



THE EFFECT OF DANCE MOVEMENT ACTIVITIES ON MOOD STATE OF UNIVERSITY
STUDENTS



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STUDENTS



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THE THESIS TITLED
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STUDENTS

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
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The goal of this study is as follows: (1) to compare the emotional states of college students before and after participating in dance movement activities; (2) to compare the emotional state of the control and experimental group after participating in dance movement activities. The sample consisted of college students at Chongqing Vocational University of Mechanical and Electrical Technology. The experimental group had 30 students with a dance program. The control class had 30 students without dance courses. The samples were divided into two groups: the experimental group and the control group. The experimental group used dance movement activities, and the control group used traditional teaching. The data were collected using the POMS scale commonly used in China. The data were analyzed using SPSS descriptive analysis and a t-test. The result showed that dance movement activities had a positive effect on improving their negative and positive emotions of college students and improving their which has a positive significance in promoting the emotional stability of college students.

Keyword : Dance movement activities Mood state University students

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CHAPTER 1

INTRODUCTION

1.1 Background

The term “mood states” refers to persistent and weak emotional states, which can be positive or negative. In turn, the development of unique resources helps the individual better cope with life challenges (Fredrickson, 2001) and Berger and Molt (2000) explained mood may be defined as a short-term feeling state that may fluctuate within minutes to days. In contrast to emotions, moods are more transient, often unrelated to external events and have varying intensities. The findings of a study by Zautra et al. (2005) led to the conclusion that positive and negative moods are mutually independent. However, when an individual encounters a stressful event, positive moods may greatly reduce negative ones. A positive mood may enhance the resistance to stress and pressure by interrupting the negative mood experience caused by tension or strain, thereby improving adaptability. Therefore, moods influence our overall sense of well-being, and impact both behavior patterns and perceived health.

In the present day, young university students face a new living environment, high standards of learning requirements, unprecedented new situations, and new challenges, leading to mood problems that are very common. Wang and Zeng (2002) introduced common negative moods among university students: anxiety, excitement, irritability, depression, indifference, inferiority, pride and so on. There are various factors that cause negative moods among the students. Chen (2010) explained the first set of objective factors, and they can also be defined as external factors which mainly include social environment, family and school education factors. The second set are subjective factors involving the role of individuals' inner mood changes. Li (2020) introduced dance as a method that uses music and body movements to help teenagers divert their attention, release negative emotions, improve positive moods, and shape their personality.

Dance movement activities can become a tool to manage emotions during a period of significant physical and mental changes, playing an important role in students'

emotional, physical and mental development. Moreover, these activities can enhance the quality of life and have a a major impact on personal health. Molina Julia & Moreno (2022) identified dance movement activities as a means to solve emotional problems and as an effective educational resource for improving people's physical and mental health. Li (2021) explained that dance movement activities involve a combination of choreology and psychology. Dance movement activity is not only a form of artistic expression, but also a movement that can promote physical and mental health. Through dance movement activities, individuals can release inner pressure, express emotions and boost positive emotions, which is of great theoretical and practical significance to advancing people's behavior and cognitive functions, and to promoting physical and mental health (Zhang, 2017).

With the establishment of the American Association of Dance Therapy (ADTA) and the widespread use of dance therapy, numerous scientific research on dance therapy has emerged. Studies have shown that dance movement activities can effectively relieve anxiety, depression and allow the overall development of physical and mental health. Dance therapy has been applied to students, which has shown some impact on their mood, learning ability and motor skills. Dance action activities can make positive changes to the negative emotions of university students, which can significantly increase their positive emotions while decreasing the negative ones.

In summary, from reviewing the studies, it is evident that dance movement activities can support university students in increasing positive emotion and decreasing negative emotion. In this study, the population consisted of undergraduate Chongqing Vocational University of Mechanical and Electrical Technology students. Dance movement activities were applied to improve their positive mood, and reduce negative mood.

1.2 The objectives of the study are as follows:

1.2.1. Compare the positive and negative mood of university students before and after participating in dance movement activities

1.2.2. Compare the positive and negative mood between the control and experimental groups after participating in the dance movement activities

1.3 Research question

1.3.1. Will dance movement activities be able to increase positive mood states of university students?

1.3.2. Will dance movement activities be able to reduce negative mood states of university students?

1.4 Significance of the study

University life is a crucial stage in students' life development. University education should not only pay attention to cultivating students' theoretical knowledge and practical skills, but also prioritize mental health education to enhance students' psychological quality and social adaptability. Consequently, the students can better adapt to social life and social development. The objective of this paper is to prove the influence of dance movement activities on the positive mood of university students through experimental evidence and data analysis on promoting the positive mood of university students. The positive mood state is of profound significance to promoting university students' physical and mental health development, to improving their group cooperation ability, and to enhancing their sense of social value.

1.5 Definition of Terms

1.5.1 Mood state refers to maintaining a very calm attitude without sudden fluctuations between excitement and sadness, or mood swing involving sudden shift from crying to laughing.

1) Positive mood refers to the positive feelings of students including happiness, satisfaction, pleasure, excitement, optimism, and other moods. A positive

mood can enhance people's happiness, confidence and life satisfaction, contributing to physical and mental health, as well as positive social interaction.

2) Negative mood refers to negative feelings of students, including sadness, depression, anxiety, fear, anger and other emotions. Negative mood will bring psychological pressure and negative effects on individuals, potentially leading to mood instability, inferiority complex, tension and anxiety, and other problems. Besides, there are adverse effects on physical and mental health, and interpersonal relationships.

1.5.2 Dance movement activity is the most fundamental artistic means and a basic unit of dance works. From skill recognition to skill development, dance movement must be acquired through the accumulation of experience gained from repeated practice of cognition and perception dynamics. Dance movement activity training courses are offered globally, starting from practical application. Dance courses can keep technology and promote the development of technology, and must be completed before the performance. These courses also help movement practice and must be in order by alternating through different speed and difficulty. They help increase the body control ability and movement correctness and accuracy, and increase the concentration of learners.

