

curriculum content design, and give full play to the role of folk-art culture in art painting in form reference, emotional connection and material application, so as to achieve the innovative development of art classroom content. Chinese folk-art culture can effectively make students and audiences have emotional experience because of the characteristics of their works, and meet their psychological pursuit of “simplicity and beauty”. The research objects were randomly divided into the teaching experimental group and the teaching routine group. The two groups used different teaching modes. The teaching experimental group used the teaching method of adding Chinese folk-art culture to learn, while the teaching routine group used the original art teaching method. The teaching experiment lasted for eight weeks. During the experiment, data were collected on the changes of psychological stress and mental health status of the subjects with the help of psychological stress test scale and emotional scale, and the experimental data were analyzed with SPSS22.0 statistical analysis tool, so as to better obtain the relief mechanism of Chinese folk-art culture on the psychological pressure of art majors.

Results: Integrating the Chinese folk-art culture into the art curriculum design can effectively strengthen the students’ understanding of the learning content and the participation in the teaching class on the basis of grasping the law of the teaching subject, so that the art works designed by them can better meet the needs of the aesthetic public and their own aesthetic psychology, reduce the psychological pressure, and improve the mental health to a certain extent. Figure 1 shows the changes of psychological and emotional scores of the subjects under the intervention of improved art teaching.

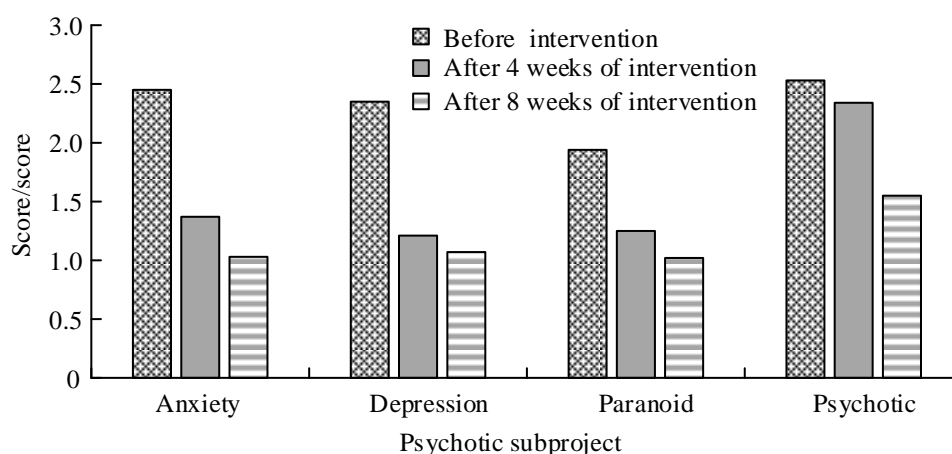


Figure 1. Improve the changes of psychological emotion scores of the subjects under the intervention of art teaching

The results in Figure 1 show that the scores of the subjects’ negative emotions have decreased in varying degrees during the experiment, and the improvement effect of anxiety symptoms is the most obvious, indicating that the addition of Chinese folk-art culture can greatly improve the psychological and emotional status of students.

Conclusions: As an emotional symptom, psychological stress has different stressors and performance characteristics in different individuals, and the degree of psychological intervention is also different. Self imposed psychological pressure and anxiety caused by changes in environmental factors will make individuals fall into “emotional trap” and self-doubt, and then affect their physical and mental health. The improvement of art teaching courses based on folk art culture can effectively guide students to create art while grasping the psychological preferences and aesthetic concepts of the audience, and reduce their psychological pressure and psychological burden in the process of creation.

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THE IMPORTANCE OF VOCAL SKILLS IN VOCAL PERFORMANCE ART AND ITS IMPACT ON IMPROVING THE AUDIENCE’S POSITIVE PSYCHOLOGY

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Background: Vocal music skill is the basis for singers to perform songs, which means that singers create beautiful music with unique artistic means and performing art forms. It is an important embodiment of the

author's thoughts and emotions, and can effectively convey the same emotional experience to the audience. Vocal music skills include articulation, timbre breath and content expression. They are an essential part of vocal music performance. The speed of sound can reflect the sense of hierarchy and rhythm of vocal music works. Timbre skills can effectively shape the artistic image in vocal music works, and help people to strengthen aesthetic connotation and emotional expression while vocal music works. At the same time, the vocal skills adopted by different individuals will make them present different forms of expression in the process of vocal performance, and bring different emotional experiences to the audience. Music as a form of performance, the diversity of its style and theme will make the performers convey different vocal characteristics in the performance process, and then bring different levels of psychological intervention mechanisms to the audience. Among them, positive psychology refers to a relatively stable and objective psychological state shown by individuals, which can better adapt to the changes and threats of external objective things. Social pressure, emotional burden and self cognitive conflict will make individuals have certain psychological problems and emotional barriers, making it difficult for them to adjust their own psychological cognitive state. Strengthening the guidance of individual positive psychology can effectively reduce individual depression symptoms and psychological problems, improve individual internal value and overall well-being, and then reduce their non-objective evaluation and negative evaluation. Positive psychological intervention is an intervention method aimed at cultivating positive emotion, positive behavior or positive cognition. It has the advantages of good prognosis, long duration and no side effects. It can improve the overall level of individual mental health. At the same time, the students majoring in vocal music performance are difficult to master vocal music singing skills, which makes it difficult to improve their professional practice ability to a greater extent. To a certain extent, it will also affect the positive psychology and self-efficacy evaluation of the student audience. Therefore, based on this, the research gives full play to the importance of vocal music skills in vocal music performance art in vocal music performance courses, and carries out targeted teaching intervention according to the individual differences of each student, in order to improve the positive psychology and mental health level of the student audience.

