

curriculum resources, and explore the effective integration of practical innovation and entrepreneurship education and professional education. Third, strengthen the reform of collaborative education mechanism, design the top-level system, make careful arrangements in terms of organization, personnel division, management implementation, assessment and evaluation, and formulate implementation plans, management methods and service mechanisms to promote the new development of innovation and entrepreneurship education.

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## RESEARCH ON THE INFLUENCE OF COLLEGE CHAMBER MUSIC EDUCATION AND TEACHING REFORM ON COLLEGE STUDENTS' MENTAL HEALTH

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**Background:** In recent years, the ever-increasing number of graduates has made it more difficult for college students to obtain employment. Some students who have high hopes but low hopes cannot correctly face the employment situation and lack objective recognition of their own roles and abilities, which makes their employment more difficult. Therefore, college students are under great mental pressure in learning, employment and other aspects, manifested as psychological anxiety disorder, which is significant and persistent. Therefore, colleges and universities urgently need to find a psychological debugging method that college students can readily accept. Since primary school, students have been facing the problem of dealing with interpersonal relationships on campus. If a student does not have one or two "friends" or "partners" around him, it can be concluded that the child has problems in communicating with others and dealing with affairs. Such problems are very common in various learning stages. Timely guidance can gradually reduce students' psychological problems. However, the study life of college students is different. Except in class, college students do not often meet and talk with teachers. Teachers cannot find and solve problems in time. At this time, students with poor interpersonal relationship will have problems in daily life and learning, which will lead to unhealthy psychology, such as weariness, abandonment, depression, upset, sadness and other negative emotions. As a special language, music can convey people's feelings, express the sounds of nature, and provide the aesthetic subject with a space for understanding and broad feelings. In the specific reform process of chamber music teaching, colleges and universities should explore the integration and infiltration of the reform and innovation of education and teaching ideas in various departments and majors, combine the practical teaching of performance and ensemble with the teaching of composition and creation theory, and let students master the performance, composition and composition of their own major in the whole chamber music teaching through the lectures and lectures of technical teachers of different majors. In addition to the ensemble technique and the basic chamber music creation theory and technology, it can also be achieved through the adaptation, arrangement and recreation of classic works, rehearsal, organization and performance of their own works, remodification, and then the introduction of their own works through performance practice. In the process of studying the reform of chamber music teaching, we pay more attention to the cultivation of practice and innovation ability, and strive to explore a new mode of chamber music teaching in the process of practice, and then extend it to other disciplines to achieve the best teaching effect.

**Objective:** Chamber music teaching is very important for music majors. Traditional chamber music forms and teaching methods cannot meet the rapid development of the times, nor can they cultivate music talents with good psychological quality. The purpose of this study is to explore the impact of college chamber music education and teaching reform on college students' mental health, so as to cultivate students' innovative ability and excellent psychological quality, so as to meet the requirements of social development.

**Subjects and methods:** In this study, 96 students from 4 different majors in a university were selected as the research objects. The subjects were determined to be students who had not participated in similar music training methods or psychological training methods. The Profile of Mood State Scale (POMS) was issued to select the subjects. 24 students (12 males and 12 females) were selected from each major. Through the teaching reform mode of college chamber music education, we can help the subjects improve their psychological regulation ability, and then improve their psychological pressure resistance ability, so as

to ensure the normal play of relaxation training. The students were evaluated by music preference evaluation scale and POMS scale. Among them, the music preference scale for college students has 12 test items, including 10 aspects and 2 open-ended questions. POMS includes 6 subscales of tension, depression, anger, energy, fatigue and panic. Each subscale includes several adjectives. The whole scale has 65 adjectives, which belong to the mixed arrangement of words in each subscale. Each topic has 5 levels, from 0 to 5, representing “none” to “very many”.

**Results:** Table 1 shows the comparison of POMS scores of students before and after teaching. In the seven dimensions and total scores of all subjects, the intervention experiment had significant differences in the dimensions of “tension”, “fatigue”, “panic”, “inferiority complex” and “total score of POMS” ( $P < 0.05$ ); There were significant differences in the two dimensions of “depression” and “energy” ( $P < 0.01$ ). In general, the intervention experiment has an effect on most dimensions.

**Table 1.** Comparison of POMS scores of students before and after teaching

Dimension	Before intervention	After intervention	F	Sig
Nervous	8.342±4.135	7.691±3.187	2.461	0.045
Anger	7.455±3.988	5.459±3.215	0.983	0.053
Fatigue	9.322±4.121	8.788±3.913	3.094	0.040
Depressed	7.655±2.341	5.898±1.110	6.216	0.009
Energy	8.562±2.126	11.681±3.769	8.167	0.004
Panic	7.598±3.126	7.747±2.792	0.947	0.049
Self esteem	8.465±3.125	10.808±4.189	4.524	0.014
POMS total score	108.686±53.874	101.576±48.276	6.423	0.033

**Conclusions:** Many college students have psychological barriers in their study and life, which will not only affect their study, but also bring harm to themselves and others. The teaching reform mode of college chamber music education can treat the psychology of college students through various techniques and methods of music, so as to improve their mental health. The results of this study show that there are significant differences in the scores of “tensions”, “fatigue”, “panic”, “inferiority complex”, “POMS total score”, “depression” and “energy” before and after the intervention ( $P < 0.05$  or  $P < 0.01$ ), indicating that the teaching intervention model is effective.

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## INFLUENCE OF DIFFERENT REGIONAL LANDSCAPE PAINTING STYLES ON AESTHETIC PSYCHOLOGY OF CONNOISSEURS

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**Background:** In the process of human and social development, beauty and aesthetics, a noble and universal spiritual phenomenon, have emerged. Aesthetics is a unique high-level psychological function of human beings, that is, the ability of individuals to distinguish the degree of object beauty. As a psychological research object, the definition of aesthetics is generally based on the traditional operational definition. The general aesthetic psychological research focuses on the cognitive process of individual aesthetic activities and the sense of pleasure from aesthetic activities. The qualitative study of aesthetic psychology mainly focuses on the mechanism and structure of aesthetic psychological process to form a theoretical model of aesthetic psychology. Some studies have pointed out that there are three tendencies in the development process of people’s aesthetic cognition, namely, from concrete to abstract, from subject matter to form, and from form stimulus to form expression. There are many different views on the essence of aesthetics, that is, the specific process of aesthetics. From the perspective of phenomenology, some philosophical scholars believe that the essence of aesthetics is aesthetic significance, which is actually sublimated from realistic consciousness to aesthetic consciousness and aesthetic experience. The so-called essential intuition is aesthetic experience, and aesthetic image is phenomenon. And this includes two steps: