

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.

1.2 Selection of the interview sample and question design

The questions were designed with the purpose of the interview, which can be divided into three parts: firstly, some basic information about the interviewees, secondly, the interviewees' understanding of the application of educational psychology to business administration teaching, and how to make good use of educational psychology in the interaction between teachers and students and teaching design. Finally, there is the selection of case studies.

The interviewees are all teachers of business administration in a university, with more than six years of teaching experience, and are not only proficient in applying educational psychology to business administration education, but also have accumulated more teaching experience in the case teaching method. The interview was conducted on a voluntary basis, and a purposive sampling principle was adopted according to different interviewees, so as to obtain a more accurate picture of teachers' views on the application of educational psychology to business administration education and teaching.

In addition, ten teachers were selected for the interviews, some of whom are well versed in educational psychology, some of whom have won the hearts of their students through their continuous innovation in case study teaching, and some of whom are well versed in the application of educational psychology to business administration education. In addition, these teachers are not only teachers of theoretical courses in business administration, but also teachers of practical courses.

2. Compilation and analysis of information from the interviews

2.1 Basic perceptions of the application of educational psychology to business administration education and teaching

Through the collation of the information from the interviews, it can be found that all teachers give a good evaluation to the application of educational psychology to the teaching of business administration education, and believe that it is a very suitable method for teaching business administration courses, which can effectively improve the teaching effect of business administration, mobilize students' enthusiasm, enable students to better grasp professional knowledge and skills, and promote students' continuous development and progress. And after summarising the information from the interviews, it is not difficult to find that all teachers believe that educational psychology can enable teachers to accurately grasp the psychological state and psychological changes of students, so that teachers can be more focused when designing course cases and meet students' psychological needs for knowledge, so that students can better grasp the relevant knowledge.

2.2 Case teaching teacher-student teacher and classroom process management

Teachers and students are the two main subjects in the case teaching process, and how to make communication between teachers and students has always troubled many teachers. Through the collation of the interview information, it is found that in applying psycho-pedagogy to business administration education and teaching, it can effectively bring teachers and students closer to each other, so that teachers can accurately grasp the psychological changes of students and thus adopt suitable ways to carry out teaching work, so as to improve the teaching effect of business administration courses and promote students' development.

3. Conclusions of the interviews

Combining the research and analysis of the interview information, it was found that educational psychology has an irreplaceable role in business administration education and teaching, which can significantly improve the teaching effect and is therefore loved by teachers and students. This is also the reason why the case study method can be better applied, thus promoting the development and progress of students. In addition, educational psychology brings teachers and students closer together, strengthens communication between them and motivates students to take an active part in their studies.

Result: The construction of a case teaching model based on educational psychology directly improves the teaching quality of business administration majors. This teaching method uses cases as emotional guesses and utilises a novel form of teaching organisation to provide multi-dimensional training for the comprehensive vocational skills of business and industry majors, with the aim of improving their application. In essence, case teaching under educational psychology is an introductory mode of teaching, which is very helpful in improving the professional skills of business administration students. The case study approach can help students to develop a broader perspective on the issues that arise in the learning process. From the perspective of case setting, a good case can create a sense of immersion for students, not only can it capture their interest in learning, but also can express the problems encountered in business management more vividly, which can really make students more interested in teaching business administration, and solve the problems faced by the enterprises in the case in a realistic way, which will in effect exercise the problem-solving ability of business administration students.

Conclusion: In conclusion, based on educational psychology, the case teaching method plays an irreplaceable role in the teaching of business administration, in which the case perfectly reflects the problems that business administration may encounter in real situations. This improves the students' problem-solving skills to a certain extent. As a result of the case study approach, this mode of teaching educational psychology should not be limited by the traditional case study approach, and teachers of business administration should be more innovative in their classroom situations in order to enhance the effectiveness of the case study approach. In addition to controlling the design and quality of the teaching sessions, teachers should also try to make up for the fact that the teaching activities are not based on real-life scenarios or practical training activities. In this way, the teacher can make up for the lack of paper-based teaching in business administration. In the teaching activities, different cases quoted by teachers can have different effects on students. Only by building a systematic teaching model and then combining the actual teaching situation of the business administration majors, can teachers compile cases to bring into play the effect that a master case teacher should bring into play and truly build a case teaching model suitable for the business administration majors. In general, under educational psychology, teachers can effectively exercise students' problem-solving ability by applying the case teaching method, which is a teaching method worthy of reference.

* * * * *

STRATEGIES OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION BASED ON MUSIC AESTHETICS EDUCATION

Yu Xia¹ & Fumei Xu²

¹Aviation Service and Music College, Nanchang Hangkong University, Nanchang, Jiangxi, 330063, China

²Music College, Jiangxi Normal University, Nanchang, Jiangxi, 330067, China

Background: The artistic discipline of music is able to combine psychological interventions based on the interdisciplinary and psychological adaptation of psychology. The process of music psychological adjustment is the use of musical features and functions in accordance with the psychological needs of the individual, combining passive acceptance with active and autonomous adjustment, not only to regulate and maintain the psychological situation, but also to improve it. Musical psychological adjustment is a part of music therapy and can extend the field of music therapy, using music as a means of regulating people's psychological state and improving it in a harmonious and healthy way. In the opinion of some scholars, if music resonates with people, it usually causes strong psychological feelings in the listener, which can lead to emotional changes in the listener.

Music psychological adjustment is commonly used in psychotherapeutic work and psychological interventions, where music and psychology intersect and are closely related to several disciplines, including sociology, in addition to education and aesthetics. Music psychological adjustment is characterised by the following features: psychology as the core, elements of both musicology and psychology, and close links with related disciplines.

In recent years, the pressure of employment and academic pressure on university students has become heavier and heavier, leading to a group of university students with significant mental health problems. Some surveys have shown that university students have various mental health disorders due to too much mental pressure, and the proportion of university students with mental disorders is increasing in the student body.

Objective: As the mental health of university students can affect their own growth, higher education institutions should pay more attention to the mental health of students, conduct psychological counselling activities and consultation activities at the appropriate time, and ensure the relevance and effectiveness of the activities, so that university students can have the awareness of mental health and the concept of mental health, not only in their own growth path and study path can reconcile their mental state, but also have the ability to They will also be able to make self-adjustments in their lives and resolve the many difficulties and doubts they encounter in their personal growth and development, not only in terms of interpersonal communication and employment, but also in terms of their studies. Through mental health education, students in higher education are able to have optimism and strength of character, and can guarantee the harmony of interpersonal relationships. Thirdly, it can help students to adapt to social development and succeed in their life path; fourthly, it can cultivate a healthy psychology among students.

The aim of the article is to explore the countermeasures of psychological health education for university students, to introduce the content of music psychological adjustment to the education of university students, to make full use of the characteristics of music art, to relieve students' psychological