

orientation are morality, personality, positivity, love, optimism, health, romance, harmony and initiative. Music appreciation indicators include emotion, pleasure and enlightenment. The scoring range of each indicator is -10-10 points. The higher the absolute value of the score, the stronger the effect. In order to avoid the influence of subjective factors on the research results, the research takes the data of all objects for analysis. The data analysis software used in the experiment is excel. The value range of correlation coefficient is set as follows, 0.8-1.0 refers to extremely strong correlation; 0.6-0.8 refers to strong correlation; 0.4-0.6 indicates moderate intensity correlation; 0.2-0.4 indicates weak correlation; 0.0-0.2 indicates very weak correlation or uncorrelation. When $P < 0.05$ means that the gap is statistically significant, $P < 0.01$ means that the gap has great statistically significant, which is indicated by * and ** respectively.

Results: Table 1 refers to the correlative relationship between music appreciation and psychological quality and value orientation. It can be seen from the table that the indicators of psychological quality and value orientation are positively correlated with music appreciation, the value range is 0.61-0.82. that is, the higher the score of people's corresponding psychological quality and value orientation indicators, the higher the score of music appreciation indicators. Therefore, to improve the people's value orientation and psychological quality, we can often encourage them to listen to music.

Table 1. Music appreciation and psychological quality, value orientation and correlation

Mental health indicators	Emotionality	Enjoyment	Edification
Character	0.72*	0.56*	0.73*
Personality	0.75*	0.62**	0.72*
Positive	0.72*	0.63*	0.76*
Love	0.67*	0.77*	0.82*
Optimistic	0.61*	0.75*	0.82*
Healthy	0.64*	0.76**	0.74*
Romantic	0.63*	0.70*	0.72*
Harmonious	0.61*	0.64*	0.81*
Active	0.67*	0.67**	0.81*

Conclusions: Music appreciation will play a positive role in guiding and resonating the psychology of the audience, which can promote the improvement of students' psychological quality and the healthy growth of students' psychology. The indicators of psychological quality and value orientation are positively correlated with music appreciation. Music appreciation not only makes college students' emotions healthier and livelier, but also can alleviate and adjust the bad emotions caused by individual psychological disorders. When listening to music works with different emotions, the masses will produce a series of emotional reactions that effects listeners, so as to enrich the emotional experience of beauty, magnificence, loftiness, joy, tragedy and so on, achieve the purpose of actively regulating bad emotions and emotions, successfully complete their studies with an optimistic and cheerful attitude, and have a vibrant and hopeful attitude towards life.

* * * * *

EXPLORING INTERNATIONAL STUDENTS' CROSS-CULTURAL ADAPTATION AND MENTAL WELL-BEING IN HIGHER EDUCATION, FROM THE PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

Yan Zhang^{1*}, Yongyi Chen² & Yuru Shi³

¹*Institution of Education, University College London, London WC1E 6BT, UK*

²*Faculty of Education and Human Development, The Education University of Hong Kong, Hong Kong 000000, China*

³*Faculty of Social Science, Lingnan University, Hong Kong 999077, China*

Background: Educational psychology applies psychological theory and teaching practice results in the process of education. This theory can be applied to curriculum design and improve learning motivation to help students overcome various difficulties in the learning process. The purpose of training students in

colleges and universities is to enable students to get comprehensive development, learn relevant professional knowledge and operating skills, and have innovative consciousness and professional ethics. The theory of educational psychology helps to improve the professional ability of college teachers. Through the study of this theory, teachers can understand their professional knowledge structure more clearly, thus promoting the learning of professional knowledge and promoting the development of teaching practice rationality. With the continuous development of the cause of studying abroad, more and more attention has been paid to the mental health education of foreign students. The research shows that due to the cross-cultural maladjustment, many foreign students in colleges and universities have different levels of psychological problems, and the scores of paranoid and psychotic factors of foreign students are significantly higher than those of Chinese students at school.

In a completely different cultural world, foreign students studying in China are a group prone to psychological problems, and their mental health directly affects their performance in school, life, interpersonal communication and other aspects. Therefore, in order to improve the training quality of foreign students and cultivate foreign students, colleges and universities must pay attention to the mental health education of foreign students. In the new era, domestic colleges and universities need to put the mental health education of foreign students in a more prominent position and provide foreign students with the same psychological counseling services as Chinese students, which is also one of the important guarantees to improve the training quality of foreign students. From the time they enter the school, they will provide one-on-one professional help to their psychological adaptation process, help them understand their own local culture, and let the freshmen of foreign students integrate into campus life as soon as possible.

