

RESEARCH ON THE INFLUENCE OF NATIONAL MUSIC EDUCATION REFORM ON STUDENTS' EMPLOYMENT ANXIETY

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SUMMARY

Background: The career choice and employment of college students is the second major choice and turning point after the college entrance examination. Opportunities and challenges coexist, which to some extent determines the future development of college students. In recent years, due to the special social environment and employment environment, it is more difficult for college students to control the actual situation after graduation, and the uncertainty about the future employment, the employment environment and the suitability of employment is stronger. Therefore, the anxiety psychology is more obvious. Anxiety disorder is a common mental disease in clinic. Patients will have uncontrolled shaking, sweating, palpitation, frequent urination and other symptoms. Anxiety state is a common psychological state. Individuals of different ages and occupations have obvious differences in the degree and characteristics of anxiety. Among them, college students have a special nature of anxiety, and anxiety disorder has become one of the main psychological problems of college students.

Subjects and methods: 100 students were selected from the music department of a university to conduct a control experiment. 100 students were randomly divided into two groups, the research group and the control group. For the students in the research group, the improved ethnic music education model based on educational psychology was adopted for teaching; For the control group, the traditional ethnic music education model was used for teaching. After using different teaching modes to teach for the same period of time, the employment anxiety of the two groups of students was tested by using the scale tool.

Results: The self-made Employment Anxiety Self-Rating Scale (EARS) was used to test the degree of employment anxiety of students. After a period of teaching, the scores of anxiety subscale, thought subscale and body subscale in ears of the students in the research group were far lower than those of the students in the control group.

Conclusions: Ethnic music education can help students relieve their emotions, regulate their psychology, and then alleviate their employment anxiety. However, the current national music education model is more traditional and has many defects. Students are not interested in the curriculum, which leads to the low quality of national music teaching and has no obvious effect on alleviating students' employment anxiety. The research is based on educational psychology to reform the national music education mode, improve the quality of national music teaching, and then alleviate students' employment anxiety.

Key words: employment anxiety - national music - educational psychology - mental health

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INTRODUCTION

The career choice and employment of college students is the second major choice and turning point after the college entrance examination. Opportunities and challenges coexist, which to some extent determines the future development of college students. However, in recent years, due to the special social environment and employment environment, it is more difficult for college students to control the actual situation after graduation, and the uncertainty about their future employment, employment environment and employment suitability is stronger, so the anxiety is more obvious (Sriken et al. 2021). In addition, because of various reasons, such as lack of personal cognition and ability, mismatch between family and their own expectations, social employment environment, college students are easy to suffer from employment anxiety. There are three main factors for students' employment anxiety, namely, social factors, upward comparison and employment competitiveness. First, social factors: most college students hope to improve the quality of life of their families through study and work. When the academic performance is not ideal, students will worry about affecting their studies, which will affect their future work, and ultimately

reduce their economic income (Smith et al. 2021). The second is upward comparison: students often compare with other individuals in the surrounding environment to evaluate their own social characteristics. Students tend to compare upward, that is, they pay attention to individuals who are stronger than themselves, so they often feedback negative information, leading to students' frustration. Finally, the employment competitiveness: the competition in the current society is becoming more and more fierce. Only with sufficient competitiveness can we get a satisfactory job (Zamora et al. 2021). When students feel that their employment competitiveness is not enough, they will have employment anxiety pressure (Nash 2021). Employment anxiety is a kind of negative emotion caused by the current employment environment, which leads to college students' worry, fear, tension and other negative effects on the process and structure of job selection and employment, and thus leads to a series of physiological changes, cognitive biases and abnormal individual behavior patterns. Since the beginning of the 21st century, China has implemented the college entrance examination enrollment expansion policy, which has led to a large increase in the number of colleges graduates every year and a sharp increase in the number of fresh graduates in the job market. In addition,

