

order to improve teaching quality. The results showed that there was no significant difference in SAS score, CPSS score and SCL-90 score between the two groups before teaching ($P > 0.05$). After adopting different college physical education teaching modes, the SAS score, CPSS score and SCL-90 score of the students in the research group were significantly lower than those in the control group ($P < 0.05$).

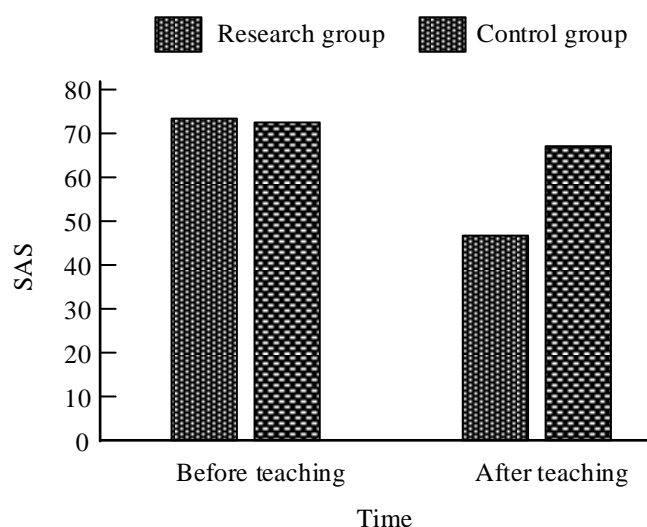


Figure 1. Changes in SAS scores of students in the two groups

* * * * *

CORRELATION ANALYSIS BETWEEN IDEOLOGICAL AND POLITICAL EDUCATION BASED ON FLIPPED CLASSROOM THOUGHT AND COLLEGE STUDENTS' PSYCHOLOGICAL QUALITY

Sujuan Zhou

Xiamen Institute of Technology, Xiamen 361021, China

Background: Anxiety is a kind of negative emotion caused by the inconsistency between expectations and reality, or fear and worry about the imminent threat. In the learning process, due to the fear of poor learning effect and students' self-denial, some students will have a sense of failure and frustration, resulting in students' emotions in a state of tension and fear for a long time, and finally lead to students' symptoms such as anxiety and depression. Long term excessive anxiety will damage students' physical and mental health, and seriously lead to students' mental loss of control or collapse, personality disintegration and other consequences, resulting in a significant decline in students' quality of life, loss of confidence in life, self injury, suicide and other dangerous behaviors, which not only affects the normal life of students and their families, but also affects the harmony and stability of society. The mental health of college students is not sound, and they are in a special moment of life. At the same time, they are faced with academic pressure, work pressure and social pressure, so they are very easy to suffer from anxiety symptoms. When the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life.

Ideological and political education is an important way to improve college students' psychological quality and alleviate their psychological anxiety. However, the current teaching mode of Ideological and political education in colleges and universities has great defects. Students have little interest in and pay insufficient attention to ideological and political education in colleges and universities, and the teaching quality of Ideological and political education is also relatively low, so it cannot play its role in alleviating students' anxiety. Flipped classroom is a new teaching mode emerging in the era of big data, which can improve students' autonomy and interest in learning. Educational psychology is a psychological theory put forward under the background of teaching reform. It has important theoretical and practical significance in promoting the reform of education system. In addition, educational psychology is also of great significance to the improvement of educators' psychological quality and teaching methods. Educational psychology contains many related theories, including psychological content, students' psychological change law in the

learning process, teachers' analysis and cultivation of students' learning motivation, teachers' transfer and promotion of students' learning, teachers' analysis of students' cognitive ability development, teachers' cultivation of students' cognitive understanding, students' memory development, students' knowledge consolidation methods, students' cognitive strategy formation cultivate students' problem-solving ability and innovation ability, cultivate students' correct self-consciousness, students' group psychology and students' mental health education. Based on the theory of educational psychology, the research integrates the flipped classroom thought into the ideological and political education in colleges and universities, so as to improve the teaching mode of Ideological and political education in colleges and universities, so as to improve the teaching quality of Ideological and political education and alleviate students' anxiety.

Objective: the current teaching mode of Ideological and political education in colleges and universities has great defects. Students have little interest in and pay insufficient attention to ideological and political education in colleges and universities. The teaching quality of Ideological and political education is also relatively low, so it cannot play its role in alleviating students' anxiety. Based on the theory of educational psychology, the research integrates the flipped classroom thought into the ideological and political education in colleges and universities, so as to improve the teaching mode of ideological and political education in colleges and universities, so as to improve the teaching quality of ideological and political education and alleviate students' anxiety.

Subjects and methods: 68 students with anxiety disorder were selected from different majors of a university as the research objects. Self-rating Anxiety Scale (SAS) and Hospital Anxiety and Depression Scale (HADS) were used to evaluate students' anxiety, and the examination results of Ideological and political education courses were used to evaluate the teaching effect. The students were randomly divided into study group and control group, with 34 people in each group. Among them, the students in the research group used the improved teaching mode of Ideological and political education in colleges and universities Based on educational psychology. The students in the control group used the traditional teaching mode of Ideological and political education in colleges and universities. After a period of time, the anxiety and test scores of the two groups were compared.

