

sports psychological scores of the research object after the experiment.

Table 1. Statistics of sports psychological scores of the subjects after the experiment

Sports psychology	Group A		Group B		P
	Average value	Standard deviation	Average value	Standard deviation	
Slack psychology	4.13	1.05	11.25	1.12	0.035
Anxiety psychology	9.62	1.43	10.78	1.36	0.024
Uneasy psychology	6.71	1.31	13.06	1.47	0.037
Conflict psychology	4.13	1.11	11.27	1.23	0.001

Conclusions: Different ways of participating in sports activities will have a great impact and interference on the changes of individual sports psychology and emotion, and then produce different feedback mechanisms on their sports cognitive attitude. As a sports event, in addition to the physical function of the participants themselves, the psychological quality of athletes will have a great impact on their endurance and mental state, and then have an impact on people's performance in sports activities. With the help of sports psychology, improving the physical education classroom and grasping the combination degree of physical education teaching and psychological intervention can effectively improve the level of physical education teaching, so as to alleviate the boredom and laziness of students participating in physical education teaching and reduce the generation of negative psychological problems in sports.

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ANALYSIS OF THE IMPACT OF THE FAIRNESS OF BASIC EDUCATION RESOURCE ALLOCATION ON STUDENTS' MENTAL HEALTH

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Background: Mental health refers to that all aspects of individual psychology and its activity process are in a continuous and positive psychological state, and in this state, the subject can make good adaptation and give full play to its physical and mental potential. Mental health is one of the evaluation criteria of individual health status. Whether we can correctly deal with the changes and stimuli of the surrounding environment and whether we can have well psychological tolerance and quality are important aspects to evaluate the level of mental health. At the same time, the degree of mental health of individuals at different stages is also different. The factors affecting mental health include the objective environment, the level of psychological quality, self-cognition and psychological conflict, among which the objective factors of external environment and subjective psychological state are the important contents affecting the standard of mental health. The emotional value and psychological attitude of different individuals will affect the normal development of their mental health. Evaluating students' mental health is of great significance in the current educational environment and the background of teaching reform, and students' mental health is easily affected by many factors, such as changes in environmental conditions, academic expectations, interpersonal relationships, family factors and social stress events. Students are in a critical period of physical and mental development, which is a stage of frequent psychological problems, and the formation of their values is not yet mature. Therefore, when facing the choice and judgment of things, they will show "children's mind" or pay too much attention to the subjective ideas at the individual level, and there are some deviations and abnormalities in the opinion evaluation. Some studies have found that there is a certain negative correlation between people's quality and professional ability and mental health, that is, people with stronger professional ability are more likely to have psychological problems. The reason is that people with higher professional quality pay more attention to the high level of psychological needs. The quality of the educational environment and its mechanism will be directly reflected in the teaching plan and goal, which makes the teaching subject show different psychological mechanisms and emotional ups and downs in the teaching process. Basic education is a key part of the whole education system and an

important guarantee for the realization of the training objectives and educational functions of China's education system. The allocation of basic education resources refers to the allocation of material, financial and human resources related to education, so as to meet the teaching requirements of different regions and school levels. However, at present, the allocation of basic education in China is uneven, which is reflected in the gap between urban and rural areas and the difference of school running levels. The difference of teaching resources will affect the students' own mental health level. Therefore, based on this background, this paper studies the impact mechanism of the fairness of basic education resource allocation on students' mental health.

Objective: In order to improve students' mental health level and promote their learning quality and effect, this paper studies the influence mechanism of the fairness of basic education resource allocation on students' mental health with the help of psychology related theories.

Subjects and methods: Students from four middle schools were selected as the research objects, including one municipal senior middle school (group A), one municipal ordinary middle school (group B), one county and town middle school (group C) and one township middle school (group D). The psychological status of the research objects was evaluated with the help of mental health assessment scale.

Method design: The study collected the preliminary situation of students' mental health level under different educational resource allocation by means of metacognitive method and field investigation, and then observed the psychological changes of students under different resource allocation by means of mental health test scale and "role simulation transformation" and other test experiments. The "role simulation transformation" refers to the psychological suggestion intervention on some students with relevant psychological problems due to the difference of teaching resources, that is, the cognitive evaluation of roles is completed by imagining situations without considering the limitations of external restrictive environmental factors. Or "identity experience" with the help of a variety show to collect the mental health of the subjects under the situation.

Methods: Metacognitive method was used to explore the influence of educational equity on students' mental health under different allocation of educational resources statistical analysis tools and mental health test scale were used to collect and process the experimental data.

Results: The difference in the allocation of basic education resources will affect the fairness of students' access to learning resources, and then affect their learning mentality and emotion. Relatively fair allocation of teaching resources can effectively reduce students' learning comparison, and provide more poor students with opportunities for learning and progress. Accordingly, it will reduce their negative psychological emotions and psychological problems. Table 1 shows the score statistics of mental health scale of research objects in different schools before the experiment.

