

5. Play the flexible role of "psychological contract". With the advent of the era of knowledge economy, the rigid management brought by the original pyramid management began to be flexible. The reason for this is that under the conditions of the era of knowledge economy, the relationship between labor and capital will undergo revolutionary changes. This is the material reason why human resource management has changed from rigidity to softness. The original coercion and order are more and more difficult to work, the maintenance of authority is more and more difficult to rely on power, and the "contractual relationship" between labor and capital is more and more like "contractual relationship", which is more prominent in the management of colleges and universities. Flexible management is essentially a "people-centered" management, which requires a "flexible" way to manage and develop human resources. In modern universities, the flexible management of human resources is a decentralized management implemented on the premise of respecting human personality independence and personal dignity and on the basis of improving the centripetal force, cohesion and sense of belonging of employees to the school. The biggest feature of flexible management is that it mainly relies on human liberation, equal power and democratic management rather than external forces (such as orders from superiors), so as to stimulate the internal potential, initiative and creative spirit of each employee from the bottom of their heart, so that they can really feel comfortable and spare no effort to continuously develop new excellent achievements for the school, It has become the source of strength for enterprises to obtain competitive advantage in the fierce global market competition. The basic characteristics of flexible management are: internal is more important than external, psychological is more important than physical, personal teaching is more important than oral teaching, affirmation is more important than negation, and incentive is more important than control. Obviously, flexible management should give more play to the guiding role of psychological contract; Pay more attention to employees' enthusiasm and creativity, and pay more attention to employees' initiative and self-discipline.

**Conclusions:** As a model of modern management, psychological contract makes students' behavior and school goals harmonious and unified through the definition of responsibilities and mutual expectations between colleges and students. The invisible constraint of psychological contract has no validity like the formal written contract, but it is more in line with the purpose of education than the formal contract, can better reflect the people-oriented student management concept, and can stimulate students' enthusiasm in learning, life and work. The establishment and improvement of College Students' psychological contract management mechanism promotes students to have a high sense of satisfaction and identity with the organization, so as to promote the sustainable development of College Students' management.

**Key words:** psychological - contract - Education Management

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## **MEASUREMENT OF ART EDUCATION IN UNIVERSITIES BASED ON EMOTIONAL PSYCHOLOGY**

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**Background:** Art psychology refers to the change of the author's psychological state during art creation, and it is a discipline that deeply explores the psychological activities of the viewers of works and the social psychological activities reflected in works. The research object is the law of emotional activities such as emotion, cognition and will. Art education means that teachers elaborate on art works, urge students to truly feel the emotions expressed by art works, and communicate indirectly and deeply with the author. This exchange does not require students to face the author, but requires students to have solid theoretical knowledge and basic ability of fine arts, understand the psychological activities hidden in the author's works, and appreciate the whole mental process of the author's creation. The essence of the so-called art psychology is to further realize the in-depth research on art and its related fields through the theoretical knowledge of human psychology, and it also involves a wide range of aspects in the research process, including thinking, language, emotion and so on. The ultimate goal is to clarify the internal relationship between social culture, human inherent emotion and art activities through the study of students' art creation process, so as to make the originally complex and difficult art creation process clearer and organized under

human intervention. Therefore, for most art universities, setting up art psychology courses can not only further improve the domestic art education system to a certain extent, but also promote the development of art education. Art psychology is a science that studies art and its laws with the views and methods of psychology. It is an interdisciplinary subject combining art, psychology and other related disciplines. As an important part of psychology, art psychology originated in the late 19th century. With the development of modern art education, art psychology has gradually been valued by art educators since the 1950s, and began to be applied to the cultivation of students' intellectual development and psychological state. Since the 1990s, the research of art psychology has gradually been concerned by Chinese academic circles. In 1994, Ding Ning published his book "art psychology", which explained the history, current situation, contemporary development and trend of the discipline, and also launched a psychological discussion on art creation, art form and art acceptance. In the first 10 years of the 21st century, the research of domestic art psychology is developing in a rich, comprehensive and profound direction. The representative is the main research orientation of contemporary art psychology proposed by scholar Zhang Xiaodong. He believes that with the change of the nature of traditional art creation and art form, today's art psychology should not only investigate the art psychological phenomena in human development and national culture, but also systematically study the art psychological phenomena in the fields of industrial design, commercial economy, information communication, art therapy, art education and so on, To form a research system of art psychology with multiple value orientations. Among many experts and scholars With the efforts of, the research of art psychology in China continues to develop in the direction of science, openness and integration on the basis of the integration and optimization of a variety of traditional psychological viewpoints and combined with the influence of the society, nationality, culture, education and other environment of the times.

