

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.

**Acknowledgement:** The research is supported by: 2019 University Philosophy and Social Science Research Project: "Study on Evaluation of Online Curriculum Learning Effectiveness Based on Outcome Oriented Concept" (No.2019SJA0116); 2018 University-Level Higher Education Research Topics: "Study on Evaluation of Online Curriculum Learning Effectiveness Based on Outcome Oriented Concept" (No.20181230).

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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

Scale (HADS) were used to evaluate students' anxiety, and the examination results of physical education courses were used to evaluate the teaching effect.

**Study design:** Students were randomly divided into study group and control group, with 30 people in each group. Among them, the students in the research group used the improved college physical education teaching model based on educational psychology to teach. The students in the control group used the traditional teaching mode of college physical education. After a period of time, the anxiety and test scores of the two groups were compared.

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

**Results:** After two months of teaching, the SAS score and HADS score of students in the study group decreased significantly ( $P < 0.05$ ), and were significantly lower than those in the control group ( $P < 0.05$ ). The degree of anxiety relief in the study group was significantly higher than that in the control group ( $P < 0.05$ ). The degree of anxiety relief of the two groups of students is shown in Table 1.

**Table 1.** The anxiety of the two groups of students improved

Group	Timing	Degree of anxiety			
		No	Mild	Moderate	Severe
Research group	Before intervention	0	12	10	8
	After intervention	15	10	5	0
Control group	Before intervention	0	13	11	6
	After intervention	2	11	10	7

**Conclusions:** 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. Based on the theory of educational psychology, this paper applies the flipped classroom teaching model 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. The results showed that after two months of teaching, the SAS score and HADS score of the students in the study group decreased significantly ( $P < 0.05$ ), and were significantly lower than those in the control group ( $P < 0.05$ ), the degree of anxiety relief in the study group was significantly higher than that in the control group ( $P < 0.05$ ). It shows that the physical education teaching model based on flipped classrooms can improve students' learning interest, improve students' physical and psychological quality, alleviate students' anxiety and enable students to develop in an all-round way.

**Acknowledgement:** The research is supported by: The Youth Project of Hunan Provincial Department of Education: Research on Physical Improvement of Primary and Secondary Schools in Hunan from the Perspective of Smart Sports (No. 20B606).

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## THE INFLUENCE OF THE INNOVATIVE DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING STUDENTS' PSYCHOLOGICAL ANXIETY

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**Background:** Anxiety is a kind of negative emotion caused by the inconsistency between expectations and reality, or fear and worry about possible threats. 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. 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. Clinically, researchers have divided anxiety disorders into two types: pathological anxiety and realistic anxiety. The mental anxiety of college students is generally realistic anxiety, which is caused by college students' worries about their studies, achievements, social and work. Finding a suitable way to