

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

	Before experiment	After experiment	P
Color weight	1.34±0.441	3.85±0.512	
Color sense of warmth and warmth	1.58±0.485	4.77±0.403	
Sense of color distance	1.69±0.105	3.81±0.305	
Propaganda significance	1.56±0.561	5.10±0.241	<0.05
Collocation of words	1.69±0.574	4.81±0.356	
Theme style	1.88±0.488	3.96±0.281	
Overall layout	1.72±0.748	3.85±0.324	

Note: $P < 0.05$, with statistical significance.

Conclusion: As a designer in the new era, we should create more possibilities of public welfare poster design, think from a new angle, and innovate new forms of public welfare poster design from the perspective of cognitive psychology, so as to provide new reference for the majority of designers. We should fulfill the social responsibility, pay attention to the social focus, explore the harmonious development of human and nature, advocate correct values and world outlook, and promote human civilization.

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EFFECT OF PSYCHOLOGICAL INTERVENTION IN DANCE TEACHING

Hui Zhao

Conservatory of Music, Qingdao University, Qingdao 266071, China

Background: Sports dance is an international popular fashion sports activity, which is competitive, artistic, fitness and entertainment with the characteristics of sex, sociality and so on, it is gradually loved by the majority of students in Colleges and universities. It integrates fitness and mental health. At the same time, it is not limited by venues and equipment. The amount of exercise can be large or small. It is suitable for people of different ages. Therefore, compared with other sports, it has more outstanding exercise value. However, in the process of sports dance teaching, many college students often show psychological problems such as boredom, anxiety, rebellion and inferiority, which affect the “teaching” and “learning” in sports dance teaching. Therefore, it is necessary to analyze the causes of psychological barriers of college students in sports dance teaching, explore the methods of psychological control, stimulate students’ interest and enthusiasm in learning sports dance, so as to make sports dance become a lifelong sports event for college students, and provide reference for improving sports dance teaching.

Subjects and methods: In this paper, through the sports dance teaching college students’ common psychological barriers and cause analysis, as follows:

(1) Tired of psychology. The weariness psychology in the physical education dance teaching is to study suddenly cold and hot. Once the difficulty of learning is increased, it is easy to keep up with it for a while, it is easy to be unstable, mentally depressed, slack, or even lose interest in learning and give up not to learn. The reason is: Nowadays, most colleges and universities adopt the system of students choosing sports events by themselves. Therefore, many students have to choose sports dance knowledge because of the examination factors when they cannot choose their favorite items, which has strengthened their confidence and courage to become a talent.

(2) The head teacher should study the students. Studying students is a necessary condition for successful education, and the best way is through activity observation. To understand the style of class and study, to understand the main advantages and disadvantages of the class and analyze the reasons, to understand the general cultural level of parents, to find the weaknesses that need to be corrected; to study the personality characteristics of students (including ability, temperament, personality, hobbies, etc.), to understand the personal living environment, to master which are activists, which are students that need special attention, and so on.

(3) Class teachers should cultivate a group of class cadres with high efficiency. The collective appearance of a class is largely determined by the class cadres. Class cadres play an important role in the class. I call them the left and right hands of the class teacher. Therefore, only by carefully selecting and training cadres, can the work of the head teacher gradually change from heavy to simple and easy.

Study design: This study uses spss20.0 to analyze the average of heart rate data and mental health scale

scores before and after dance teaching, so as to understand the influence of dance teaching on middle school students' mental health.

Results: In order to verify the effect of psychological obstacle counseling in dance teaching, the difference test of psychological health score data before and after dance teaching was carried out to find out whether there was any change before and after the experiment. Firstly, 420 middle school students' mental health scale was obtained by questionnaire method, and the specific results are shown in Table 1.

Table 1. Mental health indicators.

Index	Good people	Number of people with mild problems	Number of people with moderate and upper problems
Interpersonal tension or sensitivity	318	84	18
Study pressure	198	84	138
Poor application	315	63	42
Emotional balance	207	138	75
Psychological balance	357	42	21
General mental health	312	78	30

Secondly, the differences of mental health indicators before and after dance teaching are obtained, and the specific results are shown in Table 2.

Table 2. Differences of mental health indexes before and after dance teaching.

Test index	Before dance teaching	After dance teaching	P
Interpersonal tension or sensitivity	1.55±0.61	1.55±0.61	0.654
Study pressure	2.25±0.86	2.27±0.87	0.863
Poor application	1.64±0.58	1.45±0.59	0.048*
Emotional balance	2.03±0.67	2.02±0.87	0.910
Psychological balance	1.45±0.41	1.46±0.56	0.845
General mental health	1.70±0.41	1.66±0.39	0.583

Note: *means $P < 0.05$, with significant change; **means $P < 0.01$, with highly significant change.

By comparing the mental health dimensions of the control class before and after the experiment, we can find that the mental health indicators of the control class students have changed to different degrees after the experiment. Among them, the interpersonal tension and sensitivity dimension, the dimension of maladjustment, the emotional balance dimension and the overall mental health score all decrease to different degrees, but only the P of the dimension of poor adaptation The value was less than 0.05, which means that the poor adaptation dimension had a significant change before and after the experiment, while the scores of learning pressure and psychological balance increased slightly, $p > 0.05$, that is, there was no significant change before and after the experiment. It can be judged that the low sports load plays an important role in the poor adaptation dimension of junior high school students' mental health, but it has no obvious effect on the interpersonal tension and sensitivity dimension, learning pressure dimension, emotional balance dimension, psychological balance dimension and the overall mental health condition.

Conclusions: The problem of students' psychological barrier is an important problem, which cannot be ignored. It is not easy to overcome students' psychological barriers. In the process of teaching students' sports dance skills and improving students' sports level, teachers should persevere, step by step, and seize the opportunity to put psychological health education into teaching practice, improve students' psychological quality, and cultivate students into healthy and qualified talents with all-round development of morality, intelligence, sports and beauty.

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DEVELOPMENT OF MENTAL HEALTH OF ATHLETES AFTER SPORTS COMPETITION

Jianjun Yuan

Institute of Physical Education, Huanggang Normal University, Huangzhou 438000, China