China is in a period of rapid development of market economy and facing transformation, and the employment situation is grim. Many research results show that Chinese college students generally have employment anxiety, which seriously affects the physical and mental health of college students (Bourdon et al. 2021). Students' anxiety can be divided into two types, one is less harmful realistic anxiety, and the other is pathological anxiety with psychological and physiological changes (Ding et al. 2021). Among them, pathological anxiety generally includes panic disorder and generalized anxiety disorder, which usually makes patients feel painful and impairs their social function; Realistic anxiety refers to feeling nervous about the actual threat in reality, and its anxiety degree is often positively correlated with the actual threat intensity. It is an instinctive emotional response and behavioral response for human beings to cope with and adapt to the environment (Lim & Yu 2021). Every year, because of employment anxiety, some malignant events, such as self-mutilation and suicide, occur among college students. The employment anxiety of college graduates has become a hot topic in the current society. People from all walks of life pay attention to it and expect to find effective ways to solve this problem (Kim & Sohn 2021). Many current studies have shown that college students' mental health level is low, and they are very prone to various psychological problems, and anxiety is one of the psychological diseases with the highest detection rate and disability rate (Choi 2021). There are many influencing factors of college students' anxiety disorder, mainly including the following four points: college students lack long-term career planning; The burden of the family is too heavy, and the expectation of the patient's family to the college students is too high; The lack of outdoor sports of contemporary college students. Lack of interpersonal anxiety. The sleep quality of contemporary college students is poor, their self-control ability is weak, and they are easy to immerse in movies, novels and games (Wati et al. 2021). Therefore, the research has carried on the discussion and research to the employment anxiety psychology of college students, hoping to find an effective method to alleviate the employment anxiety of students. In recent years, music therapy has been widely concerned by the society. It is commonly used in clinic to relieve patients' pain and mental stress. At the same time, it can also promote patients' appetite to a certain extent, help patients control blood pressure and improve sleep. Through playing soft music, music therapy can make patients feel happy and comfortable psychologically and physiologically. In recent years, some scholars have conducted in-depth research on the role of music therapy in relieving patients' mental stress, in order to explore its principle and mechanism. According to the theoretical results, some scholars use music therapy for patients' emotional regulation and psychological regulation to help patients get rid of negative emotions and improve their mental health. Therefore, in colleges and universities, ethnic music education for students can help

students get rid of negative emotions and alleviate employment anxiety. However, the educational methods and ideas of ethnic music education in colleges and universities are relatively backward. There is a lack of attention paid by teachers to the inheritance of national culture. The innovation speed of music education content is slow; The compilation and selection of music teaching materials need to be updated. Therefore, it needs to be adjusted and innovated. Based on educational psychology, the research analyzes the law of students' psychological changes, and then reforms the ethnic music education model, improves the quality of ethnic music teaching, and then relieves students' employment anxiety, which is of great significance to the healthy growth of students. The research is based on educational psychology to reform the ethnic music education mode, improve the quality of ethnic music teaching, and then alleviate students' employment anxiety.

SUBJECTS AND METHODS

100 students were selected from the music department of a university to conduct a control experiment. 100 students were randomly divided into two groups, the research group and the control group. For the students in the research group, the improved ethnic music education model based on educational psychology was adopted for teaching; For the control group, the traditional ethnic music education model was used for teaching. After using different teaching modes to teach for the same period of time, the employment anxiety of the two groups of students and the score of national music class were tested by using the scale tool. The self-made Employment Anxiety Self-rating scale (EARS) was used to test the degree of employment anxiety of students. The employment anxiety self-assessment scale contains 30 items in three directions: anxiety, thoughts and body. The anxiety direction includes 10 items; The idea direction includes 14 projects. Body orientation includes 6 items. The score of each item is 1-4. The higher the score, the more serious the employment anxiety of college students. In order to verify the effect of reforming the teaching mode of ethnic music education on students' employment anxiety, ears were used to evaluate students' employment anxiety. The total score of EAS is calculated as shown in formula (1).

$$S = S_A + S_I + S_B \quad (1)$$

In formula (1), S_A is the score of anxiety subscale, S_I is the score of thought subscale, and S_B is the score of body subscale.

