

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

the study, the measurement type features are displayed in the form of mean \pm standard deviation for *t*-test, and the counting type features are displayed in the form of number or proportion of number for chi-square test. The significance level of difference is taken as 0.05

Results: The effective questionnaire data were obtained in Table 1.

Table 1. Statistical results of questionnaire survey on psychological resilience and mental health level of subjects after the experiment

| Scale type | Reform group | Control group | <i>t</i> | <i>P</i> |
|-------------------------------|-----------------|-----------------|----------|----------|
| Psychological resilience test | 85.0 \pm 4.7 | 71.4 \pm 5.6 | 0.173 | 0.002 |
| SCL-90 scale | 1.43 \pm 0.18 | 1.56 \pm 0.12 | 0.557 | 0.024 |

The statistical granularity of the score corresponding to the SCL-90 scale in Table 1 is the disease factor level. It can be seen from Table 1 that the *t*-test *P* value of the psychological resilience score and SCL-90 disease factor score data between the two groups of college students after the experiment is less than the significant level, which is considered to have a significant difference. Moreover, the psychological resilience score of the reform group is higher than that of the control group, and the SCL-90 disease factor score is lower than that of the control group.

Conclusions: In order 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. This study designed a physical education teaching experiment based on questionnaire survey. The experimental results show that after the experiment, the *t*-test *P* values of psychological resilience score and SCL-90 disease factor score data between the two groups of college students are less than the significant level. It is considered that there is a significant difference, and the psychological resilience score of the reform group is higher than that of the control group, and the SCL-90 disease factor score is lower than that of the control group. The experimental results show that carrying out the reform of college physical education curriculum under the guidance of extreme exercise and psychology is helpful to improve college students' psychological resilience and mental health.

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INTERVENTION OF COLLECTIVE SPORTS ON COLLEGE STUDENTS' SOCIAL ANXIETY DISORDER

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Background: Anxiety refers to an emotional response produced by social individuals in the process of using the external environment despite the changes of external challenges. This emotional response is a universal emotional response of human beings. For different individuals, the subjective feelings produced by this emotional response may also be different, which may be tension, fear, anxiety or anxiety. Appropriate anxiety helps to produce individual crisis consciousness and vigilance consciousness, and then drive individual psychological motivation, but excessive anxiety experience will cause great damage to individual physical and mental health. As a kind of anxiety experience, social anxiety refers to the strong emotional feedback generated by social individuals in a specific social occasion or various social occasions with wide similarities, such as tension, fear and so on. This anxiety feedback is not only psychological, but also physiological. Social anxiety often leads to a variety of behavioral disorders, such as social withdrawal behavior, such as dizziness, nausea and other adverse physiological reactions. The causes of social anxiety vary from person to person. The psychological trauma of social individuals in their early years is one of the ways to make individuals have social anxiety. For example, the strict social discipline of parents will lead to the formation of fear psychology in the social process of young individuals. This psychology will remain until the individual reach's adulthood, and this fear is often objective and causeless, which is an emotional reaction similar to the individual's psychological conditioned reflex. In addition, the cognitive style of social individuals for the external social environment is also one of the reasons for individual social anxiety. The anxiety of these individuals is often related to their self negative evaluation. The number of individuals with social anxiety in contemporary college students is gradually expanding, so it is necessary to intervene campus activities for college students' social anxiety.