1.5.3 University students refer to undergraduate students at Chongqing Vocational University of Mechanical and Electrical Technology

1.6. Research Scope:

Population and Sample

Population of this study consisted of 120 students from Chongqing Vocational University of Mechanical and Electrical Technology.

The participants included 60 students from both classes with similar emotional states, who participated voluntarily in a dance movement activities program. The students were divided equally into two groups with 30 in the control group and 30 the experimental group. The experimental group participated in the dance movement activities, while the control group did not.

1.7 The conceptual framework of the study

The purpose of the research was to explore how dance movement activities influence university students' mood state. The following below depicts the conceptual framework of the study, and identifies two variables over the course of the study.



1.8 Study hypothesis

Study Hypothesis: For the purposes of this study, the following assumptions were used::

1.8.1 University students receiving dance movement activities will exhibit higher positive mood scores and lower negative mood scores compared to pre mood state scores.

1.8.2. For the post mood state score of the experimental group, after receiving dance movement activities, the positive mood score will increase and the negative mood score will decrease compared to the post score of the control group.

CHAPTER 2

LITERATURE REVIEW

2.1.1 Meaning of the mood state

Mood analysis is a commonly used method to quantify and classify daily mood state problems. Han , Ren and Terry (2020) used POMS meters and experiments to prove that physical activity is an effective intervention for promoting mental and physical health of both healthy and clinical populations. Exercise and other forms of activity are effective interventions to improve mood and health, affirming the effectiveness of interventions used in a sentiment analysis to assess and promote positive mood.

2.1.2 Effect of mood state

Mood factors have a crucial role in determining the success of university students. Chen and Qiu (1999) outlined how these mood factors impact various aspects of the students' lives, including academic performance, physical and mental health, self-growth, interpersonal communication and the realization of behavioral goals. They also put forward the significance of carrying out mood education for university students, along with the content and methods of mood education.

Different mood states also have an important influence on the interpersonal relationships among university students. Zhu (2016) argued interpersonal trust is an essential factor in the establishment of a good interpersonal relationship, serving as the basis for interpersonal communication. Interpersonal trust is the premise and significant influencing factor for social harmony and sustainable development. In recent years, various disciplines such as psychology, sociology, and management have been studying the topic of interpersonal trust.

People suffering from mood disorders might encounter emotions such as hopelessness, diminished self-worth, heightened guilt, challenges in concentration, heightened sensitivity to failure, compromised decision-making ability, increased irritability, and heightened aggression. Meghan K. Edwards, MS, and Paul D. Loprinzi, PHD (2023) compared the effects of depression and mood status through a randomized

controlled intervention of persistent activity on sedentary behavior suggesting that the sedentary behavior-induced intervention had unfavorable impacts on both depression and mood. To maintain mental health, it is essential to engage in regular activities or exercise.

2.1.3 POMS Study

A short form of mood state profile (POMS) was constructed and verified in the Katja Petrowski, Cornelia Albani, Markus Zenger, Elmar Braehler and Bjarne Schmalbach (2021) study. POMS is a widely used method for assessing individual mood. As a result, it holds significant relevance for numerous research inquiries in social and clinical psychology. Initially, they assessed the psychometric characteristics and identified the top16 solutions among all valid complete combinations of POMS in a representative sample of the German general population. Subsequently, they confirmed the validity and reliability of POMS-16 in the mood state measures.

Carla Kuestena, Jian Bib, Herbert L. Meiselmanc (2017) also used the POMS 2-A scale to measure and analyze the mood state of individual consumers, which fully confirmed the validity of the study.

Elena Andrade, Dolores-Rodriguez (2018) introduced the results of two studies on the invariance of the mood state profile questionnaire in response time frame and management situations, and self-report measures of mood are dominant in the field of psychology, and are widely used to explore the subjective mood state of people who exercise.

2.2 Basis of dance movement activities

The mental health problem of contemporary university students has become a focus of social and academic attention. Xie (2013) mentioned the promotion of dance therapy in universities as a new treatment method in recent years, which has begun to gain more and more attention. By analyzing the common mental health problems of university students, this paper points out the promoting effect of dance therapy in relieving pressure, stabilizing mood, and promoting university students' mental health.

2.2.1 Significance of dance movement activities

Dance movement activities have a positive effect on promoting interpersonal communication, language communication, heterosexual communication and mood state of university students. Yuan (2021) argued Dance therapy has a great influence on the students' interpersonal and language communication. It can also play a role in relieving the students' mood.

According to the analysis of basic status of the students' mental health in the past decade, the results show that their mental health is often closely related to the damage of self-esteem and learning pressure. On the contrary, the pressure brought by family factors is not closely connected.

Young people seek help in various ways, and they tend to consult their network and psychological counseling Zhao (2021). According to the survey, most people are still unwilling to open up and face psychological problems; therefore, they often experience serious psychological symptoms and mood fluctuations. How to help more students avoid mental illness in university mental health education has become a challenging problem that educators need to address today. However, in the well-known survey, they tend to carry out psychological intervention in an acceptable way. While traditional psychotherapy becomes an inherent approach, dance therapy can help people in a variety of ways.

Dance therapy has a significant curative effect in improving the students' mental health. HR Meng Na (2016) argued The psychological pressure has increasingly become a focus of the construction of mental health in universities. The psychological disorders of Chinese university students mainly come from learning pressure, mood pressure, social pressure, and etc, which are mainly manifested as anxiety, depression, compulsion, schizophrenia and other psychological problems. According to modern psychological science, the depressed mood can only be effectively and safely released to relax the mood and relieve the social pressure and contradiction. Dance therapy, as a new means to alleviate mental diseases, originated from the fusion of modern dance art and psychology. It stands out as one of the most effective methods to treat mental

diseases so far, gaining significant interest from scholars worldwide. Its role has gained acceptance more and value among people.

