

the review forms of non-literal language teaching are diversified. The review contents are classified according to the part of speech, and the students' mastery is understood through word selection and filling in the blank. Small games such as card matching, drawing and guessing words are used to deepen the students' understanding of non-literal expression in a relaxed atmosphere and alleviate the students' anxiety. Improve teachers' professional knowledge, so that teachers can solve students' doubts through easy-to-understand expression, improve students' academic performance and alleviate students' anxiety about learning.

Subjects and methods: The research objects are foreign students in China. 286 foreign students in China are randomly selected from three universities. These students come from different grades, majors and countries. Understand the psychological status, Chinese learning and understanding of non-literal expression of these students, and analyze the problems existing in non-literal language teaching and the causes of anxiety of foreign students in China. After the reform, these foreign students in China will be taught for two semesters, and relevant data will be recorded during the teaching period. Through statistical software, this paper studies the changes of anxiety psychology of students studying in China before and after the reform of teaching, and adopts grade 1-5 score. The higher the score, the more serious the students' anxiety psychology is.

Results: Due to the differences between Chinese and western cultures, foreign students in China have some difficulties in non-literal language learning, and the teaching means are single. The learning effect of students in China is not ideal, resulting in anxiety. Through the reform of non-literal language teaching, students' learning situation has been improved and their anxiety has been significantly alleviated. Among them, freshman male students studying in China scored 2.34 for learning anxiety. The results are shown in Table 1.

Table 1. Anxiety scores of different grades of students studying in China

Grade	Gender	Learning anxiety	Learning uneasiness
Freshman	Male	2.15	2.34
	Female	2.10	2.05
Sophomore	Male	1.37	1.06
	Female	1.69	1.05

Conclusions: By enriching the forms of review and increasing the means of teaching, foreign students in China have deepened their understanding of non-literal language, significantly improved their learning enthusiasm and alleviated their anxiety.

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THE INFLUENCE OF MIXED TEACHING MODE ON STUDENTS' COGNITIVE PSYCHOLOGY IN COLLEGE ENGLISH CURRICULUM

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Background: As an active group, college students will rapidly expand their field of social life in the university stage. During this period, there will be certain changes in the physiology and psychology of college students, and the psychology of college students will mature rapidly. The psychology of college students has two sides and contradictions. The psychology of college students is not yet fully mature, and there are still deficiencies in the ability of emotional control. When facing setbacks, they are prone to emotional collapse or out of control, and there will be bold and foolhardy behavior. When the psychological development is mature, college students will be good at thinking, dare to think, energetic and other positive aspects. Contradictory psychology is manifested in the contradiction between independence and dependence, the contradiction between strong thirst for knowledge and low recognition. These psychological conflicts will cause college students to have some negative emotions, such as anxiety and anxiety, but they will also actively promote the psychological development of college students and accelerate the process of psychological development. In this process of psychological development, students' cognitive psychology will develop rapidly, showing obvious characteristics in thinking, emotion,

self-consciousness, needs and so on. The independence of college students' thinking will be enhanced, and their ability to understand knowledge will be improved. Under the strong need of becoming talents, college students will try their best to obtain the knowledge they are interested in. The dialectical logical thinking of college students begins to develop, and the creative thinking is gradually established. They will analyze the causal relationship of things according to different angles and levels, and have a deep understanding of the essence and development law of things. Of course, they sometimes have thinking weaknesses. In the state of being eager for success, they make hasty conclusions and deviate from reality. In the performance of self-consciousness, college students' self-awareness will be more profound, through multi-level and multi-angle understanding, accept themselves, imagine their own development on the basis of the evaluation of surrounding people, and transform social expectations into self-quality. Students' self-control ability will be significantly enhanced, they will adjust their goals according to the actual situation, and actively work towards this goal.

At present, the rapid development of the Internet has caused a great impact on the traditional English teaching mode in colleges and universities, and the teaching mode cannot keep up with the pace of the development of the times. There are still some deficiencies in the traditional English teaching mode. Teachers are not proficient in the use of multimedia equipment, and their teaching thinking has not changed. When screening network resources, teachers' identification ability is still lacking, and there is a certain gap between the selected materials and the needs of students. Classroom teaching and online self-study are not combined, teachers' pay too much attention to online self-study, and classroom teaching does not pay enough attention to the cultivation of students' thinking and learning ability.

Objective: To understand the learning state, cognitive psychological performance characteristics of students in college English teaching and the shortcomings of college English teaching, and to analyze the reasons for these cognitive psychological performance characteristics of students. Reform English teaching, combine information technology with traditional teaching methods, get a mixed teaching mode, teach students according to their aptitude through layered teaching, cultivate students' innovative thinking ability, stimulate students' interest in learning, and promote the good development of students' English learning on the basis of students' deep self-awareness. Through this mixed model, teachers' information-based teaching ability can be improved and students' English learning environment can be optimized.

