

students' mental health, among them, "integrating psychological knowledge teaching into humanities courses" has the most significant impact. According to the theory of cognitive psychology, this is because the integration of psychological knowledge teaching into humanities courses can enable students to imperceptibly receive various basic and useful psychological knowledge in their daily learning process, so as to improve their ability to manage negative emotions and psychology. Special psychological counseling institutions can provide professional treatment services for some students who have had psychological problems, but this way cannot prevent the occurrence of students' mental health problems. Some students may refuse to accept psychological counseling services because they are ashamed to disclose their psychological problems.

Conclusions: With the increasing pressure of contemporary college students' life and study, more and more college students suffer from psychological diseases such as anxiety, depression, communication disorders, emotional disorders and so on. In order to alleviate the symptoms of college students' psychological diseases and improve their mental health level. This study collected a relevant social experiment data, and built a linear model to find more helpful measures to improve college students' mental health. The experimental results show that the three reform methods of college education management system, namely, "setting up special psychological counseling institutions", "integrating psychological knowledge teaching into humanities courses" and "providing students with more opportunities for social experiments", are the protection factors for the average score of SCL-90 factors after students' experiments, which can play a role in improving students' mental health.

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REFORM AND PRACTICE OF TEACHING METHODS OF GARDEN ART PRINCIPLES UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

Tianjun Zhang

Agricultural College, Inner Mongolia Minzu University, Tongliao 028000, China

Background: Educational psychology is an important branch of psychological research. Educational psychology is mainly a subject that discusses the relationship between the changes of human psychological activities and teaching in the process of school education. Through the intervention of educational psychology, the basic characteristics of students' and teachers' psychological activities in the teaching environment will be excavated. At the same time, through the psychological characteristics of teachers and students and psychological emotional demands, the purpose of optimizing teaching content, improving teaching forms, enhancing teaching quality and improving students' interest can be achieved. As early as more than 2000 years ago, China's classical works on Confucius and Mencius mentioned educational psychology, especially some classical educational thoughts have become an important foundation of modern educational theory. As the educational psychology system is gradually valued by more and more scholars, the relevant theories and ideas of educational psychology are more perfect, covering all aspects of the field of education, and has made remarkable achievements. In the research of educational psychology, the research contents of educational psychology include moral education psychology, learning psychology, teaching psychology, students' psychology and teachers' psychology. The relationship between the changes of characters' psychological activities in the educational environment and the development of teaching will be more conducive to solving difficult problems in the teaching process and the development of curriculum teaching. The application in the teaching of garden art principles in colleges and universities is of great significance to the teaching innovation of the course and to enhance the students' sense of classroom experience.

The course of principles of landscape art is a compulsory professional course for landscape architecture majors. The course covers many interdisciplinary knowledge of landscape architecture majors. It is a comprehensive course integrating science, art and technology. The whole course will systematically explain the basic process and design idea of landscape design. At the same time, it will continuously improve the artistic quality of landscape design by means of landscape creation, improve the visual effect and artistic rendering of landscape in terms of space design, waterscape modeling, landscape layout, etc., and ensure the integration and completion of landscape space in the environment. The course of garden art principle is a key discipline of the principle major. The whole teaching process should enable students to understand the composition principle of garden scenery and the requirements of garden space layout, so as to ensure that the principle design has good artistic appeal. In the research of educational psychology, we will innovate the teaching of landscape art through the relevant theories of educational psychology, and

enhance the effect of curriculum practice. Based on the relevant theories and principles of educational psychology, through the understanding of students' psychological demands and the course teaching process, this paper puts forward several suggestions for improvement, including improving teaching methods, optimizing teaching contents, implementing practical experience teaching, and paying attention to the interaction between teachers and students to improve the course of garden forest art principles, solve the problems of students' poor learning efficiency and learning difficulties, and provide important reference opinions for the reform of higher education.

Objective: To explore the theory and application value of educational psychology. This paper analyzes the teaching content and teaching requirements of the course of principles of landscape art in colleges and universities, and optimizes the teaching content of the course of principles of landscape art in colleges and universities through the theory of teaching psychology, so as to provide important reference for the development of landscape architecture in colleges and universities.

Subjects and methods: In the study, 100 students majoring in landscape architecture in a university were taken as the research object, and the students were divided into two groups: the experimental group and the control group, with 50 students in each group. The experimental group adopted an innovative teaching mode of the principle of art, including four measures: improving teaching methods, optimizing teaching content, implementing practical experience teaching, and paying attention to the interaction between teachers and students. The control group used the traditional teaching mode. The teaching experiment lasted for 6 months. PASW18.0 software package and Excel 2007 were used to process all the data. The educational psychology scale was used to record the changes of students' psychological activities before and after the experiment.

Results: Table 1 shows the change results of students' psychological table after 6 months of teaching experiment. The score is 1-10. According to the relevant theories of educational psychology, the course of garden art principles is reformed. There are great differences between the experimental group and the control group. Among them, the experimental group using the innovative teaching mode has better psychological indicators and learning quality. It shows that the innovative teaching mode can significantly improve the teaching effect and have a positive impact on the development of modern education.

Table 1. Comparison results of students' psychological grade changes

Psychological indicators	Before teaching	After teaching	<i>P</i>
Learning enthusiasm	2	9	<0.05
Interactive communication	3	8	<0.05
Comprehensive evaluation index	2	9	<0.05
Teaching experience	1	8	<0.05
Teaching quality	3	9	<0.05

Conclusions: Under the background of modern educational reform, educational psychology will provide important data reference for the development and innovation of modern education. Educational psychology is a systematic and wide-ranging discipline. Based on the relevant theories and application results of psychology, it will further elaborate the educational process and human development. In the teaching of garden art principle course of landscape architecture specialty in colleges and universities, we should make rational use of psychological principles to study students' psychological needs and teaching expectations, and improve the teaching process. The experimental results show that the experimental group using the innovative teaching mode can achieve better learning results in the teaching process, and various psychological indicators have been improved to enhance the effect of students' classroom participation experience. The content of the study has important research significance for the education and teaching reform of landscape architecture specialty.

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

Yang Gao* & Meng Sun

School of Dancing, Shandong Youth University of Political Science, Ji'nan 250103, China

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