Figure 1. Changes in SAS scores of students in both classes

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RESEARCH ON THE PATH OF IMPROVING THE ONLINE TEACHING QUALITY OF DANCE MAJOR UNDER THE BACKGROUND OF EPIDEMIC SITUATION AND ITS IMPACT ON THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH

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Background: The COVID-19 has spread on a large scale all over the world, which has had a huge impact on the economic and social development of various countries and the daily life of residents. During the epidemic period, great changes have taken place in students' learning styles. For example, from the offline teaching mode to the online teaching mode based on the Internet. Different from other majors, the teaching of Dance Majors tends to practice rather than theoretical knowledge. Therefore, the online teaching quality of dance major is low, and students cannot effectively improve their dance level, which leads to a variety of negative psychology, including anxiety, irritability, low self-esteem and so on. Students' negative psychology mainly includes the following aspects. The first is learning anxiety: the teaching of dance majors pays more attention to practice, and teachers need to guide students to adjust their postures at all times to improve their dance level. However, online dance teaching can only rely on students' watching videos for learning, lacking professional guidance, and students are unable to assess their own dance level, resulting in anxiety. The second is employment anxiety. When students' dance level is not effectively improved, they will worry that they will not be able to find a suitable job after graduation, resulting in anxiety and greater psychological pressure. Finally, the online teaching mode is lack of supervision, and some students cannot overcome their self-conscious laziness. After watching the video, they do not practice, or the practice is not carried out in full accordance with the requirements, resulting in the students' unfamiliar dance level. When students pay attention to this problem, they will have a self-pity mentality, leading to anxiety.

The research uses psychology to analyze the problems existing in the online teaching of dance major, and summarizes four points. It includes the traditional concept of teachers, the weak effectiveness of teaching management, the imperfect application of teaching methods, and the single teaching content. In view of the above problems, the research puts forward strategies based on psychology to improve the teaching quality of online teaching mode of dance major, so as to avoid students' greater psychological pressure and ensure students' mental health development. The strategies are as follows: to carry out teacher training and change teachers' ideas, improve the teaching management function and do a good job in data analysis, combine

online and offline teaching to improve the teaching method system.

Objective: The online teaching quality of dance major is low, and students cannot effectively improve their dance level, which leads to a variety of negative psychology, including anxiety, irritability, low self-esteem and so on. The research puts forward strategies based on psychology to improve the teaching quality of online teaching mode of dance major, so as to avoid students' greater psychological pressure and ensure students' mental health development.

Subjects and methods: In a dance major of a university, 62 students were randomly selected for the experiment. The 62 students were randomly divided into two classes, class 1 and class 2. Among them, the students in class 1 adopt the online teaching mode of dance specialty based on psychological improvement, and the students in class 2 adopt the traditional online teaching mode of dance specialty. Before and after the experiment, the scale tools, students' self-psychological evaluation and teachers' evaluation of students were used to comprehensively evaluate the mental health development of students in the two classes.

Results: Self-rating Anxiety Scale (SAS) was used to evaluate the anxiety of class 1 and class 2 students. After the experiment, the survey scale was collected and counted. The statistical results showed that before the experiment, the SAS scores of classes 1 and class 2 had little difference. After the experiment, the SAS scores of classes 1 students decreased significantly, and the SAS scores of classes 2 did not change much. After the experiment, the SAS score of class 1 students was significantly lower than that of class 2 The change of SAS scores of students in two classes is shown in Figure 1.
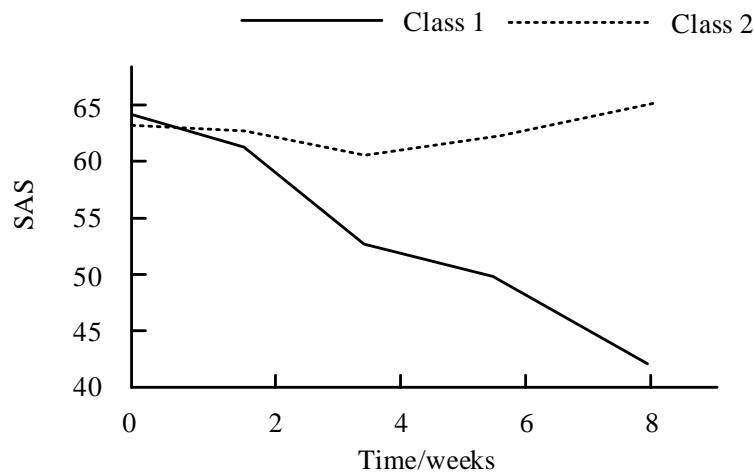

Figure 1. Changes in SAS scores of students in both classes

Conclusions: The online teaching quality of dance major is low, and students cannot effectively improve their dance level, which leads to a variety of negative psychology. The research uses psychology to analyze the problems existing in the online teaching process of dance major, and puts forward strategies to improve the teaching quality of the online teaching mode of dance major, so as to avoid students' greater psychological pressure and ensure students' psychological health development. The experimental results show that before the experiment, the SAS scores of classes 1 and class 2 have little difference. After the experiment, the SAS scores of classes 1 students have decreased significantly, and the SAS scores of classes 2 have not changed much. After the experiment, the SAS scores of students in class 1 were significantly lower than those in class 2. It shows that the strategies proposed in this study can effectively improve the quality of online teaching and alleviate students' negative psychology.

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THE TREND OF JAPANESE CULTURE FROM THE ART OF GREETING LANGUAGE

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