

object. Through the aesthetic education of film and television performance for four months, the changes of emotional activities of patients with affective disorder before and after learning were counted, so as to customize the aesthetic education class of film and television performance, and evaluate whether the aesthetic education of film and television performance has a positive impact on patients with affective disorder.

Result: The changes of emotional activities of 200 patients with affective disorders after three months of treatment are shown in Table 1. It can be seen from the table that after three months of aesthetic education of film and television performances, the emotional status of patients with affective disorders has been improved. Compared before and after learning, the number of emotional optimism indicators has been greatly improved, the number of emotional confidence indicators has also been improved, and the index of social ability has also been enhanced. It shows that the aesthetic education of film and television performance can have a positive impact on the emotional activities of patients with affective disorder.

Table 1. Changes of emotional activities in 200 patients with affective disorders after three months of treatment

Positive psychology	Before teaching	After teaching	P
Emotional Optimism Index	40	150	<0.05
Emotional confidence index	36	140	<0.05
Social ability index	30	120	<0.05

Conclusions: with the acceleration of the pace of social development, the pressure of modern people also increases. More and more people are suffering from affective disorder, which affects people's physical and mental health, and also has an adverse impact on life, work and study. Therefore, in the face of affective disorders, people should pay more attention to patients, learn to regulate physical and mental pressure and reduce the risk of illness. Through the analysis of the causes and treatment methods of patients with affective disorder, this paper analyzes the aesthetic education of film and television performance to improve the condition of patients with affective disorder. The results show that through the aesthetic education of film and television performance, it can adjust the patient's mood, improve the patient's condition and promote the development of social harmony and stability.

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THE INFLUENCE OF FLIPPED CLASSROOM REFORM OF PHYSICAL EDUCATION TEACHING BASED ON BEHAVIORAL PSYCHOLOGY ON STUDENTS' POSITIVE PSYCHOLOGY

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Background: As an important branch of psychology research, behavioral psychology is a kind of psychology that mainly predicts people's psychological activities through the study of researchers' physical behavior. In the research of behavioral psychology, human behavior and spiritual consciousness are not easy to be captured, but in the research of psychology, it is considered that behavior is the combination of physical reactions formed by organisms adapting to environmental changes. As long as the researchers are analyzed by psychological means, the goal of predicting or controlling human behavior can be achieved. In modern education, the research content of student psychology is also more and more. Through the research of students' psychological emotion, reasonably optimize the teaching content, so as to improve the teaching quality, apply behavioral psychology to the field of education, constantly optimize the teaching content through the capture of students' behavioral characteristics, and meet the development requirements of students' physical and mental quality, which will be able to more effectively promote the development of students. In physical education, physical education curriculum is a comprehensive quality discipline, which pays attention to the cultivation of learning physical and mental, thinking and physical ability. Most of the physical education curriculum is carried out on the playground, and there are a large number of physical action training contents. It combines behavioral psychology with physical education to study students' behavioral and psychological characteristics, and can well optimize the quality of classroom teaching, which is of great significance to promote the reform and development of education.

Flipped classroom is a new teaching mode based on modern educational ideas, which breaks the shackles

of the traditional teaching mode, reverses the classroom, pays more attention to students' experience, teacher-student interaction and teacher-student communication in teaching, so as to break the situation of passive learning of students in traditional teaching. In physical education, to implement flipped classroom teaching, we need to grasp students' personality characteristics, interests and hobbies, and implement more targeted flipped classroom teaching according to students' characteristics, so as to break the passive situation of traditional teaching. In the flipped classroom teaching of physical education tuition, we can grasp the development law of students through the research of students' behavioral psychology. For example, there are differences in the sports loved by male and female students. Through the research of students' behavioral psychology, we can choose the curriculum items that are more popular with students' psychology. At the same time, according to the analysis of students' psychological emotion, we can reasonably carry out the flipped classroom layout and teaching design to enhance the interaction between teachers and students, so as to more effectively implement flipped classroom teaching. Therefore, this paper analyzes the research significance of behavioral psychology, studies the teaching characteristics of flipped classroom in physical education, and puts forward to improve the teaching effect of flipped classroom in physical education by studying students' behavioral psychology.

Objective: This paper analyzes the research content and research direction of behavioral psychology, discusses the teaching characteristics and teaching requirements of the flipped classroom of physical education, analyzes students' views on physical education combined with the principles of behavioral psychology, and then improves physical education through the application of behavioral psychology in the flipped classroom of physical education, so as to realize students' love for physical education courses.

Subjects and methods: Using the method of stratified sampling, this paper makes a classroom investigation on 120 students of a physical education, uses behavioral psychology to optimize the flipped classroom of physical education, counts the changes of students' psychological mutual activities in the flipped classroom of physical education, and evaluates the impact of behavioral psychology on the application of the flipped classroom teaching mode in physical education.

Results: The positive psychological changes of 120 students are shown in Table 1. Table 1 shows that the PE flipped classroom teaching mode under behavioral psychology can significantly affect students' positive psychology, which is reflected in the continuous growth of students' improving teaching quality, firm psychology and self-confidence psychology.

Table 1. Changes of students' positive psychology under innovative teaching mode

Positive psychology	Before teaching	After teaching	<i>P</i>
Improvement of teaching effect	42	101	<0.05
Learning enthusiasm	56	107	<0.05
Self-confidence	59	111	<0.05

Conclusions: With the deepening of educational reform, modern education pays more and more attention to the research on students' psychology. Through the research on students' behavioral psychology, we can grasp the characteristics of students' psychological development, so as to constantly adjust teaching and adapt to the law of modern teaching development. In the flipped classroom of physical education, the mode of flipped classroom of physical education is constantly adjusted through the research of students' behavioral psychology. The results show that through the research on students' behavior and psychology, the teaching mode of PE flipped classroom is constantly adjusted, the students' performance in the classroom is more positive, and the teaching effect has been significantly improved. Therefore, in physical education, we should grasp the characteristics of students' psychological development and reasonably optimize the teaching content, which is of great significance to promote the development of teaching.

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VALUE ANALYSIS OF CHINESE INTERNATIONAL EDUCATION IN ALLEVIATING STUDENTS' LEARNING ANXIETY UNDER EDUCATIONAL PSYCHOLOGY

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Background: Since the 1990s, China's economic level and scientific and technological level have developed rapidly, and have been recognized by more and more countries on the world stage. In this context,