2.2.2 The process of dance movement activities

In today's society, some university students face challenges with their mental health. Yuan (2018) argued the students' psychological situation and the development status of the dance major. He discussed three steps to promote dance psychotherapy: the combination of dance major and psychology major to cultivate a group of talents with dance therapy literacy; the selection of some cheerful and helpful dance students as volunteers; and the establishment of a well-equipped dance therapy space.

The aim is to promote the significance of dance psychotherapy and dance therapy, and mental health education among university students.

With the swift progression of time and the hastening pace of life, university students are bound to confront psychological challenges such as anxiety, solitude, depression and other psychological problems while dealing with intense study and life pressure. Liu (2013) introduced Dance art activities that they can offer significant support and guidance to the students, allowing them to reconnect with their authentic selves, adapt and rewind using the physical and mental catharsis.

Based on the students' common mental health problems, on the basis of dance psychology which combined with the basic theoretical knowledge of dance psychotherapy and dance, the dance art activities' regulating impact on their different psychological problems should be analyzed from the modern dance, folk dance and classical dance works respectively. At the same time, teaching content in the university students' psychological regulation course can provide some reference for the dance course as a quality education for university students.

Students majoring in network engineering of Fujian Normal University were a sample, aiming to investigate the effect of sports dance on the mood improvement of non-sports university students. A method for the mood regulation of university students was provided Zou and gan (2019). The mood state scale (POMS), anxiety self-evaluation scale (SAS), depression self-evaluation scale (SDS) were used as

measurement materials. The results showed that the use of sports dance for physical exercise affected non-sports students in tension, energy, fatigue, depression, and self-esteem. Also, there was a significant effect on anxiety and depression.

2.2.3 Skills of dance movement activities

Zhang (2016) argued The main task of university students is to study, but in this process, there will certainly be some troubles about learning. In a group of more sensitive and lively female university students in the society, their physical and psychological conditions have been basically mature but not fully yet.

They are easily affected by other things or the environment, and the phenomenon of academic maladjustment or failure, leading to generation of bad academic mood. Zhang (2016) argued Academic mood, as an important mood experience of female university students, is a kind of internal motivation, which not only reflects in the learning process, but also directly or indirectly affects their academic achievement, healthy growth and even physical and mental health. Therefore, finding an appropriate way that allows them to vent their feelings using reasonable regulation and management can prevent the transfer of negative mood, strengthen female university students' learning cognition, and allow them to experience the fun of learning. Sports have a positive effect on mood. The characteristics of aerobic dance movement and female university students' pursuit of an active, relaxed atmosphere, and psychological characteristics influence the academic mood of the students. The purpose is to promote them in public courses to better adapt to learning life, improve learning efficiency, and also provide a theoretical basis for the popularization and implementation of aerobic dance in university public courses. Aerobic dance exercise has a positive regulating impact on the students' academic mood in public courses, and aerobic dance exercise also has a positive auxiliary effect on their academic mood stability.

Dance therapy contributes the enhancement of interpersonal skills and regulate the positive and negative mood. Malan Dan, liu, Chen Zhai LuZi, zhao (2019) introduced the "University Students Interpersonal Scale" and "Positive Negative Mood Scale" to evaluate university students' interpersonal skills and mood. They also introduced the

qualitative analysis of the dance treatment process and its influence on university students' interpersonal skills and mood. After dance therapy intervention, the results showed that university students' interpersonal relationship, self-disclosure and mood support increased, while positive mood and negative mood decreased; and university students' self-acceptance and interpersonal acceptance ability was improved.

2.2.4 The research on dance movement activities

The learning and presentation of dance have characteristics of integrating body and mind. Some studies show that long-term professional dance training has a certain impact on physical function and cognitive ability, however the research on the impact of professional dance training on working memory and mood regulation is very limited. Yan (2020) argued in an experimental research on the working memory task and mood regulation scale of Chinese dance professional and ordinary liberal arts professional female university students. The analysis focused on the working memory and mood regulation levels of Chinese dance professional female university students, discussing the influence of long-term dance training on working memory and mood regulation, along with its mechanism. The aim is to provide a basis for further research on the value and function of dance, helping dance to play a broader social utility.

Dance is a typical expression of the art, since ancient times, people have been aware of the close relationship between dance and mood. Zhang (2017) argued the influence of dance learning, training and experience. The mood-related brain areas will exhibit structural changes and functional reorganization, known as plastic changes. Therefore, exploring the influence of dance on mood-related brain regions from the perspective of brain plasticity provides a new path for studying the impact of dance on mood. The effects of dance movements on mood are further elaborated by exploring the impact of dance on physical and mental health, as well as cognitive and behavioral abilities.

In recent years, there has been a frequent occurrence of suicide among university students and homicides. This highlights the phenomenon of poor life perception and a weak life education concept. Society is paying more attention to life

education. Yang (2017) argued that despite the rich theoretical research on life education, there are few specific operational studies, and life education feasible programs are rare. Therefore, the empirical research on the programs is crucial and urgent.

life education, and the similarities and differences between ideological and political education. It also discusses the relationship between university students' life education and ideological and political education. At the same time, with the emerging dance therapy method, using experimental method, questionnaire survey method, interview

method and other research methods, a one-month "Dance of Life" group dance therapy activity was held.

The aim is to integrate dance therapy with life education issues in ideological and political education, find the intersection between dance therapy and life education of university students, and design a set of dance treatment plans with the theme of university students' life education. This involves carrying out program implementation, conducting questionnaire evaluation, gathering interview feedback and conducting data measurement and analysis. Through the experiment, the effectiveness of the application in the life education of university students is verified. This demonstrates that dance treatment has both objective and subjective practical effects on the life education of university students, providing a set of effective dance therapy activities for their life education.

2.2.5 Application of psychological techniques in dance movements

The application of psychology in dance movement activities is of great significance. Dance is not only an art form, but also a way of psychological expression. In dance teaching, psychology can help students to better understand the psychological background of dance movements, so as to better master dance skills and express dance mood.