**Objective:** The perception ability of the creator of art works is to directly feel and reflect the reality Real ability. First of all, the color perception ability is a direct form of reflecting reality, that is, the students' perception ability of light. Light is the material source of beauty. Only when they feel light can they discover, express and create beauty. Students' perception of color, especially color and gray, in terms of visual generation, human visual phenomena are created through color and lightness, and the object shape and control position are also displayed through the light color level. Cognitive and expressive ability, art activity is to use light and color to give it a certain meaning. Secondly, the overall perceptual ability is based on the ability to synthesize cognitive objects and phenomena, that is, correct perceptual ability. The ability to recognize and make use of illusion. Illusion is a practical reflection of the formation of objective things, which can characterize the essential characteristics of plastic art. Art works based on two-dimensional plane need to show three-dimensional or multi-dimensional space, which itself belongs to illusion, and modeling activities belong to visual illusion. Hallucination ability, because hallucination belongs to the basic condition of self projection, without fantasy, it is impossible to project emotion in the works, and it is difficult to fully show through the works. The perception ability of people, that is, the perception of the model's external characteristics and image, as well as the dynamic changes of the inner world. Finally, the ability to observe, that is, to be good at all-round and clear. The ability to recognize things. On the basis of clear purpose, students should not only reserve knowledge and creative forms, but also have certain eye perception and permeability. The content of students' artistic association is very rich. In short, it is the association of ideas and ways, and the association of emotions and skills. Students' art creation belongs to active imagination, that is, reproduction and creative imagination. Among them, reproducing imagination is to reproduce students' memory representation, and reconstructing imagination is to create image similarity and aesthetic object. Creative imagination is that students creatively construct new images in their brains according to their creative needs. The essence is to form a new image from scratch. Image is an important premise of art creation and expression, and aesthetic image is concrete and abstract image, thinking and feeling, life and creation. Students' artistic thinking is mainly to form a certain image in the brain. The formation of aesthetic image needs to go through a systematic and complex cognitive process. However, at present, many universities do not pay attention to the exercise of representation painting and image formation, and there are obvious deficiencies in modern science and technology, coupled with the lack of emotional investment of students, resulting in the lack of rigor and emotion of art works. Therefore, strengthening the exercise of artistic thinking, giving full play to the related functions such as metaphorical function and emotional melting, and improving the ideological realm will contribute to the significant improvement of students' aesthetic image ability.

**Subjects and methods:** Students' creation of art works needs to form artistic emotion, and personal experience is generation. Art is an important foundation of emotion. Students' artistic emotion is actually the emotion experienced in the process of daily life and art creation. In art creation, students' mood directly determines the final success or failure of work creation. Passion helps to stimulate students' subjective initiative in cognition of objective phenomena, and helps students to deeply construct and reflect characters' inner activities and emotions. Enthusiasm is the main driving force for students'

creation and achievement. In addition, students' rational emotion is a sense of morality, aesthetics, reason and so on. Students' artistic emotion belongs to the dialectical unity of sensibility and rationality, and it is also students' emotional feeling and cognitive experience of the object. Students' personality is the synthesis of students' psychological characteristics, that is, students' aesthetic needs, interests, motivation, personality and so on. Students' personality psychology is an important foundation of creative personality, which directly determines the renewal and development of creative personality. Students' personality is the driving force to show art personality. Students' individual psychological activities the basic state embodied is temperament and character. The so-called temperament is not only the natural quality, but also the psychological motivation of students. It promotes students' artistic creation, which is closely related to the content and form of students' artistic creation. Students' personality is the style of students' personality psychology and behavior. It has stable psychological characteristics and is a practical reflection of students' cognition and emotional will. Art works are the true embodiment of students' temperament and character. The organic relationship between students' knowledge structure and art personality. In the student knowledge box in the frame, the most advantageous knowledge is the part that students are willing to accept. Therefore, when accepting new knowledge, students are bound to gradually tend to the cognition with the best foundation and interest. Students who love art and have good humanistic quality are easy to show a unique artistic style with humanistic feelings. The renewal and optimization of students' knowledge structure is a process of system reconstruction. The new knowledge structure is based on the innovation and expansion of the existing knowledge structure. It is a new system formed by reconstructing the existing knowledge structure at a new level and state. Students' own ability is the prerequisite for the embodiment of personality characteristics. So-called talent, it is the integration of all abilities, which is innovative and reflected through activities. If students want to create art works, they must have rich imagination, memory, observation, creativity, expressiveness, etc. Ability is the key element of talent, which summarizes the process of ideological material processing activities. In art creation, students' ability is closely related to literacy and knowledge. Only when they fully master knowledge can they form ability, and only when they have the ability can they quickly master knowledge.

**Result:** As far as creators are concerned, they usually express their emotions in ways they are good at. The author's character, accomplishment and emotion directly affect the art works. Good art works are the reproduction of the creator's psychological and emotional activities. The continuous changes of emotions can be vividly displayed through art works, and can also be fully reflected through painting art. Therefore, students must fully understand the deep connotation of works. The important role of art education can not be ignored. It can promote students to recognize and transform the world from an aesthetic point of view, and build a platform for the communication between art creators and admirers. Art creation is a kind of activity with rich emotional color. Without emotional elements, it is impossible to generate beautiful art works. Students want to have a deep understanding of art works must first learn to communicate with the creator, interpret the creator's psychological dynamics and reflect his ideas, step by step according to the creator's ideas, deeply experience the creator's emotions and emotions, and form a certain resonance. For art psychology, the formation of beautiful art works is bound to take away the creator's creative ideas, and too profound problems require the art appreciation to conduct detailed analysis, seriously appreciate the taste, and understand the creator's inner thoughts and emotions based on the creator's inner activities. In addition, by repeatedly tasting the creator's art works, college students can not only deeply understand the creator's creative intention, but also significantly improve their appreciation level and appreciation ability, enrich basic knowledge and skills, and resonate with the author. In general, viewers should not be interested in unrealistic hair, mainly because they can deeply understand the real hair, but people have the ability to distinguish art works and don't care about the difference between virtual and real. Such viewers need to have the good ability to see one and say three when appreciating works.

