

theme is designed. The seven films are *Forrest Gump*, *Shawshank's redemption*, when happiness knocks on the door, *spring of the cattle herd*, *Harvard Road*, college entrance examination 1977 and *with you*.

The specific curriculum design of this study includes four factors: inspirational film, students, teachers, viewing and discussion environment. The course is divided into three stages: before, during and after the view of the shadow. Before viewing the film, the instructor will send and guide the students to fill in the pre-test questionnaire, select the appropriate inspirational film, and introduce the plot outline and course theme to the students. The teacher in the film watching should keep interaction with the students at any time, including observing the students' emotion and behavior response, guiding the students to pay attention to the details in the film, answering the questions raised by the students at any time, and solving other emergencies in time. After watching the film, the instructor guides the students to fill in the post-test questionnaire and organizes the discussion among the students, including the understanding of the film, the understanding of the subject of the course and the awareness of their psychological response.

Methods of statistical analysis: SPSS16.0 was used to process the data. The questionnaire was sorted, coded and entered into SPSS16.0 database. The data were analyzed by paired sample *t*-test.

Results: The comparison of factor scores between cartel 16PF experimental group and control group after semester is shown in Table 1.

Table 1. Comparison results of Cattell 16PF sub factor experimental group and control group after semester.

Project	Experience group	Control group	<i>t</i>
Anxiety factors	5.37±1.21	5.60±1.35	0.66
Introversion and extroversion	8.46±1.42	8.10±1.31	-1.03
Cowardice and decisive factors	5.43±1.71	4.93±0.84	-1.61
Psychological endurance factors	24.57±4.95	23.69±4.13	-0.88

According to the data in Table 1, anxiety factors in the experimental group have been reduced, while the scores of introvert and extrovert factors, cowardice and decisive factors and psychological endurance factors are all increased. The indicators of personality factors in the experimental group are higher than those of the control group, showing positive changes.

Conclusions: The course of modern art appreciation has a positive impact on the improvement of students' psychological endurance by improving their personality, adjusting their mentality, improving their self-confidence and stabilizing their emotions. Different styles and contents of modern art can affect all aspects of College Students' psychological endurance in a variety of ways. It is necessary to supplement the content of modern art appreciation course in the mental health education course, and construct the community of modern art appreciation and mental health course.

* * * * *

PSYCHOLOGICAL CHANGES OF ATHLETES IN TRADITIONAL NATIONAL SPORTS EVENTS

Jinrong Zhang¹, Zhibin Wang¹ & Dan Zhao²

¹College of Physical and Health Education, East China Jiaotong University, Nanchang 330013, China

²Public Teaching Department, Jiangxi Technology Business Polytechnic, Nanchang 330201, China

Background: With the penetration of sports science and technology and the continuous changes of social culture, competitive sports has evolved more and more fierce and cruel, and more athletes participate in high-level sports. Athletes only rely on super-load physical, technical and tactical ability training, to win the competition has been quite difficult, coaches and athletes should be deeply aware of the importance of strengthening psychological training. National traditional sports events have increasingly become an important event in this competition. In the complicated psychological problems, how to effectively regulate the psychological state and improve the psychological bearing ability of the athletes in the traditional national sports events has become a hot issue in the current research.

The state of excessive tension and anxiety before the national traditional sports events. Before the game, appropriate tension can improve the excitement of the players, enhance their attention, improve the

efficiency of sports, conducive to the effective development of the game. But excessive tension and anxiety are not conducive to the game. In the process of competition, sports anxiety is a potential threat to current and expected self-esteem, which leads to the arousal level of physiological performance of athletes in traditional national sports events. If the athletes of traditional national sports events show low mood, lack of self-confidence or lack of interest in the competition before the competition, there will be malaise, decreased perception, slow response, and even escape from the competition, which is not conducive to the conduct of the competition. The difficulty and complexity of the competition faced by the athletes of traditional national sports events are underestimated, too high to estimate their own strength, and blind self-confidence. This situation leads to the body muscles cannot actively mobilize, affecting attention, perception and thinking is slow, not serious preparation for competition activities.

