

the help and guidance of innovation and entrepreneurship education.

With the increase of national and social support and attention to innovation and entrepreneurship, the importance of innovation and entrepreneurship education in the teaching system of colleges and universities is also increasing. Various forms of innovation and entrepreneurship education are constantly carried out to provide innovation and entrepreneurship guidance for college students. However, there are still many problems in the innovation and entrepreneurship education in colleges and universities. The lack of students' learning psychological motivation makes it difficult to improve students' learning enthusiasm. Students' awareness of innovation and entrepreneurship education and entrepreneurship activities is not high, and they do not fully and correctly recognize the importance and guiding significance of innovation and entrepreneurship education, which makes the achievements of innovation and entrepreneurship education in colleges and universities not significant. From an objective perspective, the current innovation and entrepreneurship education system is not perfect. Colleges and universities lack professional innovation and entrepreneurship education teachers, teaching teachers lack certain professional knowledge, and their teaching methods and practical teaching knowledge are also uneven. Innovation and entrepreneurship education requires teachers to have rich teaching experience and management practice experience, and teachers should be guided by advanced teaching concepts. However, most of the existing innovation and entrepreneurship education teachers have not received complete and comprehensive vocational training, and their innovation and entrepreneurship education skills are relatively scarce. It is difficult to provide effective innovation and entrepreneurship education and guidance for students, which is not conducive to the cultivation of students' innovation and entrepreneurship awareness and skills.

Subjects and methods: The research adopt the way of reform pilot, analyzes the role of innovation and entrepreneurship education system reform in colleges and universities under the guidance of educational psychology in the cultivation of students' entrepreneurial psychology, and analyzes the impact of innovation and entrepreneurship education in colleges and universities on students' entrepreneurial psychology. The research takes 300 students in a university as the research object, selects students to participate in the experimental research by random sampling, and divides the students into innovation group, traditional group and general group, so as to make the distribution of students' grade, gender and age more uniform. The innovation group adopts the new innovation and entrepreneurship education mode proposed by the Institute for teaching, while the traditional group adopts the previous innovation and entrepreneurship education mode for teaching. The general group does not accept innovation and entrepreneurship education. The experiment lasts for 6 months. The changes of entrepreneurship psychology of students under different learning modes are compared and analyzed.

Results: The comparison results of the innovative psychology of the students in the three groups before and after are shown in Table 1. The entrepreneurial psychology of the students in the innovation group has improved significantly.

Table 1. Comparison results of students' innovative psychology in three groups before and after

Test dimension	Before experiment	After experiment
Innovation group	1.25	3.96
Legacy group	1.26	1.83
General group	1.25	1.51

Conclusions: The research analyzes the current situation and problems of innovation and entrepreneurship education in colleges and universities, discusses the innovation mode of innovation and entrepreneurship education in colleges and universities from the perspective of educational psychology, and analyzes the impact of innovation and entrepreneurship education under the guidance of educational psychology on students' entrepreneurship psychology. The results show that the innovation and entrepreneurship education guided by educational psychology can effectively promote the cultivation and improvement of students' entrepreneurial psychology, help students find entrepreneurial direction and objectives in the practice of innovation and entrepreneurship education, and improve the success rate of students' entrepreneurship.

* * * * *

RESEARCH ON THE PRACTICE OF MUSIC EDUCATION REFORM IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Xuanchao Zhou

Xiamen University Tan Kah Kee College, Zhangzhou 363105, China

Background: Educational psychology originates from Western naturalistic thought. It combines the educational process with the psychological activities of learning and communication, and analyzes the psychological change mechanism and interaction of teaching subjects in educational activities from the law of human nature. Educational psychology believes that the psychological activities of teaching subjects are the basis and psychological underlying structure for the development of teaching practice. Only by analyzing the psychological development of students and teachers from a psychological perspective can we make psychological explanations for different behaviors in teaching practice, so as to provide psychological application strategies for improving teaching quality, so as to carry out targeted educational activities and adjust the development methods, teaching contents Teaching principles and other teaching details. Educational psychology takes the teaching psychology in teaching practice as the starting point and provides psychological support and help for the development of educational activities. From the perspective of psychological theory, educational psychology is mainly divided into behaviorism and cognitivism. Behaviorism is based on learning stimulation and believes that learning is the repeated stimulation and deepening of students' memory, make students form a habitual psychological cognition and memory response to knowledge. The school of cognitivism believes that education is a process of cognitive internalization, emphasizes the importance of knowledge internalization in teaching practice, and requires students to actively internalize knowledge into their own thoughts in learning, give play to their own subjective initiative, and improve their professional learning ability and literacy under the guidance and assistance of teachers.