First, the application of psychological technology can help students to enhance their self-confidence. When the anxiety of dance movement occurs and poses a threat

to self-esteem, students feel that their value is suspected or degraded by others, their self-confidence is damaged, and the anxiety is also generated. Psychological technology can help students to enhance self-confidence, improve self-esteem, and thereby reduce anxiety and other negative emotions.

Secondly, the application of psychological technology can cultivate students' interest in dance movement activities. When students are curious and engage with the knowledge and movements they are learning, it fosters the sense of initiative. Therefore, in the dance movement activities, teachers should clarify the purpose, leverage the students' interest, create engaging situations, and use various means to induce interest. Well-designed activities allow students to learn easily and to minimize anxiety.

Finally, the application of psychological technology can enhance the spiritual interaction between teachers and students. Dance movement activities should be a long-term persistent discipline. Teachers need to play the role of auxiliary personnel, constantly encourage students during teaching, provide spiritual comfort, and facilitate spiritual interaction through external body teaching. The integration of psychology is just in line with this teaching method.

To summarize, the application of psychological technology in dance movement activities is of great significance. Pingxi (2004) highlighted the positive impact of dance on human physical and mental health, promoting the regulation of mood and physical functions. This can help students enhance self-confidence, cultivate interest in learning, and enhance the spiritual interaction between teachers and students..

CHAPTER 3

RESEARCH METHODOLOGY

This paper starts with the mood problems of contemporary university students. It analyzes the various factors causing the mood state of university students, combines the views and theories of relevant people both at home and abroad on the mood state problems, analyzes the psychological effect of dance movements, and studies the influence on the mood stability of university students.

3.1 Study design

The research used a quasi-experimental design, dividing the samples in two groups: the experimental and the control groups. The experimental group performed dance movement activities, while the control group used traditional teaching methods. Subsequently, the post-test results were compared. Due to the constraints of student random assignment and the voluntary nature of participation, the quasi-experimental design was adapted to align with the current conditions of this study (Cook and Campbell, 1979). This outlines the experimental design of the study.

Table 1 The scores of the experimental and the control groups before and after the experiment

O1	X	O2	experimental group
O3		O4	control group

O1 refers to the mood state score of participants in the experimental group before engaging in dance movement activities.

O2 refers to the mood state score of participants in the experimental group after engaging in dance movement activities.

X refers to dance movement activities.

O3 refers to the mood state score of participants in the control group at the beginning of the study.

O4 refers to the mood state score of participants in the control group after a 5-week interval without engaging in dance movement activities.

3.2 Sample selection

Population of this study consisted of 120 students at Chongqing Vocational University of Mechanical and Electrical Technology.

Participants: The study involved sophomore students from a university in Chongqing, including 120 students from four classes. Through the questionnaire survey, 60 people with similar mood state scores were selected. They were then divided into 30 individuals in the control group and 30 in the experimental group. Dance movement activities were conducted for the 30 participants in the experimental group.

3.3 Ethical Consideration

Prior to the data collection process for both groups of university students, university approval and the right of participants to voluntarily withdraw at any time, including secrets and privacy, were protected throughout the process.

Throughout the course of the study, participants were provided with information about the study including research objectives, duration, process, methods. They were assured that they could withdraw at any time.

During the study stage, all personal information and pre-assessment data of participants are held confidential and not publicly disclosed. During the whole activity, participants have the right to share their experiences and choose to answer questions. Shared experiences and questions remain confidential and are not discussed or shared with individuals outside the experimental group. The results will be open and all participant information will be kept permanently confidential.

3.4 Research instruments:

3.4.1 Jane's emotional state profile (POMS) was used as a tool for the students' emotional measurement. The table consists of 40 questions aimed at evaluating the positive and negative emotions of college students. The experimental group underwent five sessions of a 45 minutes folk dance movement intervention process, and then they were evaluated again.

Table 2 Some of the survey contents

		Hardly	a little	moderately	pretty	very
1	Nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	spiritless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	cheerless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	pleasant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	flustered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	awkward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	irate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	toilsome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4.2 Procedures of the study

The experiment was planned for 5 weeks, with each session lasting 45 minutes, resulting in a total of 5 classes.

Dance movement activities program

Table 3 The plan of the 5 dance movement activities program

topic	title	objective	content
Session 1 (45 Minutes)	Mutual understanding and unified ideological understanding.	Promote initial understanding among members and build team trust. Initially release the negative mood.	<ol style="list-style-type: none"> 1. Introduce yourself to each other. 2. Use game interaction to enhance understanding, strengthen interaction, and create a relaxed atmosphere. 3. This paper introduces the formation, national habits, sports characteristics and style characteristics of Mongolian. dance. 4. Guide the students in practicing breathing and arm movements individually. 5. Communicate feedback and experience after class.

Table 3 (Continue)

topic	title	objective	content
Session 2 (45 Minutes)	Deepen mutual understanding and build a trust relationship.	Further strengthen the understanding among members, so as to reduce all kinds of pressure, anxiety, depression of university students, and fully release negative mood.	<ol style="list-style-type: none"> 1. Further communicate before class to deeply understand the students' status and psychological needs. 2. Emphasize the posture, fluency and sense of rhythm. 3. Emphasize the comprehensive use of breathing and the coordination of the chest, back and other limbs. 4. Pay close attention to students' psychological feelings promptly after class and adjust the teaching content accordingly.

Table 3 (Continue)

topic	title	objective	content
Session 3 (45 Minutes)	Strengthen communication and cultivate harmony and tacit understanding.	Cultivate the cohesion and tacit understanding between students, discuss how to better perform, and relieve the tension and negative mood.	<ol style="list-style-type: none"> 1. To further understand the status of the students in the experimental group, the communication with the students and teachers was conducted before class. 2. Emphasize the fluency of arm movements. 3. Training has been strengthened. 4. Share students' experiences and closely monitor their mood performance at all times.

