

## ANALYSIS ON THE ROLE OF PSYCHOLOGICAL COUNSELING IN THE REHABILITATION TRAINING OF FOOTBALL PLAYERS

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**Background:** In football, athletes will inevitably be injured. These physiological wounds will cause stress psychological reactions. According to different gender and personality, the psychological reaction of football players to injuries will also be different. Compared with a small number of players who feel less pressure and relax due to injury, most football players produce some negative emotions after injury, such as sadness, tension, panic and so on. These negative emotions are not conducive to the rehabilitation training of football players. In the rehabilitation training of football players, we should not only pay attention to the physical factors of football players, but also pay attention to the psychological changes of football players. Relevant studies have found that when football players suffer physical trauma, their psychological changes usually go through five stages. At the beginning of the injury, football players do not accept the severity of their injury, and the assessment of the severity of the injury is inaccurate. When forced to accept their serious injuries, football players will become angry and lose their temper with themselves and the people around them. After the anger stage has passed, football players rationalize the injury, take corresponding treatment measures according to their own situation, and discuss with the coach to return to training. After the football players' acceptance of the injury becomes higher, they may become depressed and afraid, and their self-confidence and self-motivation opportunities are reduced to varying degrees. Therefore, timely, effective and targeted psychological counseling for football players is very important, which is related to whether football players can recover to the state before they were injured.

**Objective:** Through timely and effective psychological counseling in stages, the negative emotions of football players caused by injury can be alleviated and eliminated, the doubts and puzzles of football players can be solved, and relevant feedback can be given to football players in time. By setting goals, athletes can increase their motivation to stick to it. Adjust the psychological counseling scheme according to the personality and preferences of football players to promote the recovery of injury and emotion of football players in a relaxed environment. Encourage football players to have positive self-talk, overcome negative emotions such as tension, fear and anxiety, and deepen their understanding of the importance of positive self-talk in the process of cognitive reconstruction.

**Research objects and methods:** The research objects were football players who had rehabilitation training in sports medical clinics. 75 football players were randomly selected from five sports medical clinics through stratified cluster random sampling. The selected football players were divided into intervention group and control group. The number of football players in the control group and intervention group were 47 and 48 respectively. There was no significant difference between the two groups ( $P > 0.05$ ). The control group received common rehabilitation training, and the intervention group formulated a psychological counseling plan according to the personality and preferences of football players on the basis of common rehabilitation training. The experimental period was 1 month. SCL symptom checklist was used. The scoring method was grade 1-5. 1-5 points indicated no impact, slight impact, general impact, obvious impact and complete impact respectively.

**Results:** The collected data were processed and analyzed by SPSS software. The mental health scores of football players in the intervention group before and after the intervention are shown in Table 1.

**Table 1.** Mental health scores of football players in the intervention group before and after intervention

| Time                | Nervous | Depressed | Fear | Self-motivation | Confidence |
|---------------------|---------|-----------|------|-----------------|------------|
| Before intervention | 5       | 4         | 4    | 2               | 2          |
| After intervention  | 2       | 1         | 1    | 5               | 5          |

In Table 1, through targeted psychological counseling on the personality and preferences of football players in the intervention group, the tension, depression and fear of football players in the intervention group have been significantly improved. In addition to slight tension, depression and fear have been completely eliminated. In addition, the self-motivation and confidence of football players in the intervention group were significantly improved, and the scores of these two positive emotions were 5 points.

**Conclusions:** In the stage of targeted psychological counseling, football players can feel relaxed in psychological counseling and can actively cooperate with the work of psychological counseling workers. After psychological counseling, the psychological health of football players has been greatly improved and

the recovery time of football players has been accelerated.

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## CLASSROOM ANXIETY DISORDER OF ENGLISH MAJORS AND ITS INTERVENTION MECHANISM

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**Background:** At present, in the research of second language learning, the anxiety problem of English majors is more prominent, and the relevant research pays more and more attention to students' emotional factors in foreign language learning. Some psychologists believe that language anxiety is situational. According to different situations, anxiety is divided into characteristic anxiety and state anxiety. Characteristic anxiety is for different situations, while state anxiety is for special situations. Personal psychosocial factors, learners' beliefs in learning, teachers' beliefs in language learning, teacher-student interaction, classroom environment and language testing are all the influencing factors of foreign language learning anxiety. Some scholars believe that oral expression is the reason for the increase of the probability of foreign language learning anxiety, and can increase the anxiety value of students' foreign language learning. Even some scholars have specially compiled a foreign language classroom anxiety assessment scale. In addition, by studying the relationship between classroom anxiety and teaching, we can improve foreign language teaching methods. To explore the causes of foreign language learning anxiety of students of different ages and countries, and take relevant measures to make the atmosphere of foreign language teaching classroom relaxed and active. For students, putting self-awareness into English learning ability, the differences between themselves and their set comparison objects, and their negative evaluation of English learning all promote students to have varying degrees of anxiety, which makes students fear and escape from English learning and English classroom teaching. They don't want to see the teacher's blame and don't want students to laugh at themselves.

**Objective:** Teachers should improve the evaluation strategies of classroom teaching, pay attention to the growth of students in English learning, adopt delayed evaluation for students' mistakes in class, so that students can adjust themselves and reduce students' fear of English classroom through after-class communication. Teachers give various forms of feedback to students' problems, taking into account students' self-esteem. Through rich and colorful classroom teaching to attract students' attention and control students' cognitive system, students' interest in English learning will be greatly increased and a good classroom atmosphere will be established. In teaching, we should appropriately provide poor students with opportunities for success, control the difficulty of the lecture content, so that they can regain confidence and increase their learning enthusiasm. Teachers adjust the teaching content according to students' learning progress, which helps to reduce students' anxiety and enable students to maintain a good learning form. In addition, improve the interest of classroom teaching, further reduce students' anxiety in flexible and vivid classroom teaching, and promote the good development of classroom teaching.

**Research objects and methods:** Taking English majors as the research object, 730 students from 9 colleges and universities are randomly selected through stratified random sampling. These students come from different grades and their academic achievements are different. The intervention effect data of classroom anxiety disorder of English majors were collected in the form of questionnaire. The number of questionnaires and effective questionnaires were 730 and 704 respectively, and the effective rate of the questionnaire was 96.44%. The questionnaire is compiled according to the English Classroom Anxiety Scale (ECAS) and fear of negative evaluation (FNE). The relevant evaluation indicators are scored through the 1-5 rating system. The higher the score, the greater the impact of the indicators. The data collected from the questionnaire were processed by SPSS software to analyze the intervention effect of classroom anxiety disorder of English majors.

**Results:** After processing the relevant data of the questionnaire, the scores of classroom anxiety performance of English majors of different genders are shown in Table 1.

**Table 1.** Scores of classroom anxiety of English Majors of different genders

| Gender | Nervous | Fear | Tremble | Awkward |
|--------|---------|------|---------|---------|
| Male   | 3       | 2    | 1       | 2       |
| Female | 2       | 2    | 2       | 2       |