

## ON THE “FLIPPED CLASSROOM” TEACHING MODE OF DANCE MAJOR IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** In the dance major of colleges and universities, whether the students' dance movements are standard or not determines the students' professional course scores. There are many defects in the traditional teaching process of dance major in colleges and universities. For example, in teaching, one teacher usually teaches multiple students, so the teacher cannot take into account all the students, and some students' dance movement errors cannot be corrected in time. Under various problems, students' dance movements are not standard enough, and many students have anxiety and psychological pressure. In addition, due to the poor effect of classroom practice, some students are not confident in their dance level and dare not perform in front of the audience. They have a fear and fear of difficulties in stage performance, which has evolved into stage anxiety. Stage anxiety will cause dance majors to feel flustered, sweat, tremble and other reactions when performing stage performances in front of the audience, resulting in mistakes in students' dance movements and affecting their performances. Therefore, it is imperative to improve the teaching mode of dance major, improve students' dance level and self-confidence, and avoid students' stage anxiety.

Educational psychology is a subject that applies the research results of psychology to education. Its main research contents are the psychological changes of students in the process of teaching and learning, the effect of teaching intervention, etc. Educational psychology can help to improve teachers' quality, improve teaching quality, and promote the reform of education and teaching mode. Under the guidance of the theory of educational psychology, the study proposes to combine the flipped classroom teaching mode with the teaching of dance major, so as to improve students' self-confidence and alleviate their stage anxiety. The essence of flipped class is to send the videos recorded by teachers in advance to students for preview through computers and multimedia equipment, so that students can quickly learn and understand the contents taught by teachers in formal class. The “flipped classroom” teaching model for dance majors in colleges and universities includes three parts: pre class design, classroom activity design and after class effect response. The “flipped classroom” teaching mode of dance major in colleges and universities can change students' learning methods, including the transformation from traditional learning methods to modern media learning methods, from passive learning methods to active learning methods, and from receptive learning methods to research-based learning methods.

**Objective:** The teaching effect of the traditional dance teaching mode in colleges and universities is not ideal. Students are easy to have stage anxiety, which leads to mistakes in students' dance movements and affects the performance effect of students. Under the guidance of the theory of educational psychology, the study proposes to combine the flipped classroom teaching mode with the teaching of dance major, so as to improve students' self-confidence and alleviate their stage anxiety.

**Subjects and methods:** 70 students majoring in dance were selected for the experiment in a university. Seventy dance majors were randomly divided into two groups, group A and group B. For group a student, the “flipped classroom” teaching mode of dance major in colleges and universities is adopted. For group B students, the traditional teaching mode of dance major in colleges and universities is adopted. Before and after the experiment, the stage anxiety scale was used to evaluate the stage anxiety of the two groups of students before and after the experiment. The stage anxiety questionnaire contains multiple dimensions, including stage fear, fear of facing the audience, etc. The score of each dimension is 1-5 points. The higher the score, the higher the frequency of the content of the dimension.

**Results:** Before the experiment, there was no significant difference in the scores of each dimension of the stage anxiety scale between group A and group B. After the experiment, the scores of each dimension of the stage anxiety questionnaire in group A decreased significantly, while the scores of each dimension of the stage anxiety questionnaire in group B did not change significantly. After the experiment, the scores of each dimension of stage anxiety scale in group A were significantly lower than those in group B. The scores of each dimension of the stage anxiety survey scale of the two groups are shown in Table 1.

**Conclusions:** The teaching effect of the traditional dance teaching mode in colleges and universities is not ideal. Students are easy to have stage anxiety, which leads to mistakes in students' dance movements and affects the performance effect of students. Under various problems, students' dance movements are not standard enough, and many students have anxiety and psychological pressure. Under the guidance of the theory of educational psychology, the study proposes to combine the flipped classroom teaching mode with the teaching of dance major, so as to improve students' self-confidence and alleviate their stage anxiety. The results showed that before the experiment, there was no significant difference between group A and group B in the scores of each dimension of the stage anxiety scale. After the experiment, the scores of each

dimension of the stage anxiety questionnaire in group a decreased significantly, while the scores of each dimension of the stage anxiety questionnaire in group B did not change significantly. After the experiment, the scores of each dimension of stage anxiety scale in group A were significantly lower than those in group B. It shows that the proposed teaching model is feasible.

**Table 1.** Scores of each dimension of the stage anxiety questionnaire of the two groups

Timing	Content	Dimension score	
		Group A	Group B
Before teaching	Stage fear	4.2	4.0
	Afraid to face the audience	4.1	3.9
	Inferiority	4.5	4.3
Before teaching	Body trembling	3.9	4.2
	Stage fear	2.1	3.8
	Afraid to face the audience	1.9	4.2
	Inferiority	1.7	3.7
	Body trembling	2.0	3.8

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## ANALYSIS ON THE IMPROVING EFFECT OF COLLEGE FOOTBALL GAME TEACHING METHOD ON ALLEVIATING COLLEGE STUDENTS’ ANXIETY

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**Background:** Anxiety is a common mental disease. Anxiety is mainly caused by excessive worry about the safety or future destiny of oneself or relatives and friends. Under the influence of negative emotions such as restlessness, panic, worry and worry, abnormal anxiety occurs. Anxiety is mainly divided into two types: realistic anxiety and pathological anxiety. The former refers to an adaptive response of individuals when facing events or situations beyond their control. Its characteristics are that the intensity of individual anxiety is consistent with the degree of threat of real events. Once the real threat disappears, individual anxiety will be significantly relieved. The latter refers to a persistent negative emotion without specific reasons. Without any practical basis, individuals are inexplicably accompanied by a strong sense of nervousness or imminent disaster, mainly manifested in autonomic nervous dysfunction, motor anxiety, impaired social function, subjective pain and other symptoms. Different from realistic anxiety, pathological anxiety cannot disappear with the disappearance of external threats. It is a non-adaptive mental disease. With the fierce competition in the current society, many college students bear various pressures, including academic, employment, interpersonal communication and so on. On the other hand, college students are at the critical stage of changing their social roles. In addition, their mental development is not yet complete. Therefore, when faced with too many threatening events, such as heavy academic tasks, fierce employment competition, and interpersonal relationships that are difficult to properly handle, college students with low psychological quality are very likely to have a sense of self-doubt or self-denial, unable to face and solve a series of learning or life difficulties with a stable state of mind, resulting in anxiety. As an effective way to relax the body and mind, sports can alleviate the anxiety of college students to a certain extent, and the football game teaching method has the most significant effect. Football is a popular and sought-after collective sport all over the world. College football training can not only cultivate college students’ physical fitness, but also improve their psychological quality. Traditional football training is often easy to ignore the alleviation of college students’ anxiety, while college football training combined with game teaching method can play a miraculous role.

**Objective:** In the process of the continuous reform of college teaching system and the intensification of social competition, many disadvantages of traditional college football teaching and training are becoming more and more obvious. It is difficult to improve the mental health level of college students on the basis of