



Figure 2. Results of Customer Satisfaction Score.

Analysis of the data in Figure 2 shows that through the three dimensions of timing delivery, service attitude and distribution efficiency, 9 customers are more satisfied with the time of delivery on time, and the scores are higher than the other two. In contrast, the service attitude of logistics distribution is the second, indicating that service attitude is also an important factor affecting customer psychological expectation. Therefore, in the optimization of logistics node selection, the influencing factors of customer psychological expectation should be considered to improve customer satisfaction.

Conclusion: In the increasingly fierce competition environment, in order to better maintain the friendly relationship between logistics distribution and customers, logistics distribution services are carried out to customers within the psychological expectations of customers, so as to enhance the competitiveness of logistics and achieve customer satisfaction. With the enterprise paying more attention to the service level and enjoying better service, the expected value of the customer is also increasing accordingly, but considering the influence of the distribution node on the customer distribution service. It is necessary to optimize the selection of logistics distribution path node. Based on the psychological expectation of customer satisfaction, this paper optimizes the logistics node to improve customer satisfaction.

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THE CONFLICT OF EMOTION AND REASON IN CONFUCIANISM BASED ON EMOTIONAL PSYCHOLOGY

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Background: Chinese philosophy has gradually stepped onto the world stage, and the Confucian

philosophy of sensibility has practically blazed a trail in life. Since the Confucian concern for “reason” has always been not separated from life, and life itself is also a unity of reason and reason of the Confucian “reason structure. The reason for Confucianism comes from the benevolence of Confucius. Confucius emphasized seeking benevolence, reaching the heart and ambition of benevolence, and then putting it into practice. The reason for Confucianism is to express what you want, what you want and what you do. What you express is that everyone has the same feeling.

Emotion, as an important part of human psychological activities, has been extensively and deeply studied in psychology. Emotion is one of the most basic elements of human psychology, which has its own rules of occurrence and development. Emotion is involved in the whole psychological process and real life, and has different effects on the promotion and disintegration of reason. Positive emotions can play a promote role. When people are in a positive and optimistic mood, they will be inspired and work efficiently. Negative emotions can disrupt people’s feelings. When people are in a negative mood, they will produce feelings of pessimism and disappointment. Serious negative emotions can also cause people to be aggressive. Often, being in a negative mood will seriously affect people’s feelings and then affect their physical and mental health. In our daily life and work, there will be conflicts of feeling and reason because of our emotions. Emotions are the important psychological factors that affect people’s life and work.

Objective: The reason of Confucianism can promote individual development and social progress in many ways. The emotional changes of joy and sorrow, hope and disappointment, love and indifference, anger and fear, depression and anxiety will have a certain impact on the formation of Confucianism. Positive emotional guidance can make individuals have a better sense of reason, so as to reduce the pressure in the process of study and work, and then form a good self-concept and correct values. Therefore, the emotion psychology has the vital role to the Confucian emotion and reason formation.

Subjects and methods: Emotional psychology can effectively alleviate the conflict of Confucian sensibility and reason, and help individuals to establish a correct view of right and wrong. This paper investigates and analyzes the influence of emotional psychology on the improvement of compassion, shame and evil, and judgment of right and wrong under Confucian sensibility. Statistical Analysis of the Influence of Emotional Psychology on the Formation of Emotion and Reason in Confucianism

Study design: Stratified cluster random sampling method was used to investigate 600 populations in our city. Random sampling of students, white-collar workers, drop-out population of 200 people each to conduct a questionnaire survey, a total of 600 questionnaires, 583 recovered, the number of effective copies of 569.

Methods: The influence of Excel statistical emotional psychology on the formation of Confucian sentiment.

Results: The compassion of Confucianism is spontaneously formed from the heart, which belongs to conscious behavior. Through the guidance of positive emotional psychology, the individual can have compassion, and have a greater impact on various social groups. However, shame and hatred and the sense of right and wrong are the inner expression of self and will be influenced by the outside world to some extent.

The survey results, using a scale of 0-4 quantitative value of the influence of specific factors, 0 said irrelevant, 1 said slightly, 2 said influence, 3 said obvious effect, 4 said full effect, in order to reduce the subjective causes bigger error during evaluation, taking 600 social groups to evaluate the value and averaging, obtained results determine rounded way, the specific statistical table is shown in Table 1.

Table 1. The influence of emotional psychology on the formation of Confucianism.

