

goal, and then, after satisfying their material and spiritual needs, achieve convergence of interests and maximise organisational benefits. At the same time, new group norms should be gradually established, new group cognitive structures should be created, social influence theory should be applied, herd psychology should be brought into play, and the psychology and behaviour of the group should be changed on the basis of moral, conceptual, normative, cultural and cognitive drivers. In addition, there should be good emotional guidance to reshape the affective and emotional patterns of corporate employees.

Conclusion: In conclusion, group psychological reconstruction is an important part of the corporate M&A process that cannot be ignored and is a solid foundation for ensuring the quality of corporate M&A. For companies to effectively carry out group psychological reconstruction it is important to follow established rules, emphasise the integrity of the process and ensure that the four reconstruction stages are effectively promoted. Moreover, a variety of reconstruction methods should be used to achieve human intervention in the psychological behaviour of employees to ensure that they can successfully break through and meet the challenges.

Acknowledgements

The study was supported by the 2018 National Social Science Foundation Project (No.18BJY015) Phase I Results; Provincial Key Platforms and Major Research Projects of Guangdong Universities for Young Innovative Talents (Humanities and Social Sciences) (No. 2018WQNCX203); Key Project of Guangxi Higher Education Undergraduate Teaching Reform Project in 2019 (No. 2019JGZ145), stage results.

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MUSIC EDUCATION BASED ON STUDENTS' PSYCHOLOGICAL NEEDS NEW THINKING ON THE WAY

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Background: Music education is an important part of quality education and plays an important role in the development of students' comprehensive abilities. Music not only cultivates students' aesthetics and enriches their spiritual world, but also builds a healthy personality through music education. Combining music education with psychological education can transform and optimise the way music education is thought about and promote the holistic development of students in a more professional way. Music education in the context of psychology is a form of education that combines music pedagogy and psychological activity, and requires a thorough analysis of the psychology of students and music teaching from a psychological perspective. The development of music psychology Initially, a number of foreign music psychologists explored the connection between objects and sensations, and after much effort, discovered that there was a connection between musical sounds and sensations, and constructed a psychophysical approach to the study and related laws. Music education in the context of psychology is relatively complex, and there are many problems with the psychology of music education that make it difficult to carry out. In particular, when psychology is used as the basis for music education, the teaching environment, teaching content, teaching methods, teaching processes and other teaching aspects and elements need to take into account the influence of music, psychology and education disciplines, and to balance the relationship between the three in order to ensure that students can fully grasp music psychology and develop relevant musical abilities in the process of music education. This is the only way to ensure that students can fully grasp the psychology of music and develop their musical abilities in music education.

Objective: The study of music education in the context of psychology is necessary in order to develop a healthy psychological state, to shape the student's spirituality and to enhance his or her artistic perception. In the psychological context, the music curriculum is both the foundation and the core of music education, ensuring that the student is the main subject and that the emotional part of the personality is fully expressed in the teaching process, leaving enough space for the student to compose the landscape of the world with music. As music education continues to develop, the traditional concept of teaching should be constantly transformed to achieve a more efficient education with the student as the main subject. The art of music cannot be formed without the human mind, and it is essential to carry out the psychology of music education in order to be able to fully express the human spirit and emotions in music. In the process of music education, there should be constant innovation and creativity, in which not only the content of musical works but also the communication between people should be shown, and social phenomena should be expressed through musical forms. In order to be able to really draw students' attention to art in music education, so that they can have artistic perceptions that originate from within

and shape their spiritual minds, it is important to enhance the exploration of music education and the study of music psychology. The process of creating music must incorporate one's own view of things and one's own inner emotions in order to ensure that the music resonates with people and brings an emotional experience to the listener, and this requires that the music creator must have sufficient life experience and plenty of emotion. It is not enough to simply inject emotion into the music, but also to create a vivid scene for the listener and make them find their own emotions in the music through the psychological cues contained in the music. Only by incorporating one's own artistic perceptions and thoughts and emotions into a musical work, combined with psychological cognition, can a unique and enduring work of art be created, which is an important goal of music education in the context of research psychology.

Subjects and methods: Music education in the context of psychology is similarly relevant to students of different ages, so it is necessary to study music education in the context of psychology by taking students of different stages as the object of study, studying music education in different types of schools, teaching and educating students at different stages of development, and studying the study of the educational outcomes and values of music education. Firstly, music education in the context of psychology must change the traditional concept of education and strengthen the innovation of music education ideas. Secondly, it is important to pay due attention to students' understanding of music and the psychological construction of learning music at all stages, to ensure that students are the main subject and the centre of music education, and to scientifically design the music curriculum so that it is innovative and personalised, thereby improving the effectiveness of music education in the context of psychology. In the process of researching music education, teachers also need to combine psychological knowledge to analyse the needs of students of different ages and personalities in music learning, and on this basis, choose the most appropriate teaching methods to fully motivate students, thus ensuring the rationality and adequacy of the research. In order to ensure the professionalism of the research, music teachers must also constantly improve their professional knowledge and competence, enhance their development in all aspects, establish good relationships with students, strengthen in-depth interaction with them, carry out music education and research on the premise of continuous improvement of their own abilities, and promote the implementation of music education under the psychological perspective. In addition, in the process of music education, teachers should also make reasonable use of excellent music materials and music resources, strengthen the introduction of different music resources and improve the relevance of education. In order to ensure that music education can be carried out and researched smoothly under the psychological perspective, teachers should first gain an in-depth understanding of the content of music psychology, and target the appropriate psychological education to students in the process of music education to cultivate their emotional quality and artistic cognition.

