to innovate the ideological and political teaching mode from many aspects, and to fully grasp and respect the grasp and guidance of students' psychological quality, which has important practical and theoretical significance for the improvement of students' mental health.

Objective: In order to help college students better improve their learning anxiety, reduce the generation of their negative emotions and psychological problems, and improve their mental health level, the research has carried out reform and innovation on the teaching of ideological and political education, so that the teaching methods can better meet the students' learning needs and psychological characteristics, and achieve the intervention of students' learning behavior mechanism with psychological guidance.

Subjects and methods: With the help of random sampling method, this study collects the basic information about the learning and psychological status of students in four universities, and takes the students with learning anxiety as the research object after sample screening, and designs the teaching experiment. By compiling the ideological and political class anxiety scale, the data of the study subjects' learning anxiety before and after the experiment were collected. The learning anxiety scale consists of 33 questions, including communication fear, test anxiety and negative evaluation anxiety. The scale has high consistency in the test. Then, according to the problems of ideological and political classroom teaching fed back by students, targeted improvements are made, and the model of ideological and political classroom is improved with the theoretical support of psychology related knowledge. The students were randomly divided into the ideological and political teaching improvement group and the ideological and political teaching routine group. The two groups of students adopted different ideological and political models, and the experiment lasted for three months. After the experiment, the anxiety relief and psychological problems of the subjects were statistically analyzed.

Results: The degree of learning anxiety of the subjects showed individual differences, and the effect gap was also different due to the effect of classroom teaching. The degree of learning anxiety of boys was generally higher than that of girls. Table 1 shows the statistics of anxiety level of students of different genders.

Table 1. Statistics of anxiety level of students of different genders

Gender	Minimum	Maximum	Mean	Std. Deviation
Boy student	-43.00	54.00	-2.4973	13.5021
Girl student	-47.11	49.27	-2.3612	11.4078

Conclusions: The course of ideological and political education itself has a certain degree of psychological intervention, but the degree of its psychological role has a direct relationship with the quality of classroom teaching. Learning anxiety is one of the most important anxiety levels of college students. Severe learning anxiety will seriously affect students' learning psychology and learning attitude in classroom teaching. The introduction of psychology related theories to the reform and innovation of ideological and political teaching can effectively play the role of ideological and political teaching in intervening students' psychological situation, effectively alleviate students' learning anxiety and improve their mental health level.

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DISCUSSION ON THE TEACHING REFORM OF FINANCIAL RISK COURSE FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is an important branch of psychology. The core of its research is human learning psychology, the effect of educational intervention, the psychology of teachers and the social environment of teaching. Broadly speaking, educational psychology mainly studies human learning,

including learning ability, learning methods, learning models and the psychological mechanism behind learning. The narrow sense of educational psychology mainly studies the learning and life psychology of educators and students. The main research objects of educational psychology are students and teachers and the learning process, while the research problems are the psychological phenomena and problems of students and teachers in the learning process, as well as the correlation and laws between objects and problems. The research of educational psychology on students' learning motivation, emotional factors, cognitive structure and other psychological activities is of great significance to the improvement and development of teaching activities. Nowadays, educational psychology has made a lot of research in the field of teaching activities. The actual teaching process and the identity of students and teachers not only exist in schools, but also widely exist in all aspects of society. Therefore, the theory of educational psychology can be widely used in other industries and fields. Some studies have shown that the curriculum reform based on educational psychology can effectively improve students' autonomous learning ability and efficiency, and also has a positive effect on learners' psychological state.

Nowadays, the study of finance is highly respected, and relevant courses are also increasing, among which the course of financial risk is one of the most concerned teaching courses. Financial risk refers to the risk behaviors related to the financial industry, including financial market risk, financial product risk, financial institution risk, etc. The risks of a financial institution in specific financial transactions may pose a threat to the survival of the financial institution and even the stable operation of the entire financial system. If the financial system fails to operate, it will inevitably lead to the chaos of social and economic order. Therefore, financial risk plays an important role in the relevant courses of finance. At present, the teaching method of financial risk course is relatively fixed, but the economic situation changes very rapidly, which makes the traditional financial risk course teaching difficult to meet the needs of learners. Therefore, the current financial risk course teaching needs some reform and innovation. In view of the application of educational psychology in various teaching fields, it is of certain research value to integrate educational psychology into the reform of financial risk teaching.

Objective: To study the feasibility of teaching reform of financial risk from the perspective of educational psychology, and to analyze the impact of teaching reform on learners.

Subjects and methods: 40 learners were randomly selected from a financial risk course institution and divided into two groups according to the principle of equal number of people. One group studied the conventional financial risk course and served as the control group, and the other group studied the reformed financial risk course based on the theory of educational psychology and served as the experimental group. The experimental time was 3 months. The method used in the experiment is the questionnaire method. Before the beginning of the experiment and after each month of the experiment, the same questionnaire is distributed to the two groups of experimenters. The main content of the questionnaire is their own feelings in all aspects of course learning, including learning enthusiasm, knowledge acceptance ability, degree of interest, evaluation of teachers, etc. there are 10 items in total. Each item from low to high is 1-10 points, a total of 100 points. The level of scores can directly show the overall learning acceptance of learners to the financial risk course. SPSS23.0 was used for significance analysis after investigation and statistics.

