

students majoring in music in a school were selected to participate in the experiment, including 50 in the experimental group and 50 in the control group. The experimental group carried out music literacy teaching and multi-mode teaching guidance, and the control group only carried out normal course teaching. The degree of students' psychological anxiety was tested with the self-anxiety scale, and the experimental design of repeated measurement was adopted. All data were processed using PASW 18.0 software package and Excel 2007.

Results: The anxiety status of the two groups of students before and after the experiment is shown in Table 1. As can be seen from Table 1, there was no significant difference in anxiety between the two groups before the experiment. After the experiment, the anxiety of the experimental group was relieved, and the anxiety of the control group was not significantly improved.

Table 1. Comparison of anxiety status / number of people in the two groups before and after the experiment

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Experience group	Before the experiment	9	18	16	7
	After the experiment	24	21	5	0
Control group	Before the experiment	10	23	13	4
	After the experiment	14	16	16	4

During college students' study in colleges and universities, how educators accurately understand their mental health problems and give them timely help and guidance has become an important task in college education reform. According to the above research results, it shows that we can appropriately alleviate students' psychological anxiety with the help of the teaching method of music literacy course under multi-mode setting.

Conclusions: Since anxiety psychology is a universal existence among college students, it is necessary to face all students in the knowledge education of anxiety psychology. When college students enter school, they can be distributed with mental health popularization materials, carried out psychological general survey, established college students' psychological archives, set up college students' psychological courses and a series of lectures, and comprehensively improve their psychological quality. In addition, when facing the whole, we should pay more attention to special student groups with obvious anxiety, such as poor students, graduates, postgraduate entrance examination and other groups, so as to achieve the combination of popularization and pertinence.

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PRACTICAL RESEARCH ON COLLEGE CURRICULUM IDEOLOGICAL AND POLITICAL COLLABORATIVE EDUCATION MODE FOR THE PREVENTION OF DEPRESSION

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Background: The most important and basic carrier in college students' Ideological and political education is the traditional ideological and political theory teaching. Since entering the 21st century, facing the complex political and ideological development situation at home and abroad, more and more colleges and universities have realized that they can no longer only rely on the traditional ideological and political theory course as a single communication channel for students' ideological and political education, We must actively broaden and innovate the teaching carrier of students' ideological and political education and enrich the ways for students to receive ideological and political education. On a deeper level, the concept of Ideological and political education in college curriculum can effectively promote the healthy development of students' psychological quality. Colleges and universities not only need to adopt the new educational concept of curriculum ideological and political education to innovate the traditional ideological and political education, but also constantly broaden the vision of Ideological and political educators from the perspective of modernization, the world and the future, and break through various limitations in the traditional ideological and political education in colleges and universities with innovative spirit. In order to effectively open up today's new situation of college curriculum thought and politics.

As an innovative educational model, curriculum ideological and political education is an important

measure to realize students' ideological and political education on the basis of innovating educational ideas and improving teaching methods. In view of some disputes existing in the teaching concept of curriculum ideological and political education, it is inevitable, and people should pay more attention and think. The intervention of ideological and political education includes not only the treatment after depression, but also the preventive education before depression and the continuous psychological assistance after depression. Therefore, the intervention object of Ideological and political education is not only for the students who have suffered from mental depression, but also for all college students, which plays an important role in improving the mental health of the whole students.

Objective: At present, as an innovative educational model, curriculum ideological and political education is an important reform measure for the realization of students' ideological and political education on the basis of innovating educational ideas and improving teaching methods. The implementation of quality education is to make the educated develop harmoniously in physical quality, psychological quality and social and cultural quality, and develop in an all-round way in moral, intellectual and physical aspects. It can also be said that its overall optimization of education. This kind of education takes the healthy development of the educated body and mind and the formation of a sound personality as the starting point and destination. But for a long time, many people pay more attention to physical health, but pay less attention to mental health. Therefore, the concept of ideological and political education in college curriculum can improve students' mental health and promote students' better development.

Subjects and methods: The concept of ideological and political education in college curriculum plays a positive guiding role in students' psychological development and can help students establish correct values and learning concepts. It can be seen that the psychological situation of students needs to be alleviated by the way of ideological and political education in college courses. This paper mainly studies students' self-confidence, sense of responsibility, creativity, personality and personality stability from the concept of Ideological and political education in colleges and universities. Primary school, junior middle school and senior high school are selected as the research objects, and questionnaires are distributed to their students to count the impact of college curriculum ideological and political education on all aspects.

Study design: A stratified cluster random sampling method was used to investigate 1000 students. Randomly selected 3 classes from 5 universities, and conducted a questionnaire survey on students in 15 classes. 1000 questionnaires were distributed and 972 valid questionnaires were recovered.

Methods: The influence of college students' ideological and political education on their psychological quality is counted by excel.

Results: Under the influence of the concept of Ideological and political education, students will have varying degrees of impact on their own psychological quality.

