

significantly higher than those of the domestic norm, indicating that such people have serious psychological problems in these aspects. According to the results of SAS and SDS, the incidence of anxiety and depression were 50% and 57.7% respectively.

Table 1. Comparative Analysis of SCL-90 evaluation results of credit givers after the announcement of dishonest Executees ($\bar{x} \pm s$).

Factor	Research Group	Norm group	<i>t</i>	<i>p</i>
Force	2.51±0.51	1.85±0.25	10.94	<i>P</i> <0.001
Somatization	2.22±0.67	1.04±0.41	1.63	<i>P</i> >0.05
Interpersonal Relationship	2.39±1.32	2.16±0.61	12.85	<i>P</i> <0.01
Depressed	2.17±0.67	2.09±1.30	12.51	<i>P</i> <0.001
Anxious	2.51±1.30	0.96±0.51	11.18	<i>P</i> <0.001
Hostile	2.14±1.36	2.04±0.68	0.98	<i>P</i> >0.05
Terror	1.27±0.54	1.64±0.69	8.57	<i>P</i> <0.001
Paranoia	1.52±1.36	1.46±0.21	1.06	<i>P</i> >0.05
Psychotic	2.04±0.61	1.71±0.67	1.83	<i>P</i> >0.05

Table 2. Comparison of SAS and SDS scores of credit givers after the announcement of dishonest executers ($\bar{x} \pm s$).

Factor	Research Group	Norm group	<i>t</i>	<i>p</i>
SAS	38.48±0.69	33.81±0.20	5.69	<i>P</i> <0.05
SDS	46.67±0.27	41.84±0.34	2.81	<i>P</i> <0.05

Conclusions: The original intention of honesty is to be honest, sincere, trustworthy and trustworthy, and to oppose counterfeiting and fraud. Dishonesty is a kind of immoral behavior, which causes losses to the society and credit givers, and thus has a significant impact on their spirit. In view of this, this paper investigates the psychological state of those who encounter dishonesty after publishing the list, so as to understand their psychological characteristics, and provide reference for later psychological intervention and reasonable formulation of credit policy.

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CAMPUS FOOTBALL ACTIVITIES ON RELIEVING COLLEGE STUDENTS’ SOCIAL ANXIETY

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Background: Social anxiety refers to the tense and discomfort experienced by individuals who are concerned about being concerned or evaluated in public or social situations, afraid that they will be ugly or embarrassed, and self-evaluation is negative. However, they often avoid behaviors. In recent years, the mental health problems of college students are increasingly prominent. For the college students with some social anxiety disorder tendencies, but they fail to meet the strict diagnostic standards of social anxiety, social anxiety not only brings pressure on students in learning, life, work and interpersonal aspects, but also harms the physical and mental health of patients for a long time, and also easily affects family and social work the ability to play poses a major threat. Therefore, the mental health of college students is increasingly concerned, which is also one of the important psychological problems which have high incidence, long duration and influence the achievement and interpersonal harmony of college students. At

present, the treatment of social anxiety can only delay the condition, and the side effects of most drugs show that the treatment of social anxiety drugs is limited in application; while the behavioral therapy methods such as exposure shock and system desensitization can help or relax training, and achieve good results, but it is difficult to overcome the disadvantages of complex procedures, time-consuming and high cost. In addition, it is constantly increasing in addition to the study of strong social skills, social anxiety people urgently need a safe, cheap, simple and effective psychotherapy.

This study takes campus football as the starting point, and closely focuses on the impact of campus football activities on the psychological intervention of College Students' social anxiety.

Subjects and methods: Thirty students in a university were randomly divided into two groups, the experimental group and the control group. And the subjects need to meet the needs of normal family relations, income of 5000-8000 yuan, good health, no history of various diseases. According to the physical and mental characteristics of college students, the campus football program was designed, and the experimental group was given 12 weeks of campus football activities, while the control group was given routine demonstration football teaching training. Through the comparative analysis of the social anxiety of the two groups of students in the pre-test and post test, the final result was obtained.

Study design: In the process of research, SASC scale is used to evaluate sophomores in a university. A total of 100 questionnaires were distributed and collected by random sampling. 85 valid questionnaires were collected, and the effective rate was 85%. Among the 85 questionnaires, the total score of 42 is higher than 8, which is higher than the national norm. From the 42 students, 30 students who are willing to sign the confidentiality agreement and cooperate with the experiment are selected as the experimental subjects for the test, and then they are reasonably divided into two groups, namely the experimental group and the control group. The scale has 10 questions, using a three-level scoring system, never (0), occasionally (1), often (2). The score range of the scale is 0-20, which indicates that the possibility of social anxiety symptoms is from small to large. The scale mainly reflects two dimensions, 1, 2, 5, 6, 8 and 10 are fear of negative evaluation dimensions; 3, 4, 7 and 9 are social avoidance and distress dimensions. The Cronbach coefficient of the scale is 0.76. The reliability of the scale is 0.67 ($n = 102$) and the half reliability is 0.81. The scores are moderately correlated and significant.

Methods of statistical analysis: In this study, Excel and spss22.0 statistical software were used to analyze the data. All quantitative data were expressed by means \pm standard deviation. Independent sample t test was used to compare the differences between different groups. There was significant difference between $P < 0.05$ and $P < 0.01$.