Therefore, in order to improve the quality of national traditional sports athletes, it is necessary to conduct pre-competition psychological counseling for national traditional sports athletes. This paper analyzes the psychology of athletes in traditional national sports events and puts forward effective solutions.

Subjects and methods: The subjects were 10 classical wrestlers prepared for the provincial sports meeting. Among them ,5 athletes in the study area were used as the monitoring group and 5 athletes in other provinces and cities as the control group. The age is 22.6 ± 1.78 years old, the training life is 8-12 years, the sports grade is the monitoring group has monitoring group ,3 in the first class ,4 in the control group and 6 in the first class. All athletes are trained under the guidance of the same coaching group, and the training time, content and intensity are the same every day.

Study design: In order to enhance the psychological quality of athletes in traditional national sports events, this paper takes classical wrestling in traditional national sports events as a case study to analyze the psychological state of athletes before the competition. Therefore, through the three-month follow-up study-up study on the competitive psychological state of classical wrestling athletes in a certain place, explores whether psychological intervention can affect the pre-competition psychological state of classical wrestling athletes. That is, psychological intervention on athletes' psychological fatigue, mood state disorders indicators.

Methods of statistical analysis: Use IBM SPSS Statistics 26 to make statistics and analysis of data by T test, correlation analysis, single factor ANOVA, LSD test, etc.

Results: The results of multi-factor ANOVA (see Table 1) showed that the negative evaluation and achievement of sports were significantly different in the third and fourth times ($F=6.711$, $PF=0.021$; $F=10.107$, $PF=0.007$). The results showed that the overall mental fatigue status of athletes in the 6 weeks psychological intervention monitoring group improved gradually, mainly in the enhancement of athletes' sense of achievement and the decrease of negative evaluation of sports.

Table 1. Multi-factor ANOVA of mental fatigue index of athletes.

Dimension	Emotional exhaustion		Negative evaluation of athletes	
	Experimental group	Control group	Experimental group	Control group
1	0.67±1.85	2.30±1.82	11.50±2.30	10.30±1.45
2	0.33±2.55	1.52±2.34	10.23±3.24	10.35±1.30
3	2.10±2.54	2.10±3.21	9.14±2.10	10.35±0.22
4	4.25±4.47	4.32±4.45	13.95±4.21	12.03±2.55

Multi-factor ANOVA was used to test the mood state index of different groups of athletes as shown in Figure 1. The difference between the two groups was significant ($F=5.016$, $PF=0.042$), and the score of monitoring group was lower than that of control group, indicating that psychological intervention had positive effect on the stability and maintenance of athletes' mood state; 4th tense, anger and depression ($F=4.941$, $P=0.043$; $F=5.263$, $P=0.038$; $F=4.763$, $P=0.047$), a very significant difference in panic ($F=11.424$, $P=0.004$). The four indicator monitoring groups improved significantly, indicating that the degree of tension, anger, depression and panic decreased after 6 weeks of psychological intervention. The results suggest that the mental state of athletes develops in a more stable direction through psychological intervention, and the ability of sports psychological control is further strengthened.

Conclusions: National traditional sports events are a common way of sports; athletes are prone to pre-competition mental disorders. Excellent athletes represent different individuals and have different personality characteristics. Therefore, we should understand the state of mental disorder before the game, take corresponding measures to strengthen the adjustment of athletes' psychological state, overcome the bad psychological obstacles before the game, strengthen the self-adjustment of the players, resist all kinds of interference factors, and concentrate our attention. Participate in the game. In the actual training, it is necessary to adopt different adjustment and training methods according to the different conditions of the

competition to understand the actual psychological state of the players. Sports teams should organize lectures and training courses on sports psychology, and set up professional psychological counseling teams to ensure the development of athletes' physical and mental health.