**Conclusion:** In a word, traditional art education in Universities pays too much attention to cultivating students' basic theory knowledge, but to a great extent, ignores the cultivation of students' comprehensive quality and skills, which leads to the monotony of students' knowledge and the lack of comprehensiveness and integrity. However, under the good trend that people pay more and more attention to art education, the art market continues to expand. Most universities begin to carry out innovative reform of art teaching, organically combine art education with art psychology, proceed from reality, and practically combine theory and practice. Among them, teachers adopt correct teaching methods, while students choose scientific and reasonable appreciation methods, In order to achieve the ultimate goal of cultivating students' good professional skills and psychological literacy in an all-round way and promoting students' healthy and long-term development.

**Key words:** : psychological - art - education

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## THE REGULATING EFFECT OF DANCE TEACHING ON STUDENTS' MENTAL HEALTH PROBLEMS

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**Background:** With the development and application of psychology in various fields of human activities, the field of education is the most beneficial party. The application of psychology in dance teaching is unprecedented and has a bright future. We should conform to the development of reality and advocate the application of psychology in dance teaching practice. Based on the nature of dance itself, teachers need to deeply analyze and understand students' psychological phenomena, find out the most suitable educational methods for students and implement them, so as to achieve the best teaching effect.

**Objective:** Psychological education is based on a person's psychological state, using psychological methods and means to lead his negative psychological state to a positive, optimistic and healthy psychological state. Psychological education relies more on psychological education methods and means. In the way of education, it treats more people with temporary psychological defects, releases them from psychological diseases, maintains mental health and avoids the deterioration of physical and mental health. Every student who chooses to study dance has his original motivation. This motivation is partly driven by external factors, such as the requirements and expectations of parents and elders at home, school curriculum, etc; Part of it is driven by its own subjective factors, such as the sense of honor brought by enjoying the stage, love and yearning for dance, etc. However, in dance learning, the first thing that students often need to face and overcome is the learning and training of basic skills. In this period, students must not only overcome themselves and practice persistently, but also endure the physical pain and resistance caused by soft opening training. This process will continue to consume students' learning motivation due to different motives, resulting in frustration or the idea of interrupting and giving up learning. In dance teaching, in addition to enabling students to master dance knowledge, learn dance skills and improve dance ability, they should also learn to apply psychological education to dredge students' psychology, transform all external factors into their own subjective factors, and produce the idea of active contact, understanding and learning from the heart. After establishing learning motivation, dance teachers should fully mobilize students' interests, And deepen this idea, so that students can go from shallow love to deeper love, full of power, and reduce the psychological consumption caused by external factors. This psychological guidance and support is the most beneficial help to students.

**Subjects and methods:** 1. Improve students' self-confidence and stress resistance. Due to students' different physical conditions and understanding abilities, the class learning progress at the same stage will also be different. Some students have strong coordination and understanding ability, which makes it easier to master the essentials and make rapid progress in learning; Some students will study relatively slowly. Students with relatively slow learning progress will slowly start to accumulate self-confidence and frustration. Dance teachers should pay timely attention to students' emotional reactions, strengthen communication and exchange with students, give warm care and encouragement, and strengthen students' confidence. For example, in the process of dance practice, it is inevitable that some students will always make mistakes in the same action. At this time, the teacher must not repeatedly name and criticize the students on the spot, but should patiently and gently teach the action content repeatedly, show the wrong action to all students, and take a joint training video, After class, it will be broadcast separately to students with errors for correction and teaching, so that students can make progress and improve their self-confidence in the next class.

2. Enhance the ability of emotional expression and empathy. Long term repetition of single and boring basic skills and basic movement exercises will gradually make students lose their original intention and motivation to learn dance, blindly indulge in the pursuit of exquisite skills and ignore emotional integration and expression, so as to make the dance lack charm and become a simple dazzling skill. When dance is only a skill movement and lacks emotional resonance, dance art is no longer an art. By letting students learn to listen to music, feel music, move with music, integrate actions into music, express, feel their collision with music, and express their emotions and emotions.

3. Promote team unity, help each other and cultivate tacit understanding. For students, students practicing together are both partners and competitors. If students are not guided correctly, their sense of competition will be constantly amplified, and appropriate competition will bring good promotion effect. However, when the sense of competition is too strong, it will reduce the cohesion of the team, resulting in no one dancing separately and lack of unity. For the arrangement of group dance, it will greatly increase the difficulty of learning and delay the progress of rehearsal. At this time, as a dance teacher,