

theory course.

**Table 1.** Comparative analysis of data before and after the experiment

Group	Before the experiment	One week after the experiment
Experience group (x±s)	49.31±5.78	22.29±4.34
Control group (x±s)	49.36±6.01	37.24±6.74
<i>P</i>	0.062	0.02

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## THE INFLUENCE OF COLLEGE PHYSICAL EDUCATION TEACHING MODE INNOVATION PATH ON COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY

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**Background:** In the past, the traditional college physical education ignored the scientific training of college students' physical function, but taught students through a single teaching mode and physical exercise (such as running, aerobics, etc.), which is far from reaching the physical education goal of "developing sports and enhancing people's physique". With the change of the times, the curriculum is also constantly reformed and innovated. College physical education curriculum should provide college students with good hardware conditions, scientific training courses, and take into account the mental health of college students, so that college students can realize the healthy development of physical and mental unity. At the same time, as the controller of physical education, college physical education teachers should formulate scientific and interesting training courses, reasonable evaluation indicators and exercise mode keeping pace with the times to improve students' interest in physical exercise. Even outside the classroom, students are willing to exercise independently and truly integrate physical exercise into daily life. For some students who exercise passively, PE teachers can improve students' unity and cooperation, mutual help and competitive ability through the mode of group competition.

There are various reasons for college students' psychological anxiety, mainly including employment pressure, enrollment pressure, academic pressure and long-term school closure during the epidemic. Anxiety is the normal emotional reflection of people facing uncertain things. Reasonable coexistence with anxiety can help people take measures in advance to avoid the possibility of deterioration of uncertain things in the future. However, those with serious anxiety will have physical weakness, sleep disorder, loss of appetite and other phenomena, which will affect the normal daily life of college students. Anxiety can be relieved by physical exercise. Moderate physical exercise can help anxious people release dopamine, increase happiness factors and vent their anxiety. College students should treat anxiety correctly and should not produce any mental pressure and psychological burden. When anxiety has gradually affected their normal life, they can divert their attention through physical exercise.

**Objective:** Anxiety is becoming more and more common among college students, and physical exercise can help anxious people release dopamine and vent their anxiety. Therefore, taking college students with anxiety as the main research object, this study discusses the alleviating effect of the innovation of college physical education teaching model on college students with anxiety, hoping to effectively solve the problem of excessive anxiety among college students, Promote the improvement of their psychological quality to deal with the life pressure of entering the society in the future.

**Subjects and methods:** The college students with psychological anxiety who participated in the experiment were divided into experimental group and control group. Under the same environment, the experimental group was taught in the reformed physical education teaching mode, while the control group was taught in accordance with the traditional physical education teaching mode for three weeks. Each week was evaluated with Self-rating Anxiety Scale (SAS). The lower the score of Self-rating Anxiety Scale, the more the anxiety state was alleviated. Finally, SPSS23.0 software makes a comprehensive statistical and comparative analysis on the anxiety problems and their relief of college students with anxiety. The measurement data of the study is  $x \pm s$ , and the comparison between groups is *t*-test. The difference between the two groups is expressed in percentage (%),  $P < 0.05$ , indicating that the difference is statistically significant.

**Results:** The results are shown in the table below. Before the experiment, there was no significant difference in the scores of the Self-rating Anxiety Scale between the experimental group and the control

group ( $P > 0.05$ ). One week after the experiment, the SAS scores of the experimental group decreased significantly, while the SAS scores of the control group decreased significantly. The statistical difference between the two groups expanded and the difference was statistically significant ( $P < 0.05$ ). Two weeks after the experiment, the SAS score of the experimental group continued to decline, and the SAS score of the control group remained basically unchanged. The difference between the two groups was statistically significant ( $P < 0.05$ ). Three weeks after the experiment, the SAS score of the control group remained basically unchanged, and the experimental group continued to decline, but the degree of decline slowed down. The difference between the two groups was still statistically significant. This shows that the innovation of efficient physical education model can effectively alleviate the anxiety of college students.

**Table 1.** Comparative analysis of data before and after the experiment

	Experience group (x±s)	Control group (x±s)	t	P
Before the experiment	56.61±7.78	56.74±6.03	1.754	0.061
One week after the experiment	27.69±4.24	37.84±6.74	16.049	0.04
Two weeks after the experiment	20.97±5.32	34.14±4.17	24.341	0.03
Three weeks after the experiment	15.26±3.28	30.16±4.97	24.646	0.00

**Conclusions:** With the continuous development of society and fierce competition, college students are not only facing academic pressure, but also facing the employment pressure of graduating, which will inevitably lead to anxiety. Most people can adjust themselves, but some people's anxiety will deteriorate into emotional or physiological diseases, and physical exercise is an effective solution. Colleges and universities can help college students learn to reasonably adjust their anxiety by innovating physical education teaching mode.

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## STUDY ON THE INFLUENCE OF PERCEIVED VALUE AND SATISFACTION ON RESIDENTS' WILLINGNESS TO PARTICIPATE IN COMMUNITY SPORTS

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**Background:** Perceived value is customer perceived value, which refers to the overall evaluation of the effect of products or services after weighing the perceived benefits of customers and the cost they pay when obtaining products or services. Perceived value is the customer's subjective cognition of the value reflected by products and services. To a certain extent, it is related to the customer's subjective psychology. It is more like the guiding embodiment of the customer's cognitive psychology. Perceived value includes environmental value, leisure value, cultural value, service value and convenience value. The perceived price reflected by these values constitutes the subjective evaluation and demand for functions. Perception includes feeling and perception. Feeling and perception are the primary stage of cognitive activities, which reflect people's external information attributes, such as color, temperature, taste and so on. The recognition, selection and analysis of perceptual information and appropriate processing can produce perception. Perception is a comprehensive response to the attributes of things, that is, selective attention to the key points of things that people pay attention to at present. Consumers' perceived psychological activity is the psychological basis of their consumption behavior. Different individuals have different perception of the information and essence of things. Individual perceived value will be affected by cognitive level, psychological status, social experience, age structure, educational level and other factors. Enterprises often interfere with customers' perceived value through value exploration, value structure, communication value, value transmission and so on. The perceived value generally reflects the individual's psychological experience needs, that is, the aesthetic experience and emotional activities that individuals feel in the process of cognitive activities, which is an important embodiment of their functional value and emotional value. In the field of product sales, satisfaction is the psychological result of experience, which belongs to emotional content, including overall satisfaction and attribute satisfaction. Satisfaction can be achieved by comparing structure with expectation, or directly measuring the specific perception level of