Results: After two months of teaching, the SAS score and HADS score of the students in the study group decreased significantly ($P < 0.05$), and were significantly lower than those in the control group ($P < 0.05$). The degree of anxiety relief in the study group was significantly higher than that in the control group ($P < 0.05$). The degree of anxiety relief of the two groups of students is shown in Table 1.

Table 1. The anxiety of the two groups of students improved

Group	Timing	Degree of anxiety			
		No	Mild	Moderate	Severe
Research group	Before intervention	0	13	11	10
	After intervention	16	12	6	0
Control group	Before intervention	0	14	12	7
	After intervention	3	12	13	6

Conclusions: When the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life. The current teaching mode of Ideological and political education in colleges and universities has great defects, and the teaching quality is relatively low, so it cannot play its role in alleviating students' anxiety. Based on the theory of educational psychology, the research integrates the flipped classroom thought into the ideological and political education in colleges and universities in order to improve the teaching mode of Ideological and political education in colleges and universities. The results showed that after two months of teaching, the SAS score and HADS score of the students in the study group decreased significantly ($P < 0.05$), and were significantly lower than those in the control group ($P < 0.05$). The degree of anxiety relief in the study group was significantly higher than that in the control group ($P < 0.05$). The above results show that improving the teaching mode of Ideological and political education can improve the teaching quality, improve students' psychological quality and alleviate students' anxiety, which is of positive significance to students' long-term development.

* * * * *

RESEARCH ON THE TEACHING PRACTICE OF COLLEGE SPORTS DANCE FROM THE PERSPECTIVE OF BEHAVIORAL PSYCHOLOGY

Liu Ge

School of Physical Education, Hunan University of Humanities, Science and Technology, Loudi 417000, China

Background: Behavioral psychology is an important branch of psychology. Different from other psychology, behavioral psychology analyzes individual behavior rather than individual consciousness. Behavioral psychology first emphasizes that researchers can only observe individual behavior objectively. Secondly, it is considered that the basis of individual behavior is individual response, and multiple individual responses can constitute behavior. Then it is considered that individual behavior is produced passively under the influence of environmental factors. Finally, behavioral psychology also believes that in the expression of behavior, people's psychological and spiritual activities will also change. In the follow-up research, psychologists divide the views of behavioral psychology into four categories. First, behavioral psychology believes that in the psychological research of individuals and groups, the spiritual consciousness is not accurate, and the expression of behavior is people's real psychology. The second point is that the significance of psychology is to predict and control individual behavior through psychological intervention. The third point is that in the research of psychology, we should not examine the individual's heart subjectively, but judge the individual's behavior psychology from an objective point of view. Fourth, behavioral psychology believes that people's psychological state can be divided into congenital and acquired. Congenital is the inevitable factor brought by heredity, acquired is the operable psychology caused by environmental changes, and human behavior is influenced by acquired.

The rhythm and rhythm of dance are inseparable from music. Music is always intertwined with the emergence and development of dance. Dancers need to organically combine music and dance movements in the process of dance. Therefore, music also plays an important role in dance teaching. Dance teaching needs to rely on music to guide students, so that students can remember music and rhythm, so as to realize the learning of dance movements. In the process of sports dance education, music is the basis of teaching. The music representation method uses the corresponding relationship between music and dance to realize the teaching guidance of students' sports dance, help students fully feel the charm of music and dance in teaching, and understand the role of music in dance teaching and performance. Before teaching activities, teachers can first play music and dance videos for students, so that students can have a preliminary perception of dance and music rhythm before learning, stimulate students' hearing, vision and other senses, and promote students' grasp of dance rhythm and music rhythm. In the process of sports dance teaching, teachers can help students further master the movement, pace and rhythm of sports dance through group practice. And pay attention to the correction and guidance of students' movements, ensure the balance of students' limbs and rhythm, promote the gradual improvement of students' ability, and enhance students' enthusiasm and self-confidence in dance.

Objective: In recent years, with the advancement of the quality of colleges and universities in China, sports dance has been introduced into college physical education. However, due to the short development time, the sports dance teaching system in colleges and universities is not mature, and there are many problems in the actual sports dance teaching in colleges and universities. Therefore, from the perspective of behavioral psychology, this paper analyzes the current situation of college sports dance teaching, and puts forward a new model of college sports dance teaching under the guidance of behavioral psychology theory, hoping to provide help to improve the quality of college sports teaching.

Subjects and methods: The research take four classes of elective sports dance courses in a university as the experimental object, with a total of 162 students. Through the way of comparative experiment, this paper analyzes the application effect of music image teaching method in sports dance teaching in colleges and universities. The study adopts the method of random sampling, and divides four classes into experimental group and control group. The students in the experimental group use the music representation method to teach in the sports dance course, while the students in the control group do not change the teaching method and learn according to the previous teaching mode. The comparative experiment lasts for one month. After the completion of the semester course, compare the learning effects of sports dance in different groups, explore the application effect of music image teaching method in college sports dance teaching, and explore the practicability of the new sports dance teaching mode integrating behavioral psychology.

Results: The scores of sports dance skills of the students in the experimental group and the control group before and after the experiment are shown in Table 1. After the introduction of music image teaching method, the skills of the students in the experimental group have been significantly improved.

Conclusions: Behavioral psychology makes an in-depth analysis of the psychological connotation behind individual behavior and actions, and explores the psychological characteristics of behavior training and