Table 1. Before the experiment, the scores of mental health scale of subjects in different schools were statistically analyzed

Grouping	Anxious	Uneasy	Conflict	Treason
Group A	1.47	1.68	1.12	0.28
Group B	3.68	4.24	3.25	2.73
Group C	2.47	3.22	4.16	3.29
Group D	3.26	2.77	4.28	3.96

Conclusions: With the improvement of China's attention to educational resources and the continuous improvement of educational reform, the division of basic educational resources has been relatively fair, and the basic teaching means and equipment of most students have been met. However, teenagers are in a critical period of physical and mental development and are prone to rebellious and other negative emotions and psychological problems. Therefore, schools should pay more attention to the mental health of these students, and carry out timely guidance and intervention to make them have a relatively healthy mental state.

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ANALYSIS ON THE VALUE OF PHYSICAL TRAINING MODE UNDER EDUCATIONAL PSYCHOLOGY IN ALLEVIATING COLLEGE STUDENTS' ANXIETY

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Background: Educational psychology refers to the use of psychological theories or research results to carry out educational intervention, carry out conscious intervention according to the psychological laws and change characteristics of both teaching subjects and objects, and explore its teaching effect in a specific situation. Based on psychology, educational psychology constructs the relationship between pedagogy and psychology, discusses the relationship between students' personality development and educational environment, the relationship between ability development and knowledge learning, social development and standardized learning, and the regularity between teaching effectiveness and talent training, and is committed to improving teaching quality and meeting the needs of teaching subjects. On the basis of practicing the cultivation concept of people-oriented and cultivating people through moral education, educational psychology actively intervenes in the teaching process and teaching subject and object with the help of psychological theory, which is imperceptibly internalized in mind and practice, provides ideological weapons and innovative ideas for curriculum design, and provides new means and tools for the communication and contact between teaching subjects. In essence, the teaching process is the process of teaching interaction. Teachers improve the teaching methods and schemes according to the teaching objectives and students' psychological laws, so as to alleviate students' psychological problems and negative emotions caused by teaching. At present, due to the single and old teaching mode, teachers' relatively relaxed jurisdiction over students and other factors, the alleviating function of physical training on negative emotions has not been fully brought into play. The change of learning environment, interpersonal communication, professional employment and other factors increase the psychological pressure of students, and then produce anxiety. Anxiety, as an irrational state of mind, is the result of the imbalance of emotional regulation, that is, it refers to a widespread psychological state and emotion of tension, confusion and pessimism about the future. The tension caused by anxiety and the suspicion, irritability, fear, frustration, confrontation, as well as the accompanying confusion of thinking, mental laxity, lack of confidence, and even psychological distortion, will have a negative impact on people's emotional regulation and behavior guidance. In serious cases, it will endanger personal physical and mental health and lead to antisocial behavior. Different levels of anxiety will make individual behavior different, which makes people easy to be guided by negative emotions and make impulsive behaviors that are not in line with reality and daily behavior. Therefore, it is of great practical significance and value to explore the influence mechanism of physical training mode on college students' anxiety psychology with the help of educational psychology theory.

Objective: In order to better explore the influence mechanism of physical training mode on college students' anxiety psychology, help them correctly treat psychological changes, improve their anxiety psychology, and achieve the teaching goal of alleviating negative emotions and improving mental health level.

Subjects and methods: 800 students with anxiety psychology in a university were selected as the research object. After collecting the information of students' physical exercise and mental health, they were carried out physical training for one month. The contents of physical training include football, basketball, running and yoga. Based on the analysis of the original physical education teaching mode, it is improved and innovated to grasp the students' learning law and psychological and emotional characteristics. And with the help of mental health self-assessment scale and anxiety self-assessment scale, this paper makes statistics on the psychological changes of students in different stages, so as to better explore the changes of students' anxiety psychology under different physical education teaching modes.

Method design: Firstly, according to the mental health status and problems of the research objects, the experimental objects were randomly divided into martial arts group, Taijiquan group, Baduanjin group, stick group and traditional physical education teaching mode group after the improved teaching mode, and the mental health status and change data of different groups after one month were sorted and analyzed.

Methods: With the help of SPSS22.0 statistical analysis tool to compare the scores of mental health scale and anxiety scale before and after the experiment, and get the experimental results.

Results: Educational psychology can intervene students on the premise of grasping the teaching purpose and students' psychological law, effectively improve students' enthusiasm and initiative to participate in the classroom, further help them release negative emotions and alleviate anxiety. From the perspective of educational psychology, this study explores the mitigation mechanism of physical training mode on students' anxiety psychology. The results show that the classroom with improved teaching mode fully connects students, classroom and teachers in physical training. Compared with the physical education with