

physical education mainly refers to the students' fear of a certain action or a certain exercise due to their lack of sports ability. When students think that their physical fitness level or the ability to complete a technical action is quite different from the technical requirements, and they worry that they will have injury accidents, fear and timidity will occur, It's psychologically powerless. Helplessness, lack of confidence in their own ability, self devaluation, worry, nervousness, decreased memory, narrow thinking, anxiety level. Psychologically, the heart rate and breathing speed up, the blood pressure rises, the face is pale, the cold sweat, the cerebral cortex suppresses the diffusion, the original dynamic stereotype is destroyed. The psychological and physiological changes will inevitably affect the students' behavior response. Timidity, fear, in the behavior will appear slow reaction, movement disorder, four feet shaking, muscle stiffness, soft hands and feet, in this case, students are sure to complete the technical action. Therefore, we must find out the causes of students' timidity and fear in teaching. If the movement has certain difficulty, we should strengthen the protection and help, encourage students to focus on completing the movement, if it is for other reasons, we should strengthen the practice, improve the students' psychology. Stress "level, let students learn to control their emotions, and targeted for some adaptive training, and finally make it to a normal state.

(2) Use a variety of forms to adjust the deviation and error of students to complete the action. Teachers should give timely and enlightening information feedback to students through teaching summary, praise and criticism, and notice of the next class. Before class, teachers should point out the good and bad points of the class action completion to students according to the completion of teaching tasks and the situation of students' exercise in class, and analyze and guide the action, to provide students with information about the action, so that students understand the learning situation, clear goals, improve learning enthusiasm. Teachers should also give timely praise and criticism to students' learning attitude, hardworking spirit and skill mastery. Guide students to evaluate and adjust their own actions and learning attitude, make clear their own practice direction after class, and predict the content of the next lesson while making clear the practice direction after class, so that students can organically combine the practice of the last lesson with the preview of the content of the next lesson, and lay the foundation for the next teaching.

(3) Strengthen the application of sports psychology theory, improve the effect of sports classroom. The effect of physical education classroom teaching depends not only on students' physical quality, sports function and other factors, but also on students' thinking, attention, memory, will, learning attitude, learning motivation and other psychological factors, improve the effect of physical education classroom teaching, promote the overall improvement of students' physical and mental quality.

Conclusions: The smooth progress of physical education is inseparable from the protection of psychology, which runs through the whole process of teaching. Fully understanding students' individual differences and different levels of psychological development and grasping the law of students' psychological changes in the process of teaching can help students better master knowledge and develop sports ability. It is scientific and reliable to study the psychology of physical education teaching and provide scientific theoretical guidance for physical education teaching. Sports psychology includes the research and practice of many subjects. The application of the theory and method of sports psychology in physical education teaching plays an important role in improving the teaching quality of teachers. At present, the new reform of Physical Education advocates advanced educational ideas and ideas, so we should strengthen the research of physical education teaching psychology and build a new teaching mode. It provides the basis for the development of physical education teaching and gives full play to the value of sports psychology.

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TRAINING METHODS OF DANCE SENSE BASED ON CONSCIOUSNESS PSYCHOLOGY

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Background: Dance can be said to be the most physical art of our human beings, but from the reality, it is not difficult to see that although the number of dancing practitioners in our country is increasing, it is becoming more and more difficult for people in the dance circle to communicate with the outside world. The incomprehensibility of dance is the incomprehensibility of people outside the world, and of course the "moaning" of our practitioners. The dance is so close to the body, and the body is so close to us. In other words, we never leave our body for a moment; the body is responsible for all the tasks we meet our physiological needs. In order to complete the task smoothly, the body is also Human beings have developed to the highest level of integration in the world of life, at least today, but our perception of the body seems to

be slowly blurring. The body is our first tool to explore the world. The body is our best way of expressing emotion before language; it is the most powerful means of communication between people.

Objectives: This paper mainly focuses on the theory of consciousness psychology as the research method, discusses the dancers' dance feeling metaphysically, and then expounds the psychological mechanism and corresponding psychological conditions of dance feeling generation. It is true that the theoretical research on dance feeling should be a common topic, but from the perspective of problem study, this paper puts forward new exploration and thinking. For example, most artists thought that it was only the subjective thinking activity of human brain, and they did not discuss how sense of feeling was produced; or they had a speculative discussion on the related issues of dance feeling from the perspective of philosophy and aesthetics, and did not deeply analyze the psychological mechanism of dance feeling. So this academic paper will focus on the above issues to make a practical and reasonable explanation and scientific demonstration of dance phenomena with the knowledge of psychology.

Research objects and methods: A total of 87 dance professionals volunteered to participate in the study (96 people were included in this experiment, 87 people were analyzed in the final result, of which 9 people fell off), of which 42 were the experimental subjects and the other 45 were the control group, aged between 19 and 20 years old. All the subjects were healthy, without history of cardiopulmonary disease, hypertension and diabetes.

