

From the perspective of educational psychology, the problems faced by the construction of college counselors are as follows. First, when the position positioning and role positioning cannot be distinguished, it is difficult for counselors to obtain a positive sense of educational achievement. Second, colleges and universities lack a sound incentive mechanism and a scientific security system, which will make it difficult for counselors to get a sense of work engagement. Thirdly, colleges and universities lack diversified mobility mechanisms, which makes it difficult for counselors to find the sense of achievement brought by the work itself. Fourth, it is difficult for college counselors to have a sense of professional unhappiness, which makes it difficult for them to find the value of work. In view of the problems existing in the construction of college counselors, this paper studies and constructs a construction scheme of college counselors combined with educational psychology. The specific measures include four aspects. First, improve the ability of counselors to obtain positive emotions, so that they can obtain a higher sense of professional well-being. Second, cultivate the counselors' perfect and independent personality, so that they have the ability to face and solve problems. Thirdly, excavate and stimulate the internal motivation of counselors to help them have stronger professional ability. Fourth, create a harmonious and relaxed working environment to help the integrity and stability of the counselor team.

Objective: This paper analyzes the effect of college counselor construction program combined with educational psychology on students' mental health, and helps students to improve their mental health problems to a great extent.

Subjects and methods: The study selected students from four schools in a city as the research object, and analyzed the effect of college counselor construction scheme combined with educational psychology on students' mental health through the latest version of NIOSA statistical analysis software and support vector machine algorithm. The college counselor construction scheme combined with educational psychology includes four strategies: improving the counselor's ability to obtain positive emotions, cultivating the counselor's perfect and independent personality, mining and stimulating the counselor's individual internal motivation, and creating a harmonious and relaxed working environment, which are respectively referred to as policy 1-4. The evaluation indicators of the effect of college counselor construction program on students' mental health are cognition, interpersonal relationship and thinking. The evaluation results are expressed by 10-20 points. The higher the score, the higher the improvement of mental health. In order to ensure the authenticity and reliability of the results, students from freshmen to seniors were selected as the test objects.

Results: Table 1 refers to the effect of college counselor construction program combined with educational psychology on students' mental health. According to Table 1, the four strategies proposed can greatly improve students' cognitive, interpersonal and thinking psychological problems. Therefore, the college counselor construction scheme combined with educational psychology can effectively intervene students' psychological problems.

Table 1. Effect of college counselor construction program combined with educational psychology on students' mental health

Policy	Cognition	Interpersonal relationship	Thinking
Policy 1	16	15	17
Policy 2	17	14	16
Policy 3	18	13	15
Policy 4	14	17	16

Conclusions: The four strategies proposed in this study can improve students' cognition, interpersonal relationship and thinking to a great extent. The construction of college counselor team needs to create a good learning environment and campus atmosphere. Social personages need to maintain full understanding and respect for counselors to improve their sense of happiness and self-identity. In addition, colleges and universities also need to build and improve the internal system to provide a good professional environment for the smooth development of counselors' work.

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RESEARCH ON THE PSYCHOLOGICAL ELEMENTS OF MUSIC AESTHETICS IN VOCAL MUSIC TEACHING IN COLLEGES AND UNIVERSITIES

Bin Xie

Guangxi Arts University, Nanning 530022, China

Background: The aesthetic psychology of music is a kind of beauty of music produced by the auditory system of the audience. The music aesthetic stage is a process of using human hearing to produce music images, which not only means accepting the music creators and performance results, but also means using their own aesthetic consciousness to obtain rich music forms, and can show different meanings in different environments and times. Aesthetic value depends on art. Vocal music is a special form of music performance. It has certain requirements for aesthetic value and has corresponding aesthetic concepts. Good vocal music can bring people more aesthetic feeling. The core of vocal music is the beauty of sound. Through auditory vocal music, art can be obtained. In the process of performance, art can be obtained with the help of auditory. In the process of vocal performance, it is necessary to link the psychological and linguistic modification of the performers, which can make people feel the beauty of the sound and bring the audience the feeling of beauty. With the deep implementation of the concept of modern quality education, vocal music teaching in school music teaching also pays more and more attention to the improvement of students' aesthetic level. Vocal music teaching is not only a skill activity, but also an educational activity to improve aesthetic ability.

The current situation of music aesthetic psychology in music teaching in colleges and universities is as follows: Students' feelings in the field of music aesthetic and aesthetic feeling of art are subjective, and there is no appropriate guidance. Most of the students like the music with a strong sense of rhythm and a relaxed and pleasant track, and do not pay attention to the emotional aspects of music and the appreciation of beauty. The purpose of students' listening to music is to relax their emotions and relieve pressure, which leads to their lack of aesthetic ability of music. Students' listening to music may be affected by the Internet, resulting in their own aesthetic standards and feelings. According to the analysis of music aesthetic psychology, this paper puts forward a new vocal music teaching scheme in colleges and universities. First, recognize the voice of beauty. Students should try to contact different sounds and use the sounds to distinguish the emotion, type and style of music. Teachers should inform students that sound is also an aesthetic concept. There are differences in the aesthetic effects of different sounds. Students need to practice constantly to improve their ability to perceive beauty, so that they can finally resonate with sound. Teachers can play jazz, light music, folk songs and other different types of music in the classroom, which can help students form their own unique voice and form their own voice at the same time. Second, create beautiful sound. Vocal music works are not only the process of creating and expressing beauty, but also an important way of aesthetic education. Creators need to reflect real emotions in music creation. Students not only need to integrate their own emotions, but also need to understand and master the most basic creative skills.

