

## THE POSITIVE INFLUENCE OF COLLEGE PHYSICAL EDUCATION TEACHING METHODS ON ALLEVIATING STUDENTS' PSYCHOLOGICAL ANXIETY IN THE NEW ERA

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**Background:** With the gradual acceleration of the pace of social life in modern urban society, the incidence rate of anxiety disorders is increasing year by year. The pathogenesis and pathogenic factors of anxiety disorder are complex. At present, the common clinical anxiety symptoms are divided into two types: panic disorder anxiety and generalized anxiety. The main clinical manifestations of panic disorder are repeated sweating, palpitation and other autonomic neurological symptoms. Patients often have excessive worry about the unfortunate consequences caused by daily events. It is an acute onset anxiety disorder. Relatively speaking, generalized anxiety symptoms are chronic and persistent. In the process of onset, they are often accompanied by continuous tension. They are usually accompanied by symptoms such as autonomic nerve dysfunction and excessive vigilance. It is a chronic mental disease. Epidemiological studies show that the incidence rate of anxiety disorders in family with anxiety disorders is three times that of the potential group with anxiety disorder, incidence rate is as high as 15%. Some studies believe that patients with anxiety disorder have pathological phenomena of neurotransmitter changes in the brain. The pathological changes of human brain chemical synapses are closely related to the pathogenesis of anxiety disorder. Monoamine neurotransmitter neurons are involved in the regulation of human overall emotion. Therefore, when the concentration of neurotransmitters in this part is abnormal, it will cause human individual emotion out of control, which is often shown in the form of emotional excessive anxiety. The research idea of combining psychogenic and physiological pathogenesis provides an effective path for physical intervention of anxiety disorder. This study uses college physical education in the new era as the starting point to judge the effectiveness of physical intervention on college students' psychological anxiety symptoms by studying whether the physical intervention method of physical education has a positive impact on students' psychological anxiety.

**Objective:** This study starts with the research idea of physical intervention of anxiety disorder, and studies the effect of sports physical intervention on the psychological state of college students with psychological anxiety by analyzing the impact of college physical education teaching methods on students' psychological anxiety in the new era.

**Subjects and methods:** This study combines Bayesian principle with logistic regression model, constructs the trajectory model of students' anxiety state change while maintaining the optimal sample size and composition, and analyzes the positive impact of college physical education teaching methods on alleviating students' psychological anxiety in the new era by means of trajectory fitting.

**Study design:** Based on the Bayesian principle, this study establishes the model basis that the average posterior rate of track group and the number of samples in each group are in the optimal state. On this basis, the logistic regression model is used to establish the track fitting model of the change of physical education teaching time and investigation times. In the model establishment, the anxiety score is used as the main evaluation standard of students' psychological anxiety state.

**Methods:** Epidata3 was used in this study. Establish the database, and adopt the dual researcher mode for error correction in the process of data entry. One person is responsible for entry and the other person is responsible for review.

**Results:** The fitting results of anxiety score and survey times under the logistic regression model under the first-order polynomial function, second-order polynomial function and third-order polynomial function are shown in Figure 1.

Figure 1 shows the fitting results of three kinds of anxiety scores, namely the low-level group, the significantly decreased group and the low-level group. The fitting results fully reflect the changes of anxiety scores of the three groups of students with the progress of investigation times under the intervention of physical education teaching. It can be seen that all groups show a downward trend, and the significantly decreased group decreases the most significantly, from the high-level category to the low-level category.

**Conclusions:** The complex pathological mechanism between the causes of anxiety symptoms and the dual characteristics of psychogenic and psychological. This study starts with the research idea of physical intervention, analyzes the psychological anxiety state of students, establishes an effective intervention way of college physical education in the new era, and studies the intervention effect of a physical intervention on students' psychological anxiety symptoms. Physical intervention in sports can help students improve their overall psychological quality while acting on their nutrireulation and emotional relief. It can

intervene students' anxiety from the dual pathological perspective of physics and psychogenesis, help students get rid of anxiety control and improve their comprehensive physical and mental quality. At the same time, this study also provides a feasible path for the students' mental health management system in the teaching management of colleges and universities, and lays a theoretical foundation for the comprehensiveness of the curriculum system of colleges and universities in the future.

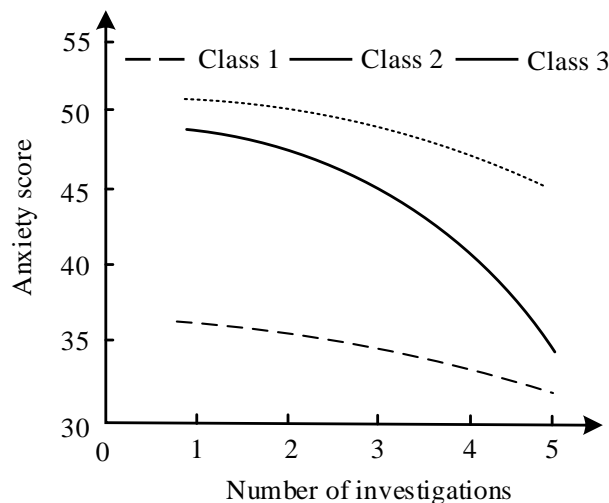


Figure 1. Change track of anxiety score of college students

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## APPLICATION OF EDUCATIONAL PSYCHOLOGY IN CHEMISTRY TEACHING

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**Background:** Educational psychology believes that psychology is practical and not separate research. Psychology plays a role more or less in various fields related to people. This role is most obvious in the relationship between teaching behavior and teaching. Educational psychology also advocates the integrity of psychological function. Therefore, educational psychology opposes the educational behavior of the traditional form of training, because the educational behavior of the traditional form of training is to train students' thinking ability, memory ability and other instinctive behaviors, and each part is separated and independent. This teaching method not only ignores students' psychological function, but also ignores people's unity at the cognitive level. Learning behavior is the overall embodiment of students' psychological function. Through the overall application of their own thinking ability, memory ability, emotional feeling ability and motivation psychology, students can adapt to the learning environment under the guidance of a certain purpose, and achieve their own learning objectives in this adaptation process. In the whole learning process, what should be concerned most is the role of students' learning psychology in the process of environmental adaptability. Therefore, in the process of students' learning, teachers should remove the non-situational and sluggish educational methods, but should explore students' psychological interests according to students' internal psychological needs, and arrange teaching objectives and teaching contents through students' internal interests and habits. Only under this teaching method of organically combining students' psychology can students' psychological enthusiasm be fully mobilized. This study applies the theory of educational psychology to modern chemistry teaching. Through the use of students' psychological laws, it provides guidance for students' chemistry learning strategies. At the same time, it also helps teachers establish a teaching path suitable for students' psychological needs, reshape the role relationship between teachers and students in educational behavior at the psychological level, and provide a new way for modern chemistry teaching. Active teaching method based on students' psychological status.

**Objective:** This study applies educational psychology to modern chemistry teaching, helps to improve students' chemistry learning cognition by taking students' psychological cognition as a whole for