

RESEARCH ON THE DEVELOPMENT MECHANISM OF CHINESE BADMINTON BASED ON THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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Background: Educational psychology is a fringe science produced by the combination of pedagogy and psychology, and it is also a bridge connecting the two. As a branch of psychology, the subjects of educational psychology are teachers, students and other related subjects in the learning process, and the research questions are the psychological phenomena, problems and related behaviors of these subjects in the learning process. As well as the learning process and psychological phenomena, the relationship between behavior and the law. The study of educational psychology on students' learning motivation, emotional factors, cognitive structure and teachers' teaching psychology is of great significance to the reform and progress of teaching activities. So far, educational psychology has made a lot of contributions in the field of education. A large number of studies have shown that the combination of educational psychology theory in school curriculum design can effectively improve students' ability and initiative in autonomous learning, and can also alleviate students' learning to a certain extent. Psychological problems such as anxiety and test anxiety. In fact, the teaching process and the identities of students and teachers exist not only in traditional teaching activities, but also in all aspects of human society and in all walks of life. For example, in sports, the daily life and physical and mental characteristics of athletes are actually similar to those of students, and their training process is also in line with the concept of teaching.

Badminton is one of the advantageous sports in my country's sports industry. In terms of competition, badminton players have strong ability and relatively complete training. From the perspective of the masses, badminton is also a mass sport, and the development analysis of Chinese badminton is also based on this. start in two ways. At the competitive level, most badminton teams in my country adopt the talent training system of three-level training network, and the reserve talent development mechanism and vocational training mechanism based on provincial competitions are also relatively mature. However, from the perspective of educational psychology, the current professional badminton players have a comprehensive. The quality needs to be improved, the guiding force is weak, the cultural education of the athletes is not paid enough attention, and the coaching team needs to improve the overall quality. The development of competitive badminton has to face these problems. From the perspective of mass sports, due to its simplicity, low difficulty and low confrontation, badminton has a large mass base, a large number of participants, and a considerable market demand. However, to pursue the mass development of this sport, we need to face cultural construction.

Objective: According to the theory of educational psychology, this paper studies the development mechanism of Chinese badminton and designs improvement strategies, and explores whether the improved development mechanism can have a positive impact on badminton players.

Subjects and methods: 60 badminton players in training were found in a sports team, their basic information, mental health status and professional performance were recorded at that time, and they were trained for 3 months based on the improved development mechanism combined with educational psychology theory. changes in their various aspects. The perspectives of evaluating the changes of athletes mainly include badminton professional performance, cultural class performance and mental health.

Results: Table 1 describes the changes in the scores of the subjects' cultural courses and occupational performance during and after the experiment compared to before the experiment began. The improvement of performance was slower, but both showed a steady upward trend, and the two indicators of the athletes after the experiment showed significant differences compared with those before the experiment ($P < 0.05$). This shows that the new development mechanism is helpful to the overall quality of badminton players.

Table 1. Changes in the scores of athletes' cultural classes and professional performance

Item \ time	During experiment	After experiment
Professional performance	+3.8	+6.7*
Cultural lessons	+11.6*	+17.3*

Note: * indicates that the score of this item is statistically different from that before the experiment.

Conclusions: In order to further promote the development of Chinese badminton in professional competition and mass sports, the research and improvement of badminton development mechanism is needed. At present, Chinese badminton has some advantages in international competition, and there is also a mature system for the training of badminton professional players. However, for the healthy development

of badminton and individual athletes, there is still room for improvement in the current development mechanism of badminton. Combined with the content of educational psychology, the research has carried out research on the development mechanism of badminton and improved the strategy, and it has been proved through experiments that badminton players can obtain better comprehensive quality under the improved development mechanism, and can also alleviate their psychological anxiety to a certain extent.

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INFLUENCE OF EMERGENCY MANAGEMENT MECHANISM OF PUBLIC SECURITY EMERGENCIES ON PSYCHOLOGICAL COUNSELING AND INTERVENTION OF COLLEGE STUDENTS

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Background: Public safety emergencies refer to public health events and social security events that occur suddenly, cause or may cause serious social harm and need to take emergency measures to deal with them. As a talent base for cultivating students, the university should build a campus security network, refine the level of public security emergencies, and set up a complete college emergency plan according to different levels. The establishment of emergency management mechanism and emergency disposal procedure can be considered from two aspects. Specifically, incident prevention can reduce the possibility of unexpected security incidents by formulating strict guard system, prohibiting students from carrying controlled knives, strengthening safety education, strict registration of visitors and other rules and regulations. In response to public safety emergencies, the school leaders should call the police in time for assistance. The school leaders should take effective measures to stop and subdue foreign violence, and take the safety of students as the primary task to evacuate students. In addition, the person in charge of emergency management of public security emergencies should have the psychological quality of quick response, calm and decisive, and should maintain a high alert state in his daily work.

In the face of sudden disasters, most people will have a strong psychological stress response and lead to a series of psychological crisis problems. Psychological crisis mainly comes from natural emergencies and man-made emergencies. For example, people who have experienced natural and man-made disasters may have negative emotions of psychological tension, anxiety, depression and despair. In the 2008 Wenchuan earthquake, many victims had the psychological crisis of "Post-traumatic stress disorder" (PTSD). For some people who have experienced man-made emergencies, i.e., external violence and major changes, there may be obvious negative emotions, which will affect the subsequent quality of life and work. There are three criteria for judging psychological crisis. One is that individuals have some major events that affect their psychology. Second, individuals have rapid emotional and cognitive changes, including some changes in physical behavior. Third, some of the original methods of individuals are unable to deal with emergencies or ineffective. Interventions for psychological crisis can help victims unload their emotions, rebuild their cognition and trigger action. That is to observe their emotions by describing the facts, so as to make them jump out of the negative psychological state, overcome the negative psychology, and objectively recognize the events, so as to promote the victims to solve their psychological problems.

Subjects and methods: The study conducted a simulation test of public security emergencies in two universities. One university as the experimental group adopted a complete and efficient emergency management mechanism, and the other university as the control group did not adopt an emergency management mechanism. By comparing the psychological state of students in two universities after experiencing public security emergencies under different emergency management mechanisms, this paper explains the impact of emergency management mechanism of public security emergencies on psychological counseling and intervention of college students. The study used the psychological crisis level standard table to evaluate the students before and after the experiment, and used the level 1-5 to measure the intervention of the emergency management mechanism on the psychological counseling of college students. The higher the grade score, the better the effect of the emergency management mechanism on the psychological counseling of college students. The experimental results were statistically analyzed by Excel, SPSS23.0 and other software.

Results: The results of the intervention effect of the emergency management mechanism on the psychological counseling of college students are shown in Table 1. It can be seen from Table 1 that the college students who adopt the emergency management mechanism have a stable psychological state and no obvious psychological crisis after experiencing public security emergencies. The grade index of the