

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

concept of education in the new era. The reform of Korean language teaching based on the theoretical knowledge of psychological effects can help students maintain a healthy emotion and state of mind, cultivate the ability to correctly evaluate and improve themselves, promote students' learning efficiency and achieve their overall development. It can be said that optimising Korean teaching strategies based on psychological effects is of some relevance.

Teachers of Korean should use their knowledge of psychological effects as a theoretical basis for their teaching programmes, set up activities and use psychological teaching strategies to fully engage students' emotions and improve the efficiency and quality of teaching. For example, the "spring effect" is used to develop hierarchical teaching and to fully mobilise students' enthusiasm for learning from different levels, and the "threshold effect" is used to set "thresholds" for different teaching sections of Korean "listening, speaking, reading, writing and practising". The "threshold effect" is used to set the "threshold" for different teaching sections of Korean "listening, speaking, reading and practising" to stimulate students' motivation for sustained learning. "The 'expectation effect' is used to project expectations to students, to motivate them to develop their own knowledge and abilities, and so on. In doing so, students' cognitive abilities are enhanced and their cognition and emotions are enriched while innovative teaching activities and teacher-student interactions are promoted, and the teacher is able to shift the classroom subject in the process of teaching Korean under the psychological effect, weakening the teacher's dominant position and strengthening the student's main role, so that the teacher becomes a real support function in teaching. Students experience the joy of independent learning and collaborative enquiry in this type of Korean classroom, developing their own cognition and gaining emotional satisfaction at the same time. The development of Korean language teaching models using knowledge of psychological effects theory has become an important trend in the field of Korean language teaching, and more educational researchers are beginning to focus on the changes in student psychology during the teaching process. However, there are still many Korean language classes in universities that do not fully recognise the significance of paying attention to students' psychological effects in improving the quality of Korean language teaching, and in this context it is necessary to introduce more educational work to understand psychological effects and to analyse the ways in which psychological effects knowledge can be integrated into Korean language teaching.

Subjects and methods: Firstly, factors such as theoretical knowledge of psychological effects, Korean language teaching strategies and Korean language teaching models were studied; secondly, a Korean language teaching programme was designed based on the theoretical knowledge of psychological effects, and Korean language teachers carried out a series of teaching activities according to the designed programme. The classroom process is combined with the above-mentioned programmes to improve the design of the Korean classroom and to give case studies. Two classes with typical student characteristics were selected, one of which was set up as the experimental class and taught with the psychological effect teaching strategy, while the other was set up as the control class and taught with the traditional teaching model.

Result: The researcher investigated the effect of the psychological effect teaching strategy on students' learning psychology through questionnaires and visits, and then collated the findings into data, analysed and compared the data.

Conclusion: The Korean lessons designed under the guidance of the psychological effect teaching strategy were able to engage the students' senses more fully, and the students in the experimental class incorporating the psychological effect Korean teaching strategy were more motivated to learn, and the students' learning results were better. The negative emotions generated by the students in their previous Korean learning process were resolved accordingly.

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ANALYSIS OF POSTGRADUATE PHYSICAL EDUCATION CURRICULUM BASED ON THE SPIRIT OF STRUGGLE AND TEAM WORK

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Background: In the context of social development, physical education is becoming one of the most important disciplines in society, while educational psychology is the study of the psychosocial aspects of