Objective: At present, many colleges and universities in China only pay attention to expanding the enrollment scale of foreign students, and pay less attention to the mental health problems of foreign students, which leads to some unexpected events caused by mental health problems. The main reason for the lack of attention to the mental health problems of foreign students is that colleges and universities do not have a good understanding of the laws of mental health education for foreign students, and lack of professionals for mental health education and psychological counseling services for foreign students. Therefore, carrying out mental health education and psychological counseling services for foreign students is a major issue facing the detention work in colleges and universities.

Subjects and methods: 400 foreign students from 10 universities in China were selected as the research objects, and all foreign students were given a cross-cultural adaptation mental health education model combined with educational psychology. Through the psychological quality scale, the positive psychological quality of listeners is divided into 5 dimensions and 10 sub scales, with a total score of 5 points. The closer the score is to 5 points, the better the psychological quality is. Relevant data were calculated and counted by Excel software and SPSS20.0 software.

Results: The comparison of scores of international students' psychological quality before and after teaching is shown in Figure 1. The results showed that after the intervention of the cross-cultural adaptation mental health education model of foreign students in colleges and universities combined with educational psychology, the scores of all dimensions of psychological quality were significantly better than those before the implementation ($P < 0.01$).

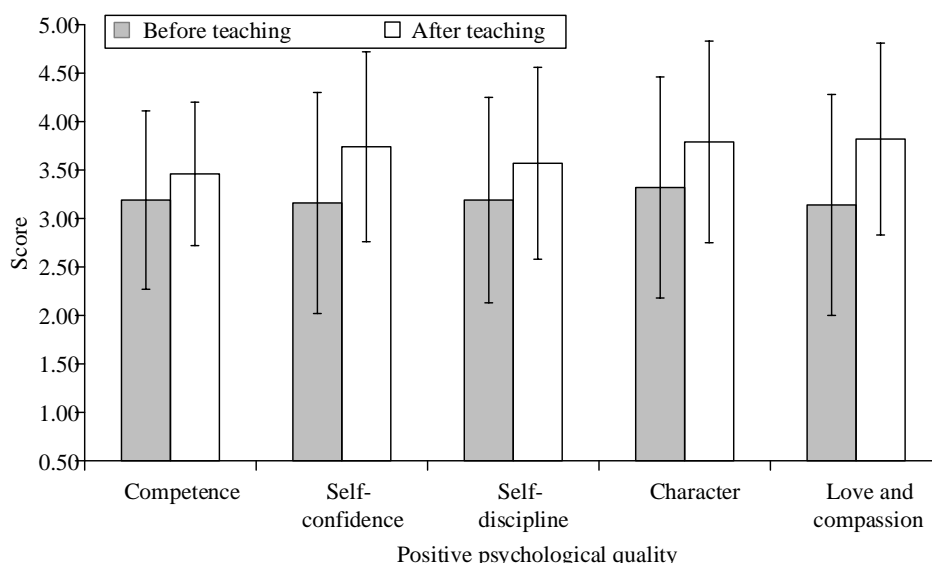


Figure 1. Comparison of scores of foreign students' psychological quality scale before and after teaching

Conclusions: The mental health education of foreign students in colleges and universities is related to the comprehensive quality of foreign students and the quality of their training. Colleges and universities should, according to the conditions of their own schools, constantly explore new measures and new methods for the mental health education of foreign students, and explore new ideas that conform to the laws of education and the development of foreign students under the premise of cross-cultural adaptation, and promote them nationwide. This will undoubtedly improve the mental health level of foreign students and promote the development of our cause of studying in China. The results showed that after the intervention of the cross-cultural adaptation mental health education model of foreign students in colleges and universities combined with educational psychology, the scores of all dimensions of psychological quality were significantly better than those before the implementation ($P < 0.01$). The results show that the application of the mental health education model proposed in this study has significantly improved the interests, attitudes and learning quality of foreign students in life, improved the quality of life and living conditions of foreign students, and promoted the healthy development of colleges and universities.