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Brief analysis of sports dance influence of good understanding and characteristics cultivation for college students

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ABSTRACT

With the development of colleges and universities, sports dance has become a new learning course in some colleges and universities. Sports dance course can not only improve the physical quality of college students, but also play a positive role in cultivating their comprehension skills. This paper explores the influence of sports dance course to cultivate the comprehension ability for the college students by means of experimental study, which obtains some important conclusions and has certain reference value.

KEYWORDS

Sports dance; Features training of savvy; Questionnaire survey.

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THE INTRODUCTION

Sports dance, as a combination of sports and dance, evolved by the social dance, is a comprehensive art of high aesthetic value and physical fitness. It brings together the elements such as sports, dance, music in one of the emerging sports activities. And sports dance can display the physical beauty, strength beauty as well as the health beauty through all sorts of elegant body gestures, which is bound to become a kind of elegant and beautiful sports project.

In order to enrich students' sports activities, there are a lot of elective courses such as sports dance opened in university, which got a lot of positive responses from students and obtained the good teaching effects. For example, it can improve college students' physique by learning sports dance and make body more coordinated as well as optimizing the body curve by appropriate sports dance activities, to make the body more strong and beautiful.

With the speed up of life pace and the increase in learning pressure, college students appeared more psychological problems such as depression, unsociability, lack of communication, etc. This paper mainly researches on whether the sports dance activity is of positive significance on psychological health of college students. By means of investigation report, summary the investigation data and find the correlation between college students' mental health status and university sports dance activity by using the method of statistical analysis, and get some valuable conclusions.

RESEARCH VALUE

Due to the development of psychology in China starts late, both parents and teachers care more about students' test scores and ignore some psychological problems of students, always feeling that the students' psychological status will self-healing as the growth of the age, which resulting in a lot of psychological problems of students in their university stage. Psychological problems are mainly the following several aspects:

(1) the students lack of confidence enterprising spirit. After entering university, many students lost learning pressure, which resulting in a decline in student learning enthusiasm and enterprising spirit. Without competition and crisis consciousness, they gradually lost the confidence as they are unable to solve the problem by themselves when faced with difficulties.

(2) Lack of team spirit. Due to long-term special care by the parents, college students' life ability as well as communication and cooperation skills are poor, and lack of tolerance.

(3) Lack of innovation spirit. Due to the constraints of the education system, students have received education of the college entrance examination type for a long period, and parents and teachers ignored to cultivate the students' imagination and creativity, causing students lack of innovation spirit, practice ability and the ability to solve the problem when learning.

IMPACT AND ASSESSMENT OF SPORTS DANCE ACTIVITIES OF SAVVY TRAINING FOR COLLEGE STUDENTS

Evaluation basis

This paper establishes mental health standards of college students on the basis of the mature college students' psychology theory, and designs the questionnaire as well as comparatively analyzing the survey data by comparing all aspects of the situation between students who participate in sports dance and do not take part in sports dance, so that the results of whether sports dance teaching takes a positive effect on college students would be obtained.

Evaluation basis

This research adopts the relatively famous mental health test scale (SCL - 90) in the world, which is currently the most widely used mental diseases and mental disorders clinic examination scale, so that we could understand the mental health status of the students from ten aspects. This scale has a total of 90 items, including the student's mental process, mental habits and interpersonal relationship, etc., which is a relatively comprehensive mental health table. Each project of the scale adopts five scoring system, and students are assessed according to the five levels of project description which include "no (1point), light (2 points), medium (3 points), severe (4 points), especially serious (5 points)". Scale assessment method: Calculate the sum of 90 scores and the average of the project (i.e., total average score). Notice that the upper limit of scale score is 160 points, and the tester has some psychological problems if the score is more than 160 points. The tester will be considered to be positive if the factor score is more than two points, and may have a psychological problem and need further diagnosis if the total score of positive items are over 43 points.

SCL - 90 scale is a general international scale, and can relatively reflect the students' psychological conditions accurately after many times of revision by experts. The reliability evidences of SCL - 90 scale are mainly include internal consistency and test-retest reliability, and a lot of research results have verified that its scale has a lot of reliability. On the other hand, the study showed that SCL - 90 scale also has good compatibility validity, and its validity coefficient is between 0.77 to 0.90, which is better than discriminant validity. Thus this thesis study has good theoretical basis to adopt the SCL - 90 scale to evaluate students' psychological condition.