Subjects and methods: The research objects are college students. Four colleges and universities are randomly selected. 410 college students are randomly selected from these colleges and universities. The selection criteria are major, grade, gender, whether they are single children or poor students. Understand the English learning situation of these students, their views on the current English teaching, and analyze the causes of students' English learning problems. When teaching college English courses to the selected students, the mixed English teaching mode is adopted. The teaching time is 2 semesters, during which the relevant data are recorded. Through statistical analysis software, this paper studies the cognitive and psychological changes of students before and after the implementation of English mixed teaching mode. The higher the score, the heavier the degree.

Results: College students are in the stage of psychological and physical maturity. Psychological development and cognitive psychological development affect students' study and life. Through the implementation of mixed English teaching, teachers teach students in accordance with their aptitude according to the cognitive and psychological characteristics of different students and their abilities and needs, so as to exercise the independence and flexibility of students' thinking, develop students' creative thinking and stimulate students' enthusiasm for English learning. Among them, the self-awareness score of male freshmen in English learning is 4.20, and the results are shown in Table 1.

Table 1. Students' psychological performance in different grades

Grade	Gender	Self-recognition	Thinking independence	Thinking flexibility
Freshman	Female	3.87	4.55	3.89
	Male	4.20	4.62	4.15
Sophomore	Female	4.13	4.45	3.88
	Male	4.25	4.46	4.05

Conclusions: At present, the Internet is used in many fields, one of which is the field of teaching. The traditional college English teaching model cannot keep up with the pace of the development of the times. It is necessary to change the previous teaching concept and innovate the teaching model. After the innovation of teaching mode, the mixed teaching mode is obtained. Through layered teaching, students are taught in accordance with their aptitude, cultivate students' innovative thinking ability, stimulate students' interest in learning, promote the good development of students' English learning on the basis of students' profound self-knowledge, and consciously cultivate and exercise students' independence and flexibility of thinking,

so as to promote the development and perfection of students' creative thinking.

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RESEARCH ON THE INFLUENCE OF VOCAL SINGER'S PSYCHOLOGICAL STATE ON ART SONG PERFORMANCE

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Background: Vocal singing is expressed through three aspects: sound, action and emotion. In this singing process, it needs to be closely related to psychology. The mental state of a vocal singer indicates the mental state of the vocal singer in the stage performance, such as tension and excitement. Generally speaking, the vocal singer will have some excitement and tension in the stage performance. An appropriate amount of excitement and tension will not affect the performance process of the vocal singer, but excessive tension may affect the stability of the vocal singer's pronunciation and breath. This will have a great impact on the singer's singing effect and reduce the quality of song singing. For the vocal singers on the stage for the first time, they will have a rapid heartbeat and tense hands and feet in the performance of art songs, and the singers show excessive tension. Usually, few people can complete the whole performance process calmly. In the relevant research, it is found that when people encounter difficulties and obstacles, in order to achieve their goals, they will take relevant measures or actions to overcome the difficulties. In this process, people's hearts are often restless and nervous, and even some people will have fear and anxiety. Vocal singers will do the same in the performance of art songs. The process of overcoming difficulties is dominated by the singer's own psychological activities. The process of psychological activities will have three stages, namely occurrence, development and completion. In the development stage, vocal singers may have stage fright and be afraid of performing art songs. They are worried about the effect of art song performance. Some singers will have rapid heartbeat and shortness of breath. In the development stage, some vocal singers will unconsciously shake their hands and feet in the performance of art songs, sweat all over their body, and have the behavior of out of tune and high-pitched singing in extreme tension. In the completion stage, the brain of some vocal singers is often blank after the performance of art songs. They will feel lost and afraid of the mistakes they show in the singing process, and lose confidence because of the mistakes they show. When the psychological problems of vocal singers become serious, the singers will have psychological obstacles, which makes the singers lose their desire to sing and performance enthusiasm. Among the students majoring in vocal music in colleges and universities, some students will also have psychological activities in these three stages, which will affect the performance effect of students' art songs.

Objective: To understand the psychological state of vocal music majors in colleges and universities in the performance of art songs, and to analyze the reasons for their psychological problems. On this basis, we should reform the teaching of vocal performance course, reform the old ideas, clarify the new objectives, and cultivate comprehensive talents with singing ability, cooperation ability, teaching ability and learning ability. Optimize the vocal music teaching mode, establish a communication bridge between teachers and students, and let teachers provide guidance for students' professional and psychological problems in the process of vocal music singing, so as to ensure that students maintain a good singing psychological state while improving their professional technology. Hold lectures and master classes to put forward effective solutions to students' problems, so that students' problems can be solved in time.

Subjects and methods: The research objects are students majoring in vocal music in school. 345 students majoring in vocal music are randomly selected from four universities. These students come from different grades and family backgrounds, and their professional abilities are different. Understand the personal information of these students and their psychological problems in the process of vocal performance, analyze their causes, and carry out the teaching of vocal performance course for these students after the reform. The teaching practice is two semesters, during which the relevant data of students are recorded. The changes of students' psychological state before and after the reform of teaching are analyzed by statistical software. The higher the score, the more relevant it is.

Results: Influenced by learning ability, personal psychological quality and other related reasons, college vocal music students showed different psychological states in art song performance. Students with poor personal psychological quality are prone to tension, rapid heartbeat and running away in the performance of art songs, which has hit students' self-confidence. Through the reform of the teaching of vocal music