

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,

general influence, obvious influence and full influence, and is given five integers of 1, 2, 3, 4 and 5 to quantify respectively, so as to improve the accuracy of statistical results. After receiving the feedback results of the expert group, sort out these information and judge whether the expert opinions are consistent. If they are consistent, stop consulting. On the contrary, continue to feed back the opinions to the members of the expert group and require further evaluation until the members of the expert group reach an agreement.

Results: After the expert consultation, make statistics of the final consultation results, and get Table 1.

Table 1. Statistics of the final consultation results of the expert group

Reason	No effect	Slight impact	General impact	Obvious influence	Full impact
Reduce psychological anxiety	4	15	28	17	3
Reduce learning fear	0	8	14	37	8
Improve interest in learning	9	16	25	13	4
Improve learning initiative	4	7	16	33	7
Improve concentration	3	26	24	11	3

Experts believe that more effective teaching reform measures include: adjusting teaching speed in combination with students' learning progress, giving students positive psychological feedback in time, and designing and implementing reward mechanism. It can be seen from Table 1 that after the consultation, the expert group believes that the above measures can mainly reduce psychological anxiety, reduce learning fear, improve learning interest, improve learning initiative and improve attention concentration, and have the most significant effect on reducing learning fear and less effect on improving attention concentration. The number of people who choose these two effects as "fully affected" is 8 and 3 respectively.

Conclusions: In view of the mental health problems of dance choreographer and director students in some colleges and universities, this study designed and carried out a social experiment based on expert inquiry method. The experimental results show that the expert group believes that the above measures can mainly reduce psychological anxiety, reduce learning fear, improve learning interest, improve learning initiative and improve attention concentration, and have the most significant effect on reducing learning fear and less effect on improving attention concentration. The number of people who choose these two effects as "fully affected" is 8 and 3 respectively. The experimental results show that using the theoretical methods of educational psychology in the teaching of dance choreographer and director major in colleges and universities can improve students' mental health to a certain extent.

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RESEARCH ON PATH OPTIMIZATION OF INDUSTRY EDUCATION INTEGRATION MODE OF VOCATIONAL EDUCATION BASED ON PSYCHOLOGY

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Background: Educational psychology is a branch of traditional psychology. Its main research objects are the learning psychology of the educated and the teaching psychology of the educators in the process of 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. Moreover, using the theoretical methods of educational psychology to study and optimize the problems existing in the teaching process will help to improve teachers' teaching ability and the ability to solve complex educational problems, and assist the school to adjust teaching measures and management mode according to the research results, so as to improve the overall teaching strength of the school from many aspects. The integration of industry and education means that vocational schools actively set up professional industries according to their majors, closely combine industry and teaching, support and promote each other, turn the school into an industrial business entity integrating talent training, scientific research and scientific and technological services, and form a school running mode integrating school and enterprise. For students receiving vocational education,