

evaluation values of 200 patients with depression are taken as the average and the results are rounded. The specific statistical table is shown in Table 1.

Conclusions: Clinically, psychological nursing is mostly used for intervention, but the effect is not obvious, and it will relapse again after a period of time. The use of exercise therapy, through exercise to guide patients to vent their bad emotions, accelerate metabolism, and slowly restore their emotions to a stable state. Exercise therapy has the following advantages: First, improve patients' immunity, exercise endurance, willpower and psychological endurance, increase muscle activity and enhance patients' self-confidence in overcoming diseases. Second, exercise is conducive to regulating the central nervous system, promoting gastrointestinal peristalsis and enhancing appetite. The application effect of exercise therapy in the nursing of patients with depression is more prominent. It can not only ensure the therapeutic effect of patients, but also control the bad mood of patients. It is worthy to be vigorously promoted in the nursing of patients with depression.

Table 1. Effect of physical exercise on relieving students' mental stress

Factor	Increased psychological endurance	Immunity enhancement	Increased willpower
Adult	3	4	4

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A STUDY ON THE CONSISTENCY OF CHINESE MEANING AND CONTEXT BASED ON COGNITIVE PSYCHOLOGY

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Background: Psychology is a science that studies the basic laws of psychology, which is related to many mathematics subjects. As a branch of Applied Linguistics, teaching Chinese as a foreign language will be more or less affected by the basic theory of psychology. From the perspective of cognitive psychology, this paper intends to use the relevant theories of cognitive psychology to explore the acquisition process of pronunciation, vocabulary, grammar and Chinese characters as a foreign language, and try to connect the research results of psychology on Chinese cognitive processing with teaching Chinese as a foreign language. Explore the impact of cognitive psychology on teaching Chinese as a foreign language. Chinese has always attracted learners from different cultural backgrounds with its unique language charm and long-standing cultural connotation. French scholars have observed that learning Chinese characters is very beneficial to children's intellectual development, so Chinese can be used as one of the enlightenment languages to develop children's intelligence. Because the content system of Chinese is particularly rich, Chinese teachers need to determine the teaching plan and content according to individual factors such as learners' intelligence level, learning purpose and country, so as to further improve and improve the teaching methods. The key factors affecting learners' acquisition of Chinese also include the intersection with psychology. We should focus on psychology and explore the relationship between cognitive psychology and Chinese teaching in combination with learners' acquisition process. Therefore, how to correctly use the application results of cognitive psychology in second language acquisition and teaching is particularly important. Learning the basic theory of cognitive psychology can trigger us to think about some common problems in teaching Chinese as a foreign language. The research on the consistency between Chinese meaning and contextual characteristics based on cognitive psychology can help Chinese learning effect more significantly.

Objective: This paper studies the relationship between cognitive psychology and teaching Chinese as a foreign language, and mainly discusses the application of cognitive psychology in teaching Chinese as a foreign language in pronunciation, vocabulary, grammar and Chinese characters. Studying the application of cognitive psychology in teaching Chinese as a foreign language plays a guiding role in teaching Chinese as a second language and helps learners overcome and solve the difficulties and problems, they may encounter in the process of acquiring Chinese. Based on the content of cognitive psychology, we pay attention to analyzing the consistency of Chinese meaning and contextual characteristics. People can understand the meaning of Chinese words with the help of external things. The acquisition of abstract concepts is not only an important content of social communication, but also the key to individual development and higher social cognition. In many language systems, psychological verbs are often used to guide individuals to express a

point of view. Therefore, the semantics of these psychological verbs determine the interpretation of subsequent clauses, and then affect the understanding of belief representation. This study takes cognitive psychology as the research object to explore the consistency between Chinese meaning and contextual characteristics.

Subjects and methods: From the application of cognitive psychology to Chinese acquisition, they contain factual meaning, pay attention to the influence of context, and use verbs according to the characteristics of psychological verbs. On the basis of questionnaire survey, literature and practical problem experience, this paper adopts the method of network questionnaire system and random sampling, through the questionnaire invitation link and the original database based on Epi-Data, and uses the method of comparative research to judge the application of verbs. Using the method of case analysis, this paper points out the importance of the consistency between the factual meaning and contextual characteristics of Chinese psychological verbs.

Results: Firstly, in the process of daily use, there is a consistent relationship between the factual meaning of Chinese based on cognitive psychology and its contextual characteristics. Previous research results show that sentence context can shorten the judgment time of consistent and highly predictable words, that is, context can explain and promote the understanding of words, but words inconsistent with context will increase their judgment time, that is, context can inhibit the cognition of words at the same time.

Second, the contextual features of Chinese in the context of cognitive psychology have obvious positive and negative tendencies, which promote the use and mastery of factual verbs. The nonfactual Chinese context has no obvious tendency, which may not be conducive to the acquisition and mastery of nonfactual verbs. In the process of daily communication, Chinese not only has the substantive meaning conducive to semantic understanding, but also has a specific contextual tendency. The acquisition of factual verbs is relatively easy, but the acquisition of nonfactual Chinese words is relatively difficult and backward. Chinese itself has the characteristics of predicting the authenticity of clauses. In addition, it has positive and negative factual content based on personal subjective cognitive judgment or social consensus conveyed by clauses, which makes it easier for individuals to obtain and master psychological verbs and relevant understanding of false beliefs. When the sentence context is highly restricted, the subjects will summarize the characteristics of more words, so as to narrow the range of words that may be activated. On the contrary, when the sentence context is weak, the range of words that may be activated is large.

