

LEARNING EXCLUSION BEHAVIOR ANALYSIS AND EMOTIONAL GUIDANCE OF INTERNET ADDICTION STUDENTS

Shufen Li¹ & Yaping Zhang²

¹School of Innovation and Entrepreneurship Education, Jilin University of Finance and Economics, Changchun 130117, China

²College of Economics and Management, Jilin Agricultural University, Changchun 130118, China

SUMMARY

Background: In recent years, the number of higher school students who have dropped out or left school due to the Internet addiction has been increasing, which has aroused great concern from schools, society and government. How to make students out of the Internet to regain themselves become a new topic. Contemporary higher school students are at the time of our country's economic form transferring from the planned economy to the market economy and contact with the Internet from childhood. At the same time, they face more confusion, higher and higher school students appear to learning exclusion behavior.

Subjects and methods: In order to analyze the problem effectively, this paper conducted a questionnaire survey on 1000 higher school students in a city, and screened out 40 "Internet addiction" recipients, and randomly selected 40 non-Internet addicts as control. The evaluation tools are the Internet addiction scale, the parental education rating scale and the revised SCL-90 self-rating scale. Then the "Internet addiction" students are carried out a one-term psychological behavior intervention.

Results: The mental health status of the two groups of students did have some differences.

Conclusions: After the emotional guidance, the mental health level of the "Internet addiction" students improved, and the psychological emotion guidance was effective to improve the mental health status of the students with "Internet addiction".

Key words: Internet addiction students - learning exclusion - behavioral analysis - emotional guidance

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INTRODUCTION

Current university students are basically 90s generation and our country is in the advanced stage of socialism. The new concept is bound to have a huge impact on traditional values, which affecting the formation of students' philosophy, sense of worth and world view. China's economic form is transferring from the planned economy to the market economy, social values are changing from single to diversified. Students who grew up at this stage contact with the Internet from childhood and are good at accepting new things, active thinking and unconventional. At the same time, they face more confusion, and their values have gradually turned to the contradiction, the Internet characteristics of quickly access the information become a mystery of students (Leng 2016; Hsieh 2017). The lack of Internet perfect system management information is easy to induce students to look at the problem one-sided and extreme, resulting in their dissatisfaction with some social problems, feeling confused and cannot find an effective solution. Internet addiction refers to the phenomenon of excessive social and psychological damage resulting from excessive use of the Internet. The word of "addiction" initially refers to drug dependence, and similar criteria are applied to behaviour disorders such as alcohol addiction, smoke addiction, drug addiction, gambling addiction, or excessive use of certain techniques and processes. The Internet addicts and gambling addicts are similar, which have no addiction

substances. It leads to the Internet anorexia, the spirit of decadence, academic failure, job performance deterioration, Internet fraud, induced crime and other disadvantages (Wang et al. 2015). Internet addiction is mainly manifested in depression, sleep disorders, biological clock disorders, eating disorders, lack of mental strength, reflecting the slow, easy to excitement.

State of the literature

The traditional analysis of the learning exclusion behaviour of Internet addiction students is too one-sided, and there is no in-depth understanding of the reasons, the results of the analysis are too theoretical, and the practical not strong;

In the context of the emotional guidance of addicts, only the influence of counsellors is considered, and the guidance of parents is neglected. For students, the emotional guidance of family and parents is very necessary.

At present, the study of the learning exclusion behaviour of Internet addiction students is too simple, and it is lack of innovation.

Contribution of this paper to the literature

To explore the causes of the exclusion study behaviour of Internet addiction students.

This study introduces the analysis principle of learning exclusion behaviour, assuming that the

exclusion learning behaviour is subject to the Gaussian distribution of parameters, and uses the distribution to improve the accuracy of behaviour analysis.

Based on the actual data, the Internet addiction scale designed by young and the SCL-90 self-rating scale was used to carry out the questionnaire survey to make the analysis result more accurate.