With the promotion and deepening of the teaching reform in colleges and universities, the mode of music education in colleges and universities continues to optimize and develop. In order to further improve the quality of music education in colleges and universities and promote the coordinated development of music education theory and practice, it is necessary to deepen the reform of music education in colleges and universities, enrich the forms and strategies of music education in colleges and universities, solve the difficulties and problems in music education, and realize the rapid development and progress of music education in colleges and universities. The reform and promotion of music education in colleges and universities need to be supported by advanced teaching concepts. Colleges and music teachers should fully realize the importance of music practice in music education. Music education for students should not only take the knowledge of music theory as the teaching goal, but should effectively improve students' skill level in a certain music field through music education in colleges and universities. College music education should be based on solid music teaching practice, promote students' actual participation in music activities, and deepen students' understanding and cognition of music knowledge in practical operation. On the other hand, at present, there is a problem of single evaluation mode in music education in colleges and universities. In the past, music education in colleges and universities paid too much attention to students' learning results, and decided students' score only through result evaluation, without considering students' thinking and participation in the learning process, ignoring the students' gradual growth process. Therefore, the reform of student evaluation system of music education in colleges and universities is also an important direction to promote the reform of music education in colleges and universities.

Subjects and methods: The study randomly selected two music major classes from each of the four grades of a university through stratified cluster random sampling for comparative experiments. Through the comparison of the experimental results, it analyzed the impact of music education reform on students' positive learning psychology and learning effect, and explored the practical application effect of the new college music education system integrating educational psychology. And before the implementation of the experiment, first understand the problems in college music education from the perspective of college music students, and collect the opinions and suggestions of college music students on professional education. The students are divided into innovative classes and traditional classes. During the comparative experiment, the students in the innovative class study under the new educational mode integrating educational psychology, while the students in the traditional class teach according to the previous music teaching mode. The experiment lasts for 3 months. The experimental reform courses include all required courses and elective courses related to music major.

Results: Table 1 shows the changes of students' psychological enthusiasm for learning in innovative classes and traditional classes before and after the experiment. After the experiment, the psychological enthusiasm of students in innovative classes has significantly increased, and their learning enthusiasm has significantly increased.

Conclusions: Carrying out teaching activities under the guidance of educational psychology theory can effectively tap students' learning potential from the psychological level, deeply tap students' internal learning motivation, and improve students' learning ability and efficiency, so as to promote students'

comprehensive progress in professional learning and psychological development. Under the guidance of educational psychology, carrying out music teaching reform in colleges and universities can effectively enhance students' enthusiasm for music learning and promote the improvement of students' learning effect.

Table 1. Changes of students' learning psychological enthusiasm in innovative and traditional classes before and after the experiment

Investigation time		Psychological enthusiasm for learning
Innovation class	Before experiment	1.31
	After experiment	3.75
Traditional class	Before experiment	1.32
	After experiment	1.69

* * * * *

PROBLEMS, PRINCIPLES AND METHODS OF PSYCHOLOGICAL ADJUSTMENT AND ENTREPRENEURSHIP COMPETITION OF COLLEGE STUDENTS

Yanjun Wang

Yunnan Medical Health College, Kunming 650000, China

Background: With the increasing demand for innovative talents in society, colleges and universities shoulder more and more important responsibilities and expectations in the innovation of talent training mode. At present, college education has been optimized from various stages, such as improving teaching ideas, strengthening competition guidance, providing development platforms and other external aspects to provide clear methods for cultivating students' innovation and entrepreneurship ability. College students' innovation and entrepreneurship competition is a common method to cultivate college students' innovation ability. It provides technical and channel support for college students' innovation and entrepreneurship through "Internet +" and promotes the cultivation and improvement of college students' innovation and entrepreneurship ability. The development of college students' innovation and entrepreneurship competition provides opportunities for innovation and entrepreneurship education in colleges and universities in China in the form of learning to catch up with others. Through innovation and entrepreneurship practice and competition, stimulate students' interest in innovation and entrepreneurship, comprehensively improve students' thinking level, so as to incubate more innovation and entrepreneurship projects and realize "promoting learning and innovation through competition". The college students' innovation and entrepreneurship competition rely on the "Internet+" mode to explore innovative projects. From project research and development to operation and management, it exercises students' Internet thinking and ability to use the Internet. Based on the competition, students should be guided to make full use of the "Internet +" platform, dare to innovate and be good at innovation, which is conducive to promoting the formation of the "Internet+" new business form, creating a new situation of entrepreneurship and employment with high quality for college graduates, opening up college students' divergent thinking, and achieving thinking innovation.

However, in the process of college students participating in the innovation and entrepreneurship competition, it is inevitable that they will encounter failures and difficulties. Some college students' psychological endurance is not strong, and there is a problem of psychological imbalance in the face of the problems in the entrepreneurship competition. In the process of innovation and entrepreneurship competition, college students may encounter setbacks and obstacles in the process of achieving the competitive objectives of entrepreneurship competition due to lack of experience and other factors. Although some college students can actively correct their mentality after being frustrated in the competition and entrepreneurship, negative bad emotions will still have a negative impact on college students, and some college students are difficult to achieve complete self-regulation. Pessimism and negativity are common psychological characteristics of college students after being frustrated in the competition. Some college students have not fully realized the hardships of the entrepreneurial process and lack a clear understanding of the entrepreneurial dilemma. They are prone to fall into pessimism and cannot quickly adjust their competition mentality. On the other hand, the anxiety about the results of the competition is also a common psychological characteristic of the participating college students. Only by reasonably controlling and adjusting their psychological anxiety can college students achieve good results in