Table 3 (Continue)

topic	title	objective	content
Session 4 (45 Minutes)	Deepen mutual trust and understanding deeply.	Establish a positive learning awareness and state, promote mood communication and communication between students, establish calm and other positive moods.	<ol style="list-style-type: none"> 1. Lead everyone to discuss their learning experience and share their feelings and insights together. 2. Emphasize the arm coordination required by the soft arm movements, showing the overall sense and rhythm of the dance. 3. Through practicing the soft arm movement of the Mongolian people, enhance the coordination of all parts of the body, focus on the expression of the movement, and seek the psychological tranquility in that moment.

Table 3 (Continue)

topic	title	objective	content
Session 5 (45 Minutes)	Students deeply analyze the harvest of participating in the activities, listen to each other's harvest, and look forward to the future	Students deeply analyze the harvest of participating in the activities, and fully release the positive mood.	<ol style="list-style-type: none"> 1. Lead the students to complete the soft arm combination. 2. Students then share their experiences. 3. Communicate with psychological changes. 4. Summarize the inner changes. 5. Pay close attention to the status and psychological changes of students anytime after the experiment.

3.5 Data acquisition

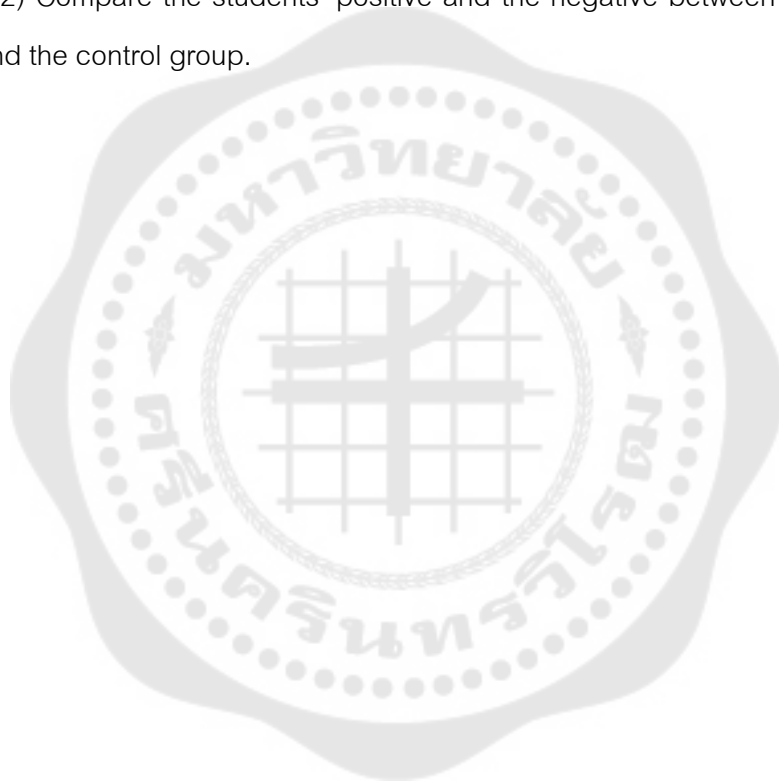
Regardless of the experimental process or data collection process, the participants filled out the questionnaire to understand their mood state. Secondly, after participating in the dance movement activities, they completed the survey again and received the post-test scores.

3.6. Data analysis

Data obtained will be collected and sorted for the first time. The SPSS 27.0 and Excel software systems were used to process the obtained data, checks and differential analysis and tabtables from the data.

1) Compare positive and negative emotions scores of 30 people before and after the dance movement activities. Contrast between experimental and control groups, followed by dependent variable t test dependency.

2) Compare the students' positive and the negative between the experimental group and the control group.



CHAPTER 4

RESEARCH RESULT

The data analysis for this study included descriptive data and used both dependent and independent t-tests. The results show:

1. The comparison of mood state scores between the experimental and the control groups before the experiment.

2. The effect of the dance movement activities program comparison on the experimental group before and after engaging in the program. The paired sample t-test was used for data analysis.

3. The comparison of mood state scores between the experimental group, after receiving the dance movement activities program, and the control group, not receiving the program was conducted.

Analytical signs and meanings

n Number of participants in the sampling group

M Mean score

SD Standard deviation

D Mean difference

t t score

p p-value or statistical significance

Analysis

1.The comparison result of mood state scores between the experimental and the control groups before the experiment is shown in table 4-5.

The result suggested that there was no statistical significance at the various P-value levels of mood significance. This indicates that no obvious difference between the experimental and the control groups before the experiment were found.

2.The comparison of mood state scores in the experimental group result, before and after experiment is shown in table 6-7.

Table 6 Displays mean and standard deviation, and mood state score of the experimental group.

After the dance movement activity session, the analysis of the scale test data indicates that the positive emotion score increased, and the negative emotion score decreased compared to the scores before the experiment.

3. The comparison of mood state scores between the experimental group, after receiving the dance movement activities program, and the control group, not receiving the program. The result showed in table 8-9

The results demonstrated variations in the P values of emotional significance, indicating a notable distinction between the experimental and the control groups after the experimental period.

Table 4 Displays the mean and standard deviation of mood state scores of both groups before the experiment.

Mood state	Mean (SD)	
	Experiment (n=30)	Controls(n=30)
Positive mood	20.77	20.63
Negative mood	20.43	20.0

Mood state		N	M	SD	t	p
Positive mood	Experimental	30	20.77	2.73	0.20	0.85
	Control	30	20.63	2.55		
Negative mood	Experimental	30	20.43	3.09	0.61	0.54
	Control	30	20.00	2.36		

Table 5 Displays mean and standard deviation, and mood state score of the experimental group.

Mood state	M	
	Experiment (n=30)	Controls (n=30)
Positive mood	22.60	21.33
Negative mood	19.67	16.00

Mood	N	M	SD	t	P	
Positive mood	Experimental	30	22.6	2.66	2.891	0.005**
	Control	30	21.2	3.24		
Negative mood	Experimental	30	19.67	2.78	2.967	0.004***
	Control	30	16.00	6.17		

Note: $p < 0.05$, significant difference

The finding revealed variations in the emotional significance P values, indicating a notable distinction between the experiment and the control groups after the experiment..

