

Conclusions: Music therapy can effectively control the depressive factors of patients with depression and effectively alleviate the onset of depression. Through clinical analysis, music therapy has different effects on different groups, most of which is reflected in psychology. Music can relax the mood of patients with depression, make them find the point of release and vent, and learn to express their inner feelings. Music acts on the ID. It can help patients control their emotions and learn to release negative emotions, so that patients can get great satisfaction. Music therapy can also stabilize the internal environment of patients and provide a safe and pleasant interpersonal environment for patients with depression. It can not only alleviate the depression of patients, but also awaken their enthusiasm for life and block the onset of depression from the root.

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EMOTIONAL ANALYSIS OF VOCAL SKILLS IN VOCAL MUSIC TEACHING

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Background: Singing is a combination of physiological actions such as human respiratory organs, language organs, resonance organs and expression organs. It is directly dominated by human psychological consciousness. Therefore, singing is not only a physiological activity, but also a psychological activity. Both run through the process of vocal music teaching and learning from beginning to end, affecting and controlling the occurrence and development of vocal skills and artistic emotion. The learning process of vocal music pays attention to the overall coordination of the body. Sometimes a local problem will affect the overall singing state, and sometimes a local problem is solved, and other problems are solved. An excellent vocal music teacher can not only accurately find the problem of students, but also have a variety of means to solve the problem. These means can directly target the problem itself, or start from the root causes of the problem.

Subjects and methods: Singing psychology is not only a new subject, but also an interdisciplinary subject of vocal music and psychology. It deepens and develops the traditional physiological teaching method and provides the theoretical basis of singing psychology for the teaching of vocal music teachers. Grasp the mutual promotion relationship of teaching singing psychology, and provide help for students to solve the bad state of timidity and so on. This paper discusses some views on how to grasp the mutual promotion relationship between teaching and singing psychology in the process of vocal music teaching.

Results: This paper holds that music memory is an indispensable and important link in the process of vocal music learning, and it is particularly important to develop a good habit of memorizing music. Music theme is an important aspect of music image. A unique tune can represent a role, an image and character, a struggle, a will and so on. A large-scale work sometimes uses some same or similar musical materials between the beginning and end or between movements for the unity of various chapters. Memory ensures the effect of the music theme on the singer, and the singer can move the audience only when he has true feelings; In turn, only after the audience completes the music memory can they be infected by the music theme.

Conclusions: From the perspective of psychology, musical memory refers to the ability and process of preserving and reproducing music in the mind. Like other kinds of memory, it is a process of repeated perception, including memorization, retention, recall and re recall. From the perspective of vocal music teaching, music memory is a prerequisite for maintaining intonation, stabilizing interval relationship, clarifying mode and tonality, standardizing speed, ensuring the continuity and overall image of melody and the unique color and functional sequence of harmony. It is also a necessary accomplishment for singers to maintain their perception of the basic factors in music. Because vocal music is an auditory art of time, the sound emitted will disappear after it completes its specified time value. If the memory of the front sound is lost, the back sound will lose its standard and reference. Therefore, for vocal singers, music memory is an indispensable and important link in the process of vocal music learning. It is particularly important to develop a good habit of memorizing music.

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THE GUIDANCE OF VOCAL MUSIC ART PSYCHOLOGY TO VOCAL MUSIC TEACHING

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Background: Vocal music art psychology mainly studies the general psychology in vocal music art activities, the personality psychological characteristics of singers, the social psychology of vocal music, as well as the psychological problems in vocal music teaching, vocal music singing and vocal music competition. Vocal music teaching is to achieve the best effect of singing function through the coordinated activities of various psychological factors. Vocal music teaching is an activity that takes the human body as the musical instrument and regulates the physiological function of singing through psychological factors such as perception, imagination, memory and emotion. It is not only an internal dynamic, but also an extremely complex cognitive activity. The reason why good singing can coordinate all kinds of vocal organs completely depends on psychological adjustment and control.

Subjects and methods: Vocal music art psychology is a science that studies vocal music teaching and singer's psychological phenomenon. Psychological activities are the reflection of objective things in the human brain. All human activities are completed under the control of psychology. The art of singing runs through complex psychological activities from beginning to end. In ancient China, there was research on vocal music psychology. For example, it was recorded in Yue Ji that "every sound comes from the people's heart. When the people move, things make it natural." The "heart" here is "feeling", and this feeling is affected by external things. When you are teaching music, do you realize that some psychological laws have quietly played a role in your teaching process, and directly or indirectly affect whether your teaching effect is success or failure.

Results: Based on all the above contents, this paper believes that the role of vocal music art psychology in vocal music practice and teaching is a complex process of psychological activity regulation. Vocal music singing psychology directly affects singing training and art practice. Therefore, vocal music psychology has a direct and significant impact on Teachers' teaching results. The effect of vocal singing psychology on vocal music teaching and practice is mainly reflected in three aspects: emotion, character and consciousness. The singer's stable mood directly affects the vocal performance and singing effect, and the singer's self-confidence strongly dominates the singing behavior.

Conclusions: Using the psychological regulation of vocal psychology and the psychological teaching method of singing art in vocal music teaching in Colleges and universities can inspire and induce students in many aspects, and actively feel and understand the internal and external artistic laws of singing. It is an effective way to improve the efficiency of College Students' vocal music learning to deal with the physiological process of singing psychologically, simply, emotionally and automatically. Then, in the process of vocal music teaching, using the theory of vocal music art psychology to seek countermeasures to overcome the psychological obstacles of singing is the guarantee for the success of singing. To study the theory of vocal music art psychology and apply the theory of vocal music art psychology to vocal music teaching is an effective way to improve vocal music art teaching. At the same time, it will also achieve twice the result with half the effort.

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THE COMBINATION OF TWO COURSES EDUCATION AND MORAL EDUCATION IN COLLEGES AND UNIVERSITIES BASED ON SYNERGY THEORY

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Background: There is a close relationship between two courses education and mental health education in Colleges and universities. Based on the synergy theory, colleges and universities combine the two organically, which can effectively give play to the functions of each system and realize the coordinated development in the aspects of educational concept, teaching content, educational resources and teaching carrier. Scientifically promoting the complementary advantages, coordination and scientific development between two courses education and mental health education in Colleges and universities has become an important content of strengthening two courses education and mental health education in Colleges and universities in the new era.