

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

the results. Perceived value and satisfaction level will affect individual behavior intention to a certain extent, and make it behave as a certain behavior-oriented mechanism, that is, whether to make repeated choices for the product or service.

The development of community sports activities has a certain influence mechanism on the physical health quality and psychological status of community residents, that is, through simple physical training, it can help community residents exercise their physical quality and alleviate negative emotions and psychological problems. However, the participation in community activities is voluntary and unitary. The development of some sports activities is difficult to meet the diversified needs of community residents. In addition, affected by many factors, it is difficult for residents to participate in community sports activities regularly. At the same time, the diversity, interest and significance of community sports activities will have a certain correlation with residents' enthusiasm, initiative and satisfaction. Community sports activities can effectively help community residents relieve social psychological pressure and emotional burden by means of physical exercise in addition to their daily life, so as to make them have a better psychological state.

Objective: To study the influence of perceived value and satisfaction evaluation in psychological theory on community residents' willingness to participate in sports, in order to give better play to the intervention effect of community sports on Residents' health and promote their mental health development.

Subjects and methods: The research take a community resident as the research object. Firstly, the information of community sports participation and mental health level of the research object is collected. Then a psychological questionnaire was developed, including perceived value satisfaction, behavioral intention, form of community sports activities and so on. Likert's 5-point scoring method is used to score all items in the scale, i.e., 5 (positive evaluation), 4 (general positive evaluation), 3 (neutral), 2 (general negative evaluation) and 1 (negative evaluation). The research carries out the experimental content with the help of principal component analysis and statistical analysis tools, carries out confirmatory factor analysis on the influencing factors with the help of structural equation model, and verifies whether the constructs of perceived value, satisfaction and behavioral intention are feasible through reflective structure. The standardized regression coefficient, also known as factor load in confirmatory factor analysis, is used to reflect the relative importance of measurement variables in each potential factor. The coefficient is between 0.50 and 0.95, indicating that the basic fitness of the model is good.

Results: The evaluation and perception of individual residents on sports environment and sports value will affect their recognition of the way of sports activities in the community, and then show their active participation in physical exercise in action. The results show that there is a certain correlation among individual perceived value, satisfaction and behavior intention, that is, positive perceived value will affect satisfaction, and then produce positive behavior intention and behavior orientation. Table 1 shows the standardized coefficient results of perceived value and satisfaction on residents' willingness to participate in behavior.

Table 1. The standardized coefficient results of perceived value and satisfaction on residents' willingness to participate in behavior

Influence factor	Regression coefficient	S. E	t	P
Satisfaction perceived value	1.3090	0.098	12.284	0.000
Perceived value behavioral intention	1.175	0.067	11.052	-0.042
Behavioral intention satisfaction	1.000	0.092	12.347	0.001

Conclusions: Perceived value is people's expectation or actual perceived benefit of service, and it is the psychological evaluation standard of individual service and the psychological basis of behavior orientation. When participating in community sports activities, residents will make a preliminary judgment on the psychological needs and value benefits that the project can meet, then score their satisfaction according to their perceived emotional state in the actual participation activities, and then comprehensively consider their continuous willingness to participate in community sports activities by perceiving value and satisfaction. The results show that the higher the emotional value and perceived satisfaction residents get from community sports activities, the more they will show their high enthusiasm to participate in activities, and the positive and effective improvement of sports activities can greatly improve the mental health level of residents.

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INHERITANCE OF CHINESE EXCELLENT TRADITIONAL CULTURE AND INNOVATIVE PATH OF INTERNATIONAL COMMUNICATION UNDER LANGUAGE BARRIER

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Background: Language acquisition and processing has always been an important part of linguistics, cognitive psychology and genetic biology. Among them, language barrier is an important breakthrough in the study of brain neural mechanisms such as language acquisition, speech production and understanding. As an important expression tool, language needs can effectively reflect people's psychological status and emotional cognition. Individual language expression will be affected by educational level, language environment, thinking and cognitive differences and external stimuli, and have different expression mechanisms. The language habit and expression level can reflect the individual thinking mode and reaction ability to a certain extent. When the individual is stimulated by external objective factors, accidents or major psychological trauma, it will make the language expression difficult, and then produce language barriers. There is a certain correlation between language disorder and gene level. In addition to mental diseases such as cerebrovascular disease and autism, language disorder will be caused by language learning environment and external others' intervention. Language disorders include errors and dysarthria. Different degrees of language disorders have different therapeutic effects and performance mechanisms. Simple and mild language disorders can be treated by appropriate psychological intervention, but more serious psychological disorders need to seek the help of professional doctors and actively carry out medical treatment.

Chinese excellent traditional culture is a precious cultural heritage of our country. It is the crystallization of excellent achievements laid by history and has important cultural communication value. However, due to the influence of language habits and language environment, the dissemination and development of China's excellent traditional culture has received certain obstacles and restrictions, which makes it difficult to give full play to its unique value and cultural charm. At present, the effect of teaching Chinese as a foreign language in China is poor, the teaching schemes and means are lack of innovation and diversity, and the teaching content is lack of goal and pertinence, which makes most students have some difficulties in learning and understanding the formation mechanism and function form of Chinese, resulting in language barriers and psychological problems. The language barrier of Chinese learning is that learners are affected by psychological emotions such as shyness and fear, and have problems such as lack of confidence in learning content and poor normative expression, so that they are afraid or unable to use and express language. Language barriers will affect the individual's enthusiasm for learning language and the autonomy of self-expression. More serious language barriers will even make learners doubt and deny their self-ability and cognitive level, leading to negative emotions such as language anxiety and emotional conflict.

Objective: To study the relationship between language barriers and the transmission and development path of China's excellent traditional culture with the help of language psychology theory, help language learners find language learning tools, reduce their obstacle symptoms and negative emotions, and improve their self-confidence in language learning, so as to promote the innovation of language communication path and the alleviation of language barriers.

Subjects and methods: 200 foreign students with language barriers from 12 universities were selected by stratified cluster sampling. The subjects were from different majors, aged 18-25 years old. With the help of different Chinese teaching modes and language barrier related testing tools, the data of the subjects' language learning and the improvement of learning disabilities in the experiment are counted.

Method design: Firstly, collect the information about the language expression level and Chinese learning of the research object, and then improve the teaching based on the understanding of the current situation and problems of the original Chinese teaching classroom with the help of language psychology, so that its Chinese teaching model can better adapt to the psychological needs and psychological changes of language disabled learners. The subjects were randomly divided into teaching improvement group and original teaching group. The teaching improvement group adopted the Chinese classroom teaching mode improved by language psychology, while the original teaching group adopted the original Chinese classroom teaching mode. The experiment lasted for six weeks. After the experiment, the data on the improvement of language barriers before and after the experiment were collected and sorted out with the help of language barrier related evaluation scale and traditional culture test experiment. The traditional culture test experiment includes language learners' basic norms of Chinese word selection, the application of grammar habits and the relevant information about the learning of traditional culture works. The experimental data of the study were SPSS23.0 statistical analysis tools were used to analyze the difference and *P*-value test of the experimental data. The measurement data were expressed by (mean ± standard value). The data between groups were compared by *t*-test. The difference was statistically significant when *P* < 0.05.