

aspects, so that teachers can promptly respond to the actual situation of students and provide psychological guidance to students. In addition, teachers need to create a good learning environment, so that teachers can provide timely psychological guidance to students and guide them to experiment, thus creating good conditions for their physical and mental development.

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OPPORTUNITIES AND CHALLENGES OF FOREIGN AFFAIRS MANAGEMENT IN HIGHER EDUCATION BASED ON PROACTIVE PSYCHOLOGY

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Background: In order to better explore the overall effectiveness of educational external affairs management in higher education, researchers have introduced positive psychology in a timely manner, using the concept to appropriately guide the overall state of educational external affairs management in higher education and to enhance its overall control effectiveness. Generally speaking, with the rapid development of educational concepts, university education also needs to introduce different types of educational management measures, and foreign affairs management is an effective solution to the current problems suffered by education. Some university education is experiencing great challenges when it comes to foreign affairs management, and the education sector has introduced positive psychology theory in order to better expand the content of this education management, using positive psychology to influence and change the state of foreign affairs management in university education and to solve the problems encountered in foreign affairs management in a timely manner. The introduction of positive psychology can help to improve the attitude of foreign affairs managers to the problems of foreign affairs management. For example, positive psychology always emphasises that students should be the main focus of university education, and that it is important to pay attention to changes in students' psychology and behaviour and to use appropriate guidance to achieve better educational outcomes. The use of appropriate psychological concepts will enable the timely identification of a number of elements in the management of university education and foreign affairs, help to identify solutions to problems, enhance the overall effectiveness of university education and foreign affairs management and lay a solid foundation for the development of this type of education and management as a whole.

Objective: In order to explore the integration of educational foreign affairs management and positive psychology in higher education, this research needs to set appropriate objectives at the outset of the study and use the identification of objectives to identify the challenges and opportunities encountered in educational foreign affairs management in higher education. Specifically, the impact of positive psychology on university education or students should be elaborated at the outset of the study, and the concept should be introduced into the corresponding educational management content in due course. In order to improve these challenges, the concept of positive psychology should be introduced in a timely manner, and the concept should be placed in the context of the corresponding foreign affairs management issues, in order to effectively improve the relevance of the solutions to these challenges. In order to achieve the goal of integrating positive psychology with educational foreign affairs management in universities, university administrators should set up appropriate integration measures for foreign affairs control departments in their daily work, and many of these integration initiatives should include positive psychology to enhance the overall quality of educational foreign affairs management in universities in a timely manner. For example, in this study, in the integration of positive psychology and university education foreign affairs management, the overall effectiveness of foreign affairs management should be adjusted and the effectiveness of foreign affairs management should be enhanced through the control of the relevant benefits, and the positive psychology concept should be introduced in the implementation of this content to enhance the overall effectiveness of foreign affairs management through the rational use of positive psychology; different university education has corresponding The integration of positive psychology with the foreign affairs management of university education should be based on the specific content of positive psychology to create a new foreign affairs management position and improve the comprehensive benefits of foreign affairs management in a timely manner. The aim is to improve the quality of the integration of positive psychology and university education foreign affairs management, and to explore and correct the opportunities and challenges of foreign affairs management.

Subjects and methods: On the one hand, the subject of this research is the groups and organisations involved in educational foreign affairs management in universities, which can explore in depth the opportunities and challenges of positive psychology-based educational foreign affairs management in universities. This will enable us to identify the opportunities and challenges faced by the subject group and propose different types of targeted solutions to improve the overall level of educational foreign affairs management in higher education.

On the other hand, during the investigation of Opportunities and Challenges for Educational Foreign Affairs Management in Universities Based on Positive Psychology, the researcher should identify the corresponding research methods and use a reasonable analysis of the relevant methods to improve the content of the topic. For example, the literature research method has been chosen to explore the content of this topic, and in researching the content of the topic, the opportunities and challenges that educational foreign affairs management in higher education is encountering and the impact of positive psychology on educational management behaviour have been thoroughly researched in accordance with the corresponding materials, and the relevance and effectiveness of the topic research has been effectively enhanced by using positive adjustments to this type of content; the field research method has also become the key method of this topic research, and in conducting The field survey method has also become the key method of this research. In the study of the specific state of foreign affairs management in higher education, the relevant personnel reasonably explored the foreign affairs management content of different universities in the corresponding regions according to the actual situation, timely found the advantages and problems in their management, and then identified the opportunities and challenges of foreign affairs management in higher education according to the appropriate summary, and set appropriate solutions according to this content to enhance the purpose of this research. The observation method was also used to explore the operation of university education foreign affairs management, to identify the challenges and opportunities that may arise in foreign affairs management based on the data presented, to enhance the effectiveness of this management, to achieve the goal of integrating positive psychology with university education foreign affairs management, and to confirm the overall effectiveness of foreign affairs management.

