

with that before the experiment ($P < 0.05$). The SAS score of the staff in the control group had no significant change compared with that before the experiment ($P > 0.05$). After the experiment, the SAS score of the study group was significantly lower than that of the control group ($P < 0.05$). The above results show that analyzing the psychology of staff based on positive psychology and putting forward strategies can significantly alleviate the anxiety of staff.

Table 1. SAS scores of two groups

Timing	SAS score		<i>t</i>	<i>P</i>
	Research group	Control group		
Number of students	10	10	-	-
Before teaching	64.1±6.9	63.8±7.2	0.354	0.632
After teaching	35.2±0.9	64.7±8.3	8.024	0.000
<i>t</i>	9.450	0.208	-	-
<i>P</i>	0.000	0.611	-	-

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THE INFLUENCE OF ENVIRONMENTAL PSYCHOLOGY COURSE PRACTICE FOR ARCHITECTURAL DESIGN SPECIALTY ON STUDENTS’ LEARNING ANXIETY

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Background: In colleges and universities, with the promotion of grade, students face more and more things, greater and greater pressure, and more and more serious psychological anxiety. Students are prone to some negative emotions when they encounter difficulties, setbacks or blows, including tension, anxiety, fear and anxiety caused by impaired self-esteem, loss of self-confidence, frustration and guilt, which leads to anxiety. There are eight main reasons for college students’ psychological anxiety, including changes in learning environment, self cognitive imbalance, excessive academic burden, difficult adjustment of interpersonal relations, psychological confusion in making friends, insufficient psychological quality, difficult to bear setbacks, excessive social competition and employment pressure, and economic pressure caused by students’ family poverty. A survey shows that more than 75% of college students have felt pressure and anxiety about their study, so learning anxiety is the main anxiety type of college students. For college students majoring in architectural design, because they are about to graduate and enter society and work, many students are worried that they have only theoretical knowledge and their practical ability is not qualified, resulting in great psychological pressure and anxiety. When anxiety is excessive, students’ physical and mental health is damaged, lose interest in life and learning, and have a negative impact on students’ future development.

Educational psychology is an important part of applied psychology. It is a psychological theory put forward under the background of teaching reform. It has important theoretical and practical significance in promoting the reform of education system. In addition, educational psychology is also of great significance to the improvement of educators’ psychological quality and teaching methods. Educational psychology contains many related theories, including psychological content, students’ psychological change law in the learning process, teachers’ analysis and cultivation of students’ learning motivation, teachers’ transfer and promotion of students’ learning, teachers’ analysis of students’ cognitive ability development, teachers’ Cultivation of students’ cognitive understanding, students’ memory development, students’ knowledge consolidation methods, students’ cognitive strategy formation Cultivate students’ problem-solving ability and innovation ability, cultivate students’ correct self-consciousness, students’ group psychology and students’ mental health education. Based on the theory of educational psychology, this paper analyzes the law of students’ psychological changes in the teaching process, and puts forward to add the practice link of environmental psychology course in the teaching process, so as to improve the teaching mode of environmental psychology course, improve the teaching quality of the course, improve students’ academic

performance and alleviate students' learning anxiety.

Objective: For college students majoring in architectural design, as they are about to graduate and enter society and work, many students are worried that they only have theoretical knowledge and their practical ability is not qualified, resulting in great psychological pressure and anxiety. Based on the theory of educational psychology, this paper analyzes the law of students' psychological changes in the teaching process, and puts forward to add the practice link of environmental psychology course in the teaching process, so as to improve the teaching mode of environmental psychology course, improve the teaching quality of the course, improve students' academic performance and alleviate students' learning anxiety.

Subjects and methods: Randomly select two classes in a university as the research object. Self-rating Anxiety Scale (SAS), Hospital Anxiety and Depression Scale (HADS) and Symptom Checklist 90 (SCL-90) were used to evaluate students' anxiety, and the test results were used to evaluate the teaching effect. Randomly select a class as the research group (42 people), and adopt the improved teaching mode based on educational psychology for teaching; The other class is recorded as the control group (45 people), using the traditional teaching mode. After teaching for a period of time, compare the anxiety level and course performance of the two groups of students.

Results: Before teaching, there was no significant difference in SAS score, HADS score and SCL-90 score between the two groups ($P > 0.05$); After adopting different teaching modes in colleges and universities, the SAS score, HADS score and SCL-90 score of the students in the research group were significantly lower than those in the control group ($P < 0.05$). The changes of SDS scores of the two groups are shown in Table 1.

Table 1. Changes in SDS scores of students in the two groups

Timing	SDS score		<i>t</i>	<i>P</i>
	Research group	Control group		
Before teaching	68.2±5.8	67.3±6.6	0.542	0.777
After teaching	42.0±3.1	68.1±5.4	7.562	0.000
<i>t</i>	7.414	0.351	-	-
<i>P</i>	0.000	0.734	-	-

Conclusions: In colleges and universities, with the promotion of grade, students face more and more things, greater and greater pressure, and more and more serious psychological anxiety. A survey shows that more than 75% of college students have felt pressure and anxiety about their study, so learning anxiety is the main anxiety type of college students. Based on the theory of educational psychology, this paper analyzes the law of students' psychological changes in the teaching process, and puts forward to add the practice link of environmental psychology course in the teaching process, so as to improve the teaching mode of environmental psychology course, improve the teaching quality of the course, improve students' academic performance and alleviate students' learning anxiety. The results showed that there was no significant difference in SAS score, HADS score and SCL-90 score between the two groups before teaching ($P > 0.05$). After adopting different ideological and political teaching modes in colleges and universities, the SAS score, HADS score and SCL-90 score of the students in the research group were significantly lower than those in the control group ($P < 0.05$).

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ANALYSIS ON THE INFLUENCE MECHANISM OF PHYSICAL EDUCATION ON STUDENTS' EMOTIONAL VALUE AND SELF-EFFICACY UNDER EDUCATIONAL PSYCHOLOGY

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