

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,

we should find ways and means to carry out psychological education for students and avoid problems. For example, students with strong learning ability and rapid progress can help students with slow learning progress adjust their teaching actions through one-on-one mutual assistance. In this process, not only the relatively weak party can be improved, but also the students with strong ability can further understand the rhythm and action, so that they can help each other and grow together. For a long time, students will naturally have the habit of helping each other and become more specific and group in action.

Results: 1. Understand the psychological characteristics of the teaching process and improve students' dance cognitive ability. 1) Use a variety of teaching methods. Attract students' attention. Attention can be divided into intentional attention and unintentional attention. In teaching, unintentional attention arises naturally and is the subject's subconscious response to external stimuli. Intentional attention is intentional, purposeful and the result of the subject's will efforts. Research shows that beginners generally have only about 10 minutes of unintentional attention. Therefore, if the monotonous teaching content in the same way lasts too long, it is easy to make people tired and lead to distraction. It can be seen that the way of teaching is very important. We should try to make classroom teaching interesting to attract students' attention. For example, in the training course of basic dance skills, game training method can be adopted to mobilize students' enthusiasm, improve students' interest and dilute the boredom of such courses. In the formal course teaching, adopting diversified methods such as audio-visual teaching and video assisted teaching to change the previous single "oral and personal teaching" teaching will also improve students' attention to a great extent. Therefore, dance teachers' generous and aesthetic clothes, infectious professionals' unique temperament, broad vision and rich knowledge are important factors to attract students' attention. 2) Carry out various training. Cultivate students' memory. Memory is the main psychological activity of students and a very important factor in the cognitive process of dance teaching. Without memory, people can't learn and even live independently. Memory is mainly divided into visual memory, auditory memory and motor memory. Teachers' correct expression of dance movements, perfect and beautiful movements can help students understand and consolidate the correct body movements and feelings in the learning process. Of course, students' real motor memory of dance is inseparable from repeated practice. From this point of view, only the organic combination of vision, hearing and action memory can produce the memory of a skill action or dance work. Therefore, to cultivate students' dance quality, we should first try to train students from unconscious to conscious, so as to improve their memory ability of vision, hearing and action memory.

2. Pay attention to the role of emotional factors to stimulate students' enthusiasm for dance learning. 1) Love your job. Establish a good relationship between teachers and students. Human emotion and human psychological activities are closely linked. Teachers should love their own work, respect knowledge, love students, have the emotion of looking forward to their success, make students feel love in the depths of their hearts, and students respect teachers from the bottom of their hearts, so as to improve the enthusiasm and consciousness of learning: therefore, Good feelings between teachers and students will not only promote the improvement of teachers' teaching ideas and methods, but also promote the improvement of students' learning efficiency. As a teacher, we should first let ourselves into the hearts of students, lead students to resonate psychologically through active emotional communication, and actively cooperate with teachers' teaching work. However, emotional cultivation should not blindly accommodate and compromise, but also have rules and methods, ensure principles, and point out and correct students' shortcomings and mistakes in time. 2) Respect students and implement appreciation education. Dance itself is a highly difficult subject that requires not only understanding, but also a lot of sweat. Due to the difference between students' comprehension ability and dance foundation, it is inevitable to make some mistakes in learning, which requires teachers to reflect respect, understanding, tolerance and encouragement in the process of dance teaching: students should overcome psychological and physiological problems in each stage of dance learning, Therefore, it is more necessary to carry out appreciation education for students. First of all, we should affirm the students' progress and achievements in time, and cultivate students' self-confidence and positive attitude. For example, when a student learns a dance movement that is more difficult for him, he should feel the joy of success. Secondly, we should constantly encourage and praise students and cultivate their courage to face difficulties and overcome setbacks. Another example is to show full patience and trust in him when doing some repeated exercises and correcting deviations, so that he feels that as long as he keeps practicing, he will be able to master and succeed.