RESULTS

100 students were selected from the music department of a university to conduct a control

experiment. 100 students were randomly divided into two groups, the research group and the control group. For the students in the research group, the improved ethnic music education model based on educational psychology was adopted for teaching. For the control group, the traditional ethnic music education model was used for teaching. After using different teaching modes to teach for the same period of time, the employment anxiety of the two groups of students and the score of national music class were tested by using the scale tool. Firstly, the self-made Employment Anxiety Self-assessment scale (EARS) was used to test the degree of students' employment anxiety. Before teaching, the scores of the anxiety subscale, the thought subscale and the body subscale in the ears of the students in the research group had little difference from those of the students in the control group, and the difference was not statistically significant. After a period of teaching, the scores of anxiety subscale, thought subscale and body subscale in ears of the students in the research group decreased significantly. And are far lower than the control group students. See Table 1 for the examination of students' employment anxiety.

The comprehensive mental health of the students was examined by the hospital anxiety and depression scale. The results showed that before teaching, there was little difference between the scores of the hospital anxiety and depression scale of the study group and that of the control group, and the difference was not statistically

significant. After a period of teaching, the scores of the hospital anxiety and depression scale of the students in the study group decreased significantly. And are far lower than the control group students. The comprehensive mental health scores of the two groups of students are shown in Table 2.

The SCL-90 can comprehensively evaluate the psychology of the two groups of students. Therefore, the SCL-90 is used to test the self-psychological evaluation of the two groups of students, as shown in Table 3. After using different teaching modes for a period of time, the scores of Symptom Checklist-90 of the students in the research group were far lower than those of the control group.

The changes of students' scores in ethnic music courses can directly reflect the teaching effects of the two ethnic music teaching models. Therefore, record the music scores of the two groups of students before and after teaching, and analyze the change trend of music scores, as shown in Table 4. The analysis results show that before teaching, there is little difference between the ethnic music course test scores of the study group and the control group, and the difference is not statistically significant. After teaching for a period of time, the scores of the students in the research group in the national music course examination have been significantly improved. And much higher than the control group.

Table 1. EAS scores

Subscale	Timing	Grouping		<i>t</i>	<i>P</i>
		Research group	Control group		
Anxiety	Before teaching	31.93±1.98	30.46±1.85	0.207	0.654
	After teaching	19.01±1.52*	31.03±1.96	6.454	0.001
Idea	Before teaching	40.69±2.18	39.46±2.50	0.214	0.812
	After teaching	31.79±3.06*	40.75±2.83	7.014	0.001
Body	Before teaching	16.68±0.57	16.84±0.47	0.843	0.652
	After teaching	12.03±0.20*	15.78±0.51	6.054	0.001

Note: * *P* < 0.05 compared with that before teaching.

Table 2. HADS scores

Subscale	Grouping	HADS Score		<i>t</i>	<i>P</i>
		Before teaching	After teaching		
Anxiety subscale	Eexperience group	16.31±3.23	7.66±2.59	7.252	0.000
	Control group	15.74±3.33	11.49±3.46	4.635	0.021
	<i>t</i>	0.223	5.452	-	-
	<i>P</i>	0.874	0.013	-	-
Depression subscale	Eexperience group	17.20±2.71	8.01±3.33	7.761	0.000
	Control group	16.92±3.48	12.06±3.80	4.314	0.018
	<i>t</i>	0.431	6.541	-	-
	<i>P</i>	0.764	0.003	-	-

Table 3. SCL-90 scores

Project	Group		<i>t</i>	<i>P</i>
	Research group	Control group		
Concentration	24.62±8.22	33.02±10.60	6.532	0.000
Emotional response	23.12±7.33	27.49±7.63	6.454	0.000
Thinking logic	20.54±3.26	28.72±6.35	7.625	0.000
Depression	29.37±4.56	39.37±9.77	6.531	0.000
Perceptual abnormality	25.42±6.32	31.89±7.96	6.104	0.000
Behavior pattern	8.52±1.88	16.48±6.12	6.772	0.000
Anxiety	14.30±3.24	21.33±4.07	7.605	0.000
Cognitive abnormality	10.73±6.47	15.24±6.95	6.703	0.000
Psychotic	19.62±4.58	27.46±5.33	5.797	0.000

