

pressure directly acts on the pelvic floor muscle tissue, increasing the burden of pelvic floor muscle tissue. At the same time, due to the increase of hormone level during pregnancy, hormone stimulation makes pelvic floor ligament relax. Through the comparison of vaginal dynamic pressure between the two groups before and after treatment, the results showed that: There was no significant difference in the vaginal dynamic pressure between the two groups before treatment. After treatment, the vaginal dynamic pressure of the two groups was higher than that before treatment, and the increase of the experimental group was more obvious.

Conclusions: Appropriate psychological intervention has a certain influence on the pelvic floor rehabilitation of postpartum women with pelvic floor dysfunction. Psychological intervention can improve the bad psychological state of patients, reduce the degree of anxiety and depression of patients, enhance the overall contraction of pelvic floor muscles after receiving treatment, and improve their treatment enthusiasm and quality of life.

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FACTORS INFLUENCING THE PSYCHOLOGICAL STABILITY OF BASKETBALL SHOOTING FROM THE PERSPECTIVE OF ATTRIBUTION THEORY

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Background: Modern scientific research shows that athletes’ sports ability lies in the organic combination of physical fitness, basic skills and psychological quality. They influence and restrict each other, but they are all under the control of psychological activities through the corresponding activities of sports organs. The degree of psychological stability has a great influence on the application of athletes’ technical level and the full play of their ability. Shooting is the most important offensive technique in basketball. The essence of basketball game is a shooting game, so the stability of shooting is directly related to the outcome of the game. There are three factors affecting the shooting percentage: physical, technical and psychological, including the nature of the game, time, score, technical mastery, physical condition and so on. In the game, the attacking team uses various techniques and tactics in order to create more and better shooting opportunities and strive to score; The defense team actively defends in order to prevent the other side from scoring. Therefore, shooting has become the focus of both offensive and defensive sides, and is the most important basic technology of basketball. In the perspective of attribution theory, it is important to study the influencing factors of psychological stability of basketball shooting, which plays an important role in the hit rate of basketball shooting.

Objective: There are many factors affecting the shooting percentage, which not only depends on the physical quality and technical level of the athletes, but also depends on the psychological factors such as the athletes’ mood, self-confidence, will quality, psychological endurance, competition motivation and so on; To improve the shooting rate, we can improve the physical fitness of the athletes, improve the technical links of the college students, strengthen the psychological training of the athletes, improve the psychological coping ability in the game, master the shooting technology comprehensively, and practice the basic skills of the shooting.

Subjects and methods: Select 50 basketball players in a school. Let each team member in the shooting training move time to shoot 20 times, divided into two times, take the average, according to the hit rate.

Organize basketball game, after mobile timing training, count the hit rate of the whole team.

Study design: After the game, 50 questionnaires were sent out to 50 athletes, and 50 of them were collected, with a recovery rate of 100%. The questionnaire mainly involves the changes of psychological state when shooting. Combined with the shooting results, the relationship between the psychological state of shooting and the shooting percentage was analyzed from the perspective of attribution theory.

Methods: Excel and SPSS13.0 software were used to conduct mathematical statistics and result analysis on all survey data.

Results: By comparing the hit rate in training with that in actual competition, it is found that some athletes have poor psychological stability and show great differences in shooting results. The following shows the training results and scores of five athletes with great differences.

Table 1. Actual results of five typical athletes with great differences.

Mobile timing training results			Score of the game	
Investment times	Hit	Hit rate	Full marks	Score
20	8	40%	70	23
20	11	55%	70	27
20	13	65%	70	31
20	9	45%	70	25
20	15	75%	70	32

It can be seen from Table 1 that the scoring rate of athletes in the competition is almost proportional to the hit rate of mobile timing training. In fact, among the 50 athletes, most of them have this trend.

According to the questionnaire survey results of 50 athletes, it is found that there are many psychological factors affecting their shooting stability (Table 2). It can be seen from the results in Table 2 that emotion affects the shooting percentage: the emotional characteristics of athletes are restricted by subjective factors and the characteristics of basketball itself. Athletes must strengthen their self-control ability and carry out emotional training before the game. In the stable mood at the same time, to establish confidence in the game is also one of the important conditions to play a dynamic ability. Lack of confidence will make athletes feel constrained and indecisive, so as to lose a good shot. Even if they start at a good time, they will not hit because of lack of confidence. At the same time, in basketball, players should be good at focusing. If the attention intensity of shooting is reduced, it will make the action slow, easy to cause the phenomenon of shooting miss or blocked by the other side.

