

ANALYSIS OF THE EFFECT OF MUSIC BEL CANTO TEACHING INNOVATION ON COLLEGE STUDENTS' PHOBIA

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SUMMARY

Background: In universities, students are exposed to more and more new things and face more and more contradictions and problems. However, the high expectations and pressures from society, families, schools and students themselves can easily lead to various psychological problems and psychological anxiety, such as learning anxiety and employment anxiety. When anxiety exists for a long time, and the degree is too heavy, it will lead to students suffering from phobia, such as learning phobia, social phobia, etc., which greatly affects students' normal study and life. College music bel canto teaching is an effective means to relieve students' anxiety and then treat students' phobia. However, the current college music bel canto teaching has many defects, the teaching quality is low, and the easing effect on students' anxiety is not obvious. Therefore, based on the positive psychology, the research innovates and improves the college music bel canto teaching mode in order to alleviate students' anxiety and treat students' phobia.

Subjects and methods: In a university in a city, volunteers were recruited through the school's official account, the notice of class counselors, and the distribution of leaflets on campus. Before the experiment, inform the students of the experiment method and purpose, and allow the students to quit. After screening, a total of 61 students were left as experimental subjects. The students were divided into two classes, the research group and the control group. For the students in the research group, the innovative college music bel canto teaching mode is adopted for teaching. For the control group, the traditional college music bel canto teaching mode was used. After the same teaching time, the scale survey tool was used to investigate the remission of phobia in two classes.

Results: Before the teaching experiment, the students in the two classes had the same degree of psychological problems, and the difference was very small. After the teaching experiment, the psychological problems of the students in the research group were effectively solved, and the psychological pressure was effectively relieved. The relief of psychological stress in the control group was inferior to that in the study group.

Conclusions: Anxiety refers to a negative emotional state that occurs when human beings encounter difficulties, setbacks or blows, including tension, anxiety, fear and anxiety caused by impaired self-esteem, loss of self-confidence, frustration and guilt. The long-term excessive anxiety will lead to the students' phobia, make the students have a fear of learning and school, and the students' learning activities will be affected. The research is based on positive psychology to innovate and improve the college music bel canto teaching mode, so as to relieve students' anxiety and psychological pressure, and treat students' phobia.

Key words: music bel canto teaching - phobia - positive psychology - anxious

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INTRODUCTION

College students are a special group, full of contradictions are the typical psychological characteristics of this group, and they are prone to psychological problems such as poor environmental adaptation, self cognitive deviation, interpersonal communication barriers, emotional distress, psychological crisis and so on (Mehus et al. 2021). However, some college students' mental health level is poor, and they cannot correctly face and deal with the above problems, which often leads to psychological anxiety (Wang et al. 2022). Anxiety refers to a negative emotional state that occurs when human individuals encounter difficulties, setbacks or blows, including tension, anxiety, fear and anxiety caused by impaired self-esteem, loss of self-confidence, frustration and guilt (Wang et al. 2019). There are eight main reasons for college students' psychological anxiety, including changes in the learning environment, self-awareness disorders, excessive academic burden, difficult adjustment of interpersonal relationships, psychological confusion in making friends, insufficient psychological

quality, difficulty in bearing setbacks, excessive social competition and employment pressure, and economic pressure caused by students' family poverty (Wang et al. 2020). In universities, students are exposed to more and more new things and face more and more contradictions and problems. However, the high expectations and pressures of society, families, schools and students themselves on students can easily lead to various psychological problems and psychological anxiety, such as learning anxiety and employment anxiety (Wu et al. 2020). When anxiety exists for a long time and is too severe, it will lead to students suffering from phobia, such as school phobia, social phobia, etc., which greatly affects students' normal learning and life (Bettmann et al. 2020). Phobia is a kind of neurological symptom, which is mainly manifested in that the patient uncontrolled believes that the scenes, characters or things that are not threatened will pose a great threat to them, resulting in fear, and the patient will instinctively avoid these scenes, characters or things to ease their fear and anxiety (Paulus et al. 2020). Phobia is a kind of neurological symptom, which is mainly manifested in that the patient uncontrolled believes that the scenes, characters or

