

* * * * *

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

Lina Song

Zhongyuan Institute of Science and Technology, Zhengzhou 451400, China

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.

Table 1. Evaluation of aesthetic psychology of college students of different grades

Grade	Aesthetic perception	Aesthetic taste	Aesthetic feeling
Freshman	4.25	4.18	4.35
Sophomore	4.37	4.33	4.46

Conclusions: Aesthetic psychology includes many elements such as perception and attention. These elements have complex and subtle interactions. Aesthetic psychology plays an important role in individual aesthetic experience and judgment, and also affects the individual's ability to capture the beauty of aesthetic objects and improve their aesthetic ability. It has the characteristics of consciousness, individual differences and diversity. Music appreciation education is conducive to cultivating individual aesthetics, improving individual aesthetic level, and making 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. After the reform, music appreciation education has stimulated students' music aesthetic emotion, promoted the improvement of students' aesthetic psychology, and improved students' aesthetic ability.

Acknowledgement: The research is supported by: This article belongs to Phased Research Fruit of the Key Projects of Higher Education Teaching Reform in Henan Province Theoretical and Practical Mixed Paradigm Innovation and Practice of College Aesthetic Education Model (No. 2021SJGLX319).

* * * * *

THE INFLUENCE OF UNIVERSITY LIBRARY INTERIOR DESIGN ON STUDENTS' READING PSYCHOLOGY UNDER THE DESIGN PSYCHOLOGY

Ta La

Graduate University of Mongolia, Ulaanbaatar 999097-15141, Mongolia

Background: Design psychology is a branch of psychology, and its application field is ergonomics. With the passage of time, design psychology has been accepted by more people and applied more widely in the ordinary design process. Psychology is the basis of design psychology. Design psychology combines psychology, design art, aesthetics and other disciplines. When designing, it will analyze users' attention, perception and memory from the perspective of users, and carry out targeted design according to the characteristics of these three aspects. Study the way consumers' brains process external information, find out the factors that can attract users, and combine these factors to design, so as to arouse the resonance of users. The library is an important way for college students to learn knowledge. The school library provides a place for teachers and students to read, so that teachers and students can consult relevant literature. The rich collection of books enables them to find a lot of literature they need. On the whole, the library has three main characteristics. First, the library guides students' thoughts, enables students to sublimate their thoughts and cultivate their spirit under the influence of the second classroom, so that students can have noble morality, consciously restrict their words and deeds, and learn to introspect. The reader group faced by the library is relatively stable. The reader group is basically teachers and students of the school. The demand of these reader groups is also relatively stable. The demand for the type and quantity of relevant books basically changes little, which can meet the learning needs of teachers and students. The reader group shows two characteristics in reading needs, namely, periodicity and centralization. According to the different stages of work or learning of teachers and students, there are great differences in the needs of the types and scope of books, but there is centralization in the reading time and types of books. The analysis of students' reading psychology can be divided into four types: safety needs, comfort needs, knowledge needs and communication needs. Due to the particularity of their physical and mental stage, some students have a strong thirst for knowledge. They are full of energy and curious about the things around them. The library has a large number of different kinds of books, which is an excellent place to meet their thirst for knowledge, so as to improve their ability. Some students want to answer their doubts by searching for information in the library because they encounter difficulties in their study. Some students are quiet and like to be alone, so they choose to read in the library to seek a sense of security, which is also a kind of reading psychology of students. Therefore, when carrying out the interior design of the library, we need to consider the reading needs and reading psychology of teachers and students. From the perspective of design psychology, we should carry out the interior design of university Library and study its impact on students' reading psychology.