Table 6 The comparison between before and after the experiment phases of the experimental group.

Mood state	M±SD		Pair difference (pair 2-pair 1)	t	P
	Paired 1	Pair 2			
Positive mood	20.77±2.73	22.6±2.66	1.83±4.33	4.47	0.00***
Negative mood	20.43±3.09	19.67±2.78	-0.76±5.44	4.88	0.00***

Note: $p < 0.05$, significant difference

After the dance movement activity training, the analysis of the scale test data indicates that the positive emotion score increased, and the negative emotion score decreased compared to the scores before the experiment.

Objective: To compare the difference between the experimental and control groups after dance movement activity.

CHAPTER 5

DISCUSSION CONCLUSION AND

5.1 Research objective

5.1.1 Compare the positive and negative mood of university students before and after participating in dance movement activities.

5.1.2 Compare the positive and negative mood between the control and experimental groups after participating in the dance movement activities.

5.2 Study hypothesis

5.2.1 The positive mood score of university students receiving dance movement activities will increase, while their negative mood score will decrease compared to the pre mood state score.

5.2.2 The positive mood score in the post mood state score of the experimental group, after receiving dance movement activities, will increase, while the negative one will decrease compared to the post score of the control group.

5.3 Study Methods

This study employed a quasi-experimental design, with the two group samples: the experimental and the control groups. After the pretest, the experimental group used the dance movement activity teaching method, whereas the control group underwent the traditional teaching method, and the posttest results were compared.

5.4 Conclusion and Discussion

Hypothesis 1: According to the pre-test and post-test results, the mean value of negative mood state of the experimental group after participating in the dance movement activity is 19.67, which is lower than the mean before (20.43). Additionally, the mean level of the positive mood state of the experimental group after participating in the dance movement activity is 22.6, which is higher than the mean of 20.77. This result aligns with the previous hypothesis.

It is suggested that dance movement activity had a positive effect on positive mood states and decreased negative mood states in university students, a finding consistent with the results of previous studies. The results support the first study hypothesis.

Hypothesis 2: After the experiment, the experimental group's positive mood score was higher than the other group, and the negative mood score was lower.

According to the mean value, the mean mood state score difference between the experimental and control group after dance movement activity ($t= 2.89$, $P=0.005^{* *}$) negative mood state ($t= 2.967$ $P=0.004^{* * *}$). This is consistent with the previous hypothesis that the results support the second study hypothesis, and the results are consistent with this hypothesis.

According to the mean value, it shows the variance in the average scores of mood state between the experimental and control group after dance movement activity: ($t= 2.89$, $P=0.005^{* *}$) negative mood state ($t= 2.967$ $P=0.004^{* * *}$). The finding aligns with the previous hypothesis that the results support the second hypothesis, reinforcing its validity.

Thus, the mood improvement of dance movement activities is very obvious:

Dance movement activities can help people release stress and relieve anxiety. Through the dance movements, people can express the inner pressure and tension in the way of physical movements, so as to achieve the purpose of relaxing the body and mind and relieving anxiety. Martin (1939) introduced the interaction between dance and the body, using dance movements to express mood and release pressure, and establish a positive mood state.

Dance movement activities are movements that require high coordination and flexibility, and regular participation can improve physical fitness. When people perform well in the dance, they will feel proud and satisfied, thus improving their self-esteem and self-confidence.

Dance movement activity is a social activity that can help people establish good social relationships. They can interact and communicate with others to enhance

mutual understanding and friendship. Gu & Xu (2022) elaborated that through the practice of physical and mental dancing, it allows them to express the inner life, perceive the rich mood of physical and mental dancing, better communicate with oneself as well as others and the world, and improve personal physical and mental health.

Improve mental health: Dance can help people improve their mental health. Dancing can make people set aside their troubles, reduce pressure, and allow the body and mind to get a sense of relaxation and joy. In addition, dancing can help people develop a positive life attitude and optimism.

Brooks & Stark (1989) argued using the Multiple affective adjective checklist (MAACL) as a tool to study changes in mood assessment, the data showed that dance movement had a positive impact on participants' mood. Mateu, Spadafora, Andres, & Febrer (2021) concluded that body expression and dance are activities that enhance people's overall health. The actual evaluation of the theme through choreography will change students' mood state, which is conducive to their happiness after execution.

Enhance creativity: Dance is a creative art form that can help people stimulate their creativity. In the process of dancing, people can freely express their thoughts and mood, thus this allows them to cultivate creativity and imagination. In recent years, more and more scientific research has begun to focus on the influence of dance on mood. These studies show that dancing can help people reduce negative moods such as anxiety and depression, improve self-esteem and self-confidence, while also improving mental health and enhancing creativity. Smith et al. (2019) found that dance movement activity significantly reduced anxiety and depression levels, as well as increased self-esteem and self-confidence. Johnson et al (2020) study found that dancing can help people recover their mental health after suffering psychological trauma.

Molina & Julia (2022) Dance can be a tool to manage mood during the period of great physical and mental changes. Therapeutic dance plays an important role in students' physical and mental development. The perspective of this review is to link dance with mood management to improve quality of life and the impact of illness on

individual health. To sum up, dance has many effects on improving mood. It can release stress, relieve anxiety, improve self-esteem and self-confidence, promote social interaction and communication, improve mental health, and enhance creativity. Therefore, to solve mood problems through dance movement activities is proved to be a beneficial method for enhancing both physical and mental well-being.

5.5 Practical Significance

The results of this study are of great significance to carry out dance movement activities to improve the mental health of university students.

5.5.1 School level: School should further increase the publicity and promotion of the folk dance movement activities. This can be achieved through physical education classes, parents' manual, public account platforms and large-scale folk dance activities. By actively promoting the exercise value and educational function of Chinese dance, it can enhance the cognition and appreciation of the Chinese dance movement among students' parents and school teachers and students. In addition, you can also take big classes or PE classes. To conduct Chinese dance training, this approach enables the practical implementation of Chinese dance training. In this way, many teachers and students can have a specific physical and spiritual experience of the dance movement activities. Finally, they can be more motivated to actively participate in the dance movement activities.