LITERATURE REVIEW

Status of domestic research

In recent years, the domestic anti-Internet addiction is the traditional drug intervention means; what's more, some scholars try to use psychological prevention and control, team counselling and social work intervention and other methods to intervene in Internet addiction. It has been successfully applied to the field of clinical psychology and withdrawal, including drug addiction, alcohol addiction, abnormal diet addiction, Internet addiction and many other material or spiritual addiction (Zhou et al. 2017). Relevant experts showed that the parents of Internet addiction higher school students use excessive interference, protection, severe punishment are significantly greater than parents of non-Internet addiction students, which consistent with previous research results. Excessive interference measures of parents may make their children grow up in the process of easy to form eccentric, lack of self-confidence, dependence and other bad personality characteristics (Li 2015; Li 2016). When the children face the society alone, their self-efficacy is low, which is easy to induce negative emotions and behavioural problems. On the contrary, addiction behaviour itself can lead to reduced communication with the surrounding people, narrowing the scope of communication, depression and loneliness increased, which can form a bad psychological state, and continue to provide a psychological basis.

As of the end of June 2010, the size of Chinese Internet users reached 485 million, the highest proportion is student groups, which reaches 29.9%. Student groups become the biggest potential for Internet addiction. According to statistics, the proportion of higher school students with the Internet addiction was 43.7%, and 2.6% of higher school students had deep Internet addiction (Irani et al. 2017; Dieter et al. 2017). Now many higher schools have set up an Internet of courses, such as the Northwest Normal University to set up the teacher education class compulsory course "information technology" for the faculty of teachers, these Internet courses are based on the Internet as a platform. At present there is a domestic research method for the investigation, a study selected a university survey, it let the students of these two classes fill out the Internet addiction test form before the classroom observation begins to determine which students were suffered from Internet

addiction, and then observe them in the classroom. According to the test, the 2008 Chinese undergraduate class 1 had 3 mild addiction students and 2 severe addiction students; 2008 history undergraduate class 2 had 16 mild addiction students and 1 heavy addiction students. Through a month classroom observation of online courses "information technology teaching", it was found that during the class most students was online entertainment. Due to the dependence on the Internet, Internet addiction students were not studying through the Internet, but mainly did the Internet Entertainment, such as online chat, Internet games, browse news, online shopping and so on. Although the research method is true, the process wastes a lot of manpower and the research takes a lot of time.

Status of foreign research

Internet Addiction Disorder (IAD) concept is first proposed in 1994 by Psychiatrist I. Goldberg of New York City. Internet addiction has attracted the attention of sociologists and psychologists since it was put forward. The American Psychological Association (APA) formally recognized the academic value of the "Internet addiction" study in 1997. This study called the students who placed too much dependence on the Internet, resulting in obsessed with the Internet and tired of learning to escape from the classroom as Internet addiction students. In addition, in the theory of social cognition, Bandura pointed out that the change of all the psychological and behaviour of the individual should be realized by the individual's sense of self-control and self-efficacy (that is, self-efficacy). The effectiveness perception is an important factor in the beginning, realization and maintenance of changes in Internet addiction. In addition, low-self-efficacy addicts will let the mercy of the environment, and even do not want to make excessive efforts for their own excessive effort. Self-efficacy emphasizes the confidence of individuals about their ability to perform a certain task or activity, it is pioneered by Bandura, who is the most famous psychologist of American contemporary, and is the most important theory of contemporary psychology used to explore and explain people's perceptions or beliefs about their abilities. With the deepening of the Internet age, higher school students as the main users and creators of information technology, the group Internet addiction or the incidence of Internet dependence is on the rise, not only seriously endanger the young people's physical and mental health, but also cause increasingly contradictory social problems and public health issues. This theory is based on the analysis of the causes and symptoms of Internet addiction, from the perspective of self-efficacy of addicts. The goal of self-efficacy is to improve the self-efficacy and provide theoretical and practical guidance for higher school education management workers to guide the Internet addiction students out of misunderstanding.

