industry, so as to provide some practical references for improving consumers' consumption quality and consumption satisfaction in China.

Subjects and methods: Collect the literature on monopoly management of Internet enterprises, national antitrust, consumer psychology and consumer psychology published at home and abroad in recent five years, and design some possible consumer psychological factors affected by antitrust of Internet industry after detailed study. Then, an expert group composed of 55 Internet enterprise executives, leaders of the national antitrust department and professors of consumer psychology was established to send the analysis results of the research team on the research topics to the expert group, and the members of the expert group were asked to evaluate the received information, specifically to add, delete and modify the specific impact of antitrust in the Internet industry on consumer psychology. And grade the influence degree caused by each influencing factor. The impact level is divided into five categories: no impact, slight impact, general impact, obvious impact and full impact. In addition, in order to improve the accuracy of the research results, when statistically analyzing the impact level information, give the above impact level with five integers of 1, 2, 3, 4 and 5 respectively. After the members of the expert group return the evaluation opinions, the research team needs to integrate the feedback information, and then send the sorting results to the members of the expert group again and ask them to evaluate again until the members of the expert group reach an agreement on the evaluation content. In order to improve the authenticity of the inquiry results, any form of communication between expert members is not allowed in the inquiry process.

Results: After the last round of expert inquiry, the final opinions were counted and the results in Table 1 were obtained.

Table 1. Evaluation results of the expert group on the research content

Consumer psychology	No effect	Slight impact	General impact	Obvious influence	Full impact
Pursuit of cost performance psychology	10	16	19	8	2
Greedy for small and cheap psychology	5	7	14	14	15
Fear of being cheated by the store owner	2	7	10	20	16
Group psychology	8	11	22	10	4

The first column in Table 1 shows the main consumer psychology that the expert group believes is affected by the antitrust of the Internet industry. The data in each cell represents the number of experts in the expert group who believe that the degree of impact on a certain consumer psychology is the corresponding level. It can be seen from Table 1 that the expert group believes that the two-consumer psychology of "fear of being cheated by stores" and "greed for small and cheap" are most significantly affected by the antitrust of the Internet industry, and the "pursuit of cost performance" is the least affected. The number of consumers whose psychological impact level is "fully affected" selected by the expert group are 16, 15 and 2 respectively.

Conclusions: In order to explore the specific impact of Internet industry antitrust on consumers' psychology, this study designed an experiment based on Delphi method. The experimental results show that the expert group believes that the two-consumer psychology of "fear of being cheated by the store" and "greed for small and cheap" are most significantly affected by the antitrust of the Internet industry, and the "pursuit of cost performance" is the least affected. The number of consumers whose psychological impact level is "fully affected" selected by the expert group are 16, 15 and 2 respectively. The experimental results show that the antitrust work of the Internet industry will have a certain impact on the psychology of ordinary consumers, which is mainly reflected in the price of goods and the decision-making of buying brands.

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ON THE INFLUENCE OF PROFESSIONAL TEACHING MODE OF SPORTS ON STUDENTS' ANXIETY PSYCHOLOGY

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Background: The main clinical manifestations of anxiety psychology include panic disorder, such as sense of near death, sense of loss of control, sense of mental collapse, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, dizziness, etc., followed by generalized anxiety disorder, which is divided into mental anxiety, physical anxiety, and motor restlessness of nerves and muscles. Anxiety is a negative and complex emotional state caused by personal possible dangers, losses and threats in the future. At present, the treatment of anxiety symptoms is mainly based on professional psychological guidance, and those with serious symptoms can adopt drug treatment. With the enrichment of China's national material life, college students' demand for college physical education teaching is becoming more and more diversified and enriched. More and more students are eager to obtain the physical education teaching guidance of professional coach level. However, some students expect to reduce the difficulty and momentum of physical education teaching and force them to cooperate with professional teaching, which may lead to students' anxiety. Therefore, although a small number of colleges and universities have applied the professional teaching mode of sports to school physical education in practice, these schools still fail to clearly understand the impact of this teaching method on students' psychology. The rash promotion of this teaching mode reform on a large scale is not necessarily beneficial to students.

Objective: Through face-to-face interviews, consulting experts and carrying out physical education experiments, to master the impact of sports professional teaching mode on students' anxiety psychology, and put forward some suggestions conducive to the development of sports professional teaching in colleges and universities according to the research results.

Subjects and methods: Firstly, the research team needs to talk with a number of backbone physical education teachers and pedagogical experts in China to understand their practical application effect of sports professional teaching model and its impact on students' psychology. Then select an ordinary undergraduate school from China, and then select 50 students from each grade of the school, a total of 200 college students willing to participate in the experiment as the research object. Then divide the students into experimental group and control group, with 100 students in each group. Before starting the formal physical education teaching experiment, it is necessary to make statistics and difference significance analysis on the basic information of the two groups of students. If the analysis results show that there is no basic information item with significant difference between the two groups of students, the experiment can be started. Otherwise, the members of the two groups of students need to be adjusted or even regrouped. After the beginning of the teaching experiment, the two groups of students were taught physical education for 50 minutes three times a week for 3 months. The control group only accepted the traditional physical education curriculum teaching, while the members of the experimental group accepted the physical education curriculum teaching based on the professional teaching mode of physical education. The physical education teachers in the experimental group were retired national first-class athletes with relevant certificates. In addition, before and after the experiment, two groups of students need to be surveyed with SAS (Self-rating Anxiety Scale) questionnaire to understand their psychological changes of anxiety. The mean value or standard deviation of t-scale is used for the mean test, and the difference is taken as the standard deviation of all types of measurement. The standard deviation of t-scale is 0.05.

