

Finally, the actual properties of the teaching content and the learning characteristics of the students should be analysed to increase the adaptability required in the teaching work. At this point, the importance attached to the information age should be increased and the use of heuristic teaching, multimedia teaching, role-play teaching, case study teaching and group discussion teaching methods should be used to highlight the significant teaching effects. At the same time, a combined teaching approach can be used to innovate on the basis of the traditional practical teaching of psychology in nursing professions, in order to ensure the combination and use of a variety of teaching methods to achieve the teaching of the content, to examine the students' classroom learning status through big data analysis technology, cloud computing and other advanced technologies, and to combine theoretical knowledge and practical courses with each other through multimedia teaching and conventional lecture teaching. On this basis, it is possible to ensure that students can actively participate within a reasonable profession under the guidance of the teacher to complete the combination of teaching content in order to improve the utilization of new and old knowledge and ensure that the content related to the nursing profession can be better applied to the teaching design session of the nursing psychology laboratory course.

Result: Through the application of multiple teaching methods, a good laboratory teaching environment can be created for students to ensure that they can access the simulation training sessions. It enables teachers to determine different levels of difficulty according to students' learning status, switch the traditional way of teaching people, ensure that the teaching department can increase the interaction between teachers and students through practical teaching, motivate students to learn the nursing course, and help create a good classroom atmosphere. It enables students to master the way of reforming the teaching content through advanced terminal equipment such as multimedia equipment, better bring advanced nursing technology into the classroom teaching session, and bring into play relatively significant teaching effects to ensure that students can enhance their own psychological nursing ability and learn more theoretical knowledge through the experimental teaching method of nursing psychology in the nursing profession, and assist them in communicating with patients, thus, helping This will help students to better serve their patients in their subsequent work.

Conclusion: In summary, in order to ensure the integrity of the experimental teaching of nursing psychology in higher education nursing, an analysis of the information age should be strengthened, modern technology should be applied to classroom design and teaching sessions to ensure that students can better grasp the content of the course, ensure that the requirements of the psychology syllabus are met, and use practical work to create additional experimental courses in nursing psychology, which will allow students to This will allow students to explore and research, increase their professional knowledge and work on a combination of nursing psychology models of care, thus demonstrating the benefits of a nursing psychology laboratory course. In this way, the course will be more widely accepted and accepted by nursing professionals in the context of the extension and development of the techniques and theories of nursing psychology, in order to improve the efficiency of teaching nursing psychology in the higher nursing professions and to enable the laboratory course to proceed better.

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ANALYSIS ON THE EFFECTIVE WAYS AND COUNTERMEASURES OF MUSIC EDUCATION PROMOTING THE EMOTIONAL BURDEN OF HIGHER VOCATIONAL STUDENTS

Lan Wu

*Department Of Humanities Management, Ordos Vocational College, Ordos City,
Inner Mongolia, 017000, China*

Background: With the development of the Internet and the popularity of mobile intelligent terminals, college students nowadays are exposed to more and more information, and at the same time the mental health problems of college students are becoming more and more prominent, especially when they are faced with problems such as employment pressure and emotional frustration, they will have different degrees of psychological burden, psychological pressure and psychological barriers, and the existence of these factors will largely affect the healthy development of students' physical and mental health, and will even The existence of these factors largely affects the development of students' physical and mental

health, and even affects the stability of individual families and society. Music as a special thing can directly affect the mood and state of mind of people, and from an educational point of view, music education can be a good way to cultivate the psychological quality of students, guiding and cultivating a positive mindset and confidence through indirect or direct influence. Because of the educational, aesthetic and emotional functions of music, it is important for higher education institutions to make good use of music education to guide students to develop a healthy psychology, and to explore innovative ways of music education to improve students' psychological health through music teaching reform.

Objective: Taking students in higher education institutions as the research object, through the integration of music education and mental health education of students in higher education institutions, and taking the further improvement of the mental health quality of students in higher education institutions as the entry point, using the relevant theories of music education, we analyse in depth the importance of music education for improving the mental health education of students in higher education institutions, the specific methods, and explore the specific integration of music education and mental health education of students in higher education institutions. Strategies.

Subjects and methods: (1) Object of the study. Firstly, to study the role of music education in improving the mental health of students in higher education institutions.

(2) To study the current situation of music education in higher education institutions and the specific problems that exist. Thirdly, to study the impact of music education on the mental health of students in higher education institutions by integrating music education with the mental health education of students in higher education institutions. Fourthly, to propose effective ways and countermeasures to improve the psychological health of students in higher education institutions by applying theories related to music education.

(2) Research Methods. Firstly, we searched the literature related to the research topic through the Internet and libraries, summarised the current situation of music education in higher education institutions and the problems that existed. The direction of the questionnaire survey is to understand the situation of music education curriculum, course content, use of teaching materials, teachers' strength, software and hardware equipment in higher education institutions.

Secondly, interview method, Interviews and surveys were conducted with students and teachers in higher education institutions to understand students' needs for music education and their mental health status through face-to-face communication, and to understand teachers' views on the integration of music education and mental health education at the current stage of higher education institutions.

The questionnaires and interviews were used to obtain first-hand information to provide reference for the proposed integration path.