3. Skillfully use situational teaching to cultivate students' dance thinking and innovation. 1) Comprehensively introduce the dance background and guide students into the realm of dance. Compared with the rigid cramming teaching, it should be more popular for students to introduce students into the dance classroom through lively and vivid dance stories. Take the teaching of national folk dance as an example: the folk dance of all ethnic groups in China has a long history and diverse forms, and most of them sing

and dance. For example, the "Yangko" and "waist drum" of the Han nationality, the "Andai" of the Mongolian nationality, the "Xianzi" and "Guozhuang" of the Tibetan nationality, and the "sainaim" of the Uygur nationality are the crystallization of the wisdom of the people of this nationality. It is not only an artistic body movement, but also a phenomenon of human civilization, through the artistic tradition of various ethnic dances Expression and artistic style provide us with a lot of knowledge about history, religion and language. 2) make full use of dance music to cultivate students' imagination. Dance is visual art and music is auditory art. The organic combination of the two can make art more expressive and better help students cultivate good artistic psychology and emotion. Therefore, before the formal teaching, Give the students enough first {Qingxin music time allows students to feel the music while listening, insert the wings of imagination in the music and fantasize heartily. The beauty of music and the emotions contained therein have strong appeal. Once they enter the students' inner world, they will generate great energy, stimulate their creative enthusiasm, allow students to have independent feelings and opinions on the music they listen to, and have the courage to express themselves Students are encouraged to express this experience freely with their bodies and fully feel the beauty of body language. Students will have great fun and stimulate the best innovation ability in this atmosphere.

Conclusions: In short, dance teaching needs the support and help of psychological theory, and psychology has played an important role in promoting dance teaching. Dance teachers should flexibly apply psychological theoretical knowledge in dance teaching, apply psychological laws to the practice of dance teaching, reasonably combine psychology with dance and dance teaching, stimulate students' dance potential on the basis of cultivating students' interests, fully adjust students' psychological emotions without getting tired of learning, and observe students' subtle psychological changes, So as to create a relaxed learning atmosphere and improve the teaching quality and teaching effect of dance teaching.

Key words: psychological - dance teaching - education

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ON THE REFORM AND PRACTICE OF MENTAL HEALTH THEORY TEACHING MODE IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF PSYCHOLOGY

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Background: The mental health education of college students is the core of moral education in Colleges and universities. At present, the current situation of Mental health theory teaching, as the main channel of moral education in Colleges and universities, is not satisfactory, which is manifested in many problems, such as lagging teaching concepts, monotonous teaching contents, outdated teaching methods and methods The didactic teaching method has not been fundamentally improved. Many teachers still use the indoctrination teaching method of "I say you listen" and "I get through"; On the other hand, some mental health teachers hold a negative and one-sided view on the reform of curriculum teaching methods. They think that the mental health teaching content is abstract, theoretical and principled, and there is nothing to reform. As a result, the teaching effect of Mental health theory course is not ideal, the classroom atmosphere is dull, and students lack learning enthusiasm and interest, A considerable number of students attend classes to cope with attendance and examination, which leads to a passive state of teaching, which greatly affects the implementation effect and goal achievement of Mental health theory teaching in Colleges and universities. Therefore, how to innovate the mental health theory teaching mode in the new era, improve the teaching effect and better realize the educational goal of Mental health theory teaching in Colleges and universities, It is an important topic that needs to be faced urgently in the current mental health theory teaching in Colleges and universities. Combined with the exploration of introducing localized positive psychology into the mental health theory teaching in our university, this paper summarizes and discusses it from the two levels of theory and practice, hoping to trigger more thinking on this issue and jointly promote the reform and innovation of Mental health teaching in Colleges and universities.

Objective: The teaching effectiveness of Mental health theory course in Colleges and universities has been continuously concerned and questioned in recent years. The effect and efficiency of classroom teaching are the core elements of teaching evaluation of Mental health theory course. Educators have been constantly exploring educational methods suitable for the development of the times and the main body of College students. In the process of teaching, we find that college students are not the "container"