In the competition, if the athletes lack of competition experience, they will be difficult to adapt to the changes of the competition environment or not recognize the changes of the competition environment at all, which will add a variety of mental burden to themselves, thus causing emotional fluctuations and affecting the shooting effect. In the game, the negative influence of the audience, the wrong judgment of the referee, the unfamiliar thorough game, and the language stimulation of coaches and team members will distract attention and produce negative emotions, which will affect the shooting effect.

Table 2. Factors Influencing shooting percentage at critical moment.

Investigation content	Number of people	Percentage (%)
Emotion has an effect on shooting	30	59.8
External factors and environment have influence	32	63.0
Self confidence has an effect on shooting	36	72.3
The shooting percentage is lower than usual	26	51.2
Not paying attention when shooting	38	76.9
The shot is incoherent	33	65.6
The score has a psychological impact	33	65.3
Mental stress in shooting	41	81.1
Affected by the external environment, resulting in movement deformation	38	75.4

Conclusions: After analyzing the influencing factors of psychological stability of basketball shooting from the perspective of attribution theory, it is found that psychological training is needed for basketball players to improve the shooting percentage.

(1) Stimulate good training motivation. Motivation is the most important psychological factor for

athletes to participate in training and competition. In training, it can stimulate the consciousness and enthusiasm of athletes and make them realize the importance of shooting skills. Only in this way can they complete the tasks assigned by coaches consciously and with high quality in training, so as to improve the shooting percentage.

(2) Cultivate strong will and quality. The modern basketball competition is becoming increasingly fierce, so coaches should arrange physical training purposefully. After endurance training, the players feel muscle fatigue, flexibility is reduced and the shooting training is strong. It plays a better role in overcoming fatigue and improving willpower and shooting hit rate, and at the same time, it makes athletes realize the importance of strong will.

(3) Strengthen the difficulty of simulated confrontation in training. In the training, we can set different scenes, technical states, tactical States and confrontation States, strengthen the antagonism of shooting, improve the stability of shooting, and carry out the training of playing less and playing more.

On the basis of fully understanding and understanding the psychological activities, the specific scheme of carrying out the psychological stability training of shooting with a plan, a purpose and a science is worked out.

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INFLUENCE OF PERSONALITY PSYCHOLOGY ON THE PROGRESS OF COGNITIVE LANGUAGE

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Background: Studying the relationship between personality traits and language learning can play a meaningful guiding role for teachers to better understand educational objects and choose effective teaching strategies. In the 1970s, a large number of studies on the relationship between personality traits and language learning emerged. Studies have proved that the individual's emotional state directly affects the individual's learning effect on cognitive language. Scientific research shows that there are two states of mental state: positive state and negative state. Positive states refer to self-esteem, self-confidence, empathy, motivation, pleasure, surprises, etc., which are mental states that are conducive to learning; negative mental states refer to anxiety, fear, shyness, tension, anger, frustration, doubt, disgust, etc. Affect the normal development of learning potential. When the individual is in a certain negative mental state, cognitive activities automatically stop. In essence, the mental state is input into the brain as a kind of emotional information and language information and stored in the memory structure, which has the effect of integrating or destroying the information combination in the memory structure. Because the individual's cognition of language is an active psychological operation process of absorption, processing, and output. The amount of input, processing level, and automatic output of language information are restricted by the individual's emotional state. By studying the input and output theory, it can be known that the input language information will exist in the memory bank, and then the language information will be output. Individual positive mental states can promote the language input process in the process of language cognition, and increase the amount of input information. It can be seen that mental state plays a very important role in the memory link of language cognition. It is the influence of mental state on memory that leads to the different levels of effects of individual language acquisition.

Objective: The existing research in the field of cognitive language only considers the teaching methods of teachers or the language learning ability of learners. For example, the innovation of teachers' teaching methods promotes the improvement of learners' learning ability in reading, speaking, vocabulary, etc. However, the psychological state or emotional aspects of students are rarely mentioned in most studies, and even not mentioned in some studies. Therefore, this paper explores the differences in cognitive language learning progress of different individuals from the perspective of human personality and psychological status.

Subjects and methods: Since many factors may affect the progress of an individual's cognitive language learning, this research needs to explore the impact of different individuals' personalities and psychological conditions on their cognitive language learning. Therefore, other factors and variables need to be controlled. In the selection of experimental subjects, it is necessary to select learners of the same age as the experimental samples to suppress the influence of different ages on language learning ability. In addition, the level of teachers varies in different regions. This will affect the learner's cognitive language ability. For this reason, it is necessary to control the sampling range of samples in the same area and classes under the management of the same teacher.