

improve their mental health level, so that they can overcome their negative emotions and give full play to their best professional level in on-the-spot performance activities. Through the introduction of performance psychology, this study explores its influence mechanism on the psychological anxiety of piano performers, and puts forward effective countermeasures.

Subjects and methods: The research takes the students with psychological anxiety in a piano performance major as the research object, and carries out appropriate multi angle psychological intervention according to their anxiety causes and emotional performance in on-the-spot performance activities, in order to achieve the intervention and relief of the research object's psychological anxiety.

Method design: First, grade the research object according to the degree of psychological anxiety, then explore the relationship between the causes of anxiety and on-the-spot performance activities, introduce performance psychology into the classroom teaching of professional students, and strengthen the practical exercise and psychological intervention of the research object. The subjects were randomly divided into intervention group and routine group. The intervention group used the improved teaching methods and practical training of performance psychology, and strengthened psychological intervention. The routine group received routine teaching practice and psychological intervention. The experiment lasted for three months. After the experiment, the data of subjects with different levels of psychological anxiety were analyzed with the help of self-rating anxiety scale, in order to improve their mental health level and put forward reasonable suggestions.

Methods: Firstly, the causes of on-the-spot psychological anxiety were analyzed by metacognitive method, and the experimental data were sorted and analyzed by statistical analysis system.

Results: Piano on-the-spot performance requires players to have excellent professional ability and good psychological quality, be able to deal with emergencies in on-the-spot performance and make remedial measures in time. At the same time, there is a certain feedback mechanism between players' psychological status and performance behavior. Through the introduction of performance psychology to intervene the research objects, help them objectively look at the psychological changes and make emotional intervention, so as to better complete the performance activities. The experimental results show that the improved teaching practice means can effectively alleviate the anxiety of professional students and improve their psychological tolerance. Table 1 shows the statistics of on-the-spot anxiety levels of research subjects of different genders after the experiment. The levels from 1 to 5 indicate the degree of psychological anxiety from light to heavy.

Table 1. Statistics of on-the-spot anxiety levels of different gender subjects after the experiment

Gender	Before and after intervention	Pre-field anxiety	Performance anxiety	Emergency response anxiety
Boys	Before intervention	4	4	4
	After intervention	2	2	2
Girls	Before intervention	3	3	4
	After intervention	1	2	1

Conclusions: The key of performance psychology is to require performers to have great psychological identity and role resonance with their roles, completely immerse themselves in performance activities and show the charm of art to the audience. The integration of performance psychology into piano teaching classroom and practice is helpful to properly and effectively intervene professional students on the premise of understanding the causes of psychological anxiety and the law of psychological activities, for example, rich piano practical experience can significantly enhance their professional confidence, and then greatly improve their mental health level and comprehensive quality.

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EFFECT OF FAMILY EDUCATION ON EMOTIONAL EXPRESSION OF LEFT BEHIND CHILDREN

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Background: With the acceleration of the urban transfer of rural surplus labor force in China, the number of left behind children, a special group, continues to expand, and the related problems also follow,

which has attracted the attention of people from all walks of life. Left behind children are children who are left behind by registered residence and are unable to live together with their parents because of their parents or single party workers. According to the statistics of China rural education development report, although the number of left behind children in China has decreased, it still accounts for a large part on the whole, and is related to left behind children. Educational problems, mental health problems and behavior oriented problems have also occurred one after another. Left behind children are in a critical period of physical and mental development, but lack of parents' company, care and correct guidance, resulting in psychological problems and behavioral disorders in the state of lack of sense of security, such as anxiety and closure, rebellious skipping classes, personality defects and so on. Family environment is an important factor affecting individual development. Most of the problems in the process of children's socialization are caused by bad family environment, such as family atmosphere, parent-child relationship, educational concept and so on. The way children get along with others and the value of their parents' emotional companionship will directly affect their own educational system. If the family is stricter or beating and scolding education will make the left behind children have low self-esteem or split personality, and they are ashamed to express their own emotional cognition and views. The entertainment and organization of family environment are the positive factors affecting children's behavior problems, and the knowledge and success of family environment are the influencing factors of children's anxiety. Family is the cell of society, and the interpersonal relationship among family members will have a significant impact on their mental health. As one of the important contents of psychology, emotional expression refers to a continuous emotional state among family members, including accusation, hostility, excessive emotional intervention, enthusiasm and praise. Due to the lack of opportunities to live with their parents, left behind children receive less timely attention and emotional feedback from their parents, which makes it difficult for them to express their emotions and psychological needs normally and smoothly. In the long run, they will have communication fear and emotional regulation barriers in interpersonal communication. Communication fear is an individual's psychological activity in the process of interpersonal interaction. It refers to a kind of personal anxiety or fear generated when communicating with real or imagined others. Emotional regulation disorder is that it is difficult for individuals to have a better control over their own emotional ups and downs, resulting in emotional imbalance, which affects their physical and mental health and growth.