Results: Table 1 shows the total scores of the two groups before and after the experiment. It can be seen from Table 1 that there is little difference in the overall learning acceptance between the two groups before the beginning of the experiment, but after the end of the experiment, the learning acceptance of the experimental group is significantly higher than that of the control group. According to the analysis of significant results, there was a significant difference in the questionnaire scores between the two groups after the end of the experiment ($P < 0.05$), but not before the beginning of the experiment.

Table 1. Results of two groups before and after the experiment

	Before the experiment	After 1 month	After 2 months	After the experiment
Control group (n=20)	62.60	64.54	66.78	67.45
Experimental group (n=20)	61.80	68.85	75.24	88.65

Conclusions: Educational psychology is a psychological subject specialized in the study of human learning. It has been applied in various fields, including the study of financial risks. In the current situation of high frequency of financial related risks, the learning of financial risk course is bound to make reform. Based on the theory of educational psychology, the experiment integrates relevant theories into the course of financial risk and analyzes the impact of teaching reform. The experimental results show that the teaching reform integrated with educational psychology has a significant positive effect on learners' curriculum learning.

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RESEARCH ON THE INFLUENCE OF COLLEGE MUSIC APPRECIATION PEDAGOGY ON STUDENTS' AESTHETIC PSYCHOLOGY AND CONSCIOUSNESS

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Background: Aesthetic psychology includes many elements such as perception and attention. These elements produce complex and subtle interactions. It is a free mood in which individuals perceive objects with aesthetic attitude in aesthetic practice and obtain emotional pleasure and spiritual pleasure in aesthetic experience. It is a subjective reflection of the beauty of objective objects. Aesthetic psychological elements include form intuition, psychological distance, empathy or reflection, that is, through the change of the relationship between aesthetic subject and aesthetic object to affect the psychological activities in different states. Aesthetic experience and artistic creation come from the collective unconsciousness of human beings. When the aesthetic object can awaken, trigger or conform to the original experience or image of the collective unconsciousness hidden in the aesthetic subject, the society can get a strong and lasting aesthetic feeling and aesthetic effect. Aesthetic psychology plays an important role in the individual's aesthetic experience and judgment, and also affects the individual's ability to capture the beauty of the aesthetic object and improve the aesthetic ability. It has the characteristics of consciousness, individual differences and diversity. And the aesthetic psychology of different individuals at different stages has great changes, which will be affected by individual age structure, social experience, mental health status and cognitive level. Music appreciation education will have a positive impact on the physical and mental health of individuals, and make the nervous system become active under the stimulation of music, so as to show a better mental outlook externally. In music appreciation education, it is beneficial to cultivate individual aesthetics, improve individual aesthetic level, and make individual body and mind healthier through music singing training. Music appreciation education can also promote the improvement of individual intelligence, balance the development of left and right brain, and make the thinking more active and creative. Music appreciation education has a good effect on the venting of individual negative emotions. It can infect individual emotions through positive music, slowly put down the heart's preparedness, release their backlog of negative emotions, and open their hearts under the guidance of positive music to become positive and active, so as to improve individual emotional control ability. Long term music appreciation education will enrich individual emotion and help to improve individual aesthetic ability. However, college students are in a special stage of physical and mental development. Their emotions are easy to fluctuate. They have strong curiosity about the things around them. Their aesthetic consciousness has not been fully formed, and their aesthetic ability needs to be cultivated. Therefore, it is very necessary to carry out music appreciation education for students in universities.

Objective: To understand the current situation of music teaching in colleges and universities and the students' aesthetic psychology and mental health. On this basis, we should strengthen the education of music appreciation, teach the relevant music content according to the aesthetic needs of students through vivid teaching methods, and let students feel the artistic beauty of music works under the guidance of teachers. And appreciate different music works, let students feel their differences, help students stimulate music aesthetic emotion, promote the perfection of students' aesthetic psychology, improve students' aesthetic ability, promote the healthy development of body and mind and improve students' learning enthusiasm under the leadership of music.

Subjects and method: This research object is a university student, and 450 students are randomly selected. The selection criteria of the research object are region, school, age, gender and income. Collect relevant information about their psychological status, aesthetic ability and their views on music teaching, and analyze the current situation of music education. After the reform of music appreciation education for these students, the teaching time is one study. With the help of psychological status assessment tools, the author collects the relevant data of aesthetic psychology and aesthetic consciousness of the research objects in the teaching process, and studies the impact of the reform of music appreciation education on the aesthetic psychology and consciousness of students.

Results: Aesthetic psychology is the reaction of students to objective beautiful things. After the reform of music appreciation education, college students' aesthetic ability has been improved, and their aesthetic perception level in music appreciation has changed greatly. Freshmen' aesthetic perception score is 4.25, and the results are shown in Table 1.