Results: In examining the integration of challenges, opportunities and positive psychology within university education foreign affairs management, the investigator should develop an appropriate integration component or initiative and use sound observation of this component to address issues encountered in foreign affairs management in a timely manner. In clarifying the results of the integration of university education foreign affairs management and positive psychology, appropriate integration process controls should be developed for it, and reasonable supervision of the control methods should be used to effectively improve the integration effect, help university education foreign affairs managers to solve more practical problems, and improve the relevance of foreign affairs management in university education. For the overall state of foreign affairs management in higher education, researchers can observe the problems encountered in the current control of higher education and use the improvement of the quality of the personnel team to solve the challenges encountered, while adding the concept of positive psychology in the process of problem solving to build more confidence for the majority of teachers and students, so that they can have a positive mindset in their daily work life, and the emergence of such a mindset It also helps to solve problems and really improve the overall operation of the educational foreign affairs management in universities. In addition, when observing the results of the integration of university education foreign affairs management and positive psychology, researchers should check the degree of control of the integration process, use the reasonable control of the integration process to ensure the specific environment of the current foreign affairs management, create a better foreign affairs management education atmosphere, guide the positive psychology concept into the various elements of university education foreign affairs management, and also effectively improve the challenges and opportunities encountered This will also improve the challenges and opportunities of foreign affairs management in higher education, better control the development of higher education, and enhance the comprehensive benefits of regional education and social benefits.

Conclusions: In summary, on the one hand, in integrating positive psychology with the content of challenges and opportunities within the foreign affairs management of university education, researchers need to clarify the overall state of the current foreign affairs management of each university in due course, use its specific content to analyse the opportunities and challenges it encounters, and then introduce the concept of positive psychology in due course to improve the relevance of education management in time, help the education management of each university to solve specific problems, and enhance the quality of the foreign affairs This will help the education management of universities to solve specific problems and enhance the quality of their foreign affairs staff. At the same time, when improving the overall state of foreign affairs management in higher education, researchers should investigate the current situation of foreign affairs management in different universities and clearly delineate the corresponding challenges and opportunities according to the problems they present, and after clarifying

the data, put positive psychology into the study of the current situation of foreign affairs management in a timely manner, and clarify the way of integrating the two through the appropriate investigation of positive psychology, so as to truly improve It is important that positive psychology is included in the study of the current situation of foreign affairs management in higher education. On the other hand, in terms of the opportunities and challenges of foreign affairs management in higher education, researchers need to analyse the overall level of performance of foreign affairs managers in different higher education institutions in a timely manner, use reasonable observation of their performance to confirm the overall level of performance of this group of people, improve the operation of foreign affairs management through the enhancement of this group of people's abilities, and lead managers to regularly study positive psychology The concept of positive psychology is regularly studied by the management staff, so that it can be incorporated into all the work of the foreign affairs management of university education, and that it can be used to solve the practical problems encountered in foreign affairs management and to improve the overall efficiency of problem solving. It is also worth noting that when looking at the opportunities and challenges within university education foreign affairs management, researchers should take a realistic view and combine the positive psychology content with the challenges and opportunities before developing appropriate solutions to improve the overall effectiveness of university education foreign affairs management.

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ANALYSIS ON THE TEACHING PRACTICE OF MUSIC AESTHETIC APPRECIATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF MUSIC EXPERIENCE

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Background: In recent years, with the gradual deepening of the reform of quality education, the education concept of comprehensive development of moral, intellectual, physical and aesthetic development has gained unanimous recognition in the field of education, and more and more educational researchers have realized that the ability to appreciate, accept and create beauty is a must for still developing the comprehensive quality of students. Among these, the positive effects of the practice of teaching music appreciation in colleges and universities on the development of aesthetic awareness and aesthetic ability in college students have attracted the attention of educational researchers. However, the researcher's investigation shows that in many universities, teachers pay more attention to the output of music theory knowledge and music skills than to the main position of students in music appreciation teaching practice, and their teaching design does not suit the actual music aesthetic needs of university students. This has led to the low effectiveness of music appreciation teaching practice in some colleges and universities and the difficulty of improving students' comprehensive music quality. Based on this, the researchers propose strategies to optimize music appreciation teaching from the perspective of music psychology according to the current situation of music appreciation teaching practice in colleges and universities, hoping to help the music teaching and research team in colleges and universities to change their teaching practice and improve the quality of music appreciation teaching.

Objective: Generally speaking, there is a certain difference between music psychology and other psychological phenomena of human beings, it is a special psychological performance of human beings, which is gradually formed along with the development of human beings and is the product of the sublimation of other psychological phenomena, and in the process of music psychology generation one will acquire music spirit and music consciousness accordingly. For university students, although students participate in the practice of music appreciation teaching together, the emotions experienced by individual students are different and the music psychology will vary, and with the gradual deepening of the individualisation of the music psychology, their music psychology will also be developed accordingly. The theoretical knowledge of music psychology is a discipline that uses music as a medium, based on the integration of other psychological knowledge, to conduct in-depth research on the relationship between human music psychology and human behavioural performance. For university music teachers, music appreciation teaching relies on "listening" as a teaching tool to guide students' understanding of musical expression and stimulate students' emotional resonance. To improve students' emotional experience and aesthetic thinking cognition in the teaching