

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

process, music psychology theoretical knowledge should be used to improve music appreciation teaching practice. This can largely solve the problem of the lack of psychological guidance in music teaching in colleges and universities, and can also cultivate students' sentiments while improving their music appreciation. Cultivate students' aesthetic ability. Therefore, it is necessary for college music teachers to optimise the practical strategies of college music appreciation teaching based on the perspective of music psychology.

For university music teachers, teaching design of music appreciation teaching practice lessons under the guidance of theoretical knowledge of music psychology and targeting the teaching objectives at the level of cultivating students' music perception ability and emotional experience can create a richer, more beautiful and efficient music appreciation classroom. Under the guidance of music psychology, university music teachers can change their teaching strategies to enhance students' emotional experience of melody, rhythm, emotional tension and other levels, while popularising music theory knowledge such as pitch and timbre, thus enhancing students' overall music perception and realising emotionally pervasive teaching. In turn, students are able to fully engage their cognitive senses in a process of consciously guided emotional experience, generating appropriate subjective feelings and objective psychological perceptions to enhance their understanding of musical expression.

Subjects and methods: Firstly, the theoretical knowledge of music psychology, music appreciation teaching strategies and music appreciation teaching models are studied; secondly, a practical programme of music appreciation teaching is designed based on the theoretical knowledge of music psychology, and a series of teaching activities are carried out by university music teachers according to the designed programme. In accordance with the classroom process, the music appreciation classroom design is improved by combining the above-mentioned teaching programmes and giving corresponding case studies. Two classes with typical characteristics of student groups were selected, one of which was set up as an experimental class and taught with music psychology teaching strategies, while the other was set up as a control class and taught with the traditional music appreciation teaching model.

Results: The researcher investigated the effect of music appreciation teaching strategies combined with music psychology on students' learning psychology and learning outcomes through questionnaires and visits, and collated the findings into data.

Conclusion: The Korean lessons designed under the guidance of the psychological effect-based teaching strategy were able to more fully engage students' senses and enhance their emotional experience, and the experimental class was more motivated to learn and students had better learning outcomes. The negative emotions generated by students during their previous participation in music student teaching practices were addressed accordingly.

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ANALYSIS OF INNOVATIVE TEACHING STRATEGIES OF KOREAN BASED ON EMOTION CONTROL

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Background: With the deepening of China's reform and opening up, China's business contacts with neighboring countries have become more and more frequent, which has led to an increasing demand for foreign language communicative and complex talents, and more researchers have begun to pay attention to the efficiency of foreign language teaching work in colleges and universities. According to a survey of Korean teaching classes in some representative universities, some Korean teachers are still adhering to the backward teaching philosophy of the past, not paying attention to the main position of students, not designing the Korean teaching classroom from the students' acceptance level, and the teaching methods are not suitable for the new trend of development, thus causing the low effect of Korean teaching in some universities, and the quality of Korean teaching is not satisfactory. This has led to a situation where the quality of Korean language teaching is not as good as it should be. Based on this, the researchers propose strategies to optimise Korean teaching from the perspective of psychological effects, in the hope of helping the Korean teaching and research teams in universities to change their teaching methods and improve the quality of Korean teaching.

Objective: In layman's terms, psychological effect mainly refers to the influence of some psychological phenomena and psychological laws, so that people show some special reactions in the process of understanding things. In today's China, where the reform of quality education is deepening, improving the teaching effect through psychological education means is obviously a practice more in line with the