Design of evaluation way

This evaluation method adopts experimental design and has a test in unwitting circumstance as far as possible without affecting students' learning, which has a good reliability and validity, and this method is relatively mature which is often used in the teaching research. Combined with the specific experiment model used in this paper which is group before and after the test design, and it needs four steps to complete: The first step is to select two universities in one place randomly, and draws some students from school which opens the sports dance courses as test group, as well as some students from school which do not open sports dance courses randomly as members of the control group; The second step is to have mental health scale measurement for both group members before the test; The third step is to let test group accept a three-month training in sports dance, while control group do not take part in sports dance training; The fourth step is to let test group and control group members accept SCL - 90 test again and obtain statistical analysis results after three months training.

This test will randomly select 100 testers from both of the universities, including 100 students who participate in sports dance training, and another 100 students who do not. To avoid the interference of age difference, sophomore are selected as the object of study whose age are between 19 to 21 years old, and there are 105 females and 95 males. The specific number of questionnaire distribution are as shown in TABLE 1:

TABLE 1 : Experimental subjects grouping

Gender	Test group	The control group
male	50	45
female	50	55
total	100	100

The evaluation process

(1) Introduction of evaluation process

This evaluation is divided into three stages: Pretest phase, the intervention phase and the post-test phase, and the following are the detailed introduction of the three stages respectively.

pretest phase: The total number of test group and control group are 200, and health scale measurement are implemented at twice. All testing personnel shall complete SCL - 90 scale on the computer. After the test, test data should be input by himself or herself and companion together, and data should be carefully checked, to ensure the accuracy of the input data.

Intervention phase: To arrange a three-month training in sports dance for test group, and the concrete content includes:(1) teaching target, technical characteristics and dance music introduction of the sports dance course;(2) special action and skill training;(3) learning and training for specified footwork;(4) learning and training of ballroom. The whole training is given priority to practical teaching together with complementary theory teaching, and adopts diversified teaching methods, which include classroom teaching, combining with extracurricular training as well as video watching. However, the control group members do not participate in any training of sports dance.

post-test phase: After three months of training, the test group and control group member should accept mental health scale test again, and the content is consistent with the pretest. Data will be collected and input by himself and fellow, to ensure accuracy of the data.

(2) Pretest evaluation

Test results of mental health of all members in pretest phase are shown in TABLE 2:

TABLE 2 : Statistics of testers' psychological status before training

Mental health assessment scale	Male (95)		Female (105)		Total (200)	
	Number	Proportion	Number	Proportion	Number	Proportion
Total score<160 points	72	75.79	75	71.43	147	73.5
Total score>160 points	23	24.21	30	28.57	53	26.5

The result shows that: The students proportion of total score of mental health rating scale below 160 points is 73.5%, and the proportion of total score over 160 points is 16.5. It shows that students' psychological health level in that college area is not so good as we imagined, and there are some students have mental health problems.

In order to better contrast the psychological health level between test group and control group members, this article will compare overall level of testers' mental health with positive items as well as each factor in the scale, and the comparison results are shown in TABLE 3 and TABLE 4 below.

TABLE 3 : Comparison table of positive items and total average between test group and control group before the training

	Test group		The control group		P
	Average	Standard deviation	Average	Standard deviation	
Total average	2.01	0.33	2.14	0.45	>0.05
Positive items	27.43	12.35	28.21	16.78	>0.05

TABLE 3 shows that mental health evaluation results in the test group and control group members are not significantly different in this research, and the number of positive items does not exist significant differences as well. The overall performance of test group and control group members are in the same level before training.

TABLE 4 : Comparison results of each factor in mental health Scale between training group and the control group before tests

	Test group (100)	Control group (100)	P
Somatization	1.82±0.42	1.90±0.52	0.421
Forced symptoms	1.92±0.34	2.02±0.41	0.272
Depression	2.05±0.51	2.25±0.62	0.174
Sensitive interpersonal relationship	1.95±0.53	2.15±0.21	0.354
Anxiety	2.21±0.43	2.29±0.54	0.202
Hostility	2.12±0.33	2.09±0.29	0.184
Terror	1.89±0.21	2.03±0.42	0.521
Paranoid	1.97±0.62	2.04±0.49	0.241
Mental symptoms	1.92±0.52	2.13±0.32	0.425
Others	2.10±0.37	2.14±0.71	0.126

According to the data from TABLE 4, each factors between test group and control group are not significantly different, namely there are no significant differences in statistical results of mental health assessment scale in 10 factors of "somatic symptoms", "compulsion", "interpersonal sensitive", and two groups are of similar psychological status.

