price. Experiential consumption view means that consumers pay attention to the past consumption experience. Conspicuous consumption means that consumers attach great importance to others' praise and good response to their own consumption. The unique consumption concept has its own unique understanding of the appearance, color, texture and collocation of commodities. See Table 1.

Table 1. Evaluation on consumption view of visual communication design products of community residents

Consumption view	Male	Female	Total
Practical type	128	124	252
Show off type	87	169	256
Experience type	173	80	263
Frugal	48	97	145
Idiotype	55	125	180
Total	491	605	1096

Conclusions: The use of psychology makes visual communication design easier to understand. When designers consider creative creation, a very important part of their time is used to consider the psychology of the audience. Good use of psychology, visual communication design can more clearly know what kind of creativity customers need and what kind of feelings the audience needs. A thorough study of consumers' needs and psychology will be of great help to the satisfaction of products. From the perspective of psychology, the reason why consumers decide to buy is driven by purchase motivation. If a package design wants to make consumers pay attention to, understand, comprehend and form a solid memory, it is inseparable from the uniqueness of the words, colors, graphics and sounds in the package that act on people's eyes, ears and other sensory organs.

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RESEARCH ON THE EFFECT OF COLLEGE MUSIC TEACHERS' QUALITY ON STUDENTS' PSYCHOLOGICAL HEALTH IN MUSIC EDUCATION AND ITS INTERVENTION MEASURES

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Background: In the process of rapid social development, people's way of thinking, values and interpersonal communication are constantly changing and becoming more and more complex. In the current social environment, competition is becoming more and more fierce, people's psychological pressure is increasing, and mental health problems are becoming more and more prominent. College students' minds are not yet mature, so they are more likely to be affected by various negative emotions and fall into anxiety. Anxiety is a kind of negative emotion caused by the inconsistency between expectation and reality, or the fear and worry about the imminent threat. In the process of learning, due to the fear of poor learning effect and students' self-denial, some students will have a sense of failure and frustration, resulting in students' emotions in a state of tension and fear for a long time, and eventually leading to students' anxiety, depression and other symptoms. Long term excessive anxiety will damage students' physical and mental health, and seriously lead to students' mental out of control or collapse, depersonalization and other consequences, leading to a significant decline in students' quality of life, loss of confidence in life, self-injury, suicide and other dangerous behaviors, which not only affect the normal life of students and their families, but also affect the harmony and stability of society.

In the higher education system, music education is an important course to alleviate students' anxiety. Its principle is that through music teaching, students can appreciate, master and experience all kinds of music, and finally achieve the effect of music therapy. However, in the current music education in colleges and universities, due to the lack of quality of music teachers, the teaching quality is low and the teaching effect is poor, which leads to no obvious effect on alleviating students' anxiety. Therefore, it is necessary to

improve the quality of music teachers in colleges and universities in order to improve the teaching effect and alleviate the anxiety of students. Educational psychology is a subject that applies the research results of psychology to education. Its main research contents are the psychological changes of students in the process of teaching and learning, the effect of teaching intervention, etc. Educational psychology is widely used in curriculum design, teaching model innovation and improvement. It can help students set up learning goals, stimulate learning enthusiasm, and help students learn to face setbacks and difficulties in the process of learning and growth. Educational psychology can help to improve teachers' quality, improve teaching quality, and promote the reform of education and teaching mode. Therefore, the research applies the theory of educational psychology to music teaching in colleges and universities, in order to improve teachers' quality and teaching quality, and improve the teaching mode of music education in colleges and universities, so as to alleviate students' anxiety.

Objective: In the current music education in colleges and universities, due to the lack of quality of music teachers, the teaching quality is low, and the teaching effect is poor, which leads to no obvious effect on alleviating students' anxiety. The research applies the theory of educational psychology to music teaching in colleges and universities to improve teachers' literacy and teaching quality, improve the teaching mode of music education in colleges and universities, and alleviate students' anxiety.

Subjects and methods: Two classes of music majors in a university were randomly selected as the research objects. One of the classes was regarded as a research group (34 people), and music teaching was carried out by using the improved college music education and teaching model based on educational psychology. The other class is regarded as the control group (35 people), which adopts the traditional college music education teaching mode for music teaching. After teaching for a period of time, the anxiety level and music performance of the two groups were compared. Students' anxiety was assessed by Self-rating Anxiety Scale (SAS) and Symptom Checklist 90 (SCL-90). Students' music scores include after-school homework, performance during recess and examination scores.

Results: The self-assessment anxiety scale was used to evaluate the anxiety level of the two groups of students before and after teaching, so as to evaluate the role of educational psychology theory in improving the quality of college music teachers, and the role of improving the teaching mode of college music education in alleviating students' anxiety. Before teaching, the SAS scores of the students in the research group and the control group were 63.42 ± 7.63 and 63.78 ± 8.06 respectively. It can be seen that the SAS scores of the two groups were very close, and the difference was not significant. After teaching, the SAS score of the students in the research group decreased significantly compared with that before teaching, which was 39.63 ± 0.85. The SAS score of the control group had no significant change compared with that before teaching, which was 64.02 ± 7.52. It can be seen that after teaching, the SAS scores of the students in the research group were significantly lower than those in the control group. The SAS scores of the two groups of students before and after teaching are shown in Table 1.