5.5.2 Family level: To improve parents' inheritance value and cognition of Chinese dance, they can have a deeper understanding of the exercise value of dance. Consequently, they can actively encourage and guide their children to participate in dance movement activities.

Education institutions level: Relevant studies show that dance movement activities are effective ways to promote students' mental health. The activities allow them to adjust their mood, stimulate self-potential, overcome difficulties, promote mental health, and realize self-value.

5.6 Limitations of this study

Despite obtaining positive findings, but for objective reasons, the study had a relatively small sample size, which could restrict the generalizability of the results. The study was limited to 60 sophomores from one university which may not be generalizable to other students.

5.7 Recommendations for future studies

Based on study results, several suggestions are made for the effects of future dance movement activities on university students:

First, it is recommended that future studies explore the long-term effects of dance-based movement activity dynamics on mood state. This study focused only on the short-term impact of dance movement activity on mood stability. Exploring prolonged effects would provide valuable insights into the lasting benefits of the dance-based activities on mood stability.

Second, future studies should explore the variations in the effects of different types of dance movement activity on mood effects.

Finally, future studies could explore the effects of dance movements on different groups and learners in various specialties. While this study focused on the effect of dance movement activities on second year students of health university, exploring the impact of dance movement activities on other learner groups such as first or fourth year university students, or those in different professional fields, would provide a more comprehensive understanding.

The results of this study indicate that dance movement activities significantly improve the mood of university students, and future studies should first have a larger sample with different age ranges and different educational backgrounds.

For students of different majors, it is recommended to include adults in future studies. This approach will contribute to a broader, more comprehensive and detailed conclusion. Also, the approach can contribute more comprehensive inclusion of reinforcement participants with items varying for each age group.

It is evident that engagement in dance movement activities positively influences the positive mood of university students, particularly during active participation. Their positive moods are constantly sublimated, and the state of mind is also fully developed in a joyful atmosphere. Consequently, the positive psychological state of university students is steadily improved through the process of continuous accumulation.



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APPENDIX



APPENDIX A

	Hardly	a little	moderately	pretty	very
1 The nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 listless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Not happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 It is light and happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Panic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 In a dilemma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Bad <u>gas</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Tired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Full of spirit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 who can't concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Heart is uneasy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Exhausted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Frustrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Be proactive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Panic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Sit and restless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Troubled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Buried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Melancholy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 In high spirits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Forgetting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 27 Those who have a sense of ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 which is easily excitable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 Angry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 tired | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31 one that is worthless | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32 Rich active | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33 for those with a sense of uncertainty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34 Satisfied | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35 Concerned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36 Furious | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37 Complaint | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38 Lonely and helpless | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39 Full of energy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40 Proud | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





APPENDIX B

Using five Mongolian dance soft arm combination movement activities, this study aims to improve mood disorders of university students such as tension, anxiety, depression, personality defects including shame, and lack of confidence, as well as bad habits such as mental concentration, behavior disorders such as autism, and other aspects of mental health problems in university students. The goal is to promote mental health development of university students.

Session 1: (45 min)

Throughout the entire dance process, negative emotions university students are scientifically released. This allows for more balanced adjustment of both excitement and restraint systems, resulting in increased stimulation and mental pressure on the human body. Consequently, the flexibility and balance of the nervous system can be better improved, and the human body's ability to adapt to the changes of the external environment is enhanced.

Objectives: Promote initial understanding among members and build team trust. Initially release the negative mood.

Materials: Dance room, mirror, stereo, Mongolian costumes and boots

Procedure

1. Introduce yourself to students
2. Members introduce themselves to each other to encourage a preliminary understanding and communication. Distance is further enhanced through game interaction.

3. Introduce the formation, movement characteristics and style characteristics of Mongolian dance: Mongolia, is a nomadic nation in northern China. Since ancient times, Mongolian people have been known for their singing and dancing, worship of heaven and earth, mountains and eagle totem. The forming characteristics of Mongolian dance are characterized by being vigorous, implicit, stretchy, heroic and enthusiastic. The most distinctive features of the style and body are the shoulders, arms and wrists. The essence of Mongolian dance lies in the soft flowing movement of the arms, mainly by hand, wrist, arm, elbow, and shoulder conduction between wave movement, making

the arms look coherent, as flowing, which presents the Mongolian dance overall momentum corresponds to each other. The action is a symbol of the Mongolian people's broad mind and their ambition, as the arms embrace the feelings of nature.

4. Guide students to learn a single soft arm rhythm.

The wavy movement of using the conduction between the strength of the arm and the shoulder makes the arm look coherent and smooth, like flowing water. Mongolian soft arm movements are very rich and very representative. According to different combination requirements, they are divided into alternating soft arms, palm up soft arm, double soft arm and so on. The beauty of the lines presented by the mutual cooperation between the arms and the shoulders fully reflects the dance momentum of the Mongolian people. This shows as a symbol of their broad mind and ambition, and can embrace the aesthetic feelings of nature with their arms.

Sample Group Rules :

1. Collaboratively establish activity rules and requirements with the participants.
2. Encourage mutual respect among members and they are allowed to exit at any time.
3. Promote trust to each other, encourage everyone to fully relax and express themselves.
4. Maintain confidentiality by not disclosing the event outside of the group.

Processing Questions:

1. Keep abreast of the participants' feelings.
2. Facilitate a deeper understanding of the course among the participants.
3. Answer the participants' various questions.

Evaluation: Ensure that every student has a sense of experience and participation. Summarize every detail of today's event and encourage participants to share their feelings about the two events before the next event.

Session 2: (45 min)

Objectives: Further strengthen the understanding among members, so as to reduce all kinds of pressure, anxiety, depression, and fully release the negative mood of university students.

