

## THE TRANSFORMATION OF LEISURE PHYSICAL EDUCATION TEACHING MODE IN COLLEGES AND UNIVERSITIES BASED ON PSYCHOLOGY

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**Background:** Leisure sports is a complex subject integrating physical education, leisure and pedagogy. The theoretical knowledge is complex and the learning difficulty is relatively high. The existing leisure physical education teaching mode in colleges and universities is more traditional and lacks corresponding equipment, which leads to unsatisfactory teaching quality and difficulty for students to master the knowledge points. In this case, out of anxiety about their studies and future employment, many students have negative emotions such as fear and worry. If the long-term backlog of negative emotions is not alleviated, students will suffer from psychological diseases such as anxiety and depression. Anxiety is a syndrome characterized by significant and lasting depression. When encountering negative life events such as frustration and stress, many people will have emotional depression and show anxiety symptoms. Moderate anxiety helps students set goals, study hard and have a positive impact. However, anxiety with a long duration and excessive degree will lead to the impairment of students' physical and mental health. In serious cases, it will produce a sense of near-death, loss of control and mental collapse, resulting in a significant decline in students' quality of life, loss of confidence in life, self-injury, suicide and other dangerous behaviors, which not only affect the normal life of students and their families, but also affect the harmony and stability of society. Therefore, we need to find a way to improve the teaching quality of leisure sports and alleviate students' anxiety.

Educational psychology is a psychological theory put forward under the background of teaching reform. It has important theoretical and practical significance in promoting the reform of the education system. In addition, educational psychology is also of great significance to the improvement of educators' psychological quality and teaching methods. Educational psychology contains many related theories, including psychological content, the law of psychological changes of students in the learning process, teachers' analysis and cultivation of students' learning motivation, teachers' transfer and promotion of students' learning, teachers' analysis of the development of students' cognitive ability, teachers' cultivation of students' cognitive understanding, students' memory development, students' knowledge consolidation methods, the formation of students' cognitive strategies, the cultivation of students' problem-solving ability and innovation ability, the cultivation of students' correct self-consciousness, students' group psychology and students' mental health education. Based on educational psychology, this paper analyzes the psychological changes of students in the teaching process, discusses the factors that easily lead to students' anxiety, and puts forward strategies to reform the teaching mode of leisure physical education in colleges and universities, so as to improve the teaching quality and alleviate students' anxiety, which is of positive significance to students' personal development and social harmony and stability.

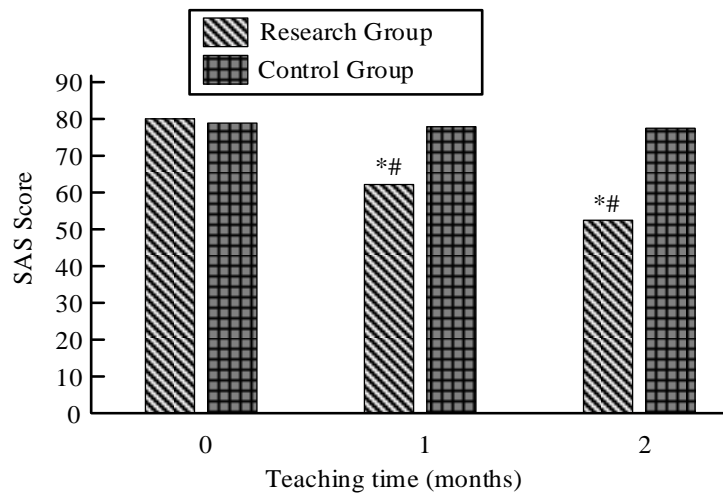
**Objective:** The existing teaching mode of leisure physical education in colleges and universities is more traditional and lacks corresponding equipment, resulting in unsatisfactory teaching quality and difficult students' mastery of knowledge. Out of anxiety about their studies and future employment, many students suffer from psychological diseases such as anxiety and depression. This paper studies the reform of leisure physical education teaching mode in colleges and universities based on educational psychology in order to improve teaching quality and alleviate students' anxiety.

**Research objects and methods:** Two classes were randomly selected from the leisure sports major of a university as the research object. Self-rating Anxiety Scale (SAS), Hospital Anxiety and Depression Scale (HADS) and Symptom Checklist-90 (SCL-90) were used to evaluate students' anxiety, and the test results of leisure physical education courses were used to evaluate the teaching effect.

**Research design:** Randomly select a class to conduct a pilot experiment on the reform of leisure physical education teaching mode in colleges and universities based on educational psychology, and record it as the research group (42 people). The other class adopts the traditional college leisure physical education teaching mode, which is recorded as the control group (45 people). After teaching for a period of time, compare the anxiety level and course performance of the two groups of students.

**Methods:** The relevant data were processed and analyzed by software SPSS23.0.

**Results:** Before teaching, there was no significant difference in SAS score, HADS score and SCL-90 score between the two groups ( $P > 0.05$ ). After adopting different ideological and political teaching modes in colleges and universities, the SAS score, HADS score and SCL-90 score of the students in the research group were significantly lower than those in the control group ( $P < 0.05$ ). The changes in SAS scores of the two groups of students are shown in Figure 1.



Note: \*  $P < 0.05$  compared with that before teaching; # It means that compared with the control group at the same time,  $P < 0.05$ .

Figure 1. Changes in SAS scores of students in the two groups

**Conclusions:** Leisure sports are a complex subject integrating physical education, leisure and pedagogy. The theoretical knowledge is complex and the learning difficulty is relatively high. It is also difficult for students to master the knowledge points. In this case, out of anxiety about their studies and future employment, many students have negative emotions such as fear and worry. If the long-term backlog of negative emotions is not alleviated, students will suffer from psychological diseases such as anxiety and depression. Based on educational psychology, this paper analyzes the psychological changes of students in the teaching process, discusses the factors that easily lead to students' anxiety, and puts forward strategies to reform the teaching mode of leisure physical education in colleges and universities. The results showed that there was no significant difference in SAS score, HADS score and SCL-90 score between the two groups before teaching ( $P > 0.05$ ). After adopting different ideological and political teaching modes in colleges and universities, the SAS score, HADS score and SCL-90 score of the students in the research group were significantly lower than those in the control group ( $P < 0.05$ ). It shows that the reform of leisure physical education teaching mode in colleges and universities can improve teaching quality, alleviate students' anxiety, and have positive significance for students' personal development and social harmony and stability.

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## RESEARCH AND PRACTICE ON THE EVALUATION AND FEEDBACK MECHANISM OF TEACHING QUALITY IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF APPLIED PSYCHOLOGY

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**Background:** With the rapid development of Internet technology and computer technology, online and offline mixed teaching mode also began to rise, and gradually became one of the mainstream teaching modes. However, due to the virtual and abstract characteristics of online teaching mode, the evaluation of students' learning effect and teaching quality is not objective and accurate. In this case, teachers know about students' learning, and students don't know their learning progress. Out of concern about their studies, many students have anxiety. Anxiety is a kind of negative emotion caused by the inconsistency between expectation and reality, or fear and worry about the imminent threat. In the learning process, due to the fear of poor learning effect and students' self-denial, some students will have a sense of failure and frustration, resulting in students' emotions in a state of tension and fear for a long time, and finally, lead to students' symptoms such as anxiety and depression. Long term excessive anxiety will damage students' physical and mental health, and seriously lead to students' mental loss of control or collapse, personality disintegration, and other consequences, resulting in a significant decline in students' quality of life, loss of