Result: Effective strategies for music education to promote students' mental health development in higher education institutions. Firstly, on the basis of the existing music curriculum, some music appreciation course contents should be added appropriately to further expand the influence of music education among students. Appreciative music courses are used to expand the scope of influence on students' mental health. Teachers can find a music teaching model that truly meets the needs of students' mental health education by developing a distinctive psychological formation programme.

Secondly, students should be actively encouraged to participate in arts and cultural activities both on and off campus to enhance their self-confidence through different forms of music education and participation. For example, higher education institutions can regularly hold cultural and artistic activities within the school to actively encourage students to show their personal talents through music, so that students can have more opportunities to stand on the stage to express their abilities and develop their psychological quality and self-confidence. At the same time, teachers should focus on enriching the classroom teaching mode, for example, through the form of song and dance performances to liven up the classroom atmosphere while stimulating students' desire to perform, mobilising students' understanding of and participation in music, and enhancing students' self-confidence through the way they perform in class.

Thirdly, through the construction of a psychological counsellor, with the help of music therapy to address students' mental health claims, give full play to the different roles of music education, use music education to carry out psychological counselling for students, keep abreast of students' family and upbringing, influence students from the psychological level, appropriately apply music therapy to carry out treatment for students, cultivate good psychological quality and develop a healthy psyche.

Conclusion: To sum up, music can enrich the social life of students in higher education institutions, actively expand students' thinking, and has a crucial impact on students' mental health education. Therefore, higher education institutions should pay attention to the guiding role of music education in the teaching process, use music education-related theories, set up targeted and characteristic teaching methods, further expand the scope of psychological education, and actively guide students to develop a healthy psychology.

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TEACHING ANALYSIS OF BUSINESS ADMINISTRATION MAJORS BASED ON COGNITIVE EDUCATION AND EMOTIONAL MANAGEMENT

Qiuliang Xia & Cuixia Zhang

School of Computer Information Engineering, Jiang Xi University, Nanchang, 330044, China

Background: At the present stage, teachers in all universities have been troubled by the question of how to carry out business administration teaching efficiently. Even after improving and optimizing business administration teaching, many problems can still be found in business administration teaching, which require teachers to continue to improve and optimize it, so as to strengthen business administration teaching and enable students of business administration to master professional knowledge and skills, thus promoting students' development. Educational psychology, on the other hand, is a discipline that specialises in the study of psychological changes in communication between teachers and students during the teaching process. Applying educational psychology to the teaching of business administration education can make business administration teaching efficient, enable business administration students to master professional knowledge and skills in their studies, and promote students' development.

In addition, the psychology, charisma and prestige of the teacher can influence the effectiveness of a business administration course. Students' self-awareness and personal preferences are part of their psychology and have an impact on the learning outcomes of business administration courses. The psychological changes in the interaction between teachers and students also have an impact on the teaching of business administration.

Objectives: The main objective of this study is to analyse the current role of educational psychology in the education and teaching of business administration students, in order to change the problems in the teaching of business administration, so that the role of educational psychology can be brought into play, so that business administration students can master professional knowledge and skills in the learning process, and continue to develop and progress, so that business administration teaching can be carried out efficiently.

In addition, the application of educational psychology to the teaching of business administration allows teachers to change their psychological attitudes, possess charisma and establish prestige in the teaching process, thus ensuring that the teaching of business administration courses has a good effect and can meet students' needs for professional knowledge and promote their development and progress. It also allows students to transform their self-awareness in the learning process and increase their interest in the business administration course, so that they can actively participate in the learning of engineering management, continuously improve their professional level and comprehensive quality and strengthen their learning outcomes. It is also necessary to change the relationship between teachers and students and strengthen the communication between them, so as to guarantee the teaching effect and promote the continuous development of students.

Subjects and methods: This study uses the case teaching method to study and analyse the teaching of educational psychology in the education of business administration students, as a way to achieve effective teaching in business administration, to enable students to master the knowledge and skills of the profession, and to promote the continuous development and progress of students.

1. Purpose of the interview study Design

1.1 Purpose and design of the interview study

Case study teaching is a teaching mode in which teaching is carried out by introducing situations, with emphasis on the process of active knowledge construction by students during learning. When teaching case studies, both the quality of the cases and the prestige of the teachers themselves have an impact on the effectiveness of the teaching. Therefore, when teaching business administration, teachers should not only design a scientific and reasonable teaching case according to the teaching content of the business administration course, but also have a full understanding of the psychological changes of students with the help of educational psychology, so that the designed teaching case can meet the needs of business administration teaching, satisfy students' needs for professional knowledge, improve the teaching effect of business administration teaching and provide students with It is important to note, however, that although the teacher may not be able to provide a good learning experience for the students, he or she may not be able to provide a good learning experience. However, it should be noted that although teachers have designed teaching cases in advance before teaching business administration, it does not mean that teachers should finish teaching according to teachers' design in the teaching process, but should teach according to students' learning situation and psychological changes, so as to mobilise students' interest in learning to the greatest extent and enable them to actively participate in business administration teaching, and to give full play to the role of educational psychology The role of educational psychology in the teaching of business administration education.