

important role in the healthy growth and development of children. It clearly analyzes the impact and needs of color on children's psychology and makes the entertainment space more in line with children's entertainment and learning environment from the perspective of color and psychology, cultivate children's emotional cognitive ability, improve children's own learning ability, and create a relatively more comfortable environment for children.

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MENTAL HEALTH FUNCTION AND IMPLEMENTATION STRATEGY OF DANCE TEACHING IN COLLEGES AND UNIVERSITIES

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Background: Subject teaching is the main position of College Students' mental health education. Dance teaching has unique advantages in infiltrating mental health education. With the expansion of college enrollment and the increase of graduates, college students will have various psychological problems in their study and life. Dance, as a popular art course, has unique advantages in cultivating students' sound personality and psychology. This is because dance art is not only a physical art, but also a kind of sports spirit. Dance learning can not only cultivate students' artistic accomplishment, but also improve students' physical quality. In dance teaching, consciously increase students' mental health education and help students dredge the psychological problems they encounter, which is conducive to students' formation of healthy personality and psychology, but also conducive to students' improvement of their dance psychological quality and ability.

Dance teaching can help students develop their body symmetrically, shape their perfect body, improve the sensitivity, flexibility, and sense of strength of students' body organs, and form beautiful manners and correct posture habits, which is not only conducive to the improvement of students' physical quality, but also conducive to students' self-shaping a good image and lay a good foundation for the development of mental health. Moreover, the rich activities of dance teaching also provide a broad space for the all-round development of students. In dance teaching, there are both basic skill training, imitation and learning of action combination, creation of works, stage performance, etc. These activities can promote the healthy development of students' intellectual and psychological factors and improve students' observation, memory, imitation and thinking, promote the formation of students' ability to resist setbacks. Due to the influence of family conditions, psychological development, learning and emotion, college students often have psychological problems such as depression, inferiority complex, social difficulties and exam (or on-the-spot) anxiety in their life. These psychological problems can be alleviated and eliminated by using dance activities and appropriately taking some targeted psychological counseling measures. For example, for the more common adaptive psychological problems such as students' on-the-spot anxiety and social difficulties before the examination or performance, the rational emotion analysis, systematic desensitization technology or exposure therapy in psychological counseling can be used repeatedly in dance activities until they return to normal. Dance teaching can effectively improve students' psychological status and promote their physical and mental health.

Objective: To clarify the mental health function of dance teaching in colleges and universities and get more teaching measures to meet the actual situation.

Subjects and methods: The principles and methods of psychology and the specific techniques of psychological counseling were consciously used in dance teaching in colleges and universities.

There are many methods to cultivate students' healthy psychology in dance teaching in colleges and universities, but there are mainly timely evaluation method and information feedback method.

Evaluation is an essential link in dance teaching. In dance teaching, teachers can use different evaluation methods to adjust and guide students' mentality in time, so as to achieve the purpose of psychological counseling while completing the teaching objectives. There are mainly the following: First, positive evaluation. Positive evaluation is that when students learn dance movements, if they are standardized and excellent, teachers can respond positively in time and make positive evaluation and encouragement. This evaluation and encouragement can cultivate students' positive spirit. Positive evaluation should be based on the actual learning situation of students and cannot be simply evaluated from the standardization of students' dance movement learning. Students' every progress and positive learning spirit is worth encouraging and affirming. In the dance learning of college students, each action and form has relatively strict requirements. If it is not done in place, it cannot fully show the beauty of the body. For this, students

are easy to have a sense of frustration and show depression and depression. At this time, the teacher's encouraging evaluation can help students free themselves from anxiety. Through patient counseling and encouragement, students can reduce their psychological burden and re-establish their confidence in dance learning.

Information feedback is an important link in dance teaching. Timely information feedback can help students correctly understand themselves and constantly improve themselves based on feedback, so that they can have a more objective evaluation of their quality and ability and enhance their psychological adjustment ability. In the psychological feedback, the main methods are advance feedback method and synchronous feedback method. The so-called early feedback is that teachers give feedback on the possible problems in the training according to the basic requirements and task objectives of movement training before the beginning of dance teaching, so as to enable students to have a targeted goal in the training process and strengthen their students' confidence. The other is synchronous feedback method. In the process of dance training, for a past movement link, teachers can make the simplest feedback with some simple language, actions and gestures according to the completion of students' movements, so that students can timely remember and correct technical blind spots and enhance their psychological quality.

Psychologist Petrovsky said: "the implication is that a person is easily influenced by others. His behavioral motivation is not the result of his own ideas and beliefs, but the result of the influence of others". In a nutshell, suggestion is an ambiguous expression, which is a process of making a rapid impact on people's state by implicit and indirect methods. Psychological suggestion focuses on the influence of unconscious mental activity on a person's behavior and thoughts, which can be seen everywhere in real life. Therefore, in teaching, teachers can use implicit and indirect ways to give psychological hints to students' training behavior according to students' psychological characteristics, which will have an impact on students' training mentality.

Experienced dance teachers will find that after a long time and hundreds of movement training, although the movement technology and overall beauty will be greatly improved, the students' psychological burden will gradually increase, and they are always afraid that they will make mistakes when completing the movement or cooperation. To solve this problem, teachers can use the "catfish" stimulation method to help students eliminate psychological pressure and tension. According to the basic requirements of "catfish" stimulation method, teachers break the routine in dance training, find the right training, change the original formation environment, increase the difficulty and requirements of training, so as to stimulate students' emotions, so as to strengthen their psychological quality and reduce their psychological burden. The "catfish" stimulation method can not only activate the classroom atmosphere, but also help to form a benign competitive environment among students, let students adapt to various pressures in the performance process, and prevent the emergence of adverse psychological problems such as complacency and depression.

Results: The implementation of dance teaching in colleges and universities can effectively help students alleviate or even eliminate psychological problems and maintain students' mental health. We should stick to the value function of cultivating morality, mind and body in dance teaching. We should treat objectively the problems in subject setting and teaching methods. Rationally analyze the potential impact of dance teaching on college students' mental health, develop strengths and avoid weaknesses, combine dance teaching with mental health education, effectively improve students' personality and improve students' positive learning attitude. Dance teaching plays a unique role in cultivating students' healthy psychology and personality. Teachers should carry out psychological counseling education in dance teaching, help students solve various psychological problems encountered in dance learning and life, and use various psychological counseling methods to help students establish self-confidence in learning, so that students can form a healthy psychology and sound personality.

Conclusion: Dance teaching plays an important role in college education. It can help students maintain healthy psychology, stimulate their own potential, enable students to achieve independent development, and enable students to form a sound personality.

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HUMAN -COMPUTER INTERACTION INTERFACE DESIGN BASED ON USER'S PSYCHOLOGICAL NEEDS

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