

0.12, $P > 0.05$; The interaction between time and consistency is not significant, $F(1,75) = 0.19$, $P > 0.05$; Time consistency and protection level group of three. The interaction is not significant, $F(1,75) = 1.61$, $P > 0.05$.

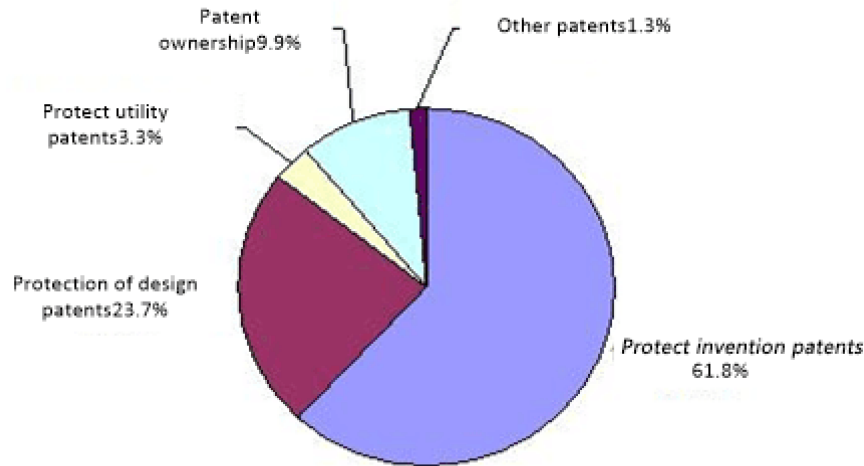


Figure 1. Mean and standard deviation of subject-side protection task responses in groups with high and low protection levels.

Conclusions: Research through experiments to examine the impact of different levels of protection on policy protection strategies and cultural protection strategies in intellectual property protection. By arranging property rights protection tasks of different difficulty (inconsistent trials accounted for 7 or 10%) to consume the cognitive resources of the subjects, to achieve the protection level of the manipulated subjects, and to evaluate the changes in the protection level of the subjects by the pre- and post-test of the side protection tasks According to the situation, the policy protection strategy and cultural protection strategy in the intellectual property protection of the subjects were measured by the policy protection strategy test and the pasted patent task. The results found that in the policy protection strategy test, the notarization and standard scores of the subjects in the high protection level group were significantly higher than those in the low protection level group; in the task of pasting patents, the protection, infringement degree, The overall impression score and total score were significantly higher than the high protection level group. It shows that a high level of cognitive psychology is conducive to policy protection strategies, and a low level of cognitive psychology is conducive to cultural protection strategies. Cognitive psychology has a separation effect on the influence of policy protection strategies and cultural protection strategies in intellectual property protection.

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THE TEACHING PRACTICE OF CHILDREN'S DANCE FROM THE PERSPECTIVE OF BEHAVIORAL PSYCHOLOGY

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Background: In view of the shortcomings of the lecture-style teaching model, the special subject attributes of behavioral psychology, and the insufficiency of behavioral psychology teaching methods, the positioning of behavioral psychology teaching reform should be found under the premise of further optimizing classroom teaching. A variety of resources inside and outside the school, combined with a variety of methods and means, actively mobilize the subjective role of teachers and students, which can not only give full play to the advantages of the classroom teaching system in imparting theoretical knowledge, but also give full

play to practical activities to improve students' emotions and values Advantages of teaching mode.

The children's dance teaching model aims at cultivating students' comprehensive quality. It can be combined with different disciplines to form specific educational goals. The establishment of training goals in the children's dance teaching mode should follow the four principles of combining teaching and educating, combining knowledge and cultivating ability, combining teaching and scientific research, and combining theory and practice. Analyzing the principles of designing the training objectives of the children's dance teaching model, it is found that the model emphasizes both the cultivation of basic knowledge and the cultivation of morality, which is exactly in line with the teaching requirements of behavioral psychology. Therefore, hypothesis 1 is proposed to use children's dance-style teaching model for behavioral psychology teaching can achieve the dual goals of behavioral psychology teaching.

The children's dance teaching model has a complete theoretical framework and clear goals, which can well cultivate students' subject knowledge and emotional values. It has been fully applied and promoted in pedagogy-related disciplines in domestic and Japanese universities. Based on the teaching effect achieved by the children's dance teaching model, it can be introduced that the children's dance teaching model applied to behavioral psychology teaching can improve children's theoretical knowledge of behavioral psychology; the children's dance teaching model applied to behavioral psychology teaching can improve children's attitudes and emotions and values.

Subjects and methods: Randomly select two classes of students who voluntarily take this course. One was used as the experimental group, and one was used as the control group. All students (232 students) are from a certain undergraduate child, aged between 5 and 8 years old, with an average age of 6.84 ± 0.65 . Among them, 56 are boys and 176 are girls. There were 102 people in the practice group and 130 people in the control group. There was no significant difference between the average age of the practice group (18.72 ± 0.69) and the average age of the control group (18.94 ± 0.61) ($t = 2.49$, $d = 0.17$).