Table 4. Music scores of two groups of students

Timing (weeks)	National music achievements		<i>t</i>	<i>P</i>
	Research group	Control group		
Before teaching	61.5±14.3	62.1±13.9	0.147	0.852
2	67.4±9.6	65.8±10.0	0.742	0.103
4	76.2±10.3	63.4±7.2	4.153	0.003
6	80.3±7.5	66.9±14.3	5.834	0.000

DISCUSSION

In recent years, due to the special social environment and employment environment, it is more difficult for college students to control the actual situation after graduation, and the uncertainty about the future employment, employment environment and employment suitability is stronger. Therefore, the employment anxiety is more obvious (Sriken et al. 2021). There are three main factors for students' employment anxiety, namely, social factors, upward comparison and employment competitiveness. First, social factors: most college students hope to improve the quality of life of their families through study and work. When the English achievement is not ideal, students will worry about affecting their studies, which will affect their future work, and ultimately reduce their economic income. The second is upward comparison: students often compare with other individuals in the surrounding environment to evaluate their own social characteristics. Students tend to compare upward, that is, they pay attention to individuals who are stronger than themselves, so they often feedback negative information, leading to students' frustration. Finally, the employment competitiveness: the competition in the current society is becoming more and more fierce. Only with enough competitiveness can we get a satisfactory job. When students feel that their employment competitiveness is not enough, they will have employment anxiety (Tabet et al. 2021).

In recent years, music therapy has been widely concerned by the society. It is commonly used in clinic to relieve patients' pain and mental stress. At the same time, it can also promote patients' appetite to a certain extent, help patients control blood pressure and improve sleep. Through playing soft music, music therapy can

make patients feel happy and comfortable psychologically and physiologically. In recent years, some scholars have conducted in-depth research on the role of music therapy in relieving patients' mental stress, in order to explore its principle and mechanism. According to the theoretical results, some scholars use music therapy for patients' emotional regulation and psychological regulation to help patients get rid of negative emotions and improve their mental health. 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. When the melody and timbre of music change with a certain rhythm and rhythm, it can stimulate individual imagination, glow the charm of individual spiritual world, and thus affect and function individual body and mind. Individuals get release and catharsis in the induction of musical modality. The resonance principle refers to that in the process of music transmission, it will lead to the harmonious work of various parts of the human body, such as internal organs, muscles, brain waves, etc., so as to improve the state of the human body, so as to alleviate the pain of the human body and improve individual emotions.

Ethnic music education can help students relieve their emotions, regulate their psychology, and then alleviate their employment anxiety. However, the current ethnic music education model is more traditional, there are many defects, students are not interested in the curriculum, resulting in the low quality of ethnic music teaching, and the psychological relief effect on students' employment anxiety is not obvious. Based on educational psychology, this study analyzes the causes of college students' learning anxiety in English learning and the law of psychological changes, so as to innovate

and improve the college English teaching model. Therefore, the research is based on educational psychology to reform the teaching mode of ethnic music education and improve the teaching quality. Strategies include: improving cultural publicity and strengthening cultural inheritance, expand and innovate the content of music education, continue to promote the construction of music teaching material system.

CONCLUSIONS

The career choice and employment of college students is the second major choice and turning point after the college entrance examination. Opportunities and challenges coexist, which to some extent determines the future development of college students. Therefore, anxiety is more obvious. The research is based on educational psychology to reform the ethnic music education mode, improve the quality of ethnic music teaching, and then alleviate students' employment anxiety. Strategies include: improving cultural publicity and strengthening cultural inheritance, expand and innovate the content of music education, continue to promote the construction of music teaching material system. The experimental results show that after a period of teaching, the scores of the symptom checklist, the hospital anxiety and depression scale and the employment anxiety scale of the students in the research group are much lower than those in the control group, and the scores of national music stars are higher than those in the control group. The above results show that the improvement and innovation of ethnic music teaching mode can effectively enhance students' recognition and understanding of ethnic music, and then better alleviate students' employment anxiety.

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