

puts forward four kinds of marketing stimulation modes in the Internet era, namely perceived quality, cultural marketing, nostalgic advertising and service quality. These four variables can affect consumers' purchase intention of Internet marketing products, and they are all positive.

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EDUCATIONAL MODEL OF PROFESSIONAL DANCE ROLE BEHAVIOR CHARACTERISTICS FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY

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Background: Social psychology is a branch of psychology that studies the social psychological phenomena of individuals and groups. It has a wide range of concepts. Various factors of Social psychology have different effects on dance teaching. It can not only promote the development of dance teaching, but also have certain restrictive and interfering effects on dance teaching. Social psychology holds that school, as a social organization, has a complex nature, while class is a relatively independent psychological unit in the social organization of school. The level of interaction between teachers and students directly affects the teaching effect. The traditional teaching pays attention to the teacher in the classroom the importance, neglects student's main body status, over time will let the teacher and the student have some estrangement psychologically. Modern teaching theory puts students' autonomous learning and independent personality in the first place, and pays attention to the equal communication and interaction between teachers and students. Therefore, the study of dance teaching methods from the perspective of social psychology is of great significance to professional dance character behavior constraints.

Objective: From the point of view of social psychology, this paper analyzes the root causes of contradictions in dance teaching, clarifies the behavior characteristics of professional dancers, and puts forward some interactive modes to solve these contradictions.

Subjects and methods: Teachers' cognition of their own roles and their emotions in class will inevitably lead to the fluctuation of students' enthusiasm for learning. On the contrary, whether students are serious in learning and whether classroom discipline is good or bad will also affect teachers' enthusiasm for teaching. Therefore, in dance teaching, whether teachers or students, their speech or voice, their every body movement, expression and gesture have a symbolic meaning and interaction, will affect the level of role playing and the effect of teaching activities.

Using the method of interview, a questionnaire was designed for 30 teachers and 45 students in a dance college. The contents of the questionnaire include satisfaction, interest, whether the teacher's teaching content can meet the students' psychological needs, whether the students can effectively understand the classroom content and the teaching direction that can be improved.

Results: The result of the questionnaire shows that the students are not satisfied with the classroom arrangement. The first is the communication in the teaching process, the proportion is 93.5%, the reason is that the teaching content mostly stays in the traditional body dance traditional routine teaching, does not pay attention to the communication with student. The reason is that teachers think that they have certain leadership and control in dance teaching, students cannot play the main performance and dissatisfaction with teachers, this dissatisfaction is mainly manifested in the low enthusiasm of students in learning, in teaching tiredness behavior. Students do not want to be limited by too many teachers, I hope they can have more freedom in dance training, to be able to train independently. It is precisely because of the students' autonomy and freedom, conflicts with teachers are unavoidable. Social psychology often refers to this kind of conflict as social distance, or cultural and traditional barriers. Thus, in the traditional dance teaching in the past, the relationship between teachers and students is only a subject and control. This kind of relation neglects the student's psychology, neglects the student's classroom main body status.

The second place is the teaching venues and facilities, accounting for 79.6% of the total. Wall mirrors, levers and multimedia video facilities are relatively old. Not only can the current venues not meet the needs of teaching, but also cannot create a proper physical dance atmosphere. In this environment, learning psychology is more depressed and not comfortable. Questionnaire feedback: the process of dance teaching is not only the transfer of dance knowledge and skills, but also the emotional exchange between teachers and students, and the interaction and influence of attitude and behavior. At the same time, the modern teaching theory of information feedback and sociology of symbolic interaction theory, the teaching process is the two-way information communication and interpersonal interaction process. Based on the above two-way communication and interaction theory, three modes of interaction and communication in

dance classroom instruction are established from the perspective of social psychology (Figure 1).

