

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:

through the individual's first reflection on his own aesthetic experience, an aesthetic category can be generated, which is the specific form of aesthetic meaning. Then the individual can further grasp the general aesthetic significance through the second reflection, which is the essence of aesthetics. The so-called aesthetic meaning is to transcend the aesthetic object itself and obtain higher aesthetic experience, such as pleasant emotion, lofty moral sense, etc. In Chinese landscape painting, regional characteristics occupy a very important position, which has a great impact on the formation of its style. Different artistic styles of landscape painting are the expression and revelation of the painters' own personalities. Different regional environments produce different regional cultures. Different painting styles are formed through the transformation of painters' ideas. The regionality of different regions has a decisive impact on the development of landscape painting. Different regional characteristics make humanistic thoughts and customs very different. The differences in social background and humanistic factors affect the development of people's own personality, which creates different styles of landscape painting. Different regional characteristics affect the folk customs, folk customs, historical traditions and value orientations of different places. At the same time, they also present different natural landscapes, such as the small bridges and flowing water in the south of the Yangtze River, the unique Gobi Desert scenery, the crystal-clear landscape of Guilin, the magnificent Yellow River, etc. these different regional landscapes are the source of inspiration for artists' creation.

**Objective:** The relationship between the style of landscape painting and the natural and geographical environment is inseparable. The different places where painters live must be affected by the local culture. Artists living in different regions have different understanding of nature in painting creation, so they form different artistic styles. This study takes different regional landscape painting styles as the research direction to analyze their impact on the aesthetic psychology of connoisseurs.

**Subjects and methods:** By random selection, 113 college students in a university were selected as the research objects. According to different regions, the students were randomly divided into group A (39), group B (36) and group C (38). The self-designed evaluation scale is used to evaluate the students' aesthetic psychology. The content of the scale includes several landscape paintings of different regions. The students can judge the artistic and cultural attributes of landscape paintings and judge the students' aesthetic psychology according to the discrimination results. In this study, IBM SPSS19.0 was used for data recovery and statistical analysis.

**Results:** Evaluate the average reaction time of subjects in group A, B and C for 3 × 2 repeated measurement ANOVA, in which the aesthetic object is the intra subject variable and the startup type is the inter subject variable. The results are shown in Table 1.

**Table 1.** Analysis of variance on the influence of three groups and aesthetic objects on aesthetic fluency

	$D_f$	MS	F	P	$H_p^2$
Startup type	2	81480.41	5.84	0.004	0.996
Error	110	13968.36	-	-	-
Aesthetic object	1	7193538.52	243.60	0.000	0.690
Startup type × Aesthetic object	2	21224731.47	718.83	0.000	0.930
Error	110	29531.36	-	-	-

**Conclusions:** Landscape painting is one of the most representative branches of Chinese painting in the system of Chinese painting. The colorful humanistic ideal, artistic spirit and the essence of formal language of Chinese painting can be fully and perfectly reflected in landscape painting. The results showed that the average reaction time of group A, group B and group C was 3 × 2 repeated measurement analysis of variance, in which the aesthetic object is the intra subject variable and the startup type is the inter subject variable, indicating that all factors have a significant impact on aesthetic fluency.

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## THE INFLUENCE OF LEGAL EDUCATION CURRICULUM REFORM IN HIGHER VOCATIONAL COLLEGES ON COLLEGE STUDENTS' COGNITIVE PSYCHOLOGY OF SOCIAL RELATIONS