Table 1. SAS scores of two groups of students

Timing	SAS score		t	P
	Research group	Control group		
Number	34	35	-	-
Before teaching	63.42±7.63	63.78±8.06	0.478	0.556
After teaching	39.63±0.85	64.02±7.52	8.004	0.000
t	7.963	0.462	-	-
P	0.000	0.562	-	-

Conclusions: College students' minds are not yet mature, so they are more likely to be affected by various negative emotions and fall into anxiety. Therefore, the research applies educational psychology theory to music teaching in colleges and universities to improve teachers' quality and teaching quality, and improve the teaching mode of music education in colleges and universities. The experimental results show that before teaching, the SAS scores of the study group and the control group are very close, and the difference is not significant. After teaching, the SAS scores of the study group were significantly lower than those of the control group. The above results show that the improvement and innovation of college music education teaching mode based on educational psychology can effectively improve teachers' literacy and teaching quality, improve college music education teaching mode, and alleviate students' anxiety.

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ON THE LAW OF CHILDREN'S LANGUAGE ACQUISITION AND CHINESE CLASSROOM TEACHING FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Thanks to the efforts of previous generations, China's scientific and technological level, economic level and military level have risen rapidly, all of which are at the forefront of the world. Therefore, many foreigners have a strong curiosity about our culture. Chinese is an important way to understand Chinese culture and an important carrier to inherit and carry forward Chinese traditional culture. Under the background of deepening and accelerating cultural integration, Chinese classroom teaching for young children has risen and developed abroad. In the process of learning Chinese, because of various factors, such as lack of interest in Chinese, children's active nature, and children's lack of concentration, children's learning progress is slow, their grades decline, and their pronunciation is not standard, resulting in children's inferiority complex, resulting in learning anxiety. Children's psychology is fragile and sensitive. If teachers and parents do not pay attention to children's anxiety for a long time, children will have a psychological resistance to learning, suffer from phobia, emotional disorders and other psychological diseases, which will not only affect children's academic performance, but also affect their healthy and happy growth. Therefore, the study uses cognitive psychology to analyze the cognitive characteristics of children in Chinese classroom teaching. Cognitive psychology is a comprehensive psychological discipline based on traditional psychology and combined with other disciplines. It can estimate people's psychological problems more scientifically. Cognitive psychology believes that people's emotional and psychological changes are the result of the joint action of previous experience, environmental perception, memory and thinking, reasoning and imagination and other factors. They have established a close relationship between psychological problems and social science, biomedicine and other fields. They are the embryonic form of modern biological psychological social medicine model and have a wide application prospect. According to the analysis of children's cognitive psychological characteristics, the research puts forward strategies to improve children's Chinese classroom teaching methods. The strategies mainly include: in teaching, teachers should pay attention to cultivating children's interest in Chinese language, adopt immersion teaching method, praise children more, let them maintain their enthusiasm for Chinese language, so as to stimulate children's potential. In the aspect of teaching strategies, we should use visual images to teach children. In terms of teaching methods, teachers should use more games to attract children's interest, and make rational use of multimedia technology in teaching. Through the above strategies, we can improve children's Chinese classroom teaching and alleviate children's learning anxiety, phobia and other negative psychology.

Objective: Because of various factors, such as lack of interest in Chinese, children's active nature, and children's lack of concentration, children's learning progress is slow, their grades decline, and their pronunciation is not standard, resulting in children's inferiority complex, resulting in learning anxiety. Learning anxiety can lead to children's psychological resistance to learning, suffering from phobia, emotional disorders and other psychological diseases, which not only affect children's academic performance, but also affect children's healthy and happy growth. The research uses cognitive psychology to analyze children's cognitive characteristics in Chinese classroom teaching, so as to improve children's Chinese classroom teaching and alleviate children's learning anxiety, phobia and other negative psychology.

Subjects and methods: With the consent of parents, two Chinese classroom classes were selected for the experiment. The two classes are recorded as class A and class B respectively. For class A, the strategy proposed by the research is adopted in teaching. Class B adopts the original teaching method in teaching. The classroom performance and distraction of children in the two classes were recorded by recording method, and the psychological anxiety of children was detected by various scales.

Results: During the course of the experiment, the distracted children in the two classes were recorded. After the experiment, make statistics on the records, and get the average number of distractions of children in each class in the two classes, as shown in Table 1. The statistical results show that during the experiment, the children in class a have less distractions and the children in class B have more distractions.

Conclusions: Because of various factors, such as lack of interest in Chinese, children's active nature, and children's lack of concentration, children's learning progress is slow, their grades decline, and their pronunciation is not standard, resulting in children's inferiority complex, resulting in learning anxiety. Learning anxiety can lead to children's psychological resistance to learning, suffering from phobia, emotional disorders and other psychological diseases, which not only affect children's academic performance, but also