

teaching. Only by overcoming these obstacles and possessing good psychological quality can we improve our listening ability. The experiment found that college students can effectively relieve their listening anxiety after proper training of anti-anxiety strategies.

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APPLICATION OF BASKETBALL AND AEROBIC EXERCISE IN ADULT PSYCHOLOGICAL ANXIETY

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Background: Anxiety refers to a state of anxiety and fear in which a person's self-esteem and self-confidence suffer setbacks, or feelings of failure and guilt increase, as a result of a failure to achieve a goal or to overcome the threat of obstacles. Since the intensity of anxiety can only be directly assessed by experienced individuals, the researcher must have an indirect way to assess his or her phenomena and physiological characteristics. Competition in various fields has become a social phenomenon. The psychological pressure borne by people is increasing. Especially, the psychological health of college students is on the rise, especially anxiety. Physical exercise has a positive effect on improving people's mental health. Physical exercise can improve people's benign mood and decrease their negative mood. Short-term (immediate) physical exercise can reduce state anxiety. Long-term physical exercise can reduce trait anxiety. But it is not very clear what kind of exercise form should be adopted, what kind of exercise intensity should be adopted, and whether the changes of state anxiety of different exercise groups are different.

Objective: Anxiety is a kind of common negative emotional state, which is caused by feeling nervous, worried, uneasy and unable to cope with the external pressure. It hinders the individual's psychological adjustment. Anxiety will affect the daily behavior and life enthusiasm, the long-term existence of anxiety tendency as a negative emotional response. Research shows that the current college students have anxiety, anxiety disorders accounted for 5 to 1 in 1000 of the totals. But they seldom take the initiative to go to the hospital, so they have great concealment. At the same time, they will cause serious harm to the students' body and mind, reduce their study efficiency and quality of life, and have a bad influence on their adaptation to the university life and their own healthy development. Therefore, the effective alleviation of psychological anxiety of college students is one of the focuses of current research.

Subjects and methods: The subjects were 60 (23.15±1.48) years old, all right handedness. No color blindness, normal or corrected vision is more than 0.8; The standard score of self-rating anxiety scale is more than 50. The subjects were all from ordinary colleges and universities. The subjects were randomly divided into 30 subjects with age (23.22±1.43), BMI=21.33±2.64, and 30 subjects in the control group (23.08±1.53), BMI=21.45±1.54. Except for demographic variables, there was no significant difference in emotion regulation ability, executive function, emotion and anxiety at baseline. Before the trial, the subjects shall be informed that the contents of the trial may include basketball and other aerobic exercise, and shall be reminded of their right to freely withdraw at any time. The trial shall be started after signing the informed consent form, and certain remuneration shall be given after the trial.

Study design: The test group had regular basketball and other aerobic exercise, other types are not limited, every day for 2 to 3 times exercise, each exercise is 20 to 60 minutes, during the professional teacher movement guidance; The control group did not have any exercise program and no teacher guidance. The whole experiment lasted 3 months.

Methods: Two groups of college students' anxiety status after 3 months were tested by self-rating anxiety scale, and data were collected by SPSS18.0 and Excel.

Results: It has been shown that aerobic exercise can affect the emotional processing of stressful events. In physiological response, aerobic exercise can weaken stress response and make individuals return to pre-stress state more quickly. In subjective perception, aerobic exercise can improve subjective evaluation under emotional stress, and then help individuals recover from negative emotions quickly, unaffected by stress events. After 3 months of this study, the statistical results are shown in Table 1.

Table 1. Comparison of partial anxiety status between the two groups before and after the experiment.

Group	Before and after the experiment	No anxiety	No anxiety mild anxiety	Moderate anxiety	Severe anxiety
Experimental group	Before the experiment	0	9	15	6
	After the experiment	13	12	5	0
Control group	Before the experiment	0	12	14	4
	After the experiment	5	5	17	3

As can be seen from Table 1, after 3 months of basketball and aerobic exercise, the anxiety of college students in the experimental group was significantly reduced, the students with severe anxiety turned to severe anxiety or mild anxiety, and the students with moderate anxiety turned to mild anxiety or even no anxiety, indicating that basketball and other aerobic exercise can effectively intervene college students' anxiety. Although some of the students in the control group had no anxiety, the number of students with moderate anxiety increased instead of decreasing, which indicated that it was difficult to relieve their anxiety without intervention. Although some of the students in the control group had no anxiety, the number of students with moderate anxiety increased instead of decreasing, which indicated that it was difficult to relieve their anxiety without intervention.

Conclusions: Basketball and aerobic exercise, as a method of exercise intervention, are simple, feasible and suitable for college students to use in self-regulation of emotion. Individuals can reasonably choose sports events as a way of emotional adjustment according to their own conditions and needs. In order to strengthen the students' ability of self-awareness and control of their emotions, colleges should incorporate such courses as basketball into mental health centers, psychological groups and PE classes.

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AN ANALYSIS OF THE INFLUENCE OF RURAL TEACHERS' SALARY ON TEACHERS' WORKING ATTITUDE BASED ON BEHAVIORAL PSYCHOLOGY

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Background: Behavioral psychology is a school of psychology that originated in America in the early 20th century. According to behaviorism, psychology should not study consciousness, but only study behavior. Behavior is the combination of various bodily responses that an organism uses to adapt to environmental changes. These responses are nothing more than muscle contraction and glandular secretion, some of them in the external performance of the body, some hidden in the body, the intensity of large and small. In organizational behavior, there are many psychological factors that affect employees' work attitude and behavior. However, the study on the influence of psychological capital on employees is just beginning. Empirical studies conducted in enterprises have shown that psychological capital and hope, optimism and tenacity dimensions, can have a positive impact on the work performance and attitude of employees. For the rural teachers, the rural areas are remote areas, the conditions are difficult, far away from the city, which requires the rural teachers to have excellent psychological quality to live in poverty. Rural teachers are also paid a bit more than their urban counterparts, but because of the difficult conditions in the countryside, it is impossible to provide quality assurance for teachers' actual life. Therefore, teachers' working attitude is easy to change with the change of life. Analyzing the influence of rural teachers' salary on teachers' working attitude is conducive to providing good salary guarantee for rural teachers, and appropriate salary can also make rural teachers have a sense of psychological fairness.

Objective: Understanding how to improve the quality of rural teachers plays an important role in promoting the stability and rapid development of rural teacher teams, and in promoting the integration of urban and rural education and narrowing the gap between urban and rural education. At present, many rural teachers do not have a profound understanding of their profession and their value orientation is not clear enough. As a dynamic factor, stable belief and evaluation system, work values have a certain impact on teachers' work behavior. Based on this, only by making rural teachers' work values clear, can rural teachers