things that are not threatened will pose a great threat to them, resulting in fear, and the patient will instinctively avoid these scenes, characters or things to ease their fear and anxiety. School phobia refers to an emotional disorder in which students have abnormal fear of school and learning environment and abnormal resistance to learning activities (Nadeem & Koschmann 2021). At the university stage, the students' learning environment, learning style and social environment are greatly different from those before, resulting in high learning pressure and interpersonal difficulties. In addition, college students have to face the pressure of graduation and employment, so they are more likely to have negative emotions, leading to school phobia (Holte et al. 2020). Social phobia refers to a kind of persistent and irrational fear that students feel in advance in public places that can be observed by others. A person with social phobia is afraid of embarrassing behavior. It is superfluous for individuals to recognize this fear, which is not beneficial to themselves. However, individuals cannot control this fear, and they will involuntarily want to escape in the face of public surveillance (Tarescavage et al. 2020). There are three main causes of phobia, namely genetic factors, quality factors and psychosocial factors. Finding a way to relieve students' anxiety and treat students' phobia is of positive significance to students' academic and long-term development.

Music therapy is a new frontier discipline. Through the music of different melodies, the organ function and hormone secretion of the audience can be adjusted, so that the audience can maintain a happy mood, and eliminate the negative emotions such as depression, anxiety and fear, so as to improve and adjust the psychological pressure of students. Therefore, in the college teaching system, college music bel canto teaching is an effective means to alleviate students' anxiety and then treat students' phobia. However, the current college music bel canto teaching has many defects, the teaching quality is low, and the easing effect on students' anxiety is not obvious. At present, the defects of college music bel canto teaching are as follows: the traditional teaching mode is too rigid, the theory is divorced from practice, and the evaluation method is too single. Positive psychology is a new psychological discipline called psychological revolution. Positive psychology advocates the positive orientation of

psychology, which mainly studies the positive psychological quality of individuals, the health and happiness of human beings and the harmonious development of society. The theory of positive psychology advocates to treat the potential, motivation and emotion of individuals with an open and encouraging attitude, so as to realize the transformation of individuals from negative psychological mode to positive psychological mode. There are three main viewpoints in the theory of positive psychology: positive emotional experience, positive personality characteristics and positive social environment. Based on the positive psychology, the research analyzes the psychological changes of students' anxiety and phobia, and then puts forward strategies to reform and innovate the college music bel canto teaching mode. The strategies include: developing new teaching models while deepening traditional teaching methods, optimizing teaching evaluation models, and putting forward innovative strategies from multiple perspectives. Based on positive psychology, the research on the innovation and improvement of college music bel canto teaching mode is of great significance to the future development of students in order to alleviate students' anxiety and treat students' phobia.

SUBJECTS AND METHODS

Study setting

In a university in a city, volunteers were recruited through the school's official account, the notice of class counselors, and the distribution of leaflets on campus. Before the experiment, inform the students of the experiment method and purpose, and allow the students to quit. After screening, a total of 61 students were left as experimental subjects. The students were divided into two classes, the research group and the control group. The basic information of the students in the two classes is shown in Table 1. For the students in the research group, the innovative college music bel canto teaching mode is adopted for teaching. For the control group, the traditional college music bel canto teaching mode was used. After the same teaching time, the scale survey tool was used to investigate the remission of phobia in two classes.

Table 1. Basic information of two groups of students

Project	Category	Group		χ^2	P
		Research group	Control group		
Age	17-19	6	4	0.604	0.460
	20-21	14	15		
	≥21	11	12		
Grade	1	7	7	0.334	0.658
	2	8	6		
	3	4	3		
Gender	4	12	14	0.082	0.973
	Male	16	15		
	Female	15	16		

Design

The self-made Anxiety Self-examination Scale (ASES) was used to investigate the anxiety level of college students in two classes. As a supplement, the Hospital Anxiety and Depression Scale (HADS) was used to investigate the depression degree of college students in two classes. The self-made college students' overall Mental Health Self-examination Scale (MHSE) was used to investigate the overall mental health of college students in two classes. Among them, the self-made college students' overall mental health self-examination scale includes many dimensions, including students' feelings about specific things, students' logical thinking mode, students' living habits, dealing with students' interpersonal relationship, etc. The self-examination scale of college students' overall mental health has 9 dimensions and 90 items, and the scores of each item are 1-5 points. The score of the item score can directly reflect the degree of psychological depression of college students in the item. Therefore, the college students' overall mental health self-examination scale can comprehensively evaluate the students' overall mental health. The scores of each item of the self-examination scale for the overall mental health status of college students are subjective judgments of the subjects, and there are no rigid regulations. The hospital anxiety and depression scale are divided into anxiety subscale and depression subscale. Each subscale has 7 items. All items are scored in a three-level scoring system. The score can directly reflect the degree of psychological depression of college students on the subscale. In the anxiety subscale and the depression subscale, 0-7 were asymptomatic. 8-10 points are suspected. 11-21 belong to certain existence. The total score of HADS is calculated as shown in formula (1).

$$S_{Total} = S_A + S_D \quad (1)$$

S_A is anxiety score. S_D is the depression score.

