

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,

more and more foreign people have a strong interest in China's traditional culture. Therefore, Chinese international education has made great progress, which has greatly promoted international cultural exchanges. At present, due to the short development time of Chinese international education, there are still many problems in the teaching mode, resulting in low teaching quality, slow learning progress and low learning efficiency. Therefore, many students have learning anxiety. Learning anxiety is a kind of negative emotion caused by students' dissatisfaction and worry about their learning progress and learning effect. Appropriate learning anxiety can promote students to improve their learning methods, urge students to improve learning efficiency, and have a beneficial impact on students. However, excessive learning anxiety will cause students' psychological pressure, affect students' physical function and health, and damage students' physical and mental health. In addition, excessive learning anxiety will lead to the decline of students' self-confidence and loss of interest in learning, which is not conducive to the healthy and long-term development of students. Therefore, it is necessary to innovate and improve the teaching mode of Chinese international education in order to improve the effect of classroom teaching, improve students' learning efficiency and alleviate students' learning anxiety.

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, students' psychological change law in the learning process, teachers' analysis and cultivation of students' learning motivation, teachers' transfer and promotion of students' learning, teachers' analysis of students' cognitive ability development, teachers' cultivation of students' cognitive understanding, students' memory development, students' knowledge consolidation methods, students' cognitive strategy formation cultivate students' problem-solving ability and innovation ability, cultivate students' correct self-consciousness, students' group psychology and students' mental health education. The research is based on educational psychology to innovate and improve the teaching mode of Chinese international education, so as to improve students' learning efficiency and alleviate students' learning anxiety.

Objective: There are still many problems in the teaching mode of Chinese international education, resulting in low teaching quality and low learning efficiency of students. Therefore, many students have learning anxiety. Excessive learning anxiety will lead to the decline of students' self-confidence and loss of interest in learning, which is not conducive to the healthy and long-term development of students. The research is based on educational psychology to innovate and improve the teaching mode of Chinese international education, so as to improve students' learning efficiency and alleviate students' learning anxiety.

Subjects and methods: 100 students majoring in Chinese international education were selected as the research objects in a university. Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Hospital Anxiety and Depression Scale (HADS) were used to evaluate students' learning anxiety, and the examination results of professional courses were used to evaluate the teaching effect.

Study design: Students were randomly divided into study group and control group, with 50 people in each group. Among them, the students in the research group used the improved model based on educational psychology to teach. The students in the control group used the traditional teaching mode. 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: Before teaching, there was no significant difference in SAS scores between the two groups ($P > 0.05$). After teaching for a period of time, SAS scores 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 SAS score of the control group had no significant change ($P > 0.05$). The SAS scores of the two groups of students are shown in Figure 1.

Conclusions: In recent years, more and more foreign people have a strong interest in China's traditional culture. Therefore, Chinese international education has made great progress, which has greatly promoted international cultural exchanges. At present, due to the short development time of Chinese international education, there are still many problems in the teaching mode, resulting in low teaching quality, slow learning progress and low learning efficiency. Therefore, many students have learning anxiety, which has a negative impact on students' physical and mental health. The experimental results showed that there was no significant difference in SAS scores between the two groups before teaching ($P > 0.05$). After teaching for a period of time, the SAS scores 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 SAS score of the control group had no significant change ($P > 0.05$). The above results show that the innovation and improvement of the teaching mode of Chinese international education based on educational psychology can effectively improve students' learning efficiency and alleviate students' learning anxiety.

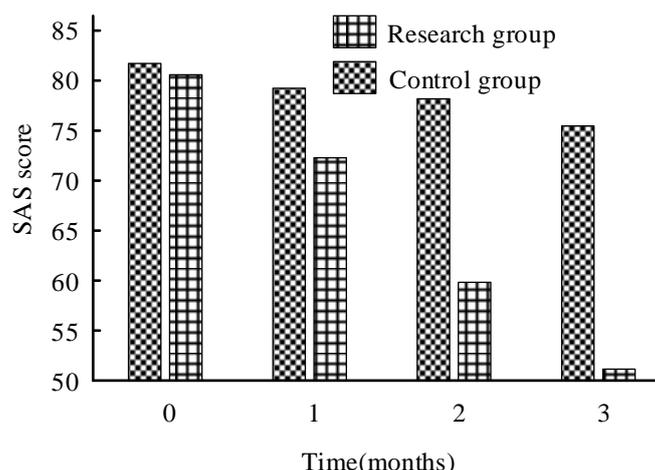


Figure 1. SAS scores of two groups of students

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RESEARCH ON THE INFLUENCE OF INCENTIVE MECHANISM ON ADMINISTRATIVE STAFF'S ANXIETY IN HIGHER VOCATIONAL COLLEGES

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Background: The administrative staff of higher vocational colleges is an important guarantee to ensure the normal operation of school management. Therefore, the working ability and working state of the administrative staff of higher vocational colleges determine the management level and service level of higher vocational colleges to a certain extent, and then affect the teaching, scientific research and training of students in higher vocational colleges. At present, there are many problems in the incentive mechanism for administrative personnel in many higher vocational colleges, which cannot play the incentive role for administrative personnel. Therefore, many administrative personnel lack work passion and work efficiency is low. For a long time, some administrators have doubts about their ability to work, resulting in anxiety. Short term and mild anxiety can help administrators set work goals and help administrators reshape their work enthusiasm, so as to improve work efficiency. However, long-term and excessive anxiety will lead to administrative personnel suffering from psychological diseases, affect the physical and mental health of administrative personnel, bring pain to administrative personnel, seriously affect the normal life and work of administrative personnel, and have a negative impact on the administrative work of higher vocational colleges. In addition, excessive anxiety will also cause administrators to have negative and negative psychology about themselves and work, lose hope for life, thus producing negative psychology and causing a burden on society and families. Therefore, to innovate and improve the incentive mechanism of administrative personnel in higher vocational colleges, so as to improve the work enthusiasm of administrative personnel and the efficiency of management, so as to alleviate the anxiety of administrative personnel, which is of great significance to the development of higher vocational colleges and administrative personnel.

Positive psychology advocates the positive orientation of psychology, which mainly studies the positive psychological quality of individuals, human health and happiness and the harmonious development of society. Positive psychology theory advocates an open and encouraging attitude towards individual potential, motivation and emotion, so as to realize the transformation of individuals from negative psychological mode to positive psychological mode. Based on positive psychology, the research innovates and improves the incentive mechanism of higher vocational colleges, so as to stimulate the work enthusiasm of administrative personnel, improve the administrative efficiency of higher vocational colleges, alleviate the anxiety of administrative personnel, and promote the personal development of higher vocational colleges and administrative personnel.

Objective: At present, there are many problems in the incentive mechanism for administrative personnel in many higher vocational colleges, which cannot play the incentive role for administrative personnel. Therefore, many administrative personnel lack work passion and work efficiency is low. For a