METHODS

Analysis on the causes of higher school students' Internet addiction

When the reality cannot meet their own needs, or they were ignored in reality, they will seek the recognition and self-affirmation, such as it will be more worship to play a role of the online game in the higher level, play in the virtual community as a moderator and other important roles or their words induced the discussion of friends or resonance, etc. This self-expansion in the virtual Internet led to Internet over, especially who is not proud in real life and stimulate their desire to achieve themselves in the Internet. At present, most higher school students are the only children, that cannot be completely self-centred with people in reality, but also take into account others, which makes them feel nervous. And in the virtual Internet it is no need to consider others than their own problems. The Internet has become a platform to achieve only my own, but also planted seeds of the Internet addiction (Tabak 2015). The Internet is full of new things and information, which is a great temptation of a strong desire for higher school students. Higher school students are often not mature enough, whose self-control is not strong, it is difficult to resist the temptation, and thus become an internet addict.

Since the reform and opening up, people's living standards are getting higher and higher, while the increase in income at the same time also increased the money on children. Families of good conditions buy the computers for children. Even if not purchased, the children also have enough pocket money to Internet cafes. Coupled with the neglect of the parents and the children's emotional communication or improper way of education, these integrated factors eventually lead to a vicious cycle of Internet addiction. Good computer and Internet facilities, especially the improvement of the hostel environment provide students with convenient and also provide an objective condition of Internet addiction. And the lax management of the school make it possible for students to skip classes for Internet. Moreover, the current Internet cafes are around the schools, coupled with higher school students are adults that can go into Internet cafes arbitrary. Internet cafes have high hardware performance and fast Internet speed to attract some game player like Internet cafes as a paradise, which gradually addictive.

Exclusion behavior analysis and guidance mode test of internet addiction students

According to the existence of the behavioural characteristics of the library, the analysis of behaviour was completed by the classification of identification, through the behaviour of *sca* and FCC to set up

classifier C_1, C_2 . Each classifier is independent, the result analysis of the classifier to obtain the final judgment results, the specific expression formula is as follows:

Set the graph $G = (V, E)$, where v is expressed as a set of vertices, and E is expressed as a set of edges, the following result can be obtained:

$$E = \{(v_i, v_j), v_i, v_j \in V\} \quad (1)$$

The above expression can be expressed as a method of learning exclusion behaviour analysis based on semi-supervised clustering.

Assume the set of functions was as follows:

$$F = \{(v_1, v_2, \dots, v_n), \forall v_i \in v\} \quad (2)$$

Where $v_{i.next}$ and $v_{i.prev}$ are expressed as the number of predecessors and successors of the node, the behaviour sample is represented by A_{ij} , and a specific call flow icon signature G_{ij} is generated.

If the number of all samples is k , the k directed graphs are constructed, the feature graph shows the common subgraph G'' of the k directed graphs, and the number of node precursors and successors is expressed by $v_{i.prevnum}$ and $v_{i.nextnum}$.

If you solve k common subgraph G'' , it must make $v_{i.prevnum} = v_{i.prevnum}$,

$$v_{i.nextnum} = v_{i.nextnum} \quad (3)$$

The behaviour code c_{new} will be analysed, the results are:

$$type(G_{new}) = \max_k \{score(G_{new}, G_k)\} \quad (4)$$

Assume G_{new} and G_k in the above formula are composed of m and n vertex composition, where $v_{new} \in G_{new}$, $v_{ij} \in G_k$ and scoring function have the following definition, set γ_i as the similarity parameter, which shows the similarity between behaviour nodes. The formula is as follows:

$$\begin{aligned} score(G_{new}, G_k) &= \sum_{I=1}^M \sum_{J=1}^N \hat{\partial}_{IJ} \hat{\partial}_{IJ} \\ &= 1, v_{new}.prevnum \\ &= v_{ij}.nextnum \end{aligned} \quad (5)$$

or

$$\begin{aligned} score(G_{new}, G_k) &= \sum_{I=1}^M \sum_{J=1}^N \hat{\partial}_{IJ} \hat{\partial}_{IJ} \\ &= \gamma_i, v_{new}.prevnum \\ &= v_{ij}.nextnum \end{aligned} \quad (6)$$

In summary, it can be said that through the intervention and analysis can get the system call flow chart features, to achieve the exclusion of learning behaviour analysis.