Study design: Choose self-compiled exam questions as a measure of knowledge mastery. The test questions include noun explanations, short answers and essays. The questions are divided into A and B volumes. The difficulty of the two volumes (A volume is 0.84, and the B volume is 0.85) and the degree of discrimination (A volume is 0.39, B volume is 0.35). The reliability of volume A is 0.77, and the reliability of volume B is 0.79. The school standard is based on the ideological and ethical accomplishment and legal foundation scores. The correlation validity of the A-volume school-standard is 0.55, and the B-volume is 0.56. The difficulty, discrimination, a reliability, and calibration correlation validity of using the two volumes are all acceptable, and the indicators of the two volumes are relatively close. The same teacher is used to mark the test papers, and the grading teachers intensively review the papers. The same standards are used in the process of reviewing the papers to ensure the reliability of the scorers. "Children's Life Satisfaction Scale" (contains two dimensions of objective satisfaction and subjective satisfaction. Objective satisfaction includes 5 items. The sixth item is subjective satisfaction. All items are scored at 7 levels. There are 5 objective satisfaction items in the questionnaire The correlation between the score and the total objective satisfaction score is above 0.45, the correlation between the total objective satisfaction score and the total satisfaction score is 0.74, and the correlation between the subjective satisfaction score and the total satisfaction score is 0.93. The test-retest reliability of 6 items is in Between 0.69 and 0.84. The objective score, subjective score and total score of the scale are associated with SCL-90's calibration validity of 0.3. Questions 1, 3, and 5 are reverse scoring, and 2, 4, and 6 are positive. The higher the total score of the questionnaire, the higher the life satisfaction of the subjects.

Methods of statistical analysis: All data were analyzed and processed using SPSS for windows 18.0.

Results: Analysis of variance, the results found that the main effect of time is significant ($F = 12538.52$, $P < 0.001$), indicating that there are significant differences in performance at different time points. The interaction between time and group is significant ($F = 4.63$, $P < 0.05$), which shows that there are significant differences between the two groups at different time points.

In the simple effect analysis, the results of the group dimension found that the practice group ($F = 5754.27$, $P < 0.001$, $n = 0.962$; M before practice = 0.26, M after practice = 82.69) and the control group ($F = 6788.88$, $P < 0.001$, $n = 0.967$; M before control = 0.35, after Lu control = 79.65) After receiving the teaching, the grades have improved significantly. In the time dimension, there was no difference in the pre-test scores between the two groups of subjects ($F = 0.45$, $P > 0.05$), but the final total score of the practice group was significantly higher than that of the control group ($F = 4.35$, $P < 0.05$; M practice = 82.69, M control = 79.65). This shows that after the children's dance teaching, the final total score has been significantly improved, and the practice group is higher than the control group. From this, it has been verified that the children's dance teaching model can improve the knowledge of behavioral psychology. The specific statistical results are shown in Table 1.

Conclusions: Using the practice group control group pre-test design to carry out repeated measures analysis of variance and mediating effect test on 232 children, to examine the effect of behavioral psychology teaching on the students' behavioral psychology knowledge, attitudes, emotions, and values

under the children’s dance teaching mode. The results showed that: (1) Children’s dance teaching mode can significantly improve children’s knowledge of behavioral psychology; (2) Children’s overall happiness, positive values, and life satisfaction are maintained under the children’s dance teaching mode; (3) In the children’s dance teaching model, children’s personal values use life satisfaction as a part of the mediation to promote the formation of overall happiness and to promote the teaching goals. It can be seen that the children’s dance teaching model can achieve the dual goals of behavioral psychology education and emotional training.

Table 1. Mean variance statistics for the different groups.

Project	Test group	Number of people	Mean(M)	Variance (SD)
Pre-test of life satisfaction	Control group	29	31.86	3.80
Post-test of life	Practice group	52	28.98	5.40
Pre-test of overall happiness	Control group	29	25.55	5.32
Overall happiness after	Practice group	52	28.88	3.47
Before the test of personal values	Control group	46	72.54	10.54
	Practice group	83	71.31	6.21
Pre-test of life satisfaction	Control group	46	70.91	10.41
	Practice group	83	74.78	8.71
Pre-test of overall happiness	Control group	85	28.24	9.19
Overall happiness after	Practice group	77	28.68	8.84
Before the test of personal values	Control group	85	25.58	8.89
	Practice group	77	31.94	9.24

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INNOVATIVE RESEARCH ON IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Establishing a preventive crisis intervention mechanism for college students, changing from solving psychological crises to preventing psychological crises, eliminating the problem in the bud, can better help college students with serious psychological problems to overcome psychological difficulties. Therefore, try to adopt a model of combining ideological and political education and comprehensive psychological intervention for impoverished college students, prevent and guide early, establish an intervention system, quickly control the psychological crisis that may occur in college students, and effectively mobilize, coordinate, and integrate School forces conduct crisis intervention to promote the healthy growth of college students and cultivate their sound personality. This research is just under this background for preliminary practical exploration.

Subjects and methods: Subjects selected 189 college students in school-based, specialist clinical medicine, nursing, cosmetology, Chinese medicine and other majors from a university, including 85 males and 104 females. They were randomly divided into control and experimental groups, with 95 experimental groups. There were 94 people in the control group. The two groups of students had no statistical significance in terms of birthplace, gender, department, ethnicity and main life.

Study design: The evaluation method adopts the SCL-90 clinical symptom self-rating scale introduced and revised by Wu Wenyuan of Shanghai Railway Institute. According to the results of Derogates et al., the validity coefficient of each symptom of SCL-90 is between 0.77 and 0.90. The scale contains a total of 90 items, and each item is scored at 5 levels. 1 means no, indicating that there is no such symptom; 2 means mild, indicating that there is this symptom, but the performance is infrequent and not serious; 3 means moderate, indicating that there is this symptom, and the degree is mild to moderate; 4 means equivalent Severe, indicating that this symptom often occurs, and the degree is moderate to severe; 5 means severe, indicating that this symptom often occurs, and the frequency and degree are very serious. The main statistical indicators are 9 symptom factors. Each factor reflects the symptoms and pain of college students in a certain aspect. The