

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"

of unconditional acceptance of Mental health theory education, nor the passive "memory" of Mental health theory knowledge. Integrating psychology into Mental health theory course in Colleges and universities is a new attempt to stimulate the vitality and vitality of classroom teaching. College students are the subject and object of Mental health education in Colleges and universities. Exploring the psychological basis in Mental health education is a hot issue of Mental health education in the new era. Starting from the fact that psychological ideas can enhance the scientificity, predictability and accuracy of Mental health education, this paper focuses on the intervention of psychological ideas, which further enhances the effectiveness of Mental health education in Colleges and universities. To achieve the purpose of strengthening mental health education, in order to provide new research vision and methods for college students' Mental health education.

Subjects and methods: 1. Interaction and dialectical unity of psychology and ideology. Psychology is the human brain's reflection of objective things, which includes the direct instinctive reflection of animal nature. It also includes the reflection of people's unique acceptance control; Face thinking generally refers to the processing and transformation of the image reflected by the brain with the help of language and thinking, which is the reflection of objective things. Psychology is the premise of forming thought. Thought is a higher-level development of human psychology. The emergence of people's ideology and the formation of moral quality contain a series of psychological activities, and certain psychological influence restricts the occurrence and development of ideology. Therefore, ideology and psychology interact and dialectical unity.

2. The historical origin of the combination of psychology and moral education theory. From the perspective of the theoretical combination of psychology and moral education, the combination of moral education and psychology can be traced back to the end of the 18th century and the beginning of the 19th century. At that time, German educator Herbart was the first to elaborate his theory from the combination of ethics and psychology. At the beginning of the 20th century, Dewey also divided school moral education into social and psychological aspects. It is considered that the social aspect determines what to do, which belongs to the category of moral philosophy, and the psychological aspect determines how to do, which affects the method and spirit. " Many psychologists have combined moral theory with psychology to discuss the psychological process of moral development. For example, Piaget divided people's moral development into two stages: heteronomy period and self-discipline period. Kohlberg believes that moral development is an extended and complex process, and puts forward three levels and six stages of moral development. The combination of these theories provides a theoretical basis for the principles and methods of psychology to intervene in Mental health education.

3. Psychology and mental health education cross each other in research content. Psychology is a science that studies psychological phenomena and their laws. Psychological phenomena mainly include psychological process and personality. Among them, personality includes two aspects: personality psychological characteristics composed of temperament, personality and ability and personality consciousness tendency composed of ideals and beliefs, world outlook, motivation and needs. The main research objects of Mental health education are individual political understanding, political position and ideological and moral character. The process of Ideological Education in Colleges and universities is the process of Cultivating College Students' cognition, emotion, will and behavior. Therefore, in the research object, it has an internal and close relationship with people's personality tendency and personality psychological characteristics. Both of them contain common factors such as ideal, belief, morality and will. It can be said that mental health education is an activity to change people's world outlook, values, attitudes and beliefs in people's cognition, personal views and personality tendency through people's thinking, so as to improve people's understanding level, form a correct understanding of objective things, and cultivate people's good personality tendency and personality psychological characteristics, so as to successfully complete various tasks.

4. Psychology enhances the scientificity, predictability and pertinence of Mental health education. The task of Mental health education in Colleges and universities is to do the transformation of students, and the process of human transformation has its complex psychological mechanism, that is, it includes a series of psychological processes such as psychological induction, psychological conflict, psychological evolution and psychological attribution. Its essence is the transformation of human psychological content and behavior. In the process of psychological transformation, it is accompanied by the interaction of different personality characteristics of subject and object, as well as the interaction, interaction and mutual restriction in cognition, emotion and behavior. The research paradigm of psychological norms enhances the scientificity of Mental health education. As a basic discipline of Mental health work, it plays an important role in practice. At the same time, the object of Mental health education is people. People's psychological activities are caused by objective things and will be shown in people's behavior and expression. Psychology is the science of human psychology. It will play an important role in predicting

people's ideological changes. Before the implementation of Mental health education, if we use the knowledge of psychology to study the psychological state and psychological characteristics of the educated, we can master the law of psychological activities and ideological status of the educated, and grasp the signs of their thoughts and behavior in time, which will help to enhance the predictability of ideological education. In addition, using the research results of psychology on the relationship between psychology and behavior to explore and analyze the law of the educated's psychological activities, we can more accurately find their ideological problems from people's reactions, control and guide their behavior, so that the mental health education has high pertinence.

Results: 1. Explore the psychological activity law of moral education to achieve the best effect of Mental health education. The formation and development of College Students' Ideological and moral quality depend not only on the social environment, but also on the law of personal psychological development; It depends not only on the traditional positive education management, but also on personal internal experience. Therefore. The mental health education of college students should not only pay attention to the improvement of Ideological and moral quality, but also pay attention to the guidance of psychological activities. Based on the analysis of three psychological activities: moral cognition, moral emotion and moral behavior, we should grasp the regularity of the formation of good moral quality. Moral cognition is people's understanding of the standard of moral behavior and its significance. Only with moral understanding and moral behavior standards can we correctly analyze moral emotions and determine the direction of behavior. The first task of Mental health education is to improve people's moral understanding in order to promote the formation of their moral quality. Moral emotion is an inner experience caused by whether a person's moral needs are met or not. Any behavior consistent with a person's moral needs will often cause positive moral emotion. The way of moral behavior is the external symbol and concrete embodiment of moral cognition and moral emotion. Deepening cognition and enriching moral emotion are conducive to the cultivation of moral behavior. The purpose of Mental health education is to cultivate good moral quality. Recognizing the regularity of the formation of moral education psychology can achieve twice the result with half the effort.