The experimental group and the control group were used to conduct an experimental study on the 19-20-year-old dance professionals who volunteered to participate, and the effect of dance training before and after the experimental group was observed in the control group. The experimental group received 12 weeks of psychological education, twice a week, 30 minutes each time. Through consciousness psychological education, the whole dance training process can maintain a relaxed and happy classroom atmosphere, so that dance professionals can experience happiness in the training process. The control group did not assign other tasks during the experiment, did not take intervention measures, ordinary dance training.

The questionnaire was completed before and after the experiment, and the questionnaire was collected on the spot. A total of 87 questionnaires were sent out, 85 were returned, 82 were effective, the effective rate was 96.47%, 42 in the experimental group and 40 in the control group.

In the process of the study, the methods of induction, deduction, comparison and comprehensive analysis were used. The data were processed by SPSS 16.0 statistical software. The independent sample *t* test was used between the experimental group and the control group, and the paired sample *t* test was used within the group.

Results: Before the experiment, questionnaire survey was conducted on the experimental group and the control group respectively. The homogeneity test and independent sample *t* test showed that there was no significant difference in dance training between the two groups before the experiment ($P > 0.05$, as shown in Table 1).

After 12 weeks, the results of questionnaire survey in the control group showed that there were no significant differences in sports ability, stimulating vitality, relieving stress, self-awareness, self-regulation and control, imagination and creativity, positive engagement and interpersonal relationship among dance professionals ($P > 0.05$).

Conclusions: Through the relevant control experiments, it is proved that consciousness psychological intervention has a positive effect on improving dance training ability, and can effectively improve the professional ability of dance professionals in all aspects.

Table 1. Dance training in the first two groups ($\bar{x} \pm s$).

	Experimental group	Control group
Athletic ability	1.29±0.482	1.26±0.412
Stimulate vitality	1.60±0.506	1.60±0.506
Relieve stress	1.71±0.482	1.68±0.517
Increase confidence	1.68±0.311	1.60±0.420
Self cognition	1.66±0.515	1.66±0.515
Self regulation and control	1.80±0.473	1.83±0.512
Imagination and creativity	1.46±0.528	1.45±0.446
Feeling emotions	1.77±0.528	1.78±0.531
Active engagement	1.57±0.496	1.58±0.385
Interpersonal relationship	1.89±0.512	1.89±0.531

Note: $P > 0.05$, there was no significant difference between the two groups.

Table 2. Dance training before and after the experiment in the experimental group ($\bar{x} \pm s$).

	Experimental group	Control group
Athletic ability	1.29±0.482	2.70±0.434
Stimulate vitality	1.60±0.506	3.26±0.335
Relieve stress	1.71±0.482	2.79±0.232
Increase confidence	1.68±0.311	3.27±0.375
Self cognition	1.66±0.515	3.02±0.431
Self regulation and control	1.80±0.473	2.84±0.362
Imagination and creativity	1.46±0.528	2.99±0.424
Feeling emotions	1.77±0.528	3.46±0.379
Active engagement	1.57±0.486	2.54±0.471
Interpersonal relationship	1.89±0.512	3.20±0.623

Note: $P > 0.05$; * means $P < 0.05$; ** means $P < 0.01$.

Table 3. Dance training of the control group before and after the experiment ($\bar{x} \pm s$).

	Experimental group	Control group
Athletic ability	1.26±0.412	1.85±0.583
Stimulate vitality	1.60±0.506	2.08±0.877
Relieve stress	1.68±0.517	1.96±0.332
Increase confidence	1.60±0.420	2.18±0.530
Self cognition	1.66±0.515	2.07±0.326
Self regulation and control	1.83±0.512	2.15±0.566
Imagination and creativity	1.45±0.446	1.78±0.834
Feeling emotions	1.78±0.531	2.34±0.328
Active engagement	1.58±0.385	1.82±0.839
Interpersonal relationship	1.89±0.531	2.33±0.782

Note: $P > 0.05$; * means $P < 0.05$.

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MEDIATING EFFECT OF POSITIVE PSYCHOLOGY ON THE PSYCHOLOGICAL ADJUSTMENT OF PRESCHOOL EDUCATION MAJORS IN COLLEGES AND UNIVERSITIES

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Background: The concept of “mental health” defined by the World Health Organization is “mental health is a state of health or happiness in which individuals can achieve self-esteem, be able to cope with daily biochemical pressure, work effectively and achieve results, and have the ability to contribute to their communities”. This is consistent with the value orientation of positive psychology. Positive psychology pays attention to the beautiful aspects of human nature, and expects to improve people’s happiness and prevent the emergence of various psychological problems through positive emotional experience, cultivating positive quality and forming a positive support system. The value orientation of positive psychology is in full conformity with the basic requirements of the teaching of psychological health education course for students in general colleges and universities issued by the general office of the Ministry of education.

Objectives: Positive psychology is expected to improve people’s happiness and prevent the emergence of various psychological problems Learning has great theoretical and practical guiding value for mental health education of preschool education students.

Subjects and methods: Through literature analysis, it is found that many domestic scholars have investigated the mental health of preschool education students. Most of the results showed that the scores of nine factors, such as obsessive-compulsive disorder, interpersonal sensitivity, anxiety, phobia and