

of more than 100 years of physiology, behavior, and cognitive science. Emotional psychology believes that emotions are produced by the combined action of the brain, psychology and cognitive activities, and are generally expressed as internal experience and physiological activation as well as external behavior and expressions. Emotions have an organizational effect on people's psychological activities and behaviors, and rational regulation of emotions has a positive effect on mental health. Therefore, the research analyzes the mental state of the elderly based on the theory of affective computing and emotional psychology, and provides psychological support for empty nesters through wearable smart devices, improving their emotional experience in daily life and improving their mental health literacy.

Objective: More and more elderly people in our country are facing various levels of psychological problems. How to carry out effective psychological education for them and improve their mental health literacy needs to be paid attention to. The research combines artificial intelligence affective computing theory and emotional psychology, and uses wearable smart devices to sense the emotional changes of the elderly, reflect their psychological status and give reasonable feedback to help the elderly maintain their mental health.

Subjects and methods: 60 elderly people were selected from empty-nest or quasi-empty-nest families in a city as the research objects, and they were randomly divided into a research group and a control group by the random number table method, with 30 people in each group. Provide wearable smart devices for empty nesters in the research group, with main functions including sleep and mood monitoring, exercise management, family and social interaction, weather and music, etc. The elderly in the control group did not receive any intervention. After a period of time, the subjective emotional experience of the research group was investigated, and the recent psychological state of the elderly in the two groups was compared. The Depression Literacy Scale (D-Lit) was used to assess the mental health literacy of older adults.

Results: More than 80% of the elderly in the research group believed that wearable devices were helpful for emotional control and their mental health was improved. Some elderly people believed that the early learning cost of using the device was high. The results of the mental health assessment showed that the mental health literacy of the elderly in the study group was significantly improved, and there was no significant difference in the D-Lit score between the two groups before the intervention ($P > 0.05$). After the intervention, the D-Lit score of the elderly in the research group was significantly improved ($P < 0.05$), and was significantly higher than the control group ($P < 0.05$).

Table 1. D-Lit score of two groups

Timing D-Lit score	Research Group			Control group			<i>t</i>	<i>P</i>
	<11	12-21	Twenty-two	<11	12-21	Twenty-two		
Before intervention	15	31	4	13	32	5	0.413	0.752
After intervention	6	Twenty-four	20	14	30	6	7.216	0.000
<i>t</i>		7.355			0.582		-	-
<i>P</i>		0.000			0.705		-	-

Conclusions: With the deepening of the aging degree in our country, social elderly care services are facing huge challenges. At the same time, we need to pay attention to how to maintain the mental health of the elderly and improve their mental health literacy. The new elderly care service model combined with artificial intelligence has the advantages of intelligence, real-time and convenience, providing reasonable and effective elderly care services for the elderly, and also providing a new way for the development of psychological education for the elderly. Based on the theory of affective computing and emotional psychology, the research uses wearable smart devices to improve the emotional state of the elderly, help them achieve emotional monitoring and control, maintain mental health, and effectively improve the mental health literacy of the elderly.

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RESEARCH ON THE CONSTRUCTION OF MUSIC QUALITY EDUCATION CURRICULUM SYSTEM IN COLLEGES AND UNIVERSITIES ON STUDENTS' EMOTIONAL AND AESTHETIC FEELINGS

Jinyong Xiao^{1,2}

¹Jiaying College, Meizhou 514015, China

²Thailand Isangura University, Bangkok 10240, Thailand

Background: In the current rapid development and evolution of multiculturalism, aesthetics also presents diverse and diversified characteristics. Aesthetics is essentially a psychological phenomenon, and aesthetic psychology is a psychological behavior in which human beings perceive an aesthetic object with an aesthetic attitude in the face of the aesthetic practice so as to obtain emotional pleasure and spiritual joy in the aesthetic experience. For college students, emotional aesthetics not only affects their individual psychological condition, but also has a direct impact on their aesthetic level, and the aesthetic level of college students is usually an effective carrier to express their psychological state. The aesthetic psychology of college students is especially important both for their individual psychological health condition and for their academic life. On the basis of the current aesthetic diversification, many college students face aesthetic fatigue, aesthetic difficulties and other problems that lead to the diminution of aesthetic feelings, which is one of the frequent changes in the emotional aesthetic psychology. Under the influence of various factors, the emotional aesthetic psychology of college students needs to go to attention.

Quality education refers to an education mode that aims to improve the quality of the educated in all aspects. It attaches importance to the ideological and moral quality, ability cultivation, personality development, physical health and mental health education of human beings. Quality education is even more important in the music curriculum of colleges and universities. In the current music education curriculum, music teaching not only teaches music theory knowledge and related performance skills, but also includes the cultivation of aesthetics. Compared with the traditional music teaching, the quality education music teaching in colleges and universities pays more attention to the physical and mental health of students while focusing on the cultivation of ability, pays attention to the emotional and aesthetic feelings of students, provides appropriate psychological guidance to students, further strengthens the aesthetic feelings of students while learning, and makes the students' psychology receive the correct guidance. The construction of music quality education curriculum system in colleges and universities has certain research value on the influence of students' emotional and aesthetic feelings.

Objective: To study and analyze the effect of the teaching system of college music courses based on quality education on college students' aesthetic psychology, aiming to make college students reach the psychological expected level in their emotional aesthetic feelings.