Objective: This paper analyzes the effect of vocal music teaching in colleges and universities combined with music aesthetic psychology on students' psychology, in order to help students establish perfect music aesthetic ability.

Subjects and methods: This paper analyzes the effect of vocal music teaching on students' psychology through ant colony optimization algorithm, and the selected objects are freshmen to seniors in four universities. The test time is set as 2 months, and the data analysis software used is statistical. In order to enhance the authenticity and reliability of the test results, random experiments were set up. The blank group adopted the classical college vocal music teaching scheme, while the observation group adopted the college vocal music teaching scheme combined with aesthetic psychology. The evaluation indicators of students' psychology are emotion, beauty and rhythm. The evaluation indicators are influence values, with a value range of 10-20. The higher the value, the higher the degree of positive influence.

Results: Table 1 refers to the effect of college vocal music teaching combined with music aesthetic psychology on students' psychology. After the implementation of the teaching program, students' music emotion, beauty and rhythm have been greatly improved, and the influence value range is 14-18. This shows that college vocal music teaching should be combined with students' aesthetic psychology, so as to promote the improvement of students' aesthetic psychology.

Table 1. The effect of college vocal music teaching combined with music aesthetic psychology on students' Psychology

Music indicators	Before	After 1 month	After 2 months
Emotion	11	13	15
Aesthetic feeling	12	15	18
Rhythm	11	13	14

Conclusions: The effect of college vocal music teaching combined with music aesthetic psychology on

students' psychology. After the implementation of the teaching program, students' music emotion, beauty and rhythm have been greatly improved, and the influence value range is 14-18. When the true feelings are integrated into the music, the audience can obtain the soul of vocal music and realize the artistic value of music. In vocal music education in colleges and universities, people can communicate with each other through sound. Teachers need to lead students to practice and appreciate songs through scientific teaching methods. Students need to quickly master music skills and improve their ability to perceive beauty and singing skills.

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RESEARCH ON THE INFLUENCE OF ONLINE AND OFFLINE MIXED TEACHING OF TAX LAW COURSE ON STUDENTS' EXAMINATION AND LEARNING ANXIETY FROM THE PERSPECTIVE OF BEHAVIORAL PSYCHOLOGY

Hongyan Wang

Nanjing Audit University Jinshen College, Nanjing 210023, China

Background: When modern education pays too much attention to grades and the pressure on students' schoolwork is gradually increasing, they show that according to Freud's different understanding of anxiety, anxiety can be divided into four types: realistic anxiety, nervous anxiety and moral anxiety. Realistic anxiety, as a painful emotional experience, refers to the perception of external danger. The phenomenon that the human body feels danger and produces anxiety has genetic characteristics, and this ability can be acquired in the acquired life. Because of its genetic characteristics, realistic anxiety can easily develop into fear sensitivity, and then develop into reality. Neurotic anxiety means that when an individual is aware of his own instinct and produces danger, the objective venting effect of the individual instinct will exceed the self anti energy venting effect, and the human body will have fear. Nervous anxiety can be divided into dissociative anxiety, strong irrational fear (phobia), panic reaction or similar panic reaction. Panic response or similar panic response is paroxysmal, and there is no obvious cause of stimulation. Phobia means that the degree of terror completely exceeds the degree of fear of the thing itself.

The online and offline mixed teaching mode of tax law course includes four steps: course objectives, teaching process, course extension and comprehensive assessment. The training objectives of the course are to establish tax morality, understand tax law, refine theory and be able to apply. The teaching process is divided into online teaching, offline teaching and extracurricular development. In view of students' learning anxiety and students' examination problems, the research proposes an online and offline mixed teaching mode of tax law course from the perspective of behavioral psychology. The specific countermeasures are as follows. First, guide and encourage the mixed teaching method. Build a long-term mechanism for curriculum construction, form a mechanism for project approval, evaluation, acceptance and dynamic evaluation of curriculum, increase teachers' training efforts, and create a positive and convenient condition. Second, attach importance to the improvement of learning ability in the talent training project. Thirdly, give full play to the tutor and teaching assistant's function of helping students. Fourth, ensure the quality of online course resources. Fifth, improve the mixed teaching resource environment.

Objective: To explore the effect of online and offline mixed teaching of tax law course from the perspective of behavioral psychology on learning anxiety and learning consideration, in order to improve students' psychological problems.

Subjects and methods: The study selected five college students as the research object to analyze the effect of online and offline mixed teaching mode of tax law courses on students' learning anxiety and test scores from the perspective of behavioral psychology, aiming to improve students' comprehensive learning ability and help them overcome anxiety and other negative emotions. The online and offline mixed teaching modes studied and constructed include guiding and encouraging mixed teaching methods, including five aspects, and constructing a long-term mechanism for curriculum construction. Attach importance to the improvement of learning ability in the talent training project. Give full play to the tutor's and assistant's function of helping students, ensure the quality of online course resources, improve the mixed teaching resource environment, which is represented by strategy A-E. The evaluation index of students' test and learning anxiety is Hamilton Anxiety Rating Scale (HAMA), and the experimental period lasts for 3 months. The HAMA scale is divided into two factors, mental and physical, with a total of 14 items. Each item is