

group and control group according to the units of residential areas. No interference was made in the design process of the residential landscape of the control group, but the construction management personnel and landscape project designers of the experimental group were trained in environmental psychology, requiring them to consider the psychological needs of residents in the design and construction process. After the completion of the garden landscape design of the community, semi-structured interviews were conducted with all the research objects again, and the psychological anxiety scores of each person were recorded again. Finally, the measurement data in the experiment are displayed in the form of mean \pm standard deviation for *t*-test. The counting data are displayed in the form of number or proportion of number for chi square test. The significance level of difference is taken as 0.05.

Results: After the completion of the social experiment, SPSS23.0 software carries out statistical analysis on the effective data, and the statistical results are shown in Table 1.

Table 1. Statistical results of psychological anxiety scores of residents in the two groups

Time of data collection	Experience group	Control group	<i>P</i>
Before construction	72.6 \pm 6.8	72.9 \pm 7.3	1.246
After construction	65.1 \pm 5.3	72.0 \pm 6.4	0.003
<i>P</i>	0.002	0.734	-

It can be seen from Table 1 that the *t*-test *P* value of the psychological anxiety score of the research objects in the two groups before the construction of community landscape is 1.246, which is greater than the significance level. It is considered that there is no significant difference in the severity of psychological anxiety between the two groups. However, after the completion of landscape construction, the *P* value of *t*-test of psychological anxiety score data between the experimental group and the control group is 0.003, which is far less than the significance level of 0.05. It is considered that the difference is statistically significant.

Conclusions: In view of the poor humanization of landscape design in some residential areas in China, it cannot meet the psychological needs of some residents for environmental aesthetics. Based on the analysis of a large number of documents on environmental psychology, anxiety and urban landscape design, this study designed a social experiment based on semi-structured interview. The experimental results show that there is no significant difference in the psychological anxiety scores between the two groups before the construction of community landscape. However, after the completion of landscape construction, the difference of psychological anxiety score data between the experimental group and the control group is statistically significant, and the average anxiety score data of the two groups are 65.1 points and 72.0 points respectively, the former is 6.9 points lower than the latter. The experimental results show that the integration of environmental psychology into urban landscape design can help to improve residents' satisfaction with the landscape and reduce the severity of residents' psychological anxiety.

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RESEARCH ON THE INFLUENCE OF THE INTEGRATION OF TRADITIONAL AESTHETICS AND MUSIC EDUCATION ON ALLEVIATING THE PSYCHOLOGICAL ANXIETY OF THE AUDIENCE

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Background: Anxiety refers to a psychological state of anxiety, worry, tension, uneasiness and other negative emotions caused by unknown dangers and threats. The clinical symptoms of anxiety mainly include panic disorder, such as sense of loss of control, sense of near death, sense of mental collapse, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, dizziness, etc., followed by generalized anxiety disorder, which is divided into mental anxiety, physical anxiety symptoms of motor restlessness of nerves and muscles. At present, the treatment of anxiety symptoms is mainly based on professional psychological guidance, and those with serious symptoms can be treated with drugs.

At present, China's compulsory education system is in the stage of in-depth reform. Compared with the past, educational ideas, educational contents and educational methods have undergone profound changes. Under the background of the reform of compulsory education, the teaching goal of music course is no longer a one trick skill teaching, but to give students more systematic and comprehensive music knowledge and

ability, and improve students' music aesthetic ability. This puts forward higher requirements for teachers' theoretical literacy and teaching ability. Music teachers only rely on personal practical experience, it is more and more difficult to improve the level of education and training. In this context, music education is no longer a simple infusion of music knowledge and song teaching and singing. It is an art education discipline involving aesthetics and psychology. On the one hand, the integration of traditional aesthetics into music teaching will play an important role in the reform of music teaching. On the other hand, students who integrate traditional aesthetic music education, performing music programs may have different effects on the psychological anxiety of the audience.

Objective: To explore the impact of students' music performance after integrating traditional aesthetic knowledge and concepts into modern music education on the psychological anxiety of the audience.

Subjects and methods: A famous music university in China was targeted, 16 junior students were selected from the university, and 246 adults with varying degrees of psychological anxiety were recruited from the society as the research objects. Design a social experiment based on questionnaire and music performance. The students' scores were divided into experimental group and control group, and the adult group was equally divided into two groups. Then, the basic information of the two groups was compared and counted. After confirming that there was no significant difference in the basic information, the music performance course was taught to the two groups of students. The teaching process of the control group was not disturbed by the research team, while the teachers of the experimental group were required to teach basic traditional aesthetic knowledge and concepts in the teaching process. The teaching lasts for 8 weeks. After 8 weeks, students in each group are required to perform music with the same theme, and adults in each group are invited to be the audience of music performances in their respective groups. The audience needs to be surveyed by SAS (Self-rating Anxiety Scale) before and after the performance. After collecting valid questionnaires, python 3.0 was used for statistical analysis. In addition, all measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for chi-square test. The significance level of difference is taken as 0.05.

Results: After all the experimental data were collected, the invalid questionnaire was eliminated, and the results in Table 1 were obtained by counting the valid questionnaire.