Results: The results of comparative analysis on the influence of campus football activities on College Students' social anxiety psychological intervention are shown in Table 1 and Table 2.

Table 1. Pre test scores of social anxiety of students in experimental group and control group.

V ₁	Total score		Social avoidance and distress		Fear of negative evaluation	
	Experience group	Control group	Experience group	Control group	Experience group	Control group
Average value	9.24 \pm 1.21	9.64 \pm 1.25	4.36 \pm 1.54	2.15 \pm 1.34	5.15 \pm 1.98	6.5 \pm 1.54
<i>t</i>	-0.546		2.641		-2.851	
<i>P</i>	0.591		0.014		0.015	

From Table 1, we can see that the scores of the two groups of College Students' social anxiety before the start of campus football activities were analyzed by *t*-test. The results showed that the pre test social anxiety score of the experimental group was 9.2, the pre test social anxiety score in the control group was 9.5, and the *P* value was 0.590 > 0.05. There was no significant difference between the two groups.

The results of social anxiety test in experimental group and control group were tested significantly, and the data in Table 2 were obtained.

It can be seen from Table 2 that in the test data after the experiment, the total score of social anxiety evaluation of the experimental group is 7.6, which is lower than 8, indicating that the social anxiety has been reduced to a normal range, and the students' fear symptoms and social fear have been improved to a certain extent. The two groups of college students in the fear of negative evaluation dimension of *P* is 0.000, the total score of *P* value is 0.001, both < 0.05, showing great significance.

In a word, campus football activities can create a positive, upward and harmonious atmosphere for college students. As a team sport, college students need to constantly communicate and cooperate to complete the task in the experiment. In this process, they need to constantly cooperate, communicate and exchange, so that they become more and more familiar with each other and can integrate into the group. This process is due to some problems for students with social phobia, it is a gradual process from shallow to

deep. In this process, they can feel the importance of communication step by step, and gradually put down their psychological fear and defense, and become more willing to communicate.

Table 2. Posttest scores of social anxiety of students in experimental group and control group.

V ₁	Total score		Social avoidance and distress		Fear of negative evaluation	
	Experience group	Control group	Experience group	Control group	Experience group	Control group
Average value	7.24±1.51	9.54±1.05	3.36±1.28	2.91±1.14	4.15±1.28	6.7±1.24
<i>t</i>		-3.561		-4.671		-6.091
<i>P</i>		0.001		0.001		0.000

Conclusions: Through this study, campus football has a positive effect on college students. Around the research theme, campus football can optimize the social anxiety of college students. And through the rich and colorful football activities, the students' sense of competition has been obviously stimulated, and the students' desire for victory is overwhelming. In order to obtain the victory fruits of the game, Zeng yuan must have a benign and effective communication. Therefore, when the students communicate with each other, the disadvantages of social anxiety are naturally put aside and effectively alleviated Social anxiety.

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APPLICATION AND PRACTICE OF EDUCATIONAL PSYCHOLOGY IN THE TEACHING OF COLLEGE STUDENTS MAJORING IN PHYSICAL EDUCATION

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Background: College students are a special social group. The university stage is not only an important turning point in life, but also a critical period of individual development. The legal life in this stage is very sensitive, but the mind is not mature enough. Facing the pressure of study, interpersonal relationship, love, economy, employment and so on, they are facing severe psychological challenges. Faced with the failure of an exam, some students will find their own reasons and succeed through further efforts, while others will appear depression, depression, weariness, abandonment and other negative emotions; some negative news in real life makes it difficult for us to understand, and repeated University events wake up Jinzhong. The mental health level of college students is not in good condition According to the actual data, about 20-30% of college students have the tendency of mental disorder, about 10% have the serious mental disorder, and about 1% have the serious mental abnormality, and the proportion of people with mental health problems is increasing year by year. Therefore, it is a very important and urgent task to strengthen the teaching of College Students' mental health. It is very important to study the distribution characteristics of psychological pressure and resilience of different university groups in order to help college students improve their mental recovery ability, relieve psychological pressure and improve their mental health.

Subjects and methods: Taking the junior teachers of a university as the research object, the investigation scope includes the key majors and general majors, and the professional direction includes physical education, social sports, human body sports, sports training and national traditional sports. Through the investigation and study of different gender, different nationalities, different professional sports university teachers in the teaching work of emotional and mental health. The sample size of this sampling survey was 25, 3 invalid questionnaires were eliminated, and 22 valid questionnaires were obtained. The effective recovery rate was 88%, including 13 male teachers, accounting for 59%, and 9 female teachers, accounting for 41%. In the investigation, we need to quickly grasp the first-hand investigation data, and put forward the corresponding emotional intelligence and mental health problems according to the characteristics of the teaching work of college students majoring in physical education.

Study design: During the study, SCL-90 was used to evaluate the mental health status, with 9 symptom factor scores and total scores. EPQ was used to evaluate personality characteristics, and psychoticism (P), introversion and extroversion (E), neuroticism (n) and concealment tendency (L) were measured. The SCL-90 was compiled by de Rogatis, L.R. and translated and revised by Wang Z.Y. in China. It has 90 items, including feeling, thinking, emotion, consciousness, behavior, living habits, interpersonal relationship, diet and sleep. The score of the test is 1-5. The higher the score, the worse the mental health. The coefficient of