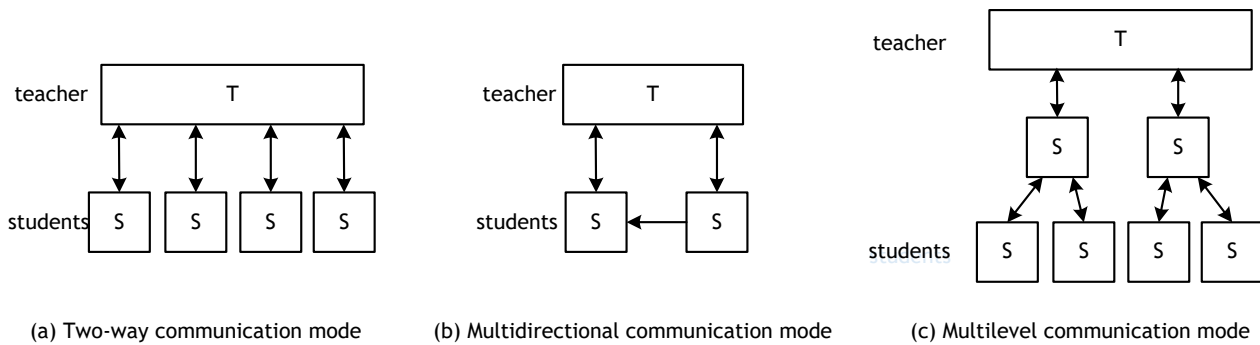


Figure 1. Three modes of interaction and communication in dance classroom teaching.

From the angle of social psychology, after considering the psychological characteristics of students, understanding the root of contradiction in dance teaching is helpful to clarify the character behavior characteristics of professional dance and provide some ideas and reference for professional dance teaching.

Conclusions: From the perspective of psychology, the conflict between teachers and students should be reflected in the traditional teaching only when the students consciously participate, can they interact with the teachers equally, and the students can trust each other and make progress together.

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EXPLORATION AND THINKING OF SITUATIONAL TEACHING OF PHYSICAL EDUCATION CLASSROOM CONSIDERING PSYCHOLOGICAL NEEDS

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Background: Students in different periods have different psychological needs in different periods because of their age, physiology, experience and other factors. At the present stage, physical education has stepped into the era of quality education, which emphasizes the importance of students' learning mood and emotions. In the teaching of physical education, we often find that when the physical education teacher that class created lively, cheerful, let every student like this class of physical education, this class of physical education teaching is very successful. Therefore, in the process of education, considering students' psychological needs can stimulate and promote students' emotional activities, cognitive activities and practical activities; Can provide students with rich learning materials, effectively improve teaching and learning; It can meet students' psychological needs of discovery and development, stimulate students to think positively, explore actively, constantly discover and solve problems, and independently construct knowledge and enrich emotions in the process of solving problems.

Objective: Seize the students' psychology, meet the students' emotional needs, respect needs and self-realization needs, and explore the optimal teaching methods of physical education classroom scene.

Subjects and methods: Middle-distance running is the endurance race in the physical education class, which is considered boring by the general students. For a school student, therefore, to eight sports teachers' teaching and students as the research object, to the teaching of the divided into experimental group and the control group, control group routine training, the experimental group into account students' psychological needs, set up sports class situation before the class teaching, the teacher in class in a planned way to design a situation, such as the mat when grass, bricks for obstacles, medicine balls when mines, etc., let the students in the joy of complete the climb, jump, moving, running, and encouraging language teachers gave students a certain emotional color). After three consecutive classes of PE classroom teaching, the PE teachers' self-evaluation form of teaching effect and the feedback form of students' opinions on teaching effect were filled in, and the teaching effect observation form was used as the research observation tool to calculate the teaching results.

Results: Through the test, it is found that in the experimental group that considers the psychological needs of teaching, students' participation and enthusiasm are higher, and the results of the physical education teachers' self-evaluation table are more objective. It can be seen that the physical education teachers in the experimental group are more satisfied with their teaching effect and the teachers' status is