

## APPLICATION OF EDUCATIONAL PSYCHOLOGY IN THE TEACHING REFORM OF SPORTS DANCE IN COLLEGES AND UNIVERSITIES

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**Background:** Educational psychology is a branch of social psychology, and it is closely related to general psychology and pedagogy. Its main research object is the learning and educational psychology of the educated and the teaching psychology of the educators in the environment of receiving education. By studying the psychology of educates and educators, the application of educational psychology can achieve many purposes, such as improving teaching methods, stimulating students' learning motivation, assisting students to face difficulties in the learning process and so on. Using the theoretical methods of educational psychology to study and optimize the problems existing in the teaching process will not only help to improve teachers' teaching ability and the ability to solve complex educational problems, but also help schools adjust teaching measures and management mode according to the research results, so as to improve the quality of education and teaching in schools. Due to the high appreciation of dance performance, there are a lot of details and cumbersome knowledge points in the content of sports dance teaching in colleges and universities. Some students with poor understanding ability and certain cognitive impairment may not be able to keep up with the teaching progress of teachers in time, resulting in anxiety, depression, self doubt and so on. Educational psychology focuses on the psychological situation of all parties in the teaching process, and improves the teaching process and methods in turn. Therefore, this study attempts to analyze the theoretical methods of educational psychology in college sports dance teaching, in order to provide more effective methods to improve the quality of college sports dance teaching.

**Subjects and methods:** Collect academic research and books related to dance teaching and educational psychology published at home and abroad in recent five years from relevant academic institutions and websites, and carefully study the top 20% of the documents with many reprints and large citations, so as to understand the current situation and main problems of sports dance teaching in universities all over the world. Then 248 college students majoring in dance performance were selected from China as the research objects. These students were divided into experimental group and control group, which were randomly selected. Before the experiment, the basic information of the two groups of students was compared and statistically analyzed, and the significance of the difference was tested. After confirming that there is no significant difference between all the basic information of the two groups of students, the follow-up experiment can be carried out. Otherwise, it is necessary to regroup or re select the research object from the group of college students. In the experiment, the two groups of students are required to accept the dance course teaching with the same theme and the same teaching content, but the teaching process of the control group is not interfered by the teachers, while the teachers in the experimental group are required to apply the theoretical methods of educational psychology in the teaching process, observe the students' listening expression and psychological state as carefully as possible, and provide some help in time when they find that the students' psychology has become negative and their learning passion has been frustrated. The ways of help include but are not limited to encouraging, exchanging inner thoughts with them, slowing down the speed of teaching, etc. The teaching experiment lasted for 3 months, and the course teaching was carried out at least twice a week. Before and after the experiment, all students were tested for dance knowledge and skills and interviewed with positive psychology (both of which were 10 points. The higher the score, the stronger the dance performance ability or the more obvious the positive psychology). In addition, all measurement type features in the study are displayed in the form of mean  $\pm$  standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for Chi square test. The significance level of difference is taken as 0.05.

**Results:** After all teaching experiments are completed, the interview and examination data are counted, and the results are shown in Table 1.

**Table 1.** Statistics of interview and examination data

Investigation time	Survey items	Control group	Experience group	<i>P</i>
Before experiment	Test score	7.3 $\pm$ 0.38	7.3 $\pm$ 0.41	2.049
	Positive psychology	6.5 $\pm$ 0.36	6.6 $\pm$ 0.44	0.631
After the experiment	Test score	7.4 $\pm$ 0.52	8.0 $\pm$ 0.35	0.026
	Positive psychology	6.3 $\pm$ 0.56	7.9 $\pm$ 0.48	0.017

According to Table 1, on the premise that there is no significant difference between the test scores and

positive psychological quantitative scores of the two groups before the experiment, there is a significant difference between the two data of the experimental group and the control group after the experiment, and the data of the experimental group is significantly better than that of the control group. Specifically, after the teaching process, the average test scores and positive psychology were 8.0 and 7.9 respectively, which were 0.6 and 1.6 higher than those in the control group.

**Conclusions:** Aiming at the problems existing in the teaching process of dance majors in colleges and universities, such as less theoretical knowledge, difficult students' practice and lack of students' learning confidence, this study designs a teaching experimental scheme integrating the theoretical methods of educational psychology, and then selects several students majoring in dance from China to carry out the experiment. The experimental results show that after the experiment, the test scores and positive psychological data of students in the experimental group are significantly different from those in the control group, and the data in the experimental group are significantly better than those in the control group. Specifically, after the teaching process, the average test scores and positive psychology were 8.0 and 7.9 respectively, which were 0.6 and 1.6 higher than those in the control group. The experimental results show that the reform of integrating the method of educational psychology into the process of dance teaching in colleges and universities is helpful to improve the level of learning positive psychology and knowledge and skills.

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## ANALYSIS OF THE INFLUENCE OF THE CONSTRUCTION OF THE TEACHING SYSTEM OF DANCE CHOREOGRAPHY IN COLLEGES AND UNIVERSITIES ON THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH

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**Background:** Educational psychology is a branch of social psychology, and it is closely related to general psychology and pedagogy. Its main research object is the learning and educational psychology of the educated and the teaching psychology of the educators in the environment of receiving education. By studying the psychology of educates and educators, the application of educational psychology can achieve many purposes, such as improving teaching methods, stimulating students' learning motivation, assisting students to face difficulties in the learning process and so on. Using the theoretical methods of educational psychology to study and optimize the problems existing in the teaching process will not only help to improve teachers' teaching ability and the ability to solve complex educational problems, but also help schools adjust teaching measures and management mode according to the research results, so as to improve the quality of education and teaching in schools. With the development of the national economy, the national demand for the appreciation of all kinds of arts including dance is increasing, and the requirements for the quality of dance are also increasing. Therefore, the value of dance choreographer and director major in colleges and universities is beginning to highlight. However, due to the unreasonable teaching methods, teachers' lack of teaching experience and inadequate teaching supporting support in some art colleges and universities, it actually increases the learning difficulty of dance choreographer and director college students, resulting in some college students' adverse psychological and behavioral reactions such as anxiety, depression, self doubt and avoiding learning. In order to reduce the learning pressure of students in this major and improve their mental health level, this study attempts to integrate the theoretical methods of educational psychology into the teaching process of dance choreography major in colleges and universities, and analyze whether it can protect the mental health of students in this major.

**Subjects and methods:** Select a representative school from domestic art colleges and universities in terms of teaching supporting support, teacher strength, student scale and students' learning ability, and then collect 120 college students majoring in dance choreography and directing who are willing to participate in the research as the research object. Through group interviews and individual interviews to understand these students' views on the teaching of dance major in colleges and universities and the current shortcomings. And in turn, based on the methods of educational psychology, this paper puts forward some measures to improve their mental health. Then 67 pedagogical experts, dancers and dance choreographer professors who are willing to cooperate with the research are selected from China to form an expert group, and the above measures are sent to the members of the expert group to evaluate the impact of these measures on students' mental health, whether the measures are reasonable and whether they are omitted. The influence degree is solidified into five influence levels, namely no influence, slight influence,