2. Carry out mental health education according to the contradiction of College Students' psychological development. Mental health education should bring psychology into daily teaching. The age of college students is generally between 18 and 22 years old, and their psychology is in the process from childishness to maturity. Because of its high cultural quality, it has a more delicate and profound experience of psychological contradictions. Therefore, in view of the main psychological contradictions and psychological confusion of college students, mental health education should set the basic psychological knowledge such as personality psychology, personality psychology and social psychology as college students' public courses to mobilize the enthusiasm of self psychological cultivation. Improve my psychological regulation ability. And according to different psychological contradictions and practical contradictions. Special lectures, online communication, online Q & A, etc. The mental health education of college students should not only adhere to the psychological guidance, but also adhere to the fair and democratic mental health education mode on the information network, so as to make the monotonous and boring theory richer, more scientific and more in line with the psychological needs of young college students.

3. Integrate the content of Mental health education curriculum with the concept of psychology. For a long time, some people confuse psychological problems with ideological and moral problems, do not understand the difference and connection between them, often attribute psychological problems to moral problems, and even confuse psychological diseases with ideological and cognitive errors, resulting in the moral education of psychological problems. At the same time, with the development of mental health education in recent years. Some people believe that mental health education should completely replace ideological and moral education, leading to the psychological problem of moral education. The author believes that we can neither command and replace mental health education with the framework of psychology, nor simply attribute students' psychological problems to ideological and moral problems. Instead, we should use the principles and methods of psychology to deconstruct and support the content of Mental health education curriculum, and emphasize that the breadth and depth of teaching content must conform to the level of College Students' psychological development. According to the laws of people's psychology, thinking, anger and behavior activities, analyze the psychological and cognitive laws that dominate people's thoughts and behaviors from the problem hands, the phenomenon hands and the real life hands, judge the good and evil of their behavior and quality through comparison, guide students' behavior and form good moral quality. People's ideological and moral activities and psychology are inseparable. Ideological and moral activities are subject to psychological activities. Once we ignore people's psychological role and the impact of people's psychological quality on Ideological and moral quality, it will make mental health education simple and stiff, make it difficult for educational objects to have psychological resonance, and greatly affect the teaching effect of Mental health education.

Conclusions: Although psychology is a discipline developed under the background of western culture, its theories and methods have been improved and improved. In particular, positive psychology has turned to pay attention to the positive aspects of human nature and the constructive role of family and social system, which is more in line with the cultural tradition of Oriental people and plays a positive role in promoting the construction of socialist harmonious society with Chinese characteristics, On the other hand, Chinese traditional culture contains rich positive psychological education ideas. Exploring localized positive psychological education methods also provides a new perspective for excavating and carrying forward Chinese traditional culture and national spirit in the teaching of Mental health theory in Colleges and universities, It has important enlightenment and reference for Innovating College Mental health teaching, improving teaching effect and better achieving the goal of College Students' Mental health education.

Key words: practice - teaching mode - psychology

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PRACTICAL TEACHING MODE OF ART DESIGN COURSES IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF PSYCHOLOGICAL NEEDS

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Background: Compared with the traditional theoretical teaching, practical teaching not only follows the traditional educational view and completes the teaching of knowledge by combining theory with practice, but also pays more attention to the cultivation of students' practical ability. This ability is necessary for students in the process of practical work in the future. It is the result of the comprehensive effect of students' knowledge, cultural tradition and specialty. The practical teaching mode refers to the principle of integrating theory with practice in education and teaching, and purposeful and organized highlighting the practical links in education and teaching through curriculum preparation and teaching plan, so as to enable students to solidify their professional theories and professional knowledge into good professional quality, Then it is transformed into a systematic curriculum and education model of art design specialty.

Objective: Liu Ji, vice president of the Chinese Academy of Social Sciences, pointed out: "one of the serious problems in China's higher education is the lack of attention and training on the practical ability of college students. The root cause is that China's traditional education is divorced from theory and practice, education from social needs, and education is far from social life to a certain extent." This is a summary of the current situation of practical teaching in Colleges and universities in China. The importance of practical teaching to talent training has attracted more and more attention of colleges and universities at home and abroad. Practical teaching is not only the test and consolidation of theoretical knowledge, but also the bridge to cultivate applied talents and innovative talents. Art design major belongs to practical art. It is a major with strong practicality and pays attention to experience accumulation. Only through artistic practice can students deeply understand the connotation and spirit of design and promote the formation of personal design ideas. The practical teaching of art design specialty plays a very important role in undergraduate education. It is an important link in cultivating applied talents and comprehensively implementing quality education. Combined with the reality, this paper explores the practical teaching mode, and puts forward its own views and improvement measures. Constantly innovating the practical teaching mode, strengthening the construction of practical teaching and establishing a scientific, practical and reasonable practical teaching system are the subjects that art colleges and universities at home and abroad are trying to explore.

Subjects and methods: The works of art design have different meanings due to different times, but they are all to reflect their current development background and social phenomena. The questionnaire method is mentioned in the research methods of design psychology, and we have carried out a corresponding range of questionnaire survey on the research from the perspective of efficient industry of design psychology. Through this survey, we found that 62.3% of them have purchased creative products. When buying products, people generally pay attention to practicality, creativity and beautiful appearance. More