In this survey, the influence values of specific factors are quantified in five grades from 1 to 5. 1 means irrelevant, 2 means slight influence, 3 means general influence, 4 means obvious influence and 5 means full influence. In order to reduce the large error caused by personal subjectivity in the evaluation, 1000 students are used to evaluate the value and take the average to obtain the result, which is determined by rounding, the specific statistical table is shown in Table 1.

Table 1. Influence of Ideological and political education on students' psychological quality

Factor	Self-confidence	Conscientiousness	Creative ability	Character	Personality
Student	5	4	4	5	4

Conclusions: Curriculum ideological and political education refers to a comprehensive educational concept that takes all kinds of courses and ideological and political theory courses in the same direction, forms a synergistic effect, and takes "Building Morality and cultivating people" as the fundamental task of education. Curriculum ideological and political education should not only focus on condensing knowledge in value communication, but also emphasize value guidance in knowledge communication, so as to effectively promote the integration of explicit education and implicit education. This brand-new educational model pays special attention to the development of "curriculum ideological and political" to actively build the great ideological and political pattern of colleges and universities, that is, we should focus on new achievements, new times, new ideas, new goals, new arrangements and new requirements, reconstruct the new curriculum system of ideological and political education in colleges and universities, so as to promote various majors, courses all aspects can be developed in the same direction and work together as the main position of Ideological and political education in classroom teaching.

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ANALYSIS OF THE EFFECT OF MUSIC CLASSROOM TEACHING ON COLLEGE STUDENTS' BEHAVIOR DISORDER

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Background: With the development of society and the intensification of competition, people's self-awareness and values are constantly evolving and deepening. Especially for students in colleges and universities, there is a problem of cultivating themselves and building the future. Therefore, they pay more attention to their own achievements and honors. However, due to the constraints of experience, environment, adaptation, tolerance and other screening and judgment abilities, its pressure is becoming increasingly prominent. Music classroom teaching is easy to be ignored or ignored in students' mental health education. Many people think that people who major in performance will appear frequently and appear repeatedly. Naturally, they should not be nervous and cannot be nervous. Most professional teachers focus on the training of students' sound skills and ignore the training and cultivation of psychological quality, resulting in the good state of students in their usual classroom practice. Once they encounter a game when trying to wait for major scenes, you will feel uncomfortable, and the psychological state is seriously unbalanced, resulting in the phenomenon of "performance anxiety". Students majoring in vocal music performance will have varying degrees of tension and anxiety near the performance or performance, which will affect the performance or examination. The fear of failure leads to students' fear of the stage and makes students lose their desire for stage performance. The music curriculum standard puts forward that music teachers should use the application of various teaching methods in teaching activities to mobilize students' interest in subject learning, expand students' knowledge vision and realize the cultivation of students' comprehensive quality. Aiming at the teaching method of improving students' comprehensive quality in music teaching, while improving the music quality, promote the development of students' comprehensive quality and alleviate the symptoms of students' behavior disorders.

Objective: With the gradual rise of education in the country, students will be exposed to multi-disciplinary knowledge since the primary school stage, and the school also pays enough attention to the cultivation of students' comprehensive ability and is committed to promoting the all-round development of talents. Music culture covers many aspects of knowledge. If music culture is integrated with music teaching activities, it can not only help students cultivate their music literacy, but also help students deeply understand the country's traditional culture, promote the formation of students' health values and world outlook, and promote the development of students' comprehensive quality.

Subjects and methods: Through the student office and grade counselors, 50 college students from different grades and majors were selected as the research objects through questionnaire survey, including 15 cases of mild anxiety, 25 cases of moderate anxiety and 10 cases of severe anxiety. 30 boys and 20 girls. age 18-24 years old. The teaching content of music class is to tell students the purpose, significance and methods of teaching intervention in music major courses in colleges and universities, let students choose their favorite music from the music library according to their hobbies, and professional vocal music teachers give vocal music guidance. During this period, students are encouraged to try more, never attack students, observe students' psychology and give professional suggestions in time. According to the results before and after the integration teaching intervention and the behavior observation records and treatment Diaries of these students, the music psychological intervention was tested by observation, feedback and comparison. Learn about their treatment effects from their counselors, surrounding classmates, relatives and friends.

Generally, due to the depressed mood of the students with behavioral disorders and the weak awareness of actively participating in music activities, we consider adopting the listening method in the early stage of intervention, and the real listening should be spiritual listening, not just rational listening. At the beginning, we can choose the music corresponding to the emotions of the students, let the students feel another emotion similar to their own experience in the music. Then choose narrative meditation music. Under the teacher's hint, let music help students realize the background of real depression. In the later stage, clear, open and positive music is generally selected. Let the students move towards a positive and optimistic situation with the music mood. In addition, reengineering can also be considered in the later stage. Guide the students to practice percussion, let them feel the tension and stimulation of rhythm, and achieve the purpose of relieving and stabilizing anxiety.

Results: According to the survey results, this study makes analysis and statistics from three aspects: whether students' emotions are stable, whether their mentality is gradually normal, whether communication is smooth and can actively communicate with others.

The test results are determined by quantifying the influence values of specific factors in three grades 1-3. 1 means irrelevant, 2 means general influence and 3 means great influence. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation values of 50 college students are