Materials: Dance room, mirror, sound system, Mongolian clothing and boots..

Procedure :

1.Exchange and discuss the learning experience and experience.

2.In the process of dance movement practice, it is crucial to emphasize the posture of the students' arms, and to strengthen the aesthetic feeling of the movement.

Therefore, in the soft arm movement, the students need to pay attention to the arm posture in order to make it look beautiful and natural.

3. Students correct mistakes with each other and deepen communication.

Sample Group Rules: Through the stimulation of dance movements, students' moods are gradually released; through the improvement of body movement patterns, this allows the students to establish their self-esteem and confidence.

Process Questions:

1. Ask the students how they feel about the movements.

2. Ask the students about their favorite movements.

3. Understand the students' satisfaction with themselves.

Evaluation: Ensure that every student has a sense of experience and participation. Summarize every detail of today's event. Encourage them to share their feelings about the two events before the next event.

Session 3: (45 min)

Objectives: Cultivate the cohesion and tacit understanding between students, discuss how to better perform, relieve the tension and negative mood.

Materials: Dance room, mirror, sound system, Mongolian clothing and boots

Procedure :

1. The key to the soft arm movement lies in the fluency of the arm. Students need to show the rhythm and rhythm of the dance through the movement of the arm. All

things need to pay attention to the trajectory and speed of the arm to make it look smooth and natural.

2. Pay attention to the strength of the arm. Soft arm movement not only requires the softness and flexibility of the arm, but also requires the appropriate strength to show the sense of strength and rhythm of the dance. Therefore, students need to master the strength and rhythm of the arm to make it look powerful and natural.

3. Share the students' experiences.

Process Questions:

1. Allow the participants to rest after the activity and gather feedback about their feelings.

2. Ask about their favorite action.

3. Ask them to share the reason why they like that particular action.

Evaluation: Every student has a positive experience and a sense of participation. Summarize today's activities, and provide information about the next activity.

Session 4: (45 min)

Objectives: Establish a positive learning awareness and state, promote mood communication and communication among students, and establish calm and other positive moods.

Materials: Dance room, mirror, sound system, Mongolian clothing and boots.

Procedure :

1. Correct the dance movements from the previous lessons.

2. Emphasize the arm coordination required for the soft arm movements, showing the overall sense and rhythm of the dance.

3. Through the practice of Mongolian soft arm movement, enhance the coordination across all body parts, focus on the expression of the movement, and seek psychological peace in the moment. Encourage students to complete the dance movements boldly and confidently, show themselves heartily, express the true feelings

from the bottom of their hearts, imagine the blue sky, white clouds, grasslands and mountains, and fully feel the beauty of nature.

Process Questions:

1. Allow the participants to rest and ask questions after the activity.
2. How do you feel about these activities?
3. Did you feel nervous while doing the movements?
- 4 How did this movement make you feel?

What's coming from this action?

Evaluation: Every student has a positive experience and a sense of participation. Summarize today's activities, and provide information about the next activity.

Session 5: (45 min)

Objectives: Students deeply analyze the benefits of participating in the activities, and fully release positive moods.

Materials: Dance room, mirror, sound system, Mongolian clothing and boots.

Procedure :

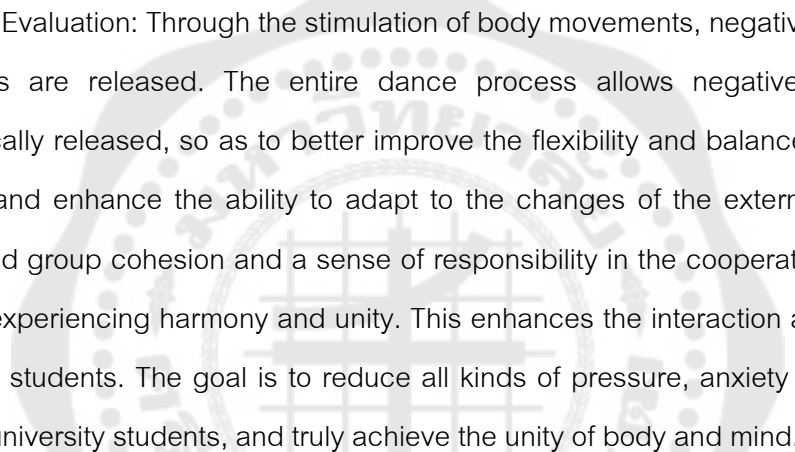
1. Lead the students through a complete combination of soft arm movements accompanied by melodious and heroic Mongolian music. Adjust their body blood flow and excitement to the optimal state, enhancing and improving overall body function.
2. Lead the students to experience happiness in the process of completing the dance movements, learn how to bear the physical and psychological load, and fully mobilize their consciousness and initiative. Throughout the dance process, mood communication is conducted, achieving harmony and unity in movements. Foster mutual support, communicate, and solve problems collaboratively.
3. Guide students to improve aesthetic appreciation and express feelings through dance appreciation by using the image and intuition of dance, and their own feelings, so as to drive by mood. At the same time, strengthen the cultivation of creativity, sensibility, and expression to gain a clearer understanding of the true, good and beautiful.

4. Improve physical function, increase vital capacity, promote blood circulation, reduce negative mood, and reduce the psychological burden caused by mental stress. Relieve the stress resulting from intense and monotonous studies and exams, eliminate negative moods, and truly achieve the unity of body and mind.

Process Questions:

1. Allow participants to rest and ask questions after the activity.
2. How did you feel about these activities?
3. What was the activity?

Evaluation: Through the stimulation of body movements, negative psychological problems are released. The entire dance process allows negative moods to be scientifically released, so as to better improve the flexibility and balance of the nervous system and enhance the ability to adapt to the changes of the external environment. Increased group cohesion and a sense of responsibility in the cooperative environment lead to experiencing harmony and unity. This enhances the interaction and cooperation between students. The goal is to reduce all kinds of pressure, anxiety and depression among university students, and truly achieve the unity of body and mind.





APPENDIX C







VITA

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