Result: Through teachers' changes in the concept and form of music education, the development of music teaching under the psychological perspective, and the introduction of different musical resources into teaching, students' grasp of musical knowledge will be expanded and excellent musical resources will be absorbed. In music education under the psychological perspective, students can be treated as the main subject of education, improving their creative abilities, bringing into play their divergent thinking, enabling them to complete their musical learning in exploration and improving their musical aesthetic skills. With the teachers' comprehensive implementation of music psychology education, students' thoughts and emotions and their perception of music can be comprehensively enhanced and their motivation to learn music effectively increased, creating a good environment for their own psychological development in the music classroom. With targeted teaching, students are able to enhance their understanding and appreciation of music and develop an aesthetic sense of music. In the context of psychology, music education can effectively improve students' creative talents, their memory and emotional abilities, and make up for their innate deficiencies through the accumulation of musical training, constantly improving their musical talents and qualities. In practical lessons in music education, teachers provide appropriate psychological and musical guidance to students so that they can have a stronger musical perception and feel the charm of music. In music education under the psychological perspective, there will be more communication between students and teachers, teachers will be able to better understand students' psychological perceptions and needs for music education, and students can express their views more easily, creating a more harmonious teaching atmosphere with joint efforts, improving the quality and effectiveness of music education, so that students can truly develop their artistic perception through music education while building a better character. This will enable students to develop a better character while developing their artistic perception through music education.

Conclusion: Music education is an integral part of all forms of education and is an important way of developing students' aesthetic abilities. In the context of psychology, music education combined with psychological education can enable students to develop a better character and promote their intellectual and emotional development on the basis of improved aesthetic skills. Through the study of music

education in the context of psychology, students of different ages are taken as the research objects and the music teaching situation in various types of schools is studied. By changing the concept of music education and teaching methods, combining the developmental characteristics of students and their psychological cognition of music, teachers use various ways to strengthen music psychological education, which can effectively enhance students' emotional quality and musical cognition and promote the overall development of students' quality. This is an important step in the overall development of students. By strengthening the use of psychological knowledge to analyse students' needs and perceptions of music, teachers can strengthen the introduction of various types of music resources to carry out teaching activities, and strengthen communication with students in the process of music education to provide students with targeted music education, so that students' musical knowledge and abilities can be comprehensively improved, and create a good environment for students' psychological health development in music education, which can be a good environment for the development of students' mental health in music education, which can truly enhance students' creative and emotional abilities. At present, music education in the context of psychology remains an important educational research project, and is the key to promoting the transformation of music education. Music education in the context of psychology is not only a way to pass on and promote the art of music, but also a way to create a more valuable spiritual treasure for people, enabling students to meet their emotional and spiritual needs through music education. Integrating psychological education into the music education process can combine the strengths of the two and promote each other, playing a more effective role in education, helping students to use their own emotions and experiences as a basis for finding inspiration in the process of music learning and music composition. By strengthening the psychological research and psychological guidance of students in the process of music education, it will help them to have a clearer understanding of their emotions in music and help them to develop good artistic and aesthetic skills and build a better character.

Acknowledgements

The study was supported by the Science and technology research project of Jiangxi Provincial Department of Education: Research on shaping the expressiveness of Chinese musical instruments based on it audio technology (No. GJJ202115).

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APPLICATION OF STUDENTS' LEARNING NEEDS PSYCHOLOGY IN PRIMARY SCHOOL SINGING TEACHING

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Background: Primary school music education needs to take into account the physiological characteristics and psychological features of primary school students, as well as their preferences and needs. Primary school students and adults perceive and understand music differently and cannot be taught using adult standards, and only by fitting the physical and mental conditions of primary school students can music teaching present better results. In order to improve the quality of primary school music teaching and to equip primary school pupils with stronger singing skills, it is important to study a number of disciplines; pedagogy is something that primary school music teachers must study, and in addition to this, music teachers must also study psychological aspects, not only the relevant knowledge of educational psychology, but also the theoretical knowledge of music psychology, and integrate music psychology into all aspects of primary school singing teaching. The teacher must also study the psychological aspects of music. Helmholtz's study of music from a physical and biological perspective, and the intersection and development of the various disciplines that led to the emergence of music psychology, has had a huge impact on the field of psychology and music education. Piaget's theory of the stages of children's cognitive development and Eberlis and others' theory of the stages of children's musical development laid the theoretical foundations for music psychology, as did James Mercer and Hargreaves, who studied children's music education from a psychological perspective. A study of the theoretical perspectives of psychologists and music educators can inform the teaching of singing in primary schools, which should be in tune with the psychological characteristics of primary school students, who will enter the music classroom of their own accord to learn about music and appreciate musical works under the tendency of their intrinsic motivation, bridging the gap between theoretical music knowledge education and practical English teaching. The initial music education in China was based on the Soviet model of music education, and music education in primary and secondary schools mainly consisted of singing teaching, music theory