

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

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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

actions from the perspective of psychology, which can effectively provide help for the teaching and improvement of sports dance in colleges and universities. Under the guidance of behavioral psychology, music image teaching method shows a good teaching application effect, which can effectively improve the teaching efficiency of sports dance in colleges and universities.

Table 1. The scores of sports dance skills of students in the experimental group and the control group before and after the experiment

	Time	Fraction
Before experiment	Experience group	1.26±0.57
	Control group	1.25±0.69
After experiment	Experience group	3.37±0.58
	Control group	2.03±0.42

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APPLICATION OF MARXIST PHILOSOPHY IN COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

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Background: With the advancement of social process and the acceleration of social development, the social competition situation is becoming increasingly severe. The fierce social competition makes college students face the pressure from family, society, environment and other aspects. The number of college students with mental health problems is increasing year by year. The mental health level of college students is not optimistic. A considerable number of college students suspend or drop out due to mental diseases. In serious cases, a few college students cause bad social events due to mental health problems. In daily life and study, college students are faced with the pressure of academic performance, interpersonal communication, social practice, employment competition and so on. Some college students have anxiety and fear when facing difficult difficulties or obstacles, which leads to college students falling into a state of psychological anxiety or depression, which seriously affects the normal life of college students and reduces the quality of life of college students. The government always pays attention to the quality of college students' physical and professional education, including the realization of college students' comprehensive quality and psychological education. As a key link, college students' mental health education is directly related to the overall promotion of higher quality education. Strengthening college students' mental health education can effectively help college students establish a good psychological mechanism and promote college students to establish a correct and mature outlook on life, values and world outlook. College students' mental health education is also a key part of college moral education and a necessary factor for the development of college moral education under the new situation. Colleges and universities are required to strengthen college students' mental health education according to the growth characteristics and psychological characteristics of college students under the new situation, so as to cultivate college students' adaptability and pressure resistance to social life.

Marxist philosophy course is an important channel for college students to carry out ideological and political teaching and intervention. Marxist philosophy course teaches Marxist philosophical theoretical knowledge, and promotes college students to establish a scientific and reasonable outlook on life, values and world outlook through the education of Marxist philosophical thought. Through the transmission of socialist and communist ideals and beliefs, Marxist philosophy course internalizes Marxist philosophy knowledge into students' ideals and concepts, and trains qualified socialist successors for the development and construction of the country and the party. We should fully realize the guiding role of Marxist philosophy curriculum on students' Ideological and political quality, use Marxist philosophy teaching to improve college students' mental health problems, cultivate college students' noble personality and moral quality, and help universities alleviate psychological pressure and anxiety in life and study.

Objective: The research analyzes the content of Marxist philosophy, explores the guiding role of Marxist philosophy curriculum in college mental health education, and understands the important value of Marxist philosophy curriculum to the development of college students' mental health. The research analyzes and understands the mental health education function of Marxist philosophy curriculum, excavates the positive role of Marxist philosophy curriculum in college students' mental health intervention, and discusses the