Subjects and methods: The research take the students majoring in vocal music performance in a university as the research object. Firstly, with the help of experimental tools such as the mental health Self-assessment Scale (SCL-90), the emotion scale and the General Well-Being Schedule (GWB), the data on the psychological changes of the research objects before the experiment are collected. Subsequently, the subjects were divided into two groups: the positive psychology guidance group and the teaching routine group. Both groups of subjects had a six weeks vocal performance teaching experiment. The research object of the positive psychology guidance group refers to the vocal performance learning activities on the basis of vocal music skills and positive psychology theory, that is, teachers fully consider the psychological characteristics and individual differences of different students when teaching vocal music skills, while the teaching routine group only adopts the normal vocal music teaching mode to teach and convey vocal music skills, without any psychological intervention measures. After the intervention of teaching experiment, collect the mental health status and positive psychological level of the subjects under the guidance of different vocal skills, and use statistical analysis tools to process and analyze the differences of the experimental data. T-test was used to compare the experimental data before and after, and the difference was statistically significant with $P < 0.05$ or $P < 0.01$.

Table 1. The scores of the overall well-being scale of the subjects before and after the intervention

Scale factor	Positive psychology guidance group		Teaching routine group	
	Average value	Standard deviation	Average value	Standard deviation
H	6.23	1.72	5.43	1.98
E	6.57	1.13	4.96	1.74
S	7.88	1.67	5.14	1.15
SH	7.23	1.25	5.23	1.26
O	8.69	1.36	5.64	1.04
RT	7.43	2.01	4.12	1.55
Total score	44.03	9.14	30.52	8.72

Results: Starting from the students' psychological characteristics and learning differences, and making full use of the positive psychology theory to improve the vocal music teaching classroom, can effectively improve the students' professional practice ability and mental health in vocal music performance, and enhance their overall psychological well-being. Table 1 shows the scores of the overall well-being scale of the subjects after the intervention. GWB includes six factors, namely, worry about health (H), energy (E), satisfaction and interest in life (S), melancholy or happy mood (SH), control over emotion and behavior (O)

and relaxation and tension (RT). The higher the score of GWB, the better the happiness of the subjects and the more positive their psychological state.

The results in Table 1 show that after the experimental intervention, the subjects who were guided by different vocal skills showed different scores. The molecular items and total scores of the GWB scale of the positive psychological guidance group were higher than those of the conventional teaching group, with a total score difference of more than 10 points, which greatly improved the students' positive psychology.

Conclusions: Positive psychology can effectively grasp the changes of students' psychological characteristics and help teachers better intervene students in teaching design and guidance. Vocal music skill is of great importance in vocal music performance art and is an important channel to improve students' professional practice ability. Playing its role in teaching practice can effectively realize the intervention of students' positive psychology, stimulate students' creativity and promote the improvement of their overall quality and professional psychology.

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EXPLORATION ON THE REFORM OF TEACHING MODE OF "PHARMACEUTICS" BASED ON WORKFLOW UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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Background: As a branch of psychology, educational psychology can effectively intervene the teaching subjects and the teaching process in a specific educational situation, and fully excavate the teaching laws, so as to achieve the improvement of teaching courses, teaching objectives and teaching means and the satisfaction of students' psychological needs. Educational psychology focuses on how students learn and develop, and has developed many special fields to study educational problems, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology realizes the positive guidance and intervention to students by discussing the relationship between students' personality development and educational environment, students' intelligence, ability development and knowledge learning, the relationship between social development and standardized learning, and the relationship between the effectiveness of teaching and the regularity of talent training. Giving full play to the role of educational psychology in classroom learning can effectively improve the pertinence of teachers' teaching and the intervention of students' psychology, and promote the all-round growth of students' morality, intelligence, physique and beauty. At the same time, integrating relevant psychological theories into the course teaching can effectively alleviate students' negative emotions and promote the improvement of their mental health level in the imperceptible teaching practice.

Pharmaceutics is a comprehensive applied technical science that studies the basic theory, prescription design, preparation technology, quality control and rational application of pharmaceutical preparations. The core task of pharmaceutics is to produce safe, effective, stable, controllable quality, easy to use and economical pharmaceutical preparations on a large scale. From the subject content, it can be seen that pharmaceutics is a comprehensive application technology discipline with wide coverage, high professionalism and strong practicality. The rapid development of polymer materials science, nano biomedicine and other related disciplines makes the scope of knowledge covered by pharmaceutics broader. However, after graduation, most students majoring in pharmacy reflect that there are great differences between the contents of their jobs and the contents and ways of learning. In this context, the work flow is introduced to reform the teaching of pharmacy course, and the teaching level is improved from the actual needs, so that the students' learning content can better meet the needs of the work content, and reduce their psychological problems and negative emotions in the learning process.

Subjects and methods: In this study, students of different grades of pharmacy major in a university were selected as the research objects. With the help of stratified cluster sampling method, the research objects were randomly divided into different teaching experimental groups. Based on the analysis of the current situation and problems of the original pharmacy teaching course, the teaching content is designed and optimized with the help of educational psychology theory, and the improvement of the teaching course is realized based on the working process principle and students' learning psychological needs, so as to make the teaching content more consistent with the actual job requirements. Then, through the design of the scale questionnaire, the research objects' learning psychology, mental health status, learning effectiveness and