Third, the positive and negative tendencies of contextual features limit the use of psychological verbs in which context. With the help of contextual features with obvious positive and negative tendencies, the possibility of factual verbs explaining the content of subsequent clauses is more stable, and the possibility of using psychological verbs correctly is increased. When the contextual tendency of clause is not obvious, it may increase the difficulty of acquiring nonfactual verbs. In the case of context conflict, the reaction time is long and the correct judgment rate of sentences is low. Different psychological states have their specific application context. When the context is inconsistent, it will cause individual cognitive conflict and affect individual judgment. The consistent relationship between Chinese factual meaning and contextual features is stable. If the consistent relationship between them is broken, it will lead to individual cognitive conflict.

Finally, after the change of Chinese contextual characteristics, the contextual characteristics of negative tendency have stronger constraints on the psychological characteristics embodied in Chinese, and the accuracy of the subjects choosing psychological verbs according to the context is the highest. Under the condition of context conflict, the cognitive time of sentences increases and the accuracy rate is the lowest. This shows that it is also acceptable to use verbs in the context of negative tendency. In other words, the contextual characteristics of positive tendency have no strong restrictions on verbs.

Conclusions: Cognitive psychology is an important branch of contemporary psychology. It is very necessary to study the processing and acquisition of Chinese as a second language by using the main theoretical viewpoints of cognitive psychology. By studying the influence of cognitive psychology on the study of Chinese factual meaning and contextual consistency, this paper provides some reasonable teaching suggestions for Chinese learning from the perspective of cognitive psychology. According to the application of different words in different belief situations, this study obtains empirical evidence related to Chinese factual meaning, effectively realizes the consistent relationship between substantive meaning and contextual features, obtains different facts acquired and mastered by different Chinese languages, and comes to the conclusion that there is a stable consistency between different factual meanings of Chinese words and their contextual features, so as to deepen people's cognitive process of using Chinese in what context. At the same time, it further promotes the theoretical research on the factual meaning of Chinese words, can also be applied to Chinese teaching, and also provides theoretical support for exploring the content of special cognitive psychology.

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APPLICATION OF SPORTS PSYCHOLOGY IN TRAINING AND COMPETITIVE COMPETITION

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Background: In sports competition, the changes of athletes' psychological state will lead to different competition results. Some athletes have stable training results, but they can't play in the competition. Some have mediocre training results, but they play beyond their level in the competition. These are all related to psychological factors. Sports psychology mainly studies people's psychological process when participating in sports, such as feeling, appearance, thinking, memory, etc., studies the psychological characteristics of relevant personnel in sports training process and sports competition, the psychological state before the competition, and the psychological training of athletes, so as to help coaches' athletes look for ways or methods that can make athletes reach the best psychological state. Therefore, this paper mainly discusses the psychological obstacles of athletes in training and competition, analyzes the problems, and puts forward solutions to the problems, so as to make athletes develop good psychological tolerance and ensure their due level in competition.

Objective: The purpose of psychological research is to improve the training effect and competition performance. Its main research object is athletes, but also includes giving coaches corresponding method guidance, but its focus is to study the psychological phenomena in sports training and competitive competition. Therefore, this paper mainly discusses and analyzes the psychological problems existing in sports mobilization in training and competition. At the same time, the corresponding solutions are put forward to make the athletes develop the quality of firm will, good psychological quality and the best competition state, so as to lay the foundation for excellent results.

Subjects and methods: Too nervous or anxious. Excessive tension and anxiety are the most common psychological reasons for the decline of athletes' competition results. Generally speaking, moderate tension helps to stimulate athletes' enthusiasm and initiative. However, too strong tension will affect the exertion of technical and psychological potential and reduce sports performance. There are many reasons for excessive tension, the most prominent of which is that in major competitions, due to heavy tasks and great influence, coaches' high expectations for athletes make athletes feel great responsibility, which increases the psychological burden, causes insufficient concentration of ideas in the competition, so as to affect the play of technology and make mistakes in action. In anxiety, the autonomic nervous system is highly activated. At this time, the activity of cardiovascular system is strengthened, the secretion of adrenal gland is increased, and the muscle contraction rate is decreased. If high anxiety persists or occurs frequently, it will lead to overall physical weakness. Athletes in a high anxiety state are very sensitive to external conditions and are prone to psychological abnormalities, which seriously affects the performance of athletes. Generally speaking, this kind of psychological disorder caused by tension and anxiety is higher before the game. With the gradual release of psychological energy in the game, the bad mood will be relieved. The emotional state after the game is related to the game results. If the results are bad, the tension and anxiety will rise in the next game.

Difficulty concentrating. Attention difficulty refers to those psychological activities are difficult to point to specific objects, attention cannot be transferred from one object to other objects, and attention cannot be allocated correctly. Chinese football players are often scored by their opponents at the last moment of the game, which is related to this psychological disorder. At the end of the game, after a long period of continuous and high-intensity concentration, the body and psychology have been very tired. At this time, there will be boredom psychologically, leading to distraction. Some athletes are too nervous due to unskilled technical essentials and lack of confidence. This situation will also cause attention disorder and make athletes unable to play their level normally. This psychological disorder is closely related to the athlete's personal will, endurance and perseverance. The more self-control athletes are, the more likely they are to minimize the impact of this psychological disorder.

Physical and mental fatigue. In training, if the training method is improper or excessive, it will cause physical and psychological fatigue. Physiologically, it is mainly manifested in fatigue, muscle pain or spasm, slowness of feeling, drowsiness, etc. Psychologically, it is disgusted, afraid, lax, nervous, slow response, etc. This is mainly due to the nervous fatigue caused by the excessive exercise load and the continuous exercise of athletes in the state of high intensity. In addition, the simplification of training content and training means, as well as the poor training environment, such as hot weather, high-pressure hypoxia, non-standard field