RESULTS

In a university in a city, volunteers were recruited through the school's official account, the notice of class counselors, and the distribution of leaflets on campus. The students were divided into two classes, the research group and the control group. For the students in the research group, the innovative college music bel canto teaching mode is adopted for teaching. For the control group, the traditional college music bel canto teaching mode was used. After the same teaching time, the self-made Anxiety Self-examination Scale for college students (ASES) is used to investigate the anxiety level of college students in two classes, as shown in Figure 1.

In Figure 1, before the beginning of the teaching experiment, the scores of the self-examination scale for college students' anxiety of the two classes were the same, and the difference was very small. After the end of the teaching experiment, the scores of the

self-administered anxiety scale of the students in the research group decreased significantly, indicating that their psychological anxiety was effectively alleviated. The scores of the self-examination scale of anxiety of the students in the control group have little change, indicating that the effect of anxiety relief is not ideal. After the teaching experiment, the psychological anxiety of the students in the research group was much better than that in the control group. The self-made college students' overall Mental Health Self-examination Scale (MHSE) was used to investigate the overall mental health of college students in two classes, as shown in Figure 2.

In Figure 2, before the beginning of the teaching experiment, the scores of the self-examination scale for the overall mental health status of college students of the two classes were the same, and the difference was very small. After the teaching experiment, the scores of the self-examination scale of the overall mental health status of the students in the research group decreased significantly, indicating that their phobia had been effectively alleviated. The scores of the self-examination scale of the overall mental health status of the students in the control group have little change, which indicates that the remission effect of phobia is not ideal. After the teaching experiment, the overall mental health of the students in the research group was much better than that in the control group. Among them, the scores of the self-examination scale for the overall mental health status of the class students in the research group are as follows: 25.14 ± 7.18 for the D1 project, 21.88 ± 6.32 for the obsessive comprehensive symptoms project, 21.29 ± 32.83 for the D3 project, 27.96 ± 4.49 for the depression project, 25.12 ± 6.19 for the anxiety project, 8.16 ± 1.74 for the hostel project the score of D7 project was 13.64 ± 2.58 , that of D8 project was 10.28 ± 5.42 , and that of psychological project was 19.14 ± 5.03 . The scores of the self-examination scale for the overall mental health status of college students in the control group were: 36.13 ± 8.27 for the socialization project, 29.14 ± 7.10 for the obsessive comprehensive symptoms project, 30.14 ± 5.77 for the D3 project, 39.98 ± 10.01 for the depression project, 32.87 ± 7.67 for the anxiety project, 17.25 ± 6.04 for the hostel project. The score of D7 project was 13.64 ± 2.58 , that of D8 project was 17.33 ± 6.42 , and that of psychological project was 29.42 ± 5.22 . The Hospital Anxiety and Depression Scale (HADS) was used to investigate the depression degree of college students in two classes, as shown in Figure3.

In Figure 3, before teaching and learning, and before the beginning of teaching experiment, the scores of the overall hospital anxiety and depression scale of college students in the two classes are the same, and the difference is very small. After the teaching experiment, the score of the hospital anxiety and depression scale of the students in the research group decreased significantly, indicating that their depression was effectively relieved. The scores of the hospital anxiety and depression scale in the control group had little change, indicating that the

effect of depression psychological relief was not ideal. After the teaching experiment, the effect of depressive psychological relief of the students in the research group was much better than that in the control group.