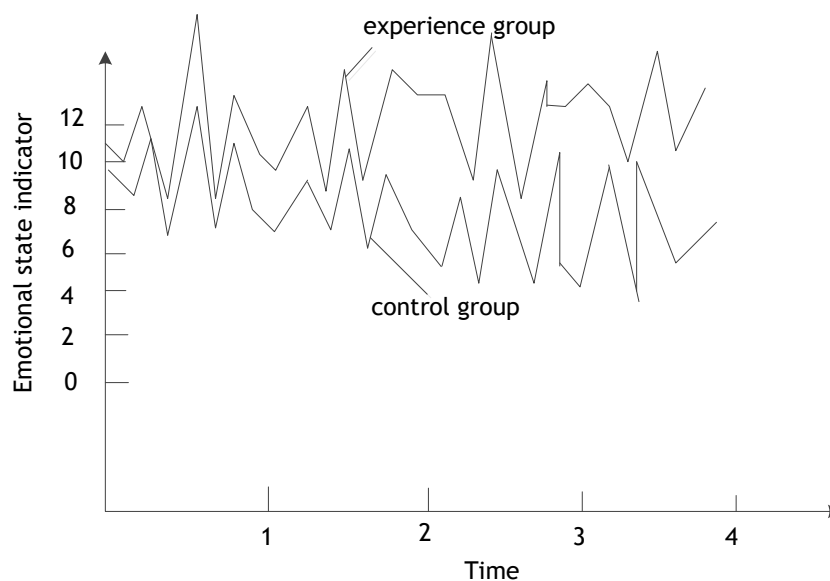


Figure 1. Test results of mood state indicators for different groups of athletes.

* * * * *

PSYCHOLOGICAL EXPRESSION IN OIL PAINTING FROM THE PERSPECTIVE OF COGNITIVE BEHAVIOR

Zhaowu Liu

Academy of Fine Arts, Jilin University of Arts, Changchun 130012, China

Background: The cognitive behavior theory is that, among cognition, emotion and behavior, cognition carries out subjective interpretation of individual behavior, which directly affects whether an individual can finally take action, and the formation of cognition is influenced by the mechanism of “automatic thinking”. The cognition of the subject of behavior is acquired through the accumulation of learning and experience, and can also be changed through the content of learning. Painting artists' interest in color effect is mainly from the perspective of aesthetics, which needs professional theoretical knowledge of psychology and physiology to improve. Colors give emotional light through people's associations, aesthetic habits and many other factors. The direct psychological effect of color generation comes from the direct influence of physical light stimulation on human physiology. In addition to direct perception of psychological effects, color also has more complex indirect psychological effects. At this time, the psychological effects caused by colors do not stay at the superficial stage of feeling or perception, but trigger deeper psychological activities, such as association, thinking and even memory. Color has an indirect impact on people's psychology, which is often related to the cultural or social background of individuals or groups, and changes with regions, times, and nationalities.

When the human eye is looking at an object, the color sensation of the object is transmitted through the pupil to the center of the retina, which is densely packed with pyramidal cells. They transmit these perceptions to the visual centers of the brain, which form the physical sensation of color. In the face of colorful and colorful things, not all the images or colors can arouse people's visual stimulation. And a successful painting should have good painting factors, which are enough to cause strong stimulation to people's vision, and then leave a deep psychological impression on the audience. Therefore, this paper analyzes the psychological expression of cognitive behavior in oil painting creation.

Subjects and methods: The basic elements of a painting are composition, modeling, color, painting language, etc. From the perspective of visual communication, color has the strongest visual impact. It is easier to recognize and remember in the first time than composition, modeling and picture language. In addition, color has a series of psychological functions such as conveying emotion, symbol and association, which determines that color plays a decisive role in oil painting creation, which also establishes the