



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

confidence in life, self-injury, suicide and other dangerous behaviors, which not only affects the normal life of students and their families but also affects the harmony and stability of society. Therefore, it is of great significance for students' personal development to build a college teaching quality evaluation and feedback mechanism of online and offline mixed courses to alleviate students' academic anxiety.

Educational psychology is an important part of applied psychology. It is a psychological theory put forward under the background of teaching reform. It has important theoretical and practical significance in promoting the reform of 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 the theory of educational psychology, the research analyzes the law of students' psychological changes in the teaching process, and then selects the evaluation indicators to construct the evaluation and feedback mechanism of college teaching quality of online and offline mixed courses, so as to provide real-time feedback on students' learning progress and learning effect, alleviate students' anxiety and promote the healthy development of students.

**Objective:** The evaluation of students' learning effect and teaching quality in the online and offline mixed teaching mode is not objective and accurate. Out of concern about their studies, many students have anxiety. Based on the theory of educational psychology, this paper constructs the evaluation and feedback mechanism of college teaching quality of online and offline mixed courses, so as to alleviate students' anxiety and promote students' healthy development.

**Research objects and methods:** Two classes were randomly selected as the research objects in a university. 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 were used to evaluate the teaching effect.

**Research design:** Randomly select a class as the research group (42 people), and use the university teaching quality evaluation and feedback mechanism of online and offline mixed courses based on educational psychology to evaluate the learning effect and progress of students. The other class is recorded as the control group (45 people), which uses the traditional method to evaluate the students' learning effect and progress. 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 of SDS scores of the two groups are shown in Table 1.

**Table 1.** Changes in SAS scores of students in the two groups

Timing	SDS score		<i>t</i>	<i>P</i>
	Research group	Control group		
Before teaching	73.4±10.9	72.5±11.3	0.304	0.653
After teaching	46.7±6.2	67.1±10.9	6.420	0.000
<i>t</i>	6.371	0.421	-	-
<i>P</i>	0.000	0.649	-	-

**Conclusions:** 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. The evaluation of students' learning effect and teaching quality of online and offline mixed teaching mode is not objective and accurate. Out of concern about their studies, many students have anxiety. Based on the theory of educational psychology, the research analyzes the law of students' psychological changes in the teaching process, and then selects the evaluation indicators to construct the evaluation and feedback mechanism of college teaching quality of online and offline mixed courses. 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 evaluation and feedback mechanism of college teaching quality of online and offline mixed courses can alleviate students' anxiety and promote students' healthy development.

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## CONSTRUCTION AND EXPLORATION OF PHYSICAL EDUCATION TEACHING MODEL BASED ON FLIPPED CLASSROOM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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**Background:** College students are in a special moment of life, facing academic pressure, work pressure and social pressure, so they are very prone to mental diseases, such as anxiety, depression and so on. Anxiety refers to the tension, anxiety, fear and other negative emotions caused by the threat of imminent threat of an individual to something. Many studies have shown that maintaining moderate anxiety can help students concentrate, so that they can study more attentively and hard, and then improve their academic performance. However, when the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life. The main way for college students to improve their physical and psychological quality is physical education. Through physical exercise, they can improve their psychological quality, so that they can vent their accumulated emotions, and then improve their physical and mental health. There are some defects in the traditional college physical education teaching mode, which affect the quality of physical education teaching, students' interest in learning is not high, and physical education curriculum cannot play its role in improving students' physical and psychological quality, so it needs to be improved.

Flipped classroom is a new teaching mode emerging in the era of big data, which can improve students' autonomy and interest in learning. 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 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 the theory of educational psychology, this paper applies the flipped classroom teaching mode to the physical education curriculum teaching, and constructs the physical education curriculum teaching model based on the flipped classroom, so as to improve students' learning interest, improve students' physical and psychological quality, alleviate students' anxiety and enable students to develop in an all-round way.

**Objective:** There are some defects in the traditional college physical education teaching mode. Physical education curriculum cannot play its role in improving students' physical and psychological quality, so it needs to be improved. Based on the theory of educational psychology, this paper constructs a physical education curriculum teaching model based on the flipped classroom, so as to improve students' learning interest, improve students' physical and psychological quality, alleviate students' anxiety and enable students to develop in an all-round way.

**Research objects and methods:** 60 students with anxiety disorder were selected from different majors in a university as the research objects. Self-rating Anxiety Scale (SAS) and Hospital Anxiety and Depression