

interaction. Rural women are susceptible to discrimination in obtaining the above resources. Most rural women in particular cannot obtain better social resources and choose to become manual workers or housewives. This is also an important reason for the feminization of poverty. Three is reflected in the cultural aspect. Poverty includes intangible values such as achievement motivation, cognitive models, social emotions, social attitudes, and interpersonal communication. Women need to receive orthodox education for their ideological emancipation. At present, many rural women do not receive a complete education, resulting in their low cultural background, and the level of social emotions, cognitive models, interpersonal communication and other concepts is still relatively simple. The current poverty alleviation practice is one-sided on gender to a large extent, and the implementation of poverty alleviation measures without taking account of gender difference can hardly guarantee the long-term and effective poverty alleviation of the female poor. In the post-poverty era, it is necessary to incorporate gender development awareness into anti-poverty for women, and build a path for rural women's anti-poverty and individual development in the post-poverty era which shall combine inputs of external resources and cultivation of intrinsic motivation.

**Results:** In terms of external resources input, it is important to ensure the continuity of the early poverty alleviation policies of local government, on the other hand, it is essential to actively rely on social organizations and their influences in women's anti-poverty process. It is necessary to incorporate gender perspective into the policy making process of women's anti-poverty, as well as empowering rural women after solving economic poverty. In terms of cultivation women's intrinsic motivation, it is necessary to notice the limitations of Western women's development theories in solving problems of anti-poverty among the Chinese rural women, and to fully consider the inherent relationships between Chinese traditional rural culture, family structure and women's poverty. It is also important to reposition the gender value of rural women in the fight against poverty, while constructing the analysis under the framework of "Anti-poverty-gender tension-female development". This will help to cultivate rural women's motivation for personal achievement, improve their cognitive models, adjust social emotions, change social attitudes, enhance rural women's sense of security in their own development, and enhance their main development capabilities.

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## THE INFLUENCE OF DIFFERENT TRAINING SCHEMES ON PSYCHOLOGICAL ADAPTABILITY DISORDER OF SPORTS ATHLETES

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**Background:** In the case of establishing a competition training mode that can reflect the athletes' ideal physical level, technical and tactical level and psychological quality, the athletes' psychological adaptation training for the upcoming competition will be completed more smoothly. In this case, it is of great significance to collect the training indicators of competitors and compare them with the established model data. If the research parameters are almost the same, the psychological preparation of athletes for sports competition should be put in the first place.

**Objective:** The training program is customized into two modes: different training and competition. When formulating the psychological adaptation methods of different training and competition loads, this study noticed the following psychological factors: (1) He degree of interest in sports, the degree of cognition of target performance and the ambition to achieve the goal. (2) Performance required for participating in competition activities. (3) Develop special ability, master special knowledge and pursue the motivation level of leading performance. (4) High degree of self-discipline and self-discipline in order to achieve a higher level of motor skills. (5) Spiritual support from parents and social environment.

**Subjects and methods:** In order to test the effectiveness of the psychological adaptation training method used in this study, 36 football players (first-class and second-class athletes) aged 15-17 with high sports skills were selected for teaching experiment. 36 people were divided into control group and experimental group. Each group was composed of 18 football players in different positions on the field: 6 forward, 6 guard and 6 center guard. Before the teaching experiment, the initial levels of general physical training load and special physical training load were determined, and the following tests were used: 15 m and 30 m standing start, 15 m and 30 m running, standing long jump and high jump. The test results showed that there was no significant difference in general physical training load between the control group and the experimental

group ( $P > 0.05$ ). The initial level of special physical skill training load is determined by the following tests: dribbling, passing and grabbing the ball. Heading, shooting and long-range shooting. By analyzing the test results, no significant difference was found between the special physical training load of football players in the control group and the experimental group ( $P > 0.05$ ) (see Table 1). The training course of the control group was carried out according to the commonly used psychological training method. The experimental group used the psychological adaptation training method for different training load and competition load.

**Table 1.** Changes of general physical training load and special physical training load indexes of football players aged 15-17

General indicators	Before pedagogy experiment $X \pm S$		Special indicators	After pedagogy experiment $X \pm S$	
	Control group	Experience group		Control group	Experience group
15 m standing start /m	2.51±0.16	2.49±0.14	30 m with ball /s	7.03±0.50	7.06±0.52
15 m running/m	2.13±0.18	2.14±0.17	Ball grabbing / times	6	7
Standing long jump /m	2.11±0.16	2.09±0.13	Heading / times	2-3	3-4
High jump/m	18.1±1.06	18.0±1.19	Shoot far /m	66.3±4.96	65.8±5.18

After the teaching experiment, repeated tests were carried out in order to compare the changes of general physical training load index and special physical training load index of football players in the control group and the experimental group. The teaching experiment results show that under the systematic training load, the indexes of the two groups have improved, but the football players in the experimental group have obvious advantages. The indexes of general physical training load and special physical training load of football players in the experimental group have higher values, which shows that the psychological training specially organized has produced an effect in order to ensure the psychological adaptation of football players to training load and competition load under different training conditions (often changing training places, changing training load, etc.). The sports technical training load index of the juvenile football players in the experimental group has been more significantly improved, which is due to the addition of psychological training in the training process. This helps to improve the confidence of young football players in their own ability, form the skills of self-control movement and adjust their psychological state. In order to complete the movement technical movements formed in football matches, there is a need for self-training to improve the movement technology.

**Conclusions:** To sum up, the teaching experiment results show that the psychological adaptation training to the changing training load and competition load is an important factor to improve the sports literacy of football players aged 15-17 with high sports skills, which will ensure to improve the stability of stress response of juvenile football players to external adverse factor stimuli and focus on completing football technical actions, and maintain the movement synergy with peers when fighting against opponents, and so on. The criteria for evaluating the psychological adaptation level of juvenile football players are: The consistency of competition activity simulation, the effect of completing training tasks, the accuracy of their own temporary state, and the enthusiasm index of completing sports actions under low tension. The results of teaching experiment confirmed the effectiveness of the psychological adaptation training method of juvenile football players with high sports skills.

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## APPLICATION OF EDUCATIONAL PSYCHOLOGY IN PHYSICAL TRAINING PRACTICE TEACHING IN COLLEGES AND UNIVERSITIES