Results: After the physical education teaching experiment and questionnaire survey, the effective questionnaire data were entered into the computer and SPSS22.0 makes statistics on the effective data and obtains Table 1.

Table 1. Statistical results of SAS score data of two groups of students before and after physical education teaching experiment

Investigation time	Experience group	Control group	P
Before physical education	43.2±4.5	43.3±4.9	2.582
After physical education	56.8±5.2	41.9±5.0	0.001
P	0.002	0.083	-

According to Table 1, before the physical education teaching experiment, the SAS score data t-test P value of the two groups of students was 2.582, which was greater than the significance level of 0.05, and the data difference was not significant. After the experiment, there was significant difference in SAS score data between the experimental group and the control group, P value was 0.001, the data difference was significant, and the average score of the experimental group was 56.8, which was higher than 41.9 of the control group

Conclusions: In order to explore the impact of the reform of professional teaching mode of physical

education on students' anxiety psychology, this study designed a comparative physical education teaching experiment based on questionnaire survey. The experimental results show that the SAS score data t-test P value of the two groups is 2.582, which is greater than the significance level of 0.05, and the data difference is not significant. After the experiment, there was significant difference in SAS score data between the experimental group and the control group, P value was 0.001, the data difference was significant, and the average score of the experimental group was 56.8, which was greater than 41.9 of the control group. Statistics show that physical education curriculum teaching based on sports professional teaching mode will aggravate the psychological anxiety of educated students. After interviewing students, it is found that the main reason for this result is that most students can't keep up with the teaching progress of professional athlete coaches. Therefore, it is suggested that colleges and universities with weak physical education foundation should carefully adopt the professional teaching mode of physical education to carry out physical education curriculum reform.

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THE INFLUENCE OF COLLEGE STUDENTS' PHYSICAL EDUCATION CURRICULUM INNOVATION ON PSYCHOLOGICAL RESILIENCE AND MENTAL HEALTH LEVEL

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Background: Psychological resilience refers to the ability of human beings to recover their psychological state in the face of psychological pressure caused by various environmental factors. Psychological resilience consists of three parts: the ability to accept and overcome reality, the ability to find the true meaning of life in times of crisis, and the ability to come up with solutions. Research shows that individual resilience is mainly affected by two factors, namely internal protection factor and external protection factor. Internal protective factors refer to some characteristics of individuals that can adjust or mitigate the impact of the crisis. For example, personality factors such as stability and internal and external tendencies, positive tendencies, positive problem solving, optimistic life, seeking novelty, trusting others and so on. External protection factors refer to the factors that can promote the successful adjustment of individuals and improve the impact of crisis. For students, the external environment includes three systems: family, school and community. Protective factors in the family environment include warm parent-child relationship, emotional and non-critical, support, family cohesion, etc. Compared with family protection factors, schools and communities are also important components of resilience. The protection factors of the school include the support of teachers, positive experience of success or happiness, good relationship with teachers and classmates, etc. Relevant studies have shown that if the human body or spirit is in the limit state for a long time and can recover well, it can improve the psychological resilience. And scientific and reasonable sports can also improve the mental health of athletes. Therefore, this study attempts to integrate the training content of extreme exercise method and some psychological knowledge into the college physical education curriculum, and explore what impact this reform will have on the psychology of college students.

Objective: To explore the influence of integrating the training content of extreme exercise method and educational psychology knowledge into college physical education curriculum on college students' psychological resilience and mental health level.

Subjects and methods: Select a non-sports university with certain representativeness in teaching scale, students' physical level, students' mental health level, students' learning ability and teachers' team professional level, and then select 216 college students who are willing to participate in the experiment as the research object. The research objects are divided into Reform group and control group on average. First, make statistics and significant difference analysis on the basic information of the two groups of students. If there are items with significant differences in students' basic information, students in each group need to be adjusted or regrouped. The physical education teaching experiment was carried out for the two groups of students. The control group only accepted the traditional physical education curriculum teaching, and the reform group accepted the physical education curriculum teaching integrating the training content of extreme exercise method, and the teaching teachers were required to give students enough rest time and psychological encouragement and support. Physical education courses are carried out twice a week for 45 minutes for 3 months. A scale was designed to investigate the psychological resilience of the subjects. Before and after the experiment, the students were investigated by questionnaires on psychological resilience (using the scale designed by the research team, which is a hundred-point system. The higher the score, the stronger the psychological resilience) and mental health level (using SCL-90 scale). In addition, in