Assuming that the exclusion learning behaviour is subject to the *Gaussian* distribution of the parameter and the unit covariance matrix, the parameter set θ contains the mean v_1, \dots, v_k , then the estimator of the parameter θ can be expressed as:

$$\begin{aligned} \log(L(\theta, X, t)) &= \log(p(x, t, \theta)) \\ &= -\sum_{j=1}^{n+m} \|x_j - v_j\| + \gamma \end{aligned} \quad (7)$$

$j = 1, 2, \dots, n$

In the above equation, γ is expressed as a constant, and it can be explained by the above equation that if the similarity between the model estimation behaviour and the real behaviour is high, the accuracy of the behaviour analysis will be more accurate.

On the basis of the above principles, the following specific experiments was carried out. The experiment conducted a questionnaire survey of 1000 higher school students in a university in 2016. According to the scores, 40 Internet addition students were selected as the study group. The same grade and 40 non-Internet addicts were randomly selected as the control group, the average age is (19±0.75) years old and (18.9±0.68) years old, respectively. There was no significant difference in sex age between the two groups ($P > 0.05$). For the mother emotional form as a variable, the Internet addiction analysis is carried out.

The evaluation tools include: 1. Internet addiction scale designed by *young*, which contains 10 entries,

using the “yes or no” score system (yes=1, no=0). Calculate the total score, score ≥ 5 points were “addiction.” 2. Parental rearing rating scale, the scale contains 11 factors, father and mother parenting mode were 6 and 5 factors. 3. Revised SCL-90 self-rating scale, the scale has 90 items, which use the 5-level scoring system (1-5 points) and calculate the factors dividedly.

RESULTS

Comparison of EMBU scores between study group and control group before intervention

The excessive interference protection and severe punishment of mothers in study group were higher than the control group, the difference was significant ($P < 0.05$), as shown in Table 1. And the severe punishment, deny and the excessive interference protection of fathers in study group were higher than the control group. The difference was significant ($P < 0.05$), as shown in Table 2.

Table 1. Emotional guidance comparison of mothers between two groups (Score, $\bar{x} \pm s$)

Group	Number of cases	Emotional warmth understanding	Excessive interference protection	Deny	Severe punishment	Favouring subject
Research group	40	42.55±6.78	38.27±5.15	15.14±3.30	19.69±4.53	14.29±2.78
Control group	40	40.80±5.85	36.24±6.54	14.21±3.56	17.81±3.72	13.68±2.76
<i>P</i>		>0.05	<0.05	>0.05	<0.01	>0.05

Table 2. Emotional guidance comparison of fathers between two groups (Score, $\bar{x} \pm s$)

Group	Number of cases	Emotional warmth understanding	Severe punishment	Excessive interference	Favouring subject	Over protection
Research group	40	44.07±6.89	27.66±4.34	24.82±3.57	11.63±2.87	10.52±2.99
Control group	40	42.44±4.98	25.82±5.27	23.71±3.72	10.55±2.85	9.50±3.67
<i>P</i>		>0.05	<0.05	>0.05	<0.01	>0.05

The comparison of SCL-90 scores in 2 group before intervention is shown as Figure 3. The scores of interpersonal sensitivity, anxiety and hostile factors

in the study group were significantly higher than those in the control group ($P < 0.05$), as shown in Table 4.

