

scores before and after dance teaching, so as to understand the influence of dance teaching on middle school students' mental health.

**Results:** In order to verify the effect of psychological obstacle counseling in dance teaching, the difference test of psychological health score data before and after dance teaching was carried out to find out whether there was any change before and after the experiment. Firstly, 420 middle school students' mental health scale was obtained by questionnaire method, and the specific results are shown in Table 1.

**Table 1.** Mental health indicators.

Index	Good people	Number of people with mild problems	Number of people with moderate and upper problems
Interpersonal tension or sensitivity	318	84	18
Study pressure	198	84	138
Poor application	315	63	42
Emotional balance	207	138	75
Psychological balance	357	42	21
General mental health	312	78	30

Secondly, the differences of mental health indicators before and after dance teaching are obtained, and the specific results are shown in Table 2.

**Table 2.** Differences of mental health indexes before and after dance teaching.

Test index	Before dance teaching	After dance teaching	<i>P</i>
Interpersonal tension or sensitivity	1.55±0.61	1.55±0.61	0.654
Study pressure	2.25±0.86	2.27±0.87	0.863
Poor application	1.64±0.58	1.45±0.59	0.048*
Emotional balance	2.03±0.67	2.02±0.87	0.910
Psychological balance	1.45±0.41	1.46±0.56	0.845
General mental health	1.70±0.41	1.66±0.39	0.583

Note: \*means  $P < 0.05$ , with significant change; \*\*means  $P < 0.01$ , with highly significant change.

By comparing the mental health dimensions of the control class before and after the experiment, we can find that the mental health indicators of the control class students have changed to different degrees after the experiment. Among them, the interpersonal tension and sensitivity dimension, the dimension of maladjustment, the emotional balance dimension and the overall mental health score all decrease to different degrees, but only the *P* of the dimension of poor adaptation The value was less than 0.05, which means that the poor adaptation dimension had a significant change before and after the experiment, while the scores of learning pressure and psychological balance increased slightly,  $p > 0.05$ , that is, there was no significant change before and after the experiment. It can be judged that the low sports load plays an important role in the poor adaptation dimension of junior high school students' mental health, but it has no obvious effect on the interpersonal tension and sensitivity dimension, learning pressure dimension, emotional balance dimension, psychological balance dimension and the overall mental health condition.

**Conclusions:** The problem of students' psychological barrier is an important problem, which cannot be ignored. It is not easy to overcome students' psychological barriers. In the process of teaching students' sports dance skills and improving students' sports level, teachers should persevere, step by step, and seize the opportunity to put psychological health education into teaching practice, improve students' psychological quality, and cultivate students into healthy and qualified talents with all-round development of morality, intelligence, sports and beauty.

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## DEVELOPMENT OF MENTAL HEALTH OF ATHLETES AFTER SPORTS COMPETITION

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**Background:** With the rapid development of sports industrialization and market economy. With the improvement of the technical level of competitive sports, the sports competition is becoming more and more intense. Athletes often because of excessive tension, pressure, anxiety, expectations are too high and other reasons, leading to abnormal performance in competition, poor performance. After competition, the psychological performance of athletes is an important factor affecting the development of sports training. Therefore, it is of positive significance to strengthen the research on the healthy development of the psychological state of athletes after competition.

**Objective:** Investigate the positive and negative emotional changes of the athletes after the game and analyze the causes. Suggestions are provided for the mental health development of athletes after the competition, to help and guide the good recovery of athletes' mental state and promote the improvement of sports skills.

**Subjects and methods:** The study looked at the post game psychology of 50 elite athletes from the Huanggang Normal University. After the main use of sports follow-up investigation, through observation, communication form of finishing the athletes after the emotional performance, the coach in charge of interviews, to understand the psychological changes of athletes.

**Research design:** The 50 respondents were divided into two groups according to the self-recognition of the competition performance, and respectively named the successful group and the failure group. The psychological and emotional changes of the two groups during 0-7 days and 8-14 days after the competition were recorded. The different manifestations of the two groups were classified and the causes were analyzed.

**Results and analysis:** The psychological and emotional changes of the winning group and the losing group during 0-7 days and 8-14 days were tracked and recorded. It was found that both the successful group and the losing group had positive and negative psychological manifestations, and the causes were different.

The psychology of success: Success is the goal of every athlete's struggle and struggle. Success is not limited to winning the game, standing on the highest podium, but the realization of the value of everyone's goal. Winners' positive emotional performance: excited, excited, aggressive, full of confidence in the future development; Negative emotions: pride, complacency, satisfaction with reality, indulgence in praise, blind confidence, relaxation training, etc.

Loser psychology: In competitive sports, more people are losers. Failure is an obstacle that athletes must overcome on their way to success. The psychological state produced by failure is expressed as emotional response and rational response. Emotional response refers to the crisis emotions such as anxiety, frustration, loss, frustration, denial, and numbness produced by the athletes after being frustrated by the competition. Reasonable reaction is that after suffering setbacks, athletes show a positive attitude of overcoming disappointment, sticking to their goals, finding shortcomings, and daring to fight.

**Conclusions:** It is found that the mental state of the athletes after the competition is the normal feedback of the competition process and results. Usually because of the performance of the game is good or bad to produce positive or negative emotions, manifested in a variety of forms. Only by paying close attention to the psychological and emotional influence of the athletes, making accurate attribution to their performance, and carrying out targeted psychological counseling, can the coaches help the athletes adjust their training and competition status quickly. Through the analysis of the psychological state of the winners and losers, in order to promote the mental health development after sports, the following suggestions are put forward: Correctly evaluate the results of the competition, and actively guide; eliminate the mental fatigue of competition; self-image repair.

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## UNIVERSITY LIBRARY INTERIOR DESIGN ON STUDENTS' LEARNING PSYCHOLOGY

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**Background:** As the literature and information center of the university, the university library attracts many students with its abundant literature resources, high-quality reader service and pleasant reading environment. While the building environment of the university library satisfies the students' desire for knowledge, the internal design of the library also exerts a subtle influence on the students' learning psychology, changes their reading behavior and transforms their mental state.