Table 1. Statistics of SAS score data of audience before and after watching the performance

Investigation time	Experience group	Control group	<i>P</i>
Before watching the show	53.6 \pm 5.8	53.4 \pm 4.9	1.330
After watching the performance	41.8 \pm 4.3	45.7 \pm 4.2	0.024
<i>P</i>	0.001	0.008	-

It can be seen from Table 1 that the SAS score *t*-test *P* value of the two groups before watching the performance is 1.330, which is greater than the significance level. It is considered that the difference is not significant and the data are comparable. After the audience watched the music performance, the SAS scores between the two groups and the *t*-test *P* values of the audience in the experimental group and the control group before and after watching were 0.024, 0.001 and 0.008 respectively, which were far less than the significant level. It was considered that the data difference was statistically significant, but the average SAS score of the audience in the experimental group after watching the performance was 41.8, which was lower than that in the control group.

Conclusions: In view of the current lack of aesthetic teaching content of middle school students in music education, resulting in poor aesthetic literacy of students, this study designed a social experiment based on questionnaire survey and music performance. The experimental results show that the SAS score *t*-test *P* value of the two groups before watching the performance is 1.330, which is greater than the significance level. It is considered that the difference is not significant, and the data are comparable. After the audience watched the music performance, the SAS scores between the two groups and the *t*-test *P* values of the audience in the experimental group and the control group before and after watching were 0.024, 0.001 and 0.008 respectively, which were far less than the significant level. It was considered that the data difference was significant, but the average SAS score of the audience in the experimental group after watching the performance was 41.8, which was lower than that in the control group. The experimental data show that the integration of traditional aesthetic education into music education can improve the effect of musicians' performance on curing the psychological anxiety of the audience.

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THE EFFECT OF COLLEGE EDUCATION MANAGEMENT UNDER POSITIVE PSYCHOLOGY ON COLLEGE STUDENTS' COGNITIVE IMPAIRMENT

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Background: Positive psychology is a new science that studies the psychological state and psychological change law of human beings under various environments and conditions from a positive perspective. It adopts scientific principles and methods to study happiness, advocates the positive orientation of psychology, studies human positive psychological quality, and pays attention to human health, happiness and harmonious development. Specifically, positive psychology absorbs most of the research methods and research means of traditional mainstream psychology, such as scale method, questionnaire method, interview method and experimental method, and organically combines these research methods and research means with humanistic phenomenological method and empirical analysis method. At the same time, positive psychology takes a more inclusive attitude. It focuses on empirical research methods and does not reject non empirical research methods, which is also its superior to humanistic psychology. In other words, positive psychology inherits the reasonable core of humanistic and scientific psychology and modifies and makes up for some deficiencies of psychology. It goes against the previous pessimistic view of human nature and turns to pay attention to the positive aspects of human nature. Due to these characteristics, this discipline is widely used in the fields of education, management and so on.

The main manifestation of cognitive impairment is that the high-level functions of human brain such as memory, logic and thinking cannot operate normally, and the cognitive impairment of patients in one aspect is likely to cause cognitive impairment in other aspects. The causes of cognitive impairment diseases are mostly abnormal activities of human cerebral cortex.

At present, some college students in China suffer from cognitive impairment and mental illness due to increased employment pressure, poor family education and poor school management. The traditional coping style is to hire psychological teachers to provide professional psychological counseling or drug treatment, but these methods are expensive for schools and difficult to accept for students. Therefore, this study attempts to integrate the theories and methods of positive psychology into the daily education management of colleges and universities. It is expected that this way can play a subtle role in treating students' cognitive impairment.

Objective: To understand the current situation and main causes of cognitive impairment among college students in China by means of expert interview and literature review. On this basis, by carrying out teaching management experiments in schools, to verify the impact of applying positive psychology methods to daily management of colleges and universities on students' cognitive impairment symptoms.

Subjects and methods: Three schools with a high proportion of students suffering from cognitive impairment diseases were selected in China, and then 188 college students willing to participate in the study and suffering from different degrees of cognitive impairment diseases were selected as the research objects. They were divided into intervention group and control group, with 94 students in each group. Before the experiment, the two groups of students were asked to fill in some of their basic information as required, and the difference significance of students' basic information was tested. After confirming that there is no significant difference in the basic information of the two groups of students, let the two groups of students accept the educational management organized by the university management, which involves the daily life of college students, classroom and actual teaching, after-school communication between teachers and students, public activities in the school, etc. However, teachers and managers are required to make full use of positive psychological methods and pay attention to encouraging and mobilizing students' positive psychology when managing students in the intervention group. The teaching management experiment lasted for 3 months. MMSE (Mini Mental State Examination) test should be conducted for the two groups of students before and after the experiment to understand the changes of cognitive impairment. In this study, the measurement data is expressed in the form of mean \pm standard deviation, and *t*-test is used for it. The counting data is displayed in the form of number or proportion of number, chi-square test is carried out, and the significance level is set to 0.05.

Results: After the experiment, SPSS20.0 software carries out statistical analysis on complete data samples, and the results are shown in Table 1.

It can be seen from Table 1 that the MMSE score *t*-test *P* value of the two groups of students before the experiment is greater than the significance level, and the difference is not significant. The MMSE score *t*-test *P* value of the students in the intervention group and the control group after the experiment is 0.025, which is less than the significance level of 0.05. It is considered that the data difference is significant, and the mean MMSE score of the students in the intervention group after the experiment is 27.2, which is higher than 23.0 of the control group.