



Figure 1. Cognitive psychological maturity analysis

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RESEARCH ON ON-THE-SPOT PSYCHOLOGICAL ANXIETY AND COPING STRATEGIES IN PIANO PERFORMANCE FROM THE PERSPECTIVE OF PERFORMANCE PSYCHOLOGY

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Background: The process and essence of performance is to create organically with the help of actors' conscious psychological technology, so that they can perceive the characteristics of roles and psychological change activities in the performance process, strengthen the connection between real life and artistic creation environment, and then show the charm of art to the audience in various performance forms. Performance psychology is the performer's feeling of psychological changes in this process, as well as the emotional changes and psychological laws such as psychological identity and resonance with the role, so as to present an exquisite performance for the audience. However, performers have different psychological feelings and feedback mechanisms due to the differences of psychological quality, performance experience and audience response. In the long run, they will show different psychological hints and action mechanisms. A good performance effect will enhance the confidence of performers, make them produce positive psychological change activities, and then form a positive circulation mechanism between performance effect and psychological activities. On the contrary, it will make the performer doubt his own ability and value, and produce related psychological problems. Piano performance needs long-term hard practice and the guidance of professional teachers to have good professional ability, but most players will have anxiety, anxiety, fear and other negative emotions and psychological problems in on-the-spot performance activities due to stage fright, poor psychological pressure resistance and easy to be affected by external interference factors, so as to play poorly at the critical moment or "escape". From the perspective of psychology, anxiety is a kind of psychological feeling and action tendency in the face of future uncertainty. It is mainly characterized by widespread persistent anxiety or recurrent panic, and the anxiety psychology shown by different audiences has individual differences. Artistic performers are more likely to have psychological anxiety in on-the-spot performance activities. Moderate psychological anxiety will promote the performer's psychological quality to be exercised and increase practical experience. However, excessive psychological anxiety will make them have abnormal emotional anxiety about performance activities, weaken their courage and ability to try, lead to abnormal activities such as emotional disorder and out of control behavior, and cause great damage to the improvement of their professional ability and quality. Therefore, the research explores the on-the-spot psychological anxiety of piano players from the perspective of performance psychology, and helps them put forward countermeasures, which can effectively overcome their negative emotional problems and help them adjust their psychological state in time.

Objective: To improve the anxiety of piano players, alleviate their anxiety symptoms and help them

improve their mental health level, so that they can overcome their negative emotions and give full play to their best professional level in on-the-spot performance activities. Through the introduction of performance psychology, this study explores its influence mechanism on the psychological anxiety of piano performers, and puts forward effective countermeasures.

Subjects and methods: The research takes the students with psychological anxiety in a piano performance major as the research object, and carries out appropriate multi angle psychological intervention according to their anxiety causes and emotional performance in on-the-spot performance activities, in order to achieve the intervention and relief of the research object's psychological anxiety.

Method design: First, grade the research object according to the degree of psychological anxiety, then explore the relationship between the causes of anxiety and on-the-spot performance activities, introduce performance psychology into the classroom teaching of professional students, and strengthen the practical exercise and psychological intervention of the research object. The subjects were randomly divided into intervention group and routine group. The intervention group used the improved teaching methods and practical training of performance psychology, and strengthened psychological intervention. The routine group received routine teaching practice and psychological intervention. The experiment lasted for three months. After the experiment, the data of subjects with different levels of psychological anxiety were analyzed with the help of self-rating anxiety scale, in order to improve their mental health level and put forward reasonable suggestions.

Methods: Firstly, the causes of on-the-spot psychological anxiety were analyzed by metacognitive method, and the experimental data were sorted and analyzed by statistical analysis system.

Results: Piano on-the-spot performance requires players to have excellent professional ability and good psychological quality, be able to deal with emergencies in on-the-spot performance and make remedial measures in time. At the same time, there is a certain feedback mechanism between players' psychological status and performance behavior. Through the introduction of performance psychology to intervene the research objects, help them objectively look at the psychological changes and make emotional intervention, so as to better complete the performance activities. The experimental results show that the improved teaching practice means can effectively alleviate the anxiety of professional students and improve their psychological tolerance. Table 1 shows the statistics of on-the-spot anxiety levels of research subjects of different genders after the experiment. The levels from 1 to 5 indicate the degree of psychological anxiety from light to heavy.

Table 1. Statistics of on-the-spot anxiety levels of different gender subjects after the experiment

Gender	Before and after intervention	Pre-field anxiety	Performance anxiety	Emergency response anxiety
Boys	Before intervention	4	4	4
	After intervention	2	2	2
Girls	Before intervention	3	3	4
	After intervention	1	2	1

Conclusions: The key of performance psychology is to require performers to have great psychological identity and role resonance with their roles, completely immerse themselves in performance activities and show the charm of art to the audience. The integration of performance psychology into piano teaching classroom and practice is helpful to properly and effectively intervene professional students on the premise of understanding the causes of psychological anxiety and the law of psychological activities, for example, rich piano practical experience can significantly enhance their professional confidence, and then greatly improve their mental health level and comprehensive quality.

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EFFECT OF FAMILY EDUCATION ON EMOTIONAL EXPRESSION OF LEFT BEHIND CHILDREN

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Background: With the acceleration of the urban transfer of rural surplus labor force in China, the number of left behind children, a special group, continues to expand, and the related problems also follow,