Subjects and methods: 200 college students with similar basic psychological conditions were randomly selected from the same college, and they were divided into quantitative groups according to the principle of equal numbers, one of which was integrated into the music teaching course of quality education in the usual learning process and served as the experimental group, and the second group was not treated additionally as the experimental group. The experimental period was 4 months, i.e., one semester, and every 15 days during the experimental period, the psychological expectation satisfaction level of aesthetics of college students in each group was tested and the data were analyzed and compared. The study made a quantitative variable as a testing tool based on a number of factors such as college students' positivity, satisfaction, positive psychology, and personal comprehensive feelings, with a score of 10 out of 10, and the higher the score means that their own aesthetic psychology is more in line with the individual psychological expectations.

Results: Table 1 describes the test results of the experimental homemade scale before and after the experiment for the two groups of college students. From Table 1, it can be seen that the two groups of college students had similar levels of psychological expectation satisfaction before the beginning of the management experiment, while the level of aesthetic psychological expectation satisfaction in the experimental group increased significantly after the end of the experiment, while there was no significant change in the control group. After the statistical significance analysis, it was found that the level of satisfaction of aesthetic psychological expectation in the experimental group showed a significant difference ($P < 0.05$) compared with the control group after the experiment, but not before the experiment.

Table 1. Comparison of self-assessment results of satisfaction level of aesthetic psychological expectation between the two groups of college students

	Before the experiment	After the experiment
Control group	7.73±1.65	7.95±2.05
Experience group	7.77±1.89	9.22±1.83

Conclusions: Aesthetic psychology is a kind of psychological behavior in which human beings perceive aesthetic objects with aesthetic attitudes in the face of aesthetic practice and thus obtain emotional pleasure and spiritual joy in the aesthetic experience. For both individual and group of college students, the

healthy guidance of aesthetic psychology and the feeling of emotional aesthetics are very important. According to the stimulation and influence of the aesthetic psychology of music educators, the study conducted experiments and analyses on the aesthetic psychological influence of college students in the context of the construction of college music quality education curriculum system. The experimental results show that the construction of the college music quality education curriculum system has a significant positive effect on the emotional aesthetic psychological feelings of college students.

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THE INFLUENCE OF COLLEGE ENGLISH EDUCATION ON STUDENTS' LEARNING ANXIETY UNDER THE CONCEPT OF COMMUNITY OF DESTINY

Lianjiao Zhang

Yiwu Industrial & Commercial College, Yiwu 322000, China

Background: The causes of psychological anxiety of college students mainly come from external pressure or their own unpleasant experiences. college students often hope to achieve a certain goal or effect, but due to the impact of the external environment, the goal or effect is difficult to achieve the expected value. Nowadays, college students face heavy learning tasks, which leads to many college students' learning anxiety. In the psychological mechanism of college students, appropriate learning anxiety can improve the learning efficiency of college students to a certain extent, so that college students can get positive psychological feedback. After receiving positive feedback, college students realize that difficulties can be overcome, and have a new understanding of their learning ability, so as to achieve a psychological balance. However, if college students are in learning anxiety for a long time, it will cause serious psychological damage to college students, and then lead to excessive anxiety, leading to the formation of anxiety symptoms. Some studies have shown that anxiety patients are prone to depression and other psychological disease complications. college students are in a state of long-term learning anxiety. Without intervention for treatment, college students will lose their self-confidence and cannot extricate themselves from learning anxiety, which will lead to more psychological diseases. As a required course in colleges and universities, college English covers a wide range of learning contents. It is inevitable that western economic and cultural knowledge will be involved in the teaching process. Many college students have difficulties in learning this subject and are prone to learning anxiety. However, the values of the community of shared destiny, which include the interdependent concept of international power, the concept of common interests, the concept of sustainable development and the concept of global governance, have a very positive guidance and may alleviate the learning anxiety of college students. Therefore, it is of great practical significance to embed the concept of community of destiny into college English teaching, explore the role of this method in alleviating college students' learning anxiety, and improve the serious situation of college students' learning anxiety.

Objective: From the perspective of contemporary college students' anxiety in English learning, the research explores the integration of the concept of community of destiny into college English teaching courses to provide colleges and universities with a college English course model more suitable for the mental health of contemporary college students, so as to help students control their learning anxiety and ensure that college students have a high level of mental health.

Subjects and methods: This study uses k-nearest neighbor algorithm to classify the anxiety psychology of college students, and analyzes the impact of college English education on college students' anxiety psychology under the concept of community of destiny by using the method of correlation factor analysis. The research mainly focuses on the college students who take part in the college English course under the concept of community of destiny. It investigates the recent psychological status of the college students who take part in the course, and analyzes the effect of college English education under the concept of community of destiny on the overall psychological anxiety of college students according to different types of students' anxiety. SPSS software was used to analyze the data.

Results: The specific impact of college English education under the concept of community of destiny on alleviating college students' psychological anxiety is shown in Figure 1.

As can be seen from Figure 1, among the four types of anxiety, learning anxiety, interpersonal anxiety, choice conflict anxiety and adaptation anxiety, learning anxiety has the highest level of positive impact on college English education under the concept of community of destiny, reaching level 5, that is, significant impact. Interpersonal anxiety and choice conflict anxiety are positively influenced by college English education under the concept of community of destiny, reaching grade 4, that is, significantly affected. The