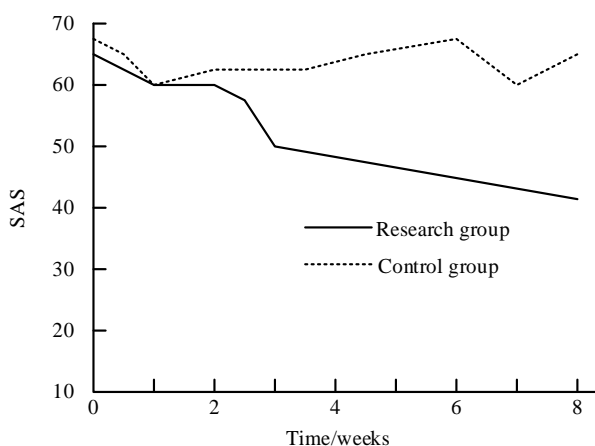


Figure 1. SAS score of two groups of students

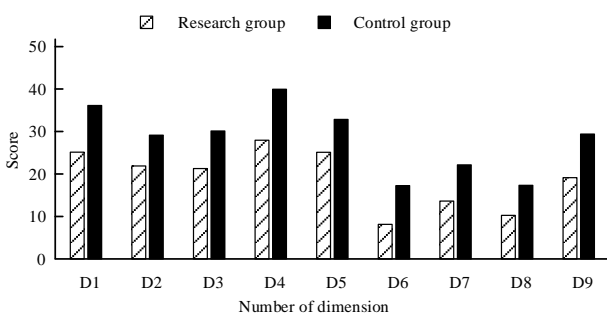


Figure 2. MHSE score

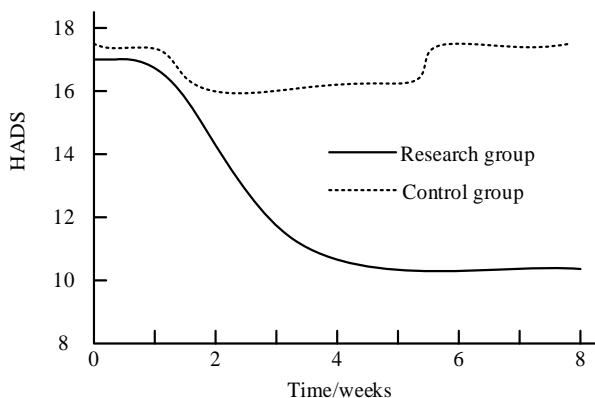


Figure 3. HADS score of two groups of students

DISCUSSION

In universities, students are exposed to more and more new things and face more and more contradictions and problems. However, the high expectations and pressures from society, families, schools and students themselves can easily lead to various psychological problems and psychological anxiety, such as learning anxiety and employment anxiety. When anxiety exists for a long time and is too severe, it will lead to students suffering from phobia, such as learning phobia, social

phobia, etc., which greatly affects students' normal learning and life (Kotuniuk et al. 2021). Music therapy is a new frontier discipline. Music therapy can treat patients' psychological diseases. Its principle is: through music with different melodies, it can adjust the organ function and hormone secretion of the audience, so that the audience can maintain a happy mood, eliminate negative emotions such as depression, anxiety and fear, and improve and adjust the psychological pressure of students (Roberts et al. 2021). The main principles of music therapy include aesthetic empathy and resonance. Among them, aesthetic empathy means that music is an independent vocal art with high aesthetic quality (Pereira et al. 2021). The melody and timbre of music, in the process of changing with certain rhythms and rhythms, can stimulate individual imagination, glow the charm of individual spiritual world, and thus affect and function individual body and mind (Campbell et al. 2021). In the induction of musical modality, individuals obtain release and catharsis, and thus release pressure (Keptner et al. 2021). Therefore, in the college teaching system, college music bel canto teaching is an effective means to alleviate students' anxiety and then treat students' phobia. However, the current music bel canto teaching in colleges and universities has many defects, such as low teaching quality, insufficient attraction to students, and unable to stimulate students' positive and positive emotions. Therefore, it has no obvious effect on alleviating students' anxiety. The research is based on positive psychology to innovate and improve the college music bel canto teaching model in order to alleviate students' anxiety and treat students' phobia.

CONCLUSIONS

College students are a special group, full of contradictions is the typical psychological characteristics of this group, prone to psychological problems such as poor environmental adaptation, self-cognitive deviation, interpersonal communication barriers, emotional distress, psychological crisis and so on. However, some college students' mental health level is poor, and they cannot correctly face and deal with the above problems, which often leads to psychological anxiety and emotional disorders. The research is based on positive psychology to improve and innovate the college music bel canto teaching mode in order to alleviate students' anxiety. The experimental results show that the improved college music bel canto teaching model based on positive psychology can effectively alleviate students' anxiety and emotional barriers, and has a positive significance for students' long-term development in the future.

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Contribution of individual authors:

Xianpeng Wang: conception and design of the manuscript

and interpretation of data, literature searches and analyses, clinical evaluations, manuscript preparation and writing the paper;

Yuan Li: made substantial contributions to conception and design, literature searches and analyses, participated in revising the article and gave final approval of the version to be submitted.

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