

## RESEARCH ON THE INFLUENCE OF VOCAL MUSIC TEACHING ON COLLEGE STUDENTS' EMOTIONAL ANXIETY

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**Background:** Anxiety is a common psychological disease, which is mainly caused by excessive worry about the life safety, future and destiny of oneself or relatives and friends. Under the influence of negative emotions such as irritability, nervous panic and worry, abnormal anxiety occurs. Anxiety is mainly divided into two types, namely, realistic anxiety and pathological anxiety. Realistic anxiety refers to an adaptive response of an individual in the face of events or situations beyond his control. Its characteristics are that it has certain adaptive significance, and the intensity of individual anxiety is consistent with the threat of real events. Pathological anxiety refers to a kind of persistent negative emotion without specific reasons. Although there is no practical basis, patients with this kind of anxiety often have a strong sense of nervousness or imminent disaster, mainly manifested in autonomic nervous dysfunction, motor anxiety, impaired social function, subjective pain and other symptoms. Different from realistic anxiety, pathological anxiety cannot disappear with the disappearance of external threats. It is a non adaptive mental disease. For college students, anxiety is a very common mental illness. College students may have serious emotional anxiety under the negative influence of external objective factors or their own subjective factors. As college students are in a critical period of social role transformation, their mental development is not yet fully sound. Therefore, when facing too many threatening events, heavy academic tasks, fierce employment competition, and interpersonal relationships that are difficult to properly handle, they are very likely to have a sense of self doubt or self denial, unable to face and solve a series of learning or life difficulties with a stable state of mind, resulting in anxiety. In the current vocal music teaching in colleges and universities, there are mainly some problems, such as uneven distribution of educational resources, single use of teaching media, lack of integrity of the curriculum system and so on. It is difficult to achieve good vocal music teaching results, let alone effectively alleviate the emotional anxiety of college students.

**Objective:** The problem of college students' emotional anxiety cannot be underestimated. Serious emotional anxiety will lead to the failure of college students to carry out normal learning activities or social activities, which will hinder the improvement of their comprehensive quality and ability and the maintenance of their mental health level. The research will start from the causes and effects of college students' emotional anxiety, through the optimization of college vocal music teaching mode and other measures, in order to effectively alleviate college students' emotional anxiety, and explore the positive impact of college vocal music teaching on college students' emotional anxiety.

**Subjects and methods:** In order to accurately and objectively analyze the impact of vocal music teaching on college students' emotional anxiety, 108 college students were randomly selected from the two colleges and universities. Three groups a, B and C were set up for comparative analysis. Each group included 36 college students. The teaching intervention time was set as 3 months. For the college students in group A, vocal music teaching and other intervention methods were not adopted; For the students in group B, the regular vocal music teaching mode is given; The students in group C received the improved vocal music teaching intervention. The Manifest Anxiety Scale (MAS) was used to evaluate and analyze the anxiety of all college students before and after the intervention. SPSS26.0 software and MATLAB software were used as visual analysis tools for evaluation data. If the MAS score of the college students is greater than 40, it means that they are accompanied by serious anxiety; If his MAS score is within the range of 15-40, it means that he is accompanied by mild anxiety. If the MAS score is less than 15, it means that the college student is not accompanied by emotional anxiety.

**Results:** After three months of teaching intervention, the MAS scores of the three groups of college students showed varying degrees of change. See Table 1 for details. The change of MAS score of groups a student was small, which showed that their emotional anxiety did not deteriorate, but it did not get effective improvement. The MAS score of group B students decreased slightly, indicating that their emotional anxiety symptoms were relieved. The MAS score of college students in group C decreased significantly to about 11.57, indicating that they were no longer accompanied by emotional anxiety.