Table 3. Comparison of SCL-90 scores in 2 group before intervention (Score, $\bar{x} \pm s$)

Group	Number of cases	Somatization	Force	Interpersonal sensitivity	Anxious	Hostile
Research group	40	1.42±0.42	1.38±0.42	1.82±0.53	1.71±0.54	1.88±0.38
Control group	40	1.39±0.40	1.39±0.38	1.62±0.47	1.47±0.531	1.61±0.5
<i>P</i>	-	>0.05	<0.05	>0.05	<0.01	>0.05

Table 4. Comparison of scores of SCL-90 scores before and after intervention (Scores, $\bar{x} \pm s$)

Group	Number of cases	Somatization	Force	Interpersonal sensitivity	Anxious	Hostile
Research group	40	1.42±0.42	1.38±0.42	1.88±0.38	1.71±0.54	1.58±0.71
Control group	40	1.40±0.38	1.39±0.38	1.86±0.43	1.52±0.37	1.40±0.48
<i>P</i>	-	>0.05	>0.05	<0.05	<0.01	<0.05

DISCUSSION

SCL-90 self-rating scale was used to evaluate higher school students. The results showed that the mental health status of the two groups was different. Internet addiction students are more paranoid and hostile, mainly showed high anxiety, depression and interpersonal sensitivity, which reflects the similarity of the “Internet addiction” students. This kind of student is not harmonious with the people around and not good at telling others to encounter their own problems and confusion; while the lack of support and help from family and school, that turned to resort to the simple, relaxed, interactive Internet (Wisessathorn 2016; Ostovar et al. 2016). This also provides a screening for targeted behaviour for students’ psychological behavioural interventions. After the intervention, the level of mental health of students with “Internet addiction” has improved, especially in SCL-90, and there is a significant decrease in interpersonal sensitivity, anxiety and hostility. It indicated that the emotional guidance is effective in improving the mental health of addictive students. Emotional guidance takes the basic principle of sparse rather than blocking. Psychological counselling and family intervention are to teach students the basic mental health care knowledge, and to teach students psychological adjustment skills guidance, let it experience the successful realization of interpersonal and healthy behaviour of the way to help them rebuild self-confidence. Psychological and behavioural therapy mainly helps students to be negative and automatic thinking, to tap the deep dysfunctional attitude, change stubborn schema awareness; and correct their eccentric stubborn addiction behaviour (Fioravanti 2015). It helps students improve interpersonal relationships, learn new attitudes and behaviour. At the same time the use of social support to help Internet addiction students to find healthy interest groups, and actively participate in social activities to meet their interpersonal and emotional communication needs of the psychological and promote personal development.

CONCLUSIONS

With the development of society and the development of information age, the Internet has entered the homes of ordinary people, has become an important part of people’s lives. Internet addiction

refers to the use of the Internet, and then the psychological dependence on the Internet of an impulsive control of abnormal behaviour, Internet addiction for higher school students is a new thing in the process of accepting new complications and the causes are multifaceted (Bu et al. 2015; Ibrahim et al. 2016). Studies have shown that addiction is associated with poor family function in adolescence. This study showed that the parents of Internet addiction students use excessive interference, protection, severe punishment, refused to deny and other emotional guidance method of intensity was significantly greater than non-Internet addiction parents, consistent with previous research results. Only parents in the refusal to deny the difference, may be related to the family functions of father and mother in different roles, parents of excessive interference measures may make their children grow up in the process of easy to form eccentric, lack of self-confidence, dependence and other bad personality characteristics. When the children face society alone, it is easy to induce negative emotions and behavioural problems. On the contrary, Internet addiction behaviour itself can lead to reduced communication with the surrounding people, narrowing the scope of communication, depression and loneliness, they form a bad psychological state together. It provides a psychological basis of the formation, strengthen and continue of the Internet addiction behaviour.

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Contribution of individual authors:

Shufen Li: wrote original draft, participated in literature search and analyses, evaluations and manuscript

preparation, as well as wrote the paper.

Yaping Zhang: conceived and designed the manuscript, interpreted the data, and participated in project administration including resources, software, validation, visualization, conceptualization, investigation and methodology.