Objective: To study the intervention mechanism between the concept of family education and the emotional expression of left behind children, and put forward corresponding countermeasures in order to effectively improve the mental health level and emotional expression ability of left behind children.

Subjects and methods: The research takes the left behind children in a township primary school as the research object. Firstly, the basic information of their family (such as family members, parents' return frequency, main guardians, family education concept, etc.), children's mental health and daily behavior habits are collected. Then, with the help of psychological theories, this paper analyzes the intervention effect of family education concept differences on the emotional expression of the research objects. The family environment scale and The Emotional Expressivity Scale (TEES) were used to collect the data related to the psychological status of the subjects in the experiment.

Method design: After the basic information evaluation of the psychological status of the subjects, the groups were divided according to the different family education ideas received by the left behind children, such as severe type group, laissez faire group, beating and scolding group, hope for success group and so on. The subjects of these groups were given psychological intervention. The experiment lasted for three weeks. After the experiment, the scale statistical results of the subjects' emotional expression and mental health were analyzed. The scale data were assessed by 5-point Likert evaluation method (1=very agree, 5=very disagree), and the statistical results were analyzed by SPSS22.0 and process plug-in for descriptive statistical analysis, independent sample t-test and correlation analysis, and get the experimental results.

Results: As one of the important contents of individual mental health, emotional expression is more vulnerable to external things and internal self-evaluation. However, the physical and mental development of left behind children is not mature, and they will obtain more psychological security and emotional value from the family. Therefore, the quality of family education concept will directly affect children's psychological status and behavior mechanism. The experimental results show that the scores of emotional expression, emotional regulation and cheerful personality of left behind children with poor family environment are significantly lower than those with good family environment. Table 1 shows the difference results of the scale scores of left behind children in different family environments.

Conclusions: When left behind children lack parental care and company for a long time, they will have less emotional communication with their parents and are more likely to fall into long-term negative emotional experience. The long-term accumulation will seriously affect their emotional regulation ability and mental health level. Parents should pay attention to the emotional status of left behind children and give them more company under the conditions as far as possible.

Table 1. Results of scale scores of left behind children in different family environments

Scale dimension	Poor family environment atmosphere	Good family environment atmosphere	<i>t</i>	<i>P</i>
Emotional problems	3.04	2.32	2.084	0.002
Peer communication problems	2.58	2.15	2.135	0.013
Prosocial issues	3.93	3.28	-1.736	0.003
Influence factor	4.55	3.74	2.071	0.038

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RESEARCH ON THE ALLEVIATING EFFECT OF THE DISCIPLINE CONSTRUCTION OF SPORTS HUMANITIES AND SOCIOLOGY BASED ON EDUCATIONAL PSYCHOLOGY ON COLLEGE STUDENTS' MENTAL ANXIETY

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Background: With the development of society and economy, social competition is becoming more and more intense, people's pace of life is becoming faster and faster, and more and more people begin to have mental anxiety. Some scholars pointed out that anxiety is an emotional reflection that can reflect the serious deterioration of people's value characteristics of future things or the value characteristics of real things. If people have slight anxiety, facing it correctly will effectively improve the efficiency of study and work. However, pathological anxiety will bring continuous anxiety to patients, and even evolve into a sense of threat and disaster, so that the social function of patients with mental anxiety is damaged and their daily life is seriously affected. Educational psychology is a science that studies the basic psychological laws of teaching and learning in education and teaching situations. It mainly studies the psychological process of the interaction between teachers and students and the psychological phenomenon in the process of teaching and learning. Some studies have pointed out that the integration of educational psychology into the discipline construction of sports humanities and sociology will help to alleviate the mental anxiety of college students. Sports humanistic sociology is an interdisciplinary collection of human body movement, humanities and social sciences. Sports humanistic sociology takes the existence value of sports people in society as the main research object, explores and reveals the social essence of sports and the development law of sports in society as the research purpose, and calls physical sports and social science sports humanistic sociology. Therefore, to build a reasonable sports humanities and social sciences education curriculum system based on educational psychology is to give better play to the function of sports humanities and social sciences, cultivate the cultural and psychological quality of college students, and improve the comprehensive quality of college students. Physical education colleges should focus on developing the particularity of humanities and social sciences, such as emphasizing the connotation of sports activities, with the humanistic spirit of returning to nature, harmony with society and so on.

Objective: While comprehensively promoting the construction of sports humanities and sociology, it needs to be reasonably integrated into educational psychology, which is also the main task of the current teaching reform in colleges and universities. In the construction of sports humanities and sociology, how to consider the problem of college students' mental anxiety from the perspective of educational psychology is the key research direction of this study.

Subjects and methods: 200 college students with mental anxiety in a university were randomly selected as the research object. The construction scheme of sports humanities and sociology based on educational psychology was used to teach students for one month. The mental anxiety status of all students before and after teaching was evaluated.

Research design: Students were evaluated by Hospital Anxiety and Depression Scale (HADS-D) before and after teaching, in order to judge the psychological status and anxiety relief of college students before and after the construction scheme of sports humanities and sociology based on educational psychology.