**Table 1.** Changes in MAS scores of college students before and after different teaching interventions

Group	Before teaching intervention	After teaching intervention	t	P
A	42.57±2.13	41.98±1.97	1.220	0.227
B	43.08±1.96	28.64±2.11 <sup>a</sup>	30.085	0.000
C	42.86±2.27	11.57±1.85 <sup>ab</sup>	64.111	0.000

Note: Compared with group A, <sup>a</sup>  $P < 0.05$ ; Compared with group B, <sup>b</sup>  $P < 0.05$ .

**Conclusions:** As one of the compulsory courses for college students, vocal music teaching in colleges and universities plays an important role in the daily teaching process. College students' emotional anxiety is a common negative psychological phenomenon, which has a great negative impact on the development of their normal learning activities, the maintenance of social relations, and the realization of their comprehensive development. The results of comparative analysis of educational intervention treatment show that vocal music teaching in colleges and universities can reduce the MAS score of college students to a certain extent and alleviate their emotional anxiety. The improved and optimized vocal music teaching mode in colleges and universities can significantly reduce the MAS score of college students, significantly improve their emotional anxiety symptoms, and make them no longer accompanied by anxiety.

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## RESEARCH ON THE CHARACTERISTICS OF LOGISTICS PACKAGING RECYCLING BEHAVIOR BASED ON CONSUMER PSYCHOLOGY

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**Background:** Consumers' purchase motivation is influenced by various realistic and potential factors. It seems to be accidental, but there are actually profound consumer psychological reasons, that is, a series of seemingly "accidental" consumer behaviors actually depend mainly on the influence of consumer psychological factors. And consumer psychology is a subject that is specially used to study the various psychological changes and the laws of psychological activities of consumers in their consumption activities. It also belongs to the interdisciplinary subject composed of consumer economics and psychology. The main research objects of consumer psychology are the process of consumer psychological activities and individual psychological characteristics, the psychological factors that affect consumer behavior, the impact of social environment on consumer psychology, consumer psychology and consumption habits, marketing methods and consumer psychology, etc. Consumer psychology is of great significance to improve product sales revenue and expand product popularity. At present, due to the rapid development of e-commerce, its demand for logistics packaging is also quite huge. However, the relevant statistical results show that a large number of logistics packaging has not been recycled, but has been thrown away after only one use, which not only pollutes the environment, but also wastes resources. This behavior is closely related to consumer psychology. Therefore, this study attempts to use consumer psychology to build a variety of countermeasures, and try to improve the incidence of consumer behavior of recycling logistics packaging.

**Subjects and methods:** Firstly, we need to select a number of consumer psychologists with market employment experience and enterprise managers in China to form an expert group, and then consult each expert on the same issues, that is, starting from consumer psychology, we should put forward some strategies that can help promote consumers' recovery of logistics packaging, and also require experts to evaluate the impact of each behavior on the purpose. However, in order to reduce the difficulty of expert evaluation, the impact degree is divided according to several fixed impact levels, namely, no impact, slight impact, ordinary impact, significant impact and full impact, and is given five integers of 1, 2, 3, 4 and 5 respectively for quantification. After the members of the expert group return the evaluation opinions, the research team will integrate the opinions, and then send the sorting results to the members of the expert group again, and ask them to give evaluation again. The cycle will continue until the members of the expert group reach an agreement on the evaluation of the evaluation content. In addition, in order to improve the authenticity of the inquiry results, it is not allowed to conduct any form of communication between expert members during the inquiry process. Finally, all the measurement type features in the study are displayed in the form of mean  $\pm$  standard deviation for *t*-test, and the counting type features are displayed in the form of number or number proportion for chi square test. The significance level of difference is taken as 0.05.

**Results:** After the Delphi method investigation, the opinions of the consulted are integrated to obtain Table 1.

It can be seen from Table 1 that the members of the expert group believe that from the perspective of consumer psychology, the three countermeasures of "recycling packaging for money", "recycling packaging for goods" and "recycling packaging for refund" are helpful to promote consumers to adopt the behavior of recycling logistics packaging, and the average scores of the three strategies on the impact of logistics packaging recycling are 3.65, 2.73 and 4.15 respectively. The best solution is to "recycle the packaging and