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Correspondence:

Yaping Zhang,

College of Economics and Management, Jilin Agricultural University,

Changchun, 130118, China

E-mail: shufenll@126.com

ANALYSIS ON THE APPLICATION VALUE OF HUMANISTIC PSYCHOLOGY IN CHINA'S HIGHER ART EDUCATION

Shiyao Li^{1,2}

¹School of Teacher Education, Pingdingshan University, Pingdingshan 467000, China

²Graduate School, University of Perpetual Help System DALTA, Manila Las Piñas 1740, Philippines

SUMMARY

Background: Education is the foundation of governing the country. With the development of society and the progress of the times, dance education, as an important part of China's higher art education, has become more and more popular in the art classroom of basic education. Dance is a comprehensive means of combining body movement, performance and music to carry out Chinese higher art education for students, which is a way that students are willing to accept. Therefore, from the perspective of humanistic psychology, explore the teaching methods of higher art education, make it easier for students to accept the study of dance courses, and make China's higher art education achieve twice the result with half the effort.

Subjects and methods: In this study, in November 2020, the author distributed 120 questionnaires to students majoring in dance in local colleges and universities (levels 18, 19 and 20), of which 103 were recovered. After reading and answering the questions, the author excluded 7 invalid papers, and analyzed the application value of humanistic psychology in China's higher art education.

Results: We have obtained the following results: humanistic psychology is an important branch of psychology, which studies various psychological changes and development laws of students in the process of learning. To truly master students' learning psychology, we should not only understand the basic theory of learning and the main psychological factors affecting students' learning, but also study students' psychological processes and psychological laws in learning knowledge, forming skills and developing ability in school, so as to better serve teaching. In fact, this is also a common learning law of all disciplines, namely the four steps of "knowledge - skills - problem solving - creative thinking". These four steps have layers of in-depth and increasing logical relationship.

Conclusions: Through the study and research of dance education and teaching, the author deeply discusses the important significance and value of humanistic psychology for Chinese higher art education and teaching, and through the analysis of the problems existing in the current dance teaching, seeks the methods to solve the problems from the perspective of humanistic psychology, mainly including the following points: first, starting from the characteristics of dance teaching, this paper analyzes the four characteristics of dance teaching, including imitation, intuition, children's fantasy and children's interest. Second, using the relevant theoretical knowledge of humanistic psychology to analyze the relationship between dance teaching characteristics and psychology, and taking this as the research basis, this paper discusses how to carry out dance teaching activities according to different types of students' aptitude. Third, study the role of humanistic psychology in dance teaching, explore the influence of psychological factors on teaching effect in the process of dance teaching, and demonstrate the application value of humanistic psychology in China's higher art education from two aspects of theoretical value and practical value.

Key words: humanistic psychology - higher art education - teaching students according to their aptitude - psychological factors - creative thinking - dance teaching

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INTRODUCTION

At present, the theoretical research on higher art education mainly focuses on the value and function of higher art education, students' dance teaching and creation, while there are few studies on the application of humanistic psychology in students' Dance Teaching (Cavalcantefeitosa et al. 2020). This study systematically combs, analyzes, studies and summarizes the current students' dance teaching from the aspects of the current situation of higher art education, the application of humanistic psychology in higher art education and the value analysis of the application, so as to make some attempts and accumulation for the systematic project of students' dance teaching.

At present, students' dance teaching methods are diverse. Applying the basic principles of humanistic psychology, paying attention to the in-depth excavation of students' internal psychological

mechanism, and conducting such empirical research, dance educators teach from the psychological changes of students learning dance (Kim & Hong 2020), so as to achieve twice the result with half the effort, it can provide theoretical and practical basis for front-line dance teachers' dance teaching to students (Rüth & Kai 2020). It is a practical innovation of teaching methods and means in students' dance teaching. The application of dance humanistic psychology to students' dance teaching has important practical significance.

At present, the report of the Standing Committee on community psychology of the Federation of European psychological associations outlines higher education (CP) in community psychology in 14 European countries. Our results show that there is some CP teaching in the education system of 10 countries. 20 European universities offer CP, two of them have bachelor's degrees, and 16 also have CP,