(3) Post-test evaluation

After three months of training, carry on the quantitative comparative analysis of mental health to test group and control group members once again. First of all, we should have a quantitative analysis of mental health to all participants, and the statistical results are shown in TABLE 5.

TABLE 5 : Statistics of testers' psychological condition after training

Mental health assessment scale	Male (95)		Female (105)		Total (200)	
	Number	Proportion	Number	Proportion	Number	Proportion
Total score<160 points	89	93.68	98	93.33	187	93.5
Total score>160 points	6	6.32	6	6.67	13	6.5

As shown in TABLE 5, the number of total test score below 160 points is 187 people and the proportion is 93.5%, which is far more than the total number of mental health of 147 people before the training. It can be seen from the data that the mental health conditions of some students have been greatly improved through the sports dance training. However, the comparative analysis of total score of mental health scale between test group and control group are needed if we want to further validate that sports dance is an important intervention factors, and the specific comparison results are shown in TABLE 6.

TABLE 6 : Comparison table of positive items and total average in both of test group and control group after training

	Test group		The control group		P
	Average	Standard deviation	Average	Standard deviation	
Total average	1.52	0.53	2.47	0.25	<0.01
Positive items	20.13	15.32	26.21	13.78	<0.01

According to TABLE 6, the average score of test group (1.52) is less than the control group (1.77), and after it is examined by independent sample t-test, we can find that P<0.01, which could obviously draw a conclusion that P<0.05. The

average positive number in test group (20.13) is less than the control group (26.21), and after it is examined by independent sample t-test, we can find that P<0.01, which could obviously draw a conclusion that P<0.05 as well. It shows that total average of two groups as well as the number of positive items are significantly different, and mental health status of the students' in test group is obviously better than the control group, which also means that the college students' psychological health have been greatly improved by the sports dance training.

TABLE 7 : Comparison results of each factors in Mental Health Scale between test group and control group after training

	Test group (100)	Control group (100)	P
Somatization	1.24±0.22	1.92±1.38	0.004
Forced symptoms	1.82±0.41	1.86±0.43	0.091
Depression	1.20±0.22	1.94±0.34	0.001
Sensitive interpersonal relationship	1.34±0.25	2.18±0.35	0.001
Anxiety	1.32±0.22	2.04±0.41	0.001
Hostility	1.38±0.21	2.19±0.78	0.001
Terror	1.91±0.22	2.01±0.71	0.161
Paranoid	1.87±0.34	1.99±0.37	1.155
Mental symptoms	1.92±0.25	2.11±0.65	1.101
Others	1.87±0.61	1.92±0.55	1.142

As shown in TABLE 7, each factor score of mental health scale test in test group are lower than the control group, and the two groups have significant differences on five items which are "Somatic symptom ", "depression", " interpersonal sensitive", "anxiety" and "hostility".

To sum up, there is no significant differences in students' psychological health level between test group and control group before the training when comparing the ten factors items, but through sports dance training, the total average score and the number of positive items in test group are higher than the control group, and there are also significant differences in both groups on the above 5 factors items, which indicate that sports dance training course is helpful to college students' mental health.

CONCLUSIONS AND RECOMMENDATIONS

Through this study, following conclusion can be drawn:

(1) Sports dance training can improve students' physical and mental condition. Take an active part in physical exercise can improve body's physical health, enhance physical fitness, and sports dance course belongs to a low intensity aerobic sports, which is very suitable for regular physical exercise. After sports dance training, students' physical conditions have been improved, and it also plays a positive role in treating poor sleep quality and headache sometimes appeared in college students.

(2) Sports dance training can improve students' communicative skills. By contrast, students who participate in sports dance training are more willing to share ideas and facilitate communication with people, which form good relationships between the students.

(3) Sports dance training can effectively resist the college students' psychological barriers. Sports dance training can improve the bearing capacity of the stimulus and relieve stress ability as well as effectively resisting the psychological diseases such as "anxiety" and "depression" to the students.

The conclusion of this study shows that sports dancing course has a positive impact to college students' psychological health. We can actively promote the benefits of sports dance course, and hope it can be popularized in colleges and universities in a planned way. We could also establish a reasonable sports dance teaching mode in the colleges and universities, to strengthen the construction of sports dance team, and make it achieve the desired effects.

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