Factor	Compassion	Shame	Sense of right and wrong
Student groups	4	3	3
Working population	4	3	3
Retirement groups	4	3	3

Conclusions: The generation of emotion is not only related to the objective reality, the environment, but also to people’s needs, and also to the individual’s understanding of objective reality and needs. Emotional reactions have an important impact on the formation and development of human cognition, the improvement and cultivation of personality, the establishment of interpersonal relationships and physical health. Positive emotional responses are helpful for people’s adaptation and development. Therefore, emotional psychology can help individuals form Confucian sensibilities, promote their mental maturity and emotional stability.

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TREATMENT METHOD FOR MENTAL DISORDERS IN PHYSICAL EDUCATION TEACHING

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Background: Mental disorder, also known as “mental disorder”, “psychological abnormality” and “psychopathy”, refers to the significant deviation from the normal psychology and behavior, is a group of diseases characterized by psychotic symptoms, decline in social function and mental pain. Physical education, as an important subject to strengthen students’ physical health and improve their physique, undoubtedly should also pay attention to students’ mental health. Many studies have shown that more and more students have mental health problems, and even develop psychological disorders in severe cases, and sports can destroy the negative psychological guidance of patients with psychological disorders, help them vent negative emotions, to eliminate psychological barriers and maintain psychological balance. But in the physical education teaching, if the teacher’s teaching way, the method choice is improper, also easy to cause the student to produce the sports psychological barrier. Sports psychological disorder refers to a kind of anxiety, tension, depression, and frustrated psychological state that individuals encounter difficulties that they feel unable to overcome when engaged in some sports. Practice shows that the negative component of people with psychological disorders is far more than the positive component. When the sports psychological disorders appear, they will affect the enthusiasm of physical training, reduce the level of creative thinking activities, weaken the ability of self-control, produce negative behaviors, and damage people’s mental health.

Subjects and methods: This study adopts the method of literature and logical analysis to analyze the causes of psychological barriers in the process of physical education teaching and sums up the methods and treatment measures to overcome them.

Study design: To fundamentally solve the problem of psychological barriers, simply from the students’ physical quality to find the reasons, it is likely to lead to the upgrading of psychological barriers to psychological diseases, so we need to combine specialized psychological training in physical education. This research adopts the form of combining a variety of research methods, synthesizing the existing related research to analyze the causes of psychological barriers in the process of physical education teaching for students, and puts forward corresponding methods and treatment measures to overcome the causes, to better help students to eliminate psychological barriers.

Research objectives: The first part of this study is to analyze the causes of psychological barriers in physical education. Secondly, according to the causes of psychological barriers to find ways to overcome these psychological barriers and treatment measures, the content of physical education and psychological training combined to improve the existing school physical education model, to protect the students’ mental health because of further strengthening the students’ physical quality.

Results: According to the students with different physique and different foundation, we adopt the method of teaching students in accordance with their aptitude, adjust the exercise intensity appropriately, enhance the students’ confidence, and overcome the psychological barrier. The method of image training is adopted to help students actively use the formed motion image and develop more accurate technical movements. Use the method of self-suggestion, change the muscle tension, promote emotional stability, reduce the student’s psychological barrier.

Adopt systematic desensitization training method to treat students’ fear and anxiety; Behavioral therapy is applied to the students with distracted attention. In the physical education teaching, the motor skills are decomposed to reduce the skills students have mastered and help them focus on the new motor skills. Adoption of recreational therapy, through interesting activities, disperse students’ anxiety and tension, relieve students’ physical and psychological fatigue.

Conclusions: In the school sports teaching, sports motivation is the drive of student’s sports behavior, some students have no clear purpose of study, lack of exercise motivation, coupled with the physical education teaching content of dull, because they do not have enough enthusiasm to PE, cannot give full play to their potential function, the psychological is not fully released, and then generate motivation obstacles.

Distraction and memory dysfunction. Students’ attention distraction and memory dysfunction vary from person to person. Some students have difficulties in receiving, processing, storing, and extracting information and allocating attention reasonably, which leads to students’ attention disorders and memory disorders.

Physiological factors produce psychological barriers. Some students’ physical quality is relatively poor, they are more likely to have timidity and inferiority when learning sports movements, because of physical problems, many movements do not standard, or even cannot do, such as the high jump. After these students am afraid of sports, they gradually produce a series of negative thoughts, lose interest in sports, and then