

carried out for 120 students to record the psychological changes of students before and after teaching, so as to evaluate whether the appreciation of Lin Huiyin's translated works has a positive impact on students' anxiety psychology. The psychological evaluation indicators include four indicators: anxiety, depression, mania and tension. The evaluation score is 1-4, indicating the improvement. The higher the score, the better the improvement effect.

Results: As shown in Table 1, it is the score of students' mental health indicators in the six-month learning experiment. From the data in Table 1, it can be seen that the teaching of appreciation of Lin Huiyin's translation works in colleges and universities can improve students' mental health indicators, improve students' psychological anxiety and meet the needs of students' healthy development.

Table 1. It is a six-month learning experiment to test the scores of students' mental health indicators

Index	Anxious	Depressed	Manic	Nervous
Before study	1	2	1	1
After study	3	4	3	4

Conclusions: The development of higher education not only pays attention to teaching and education, but also pays more attention to the healthy development of students' body and mind. Only by ensuring that students have good mental health quality, can we ensure that students devote themselves to the learning process and achieve excellent learning results. In recent years, with the expansion of social competition, students have been affected by various environmental pressures, resulting in students' mental tension, depression, anxiety and psychological diseases, which affect their personal development. Therefore, this paper analyzes the performance and harm of anxiety psychology, analyzes the causes of students' anxiety psychology, and then puts forward to alleviate students' anxiety psychological symptoms through the appreciation of Lin Huiyin's translated works. The experimental results show that after a six-month learning test, students' mental health indicators have been improved and anxiety symptoms have been alleviated, which is conducive to accelerating the healthy development of students.

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AN EVIDENCE-BASED STUDY ON THE RELATIONSHIP BETWEEN COLLEGE STUDENTS' MENTAL HEALTH PROBLEMS AND PHYSICAL HEALTH AND PHYSICAL EXERCISE INTERVENTION

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Background: With the rapid development of social economy, people's living standard is higher and higher, and their spiritual and cultural life is richer and richer. As a special group in social development, college students are affected by various factors from society and family. Their spiritual field is also changing, and many college students are facing various pressures. In today's society, college students are an important part, and we must focus on their mental health. Due to the long-term study and life on campus, college students' physical and mental development is not fully mature, and their ability to adjust setbacks is biased. There will be great mental pressure in case of problems. Although appropriate stress can improve college students' problem-solving ability, too much stress will cause serious negative emotions. When college students can't relieve their mental pressure, they will cause psychological diseases such as anxiety and depression. Some students can't control their behavior, or even go to extremes, which has become an unstable factor endangering society. At present, the greatest pressure on contemporary college students is the pressure of study and employment. Academic achievement and employment have become a measure of academic achievement, which also causes great psychological pressure on college students. In addition, parents' expectations of their children also cause greater psychological pressure on college students. Therefore, we must create a better social environment, pay attention to the mental health problems of college students and optimize the solutions. Nowadays, patients with mental diseases are usually discriminated against by the public, which is very unfavorable to the treatment of patients, and even cause the deterioration of patients' condition, leading to patients' retaliatory paranoia and becoming a factor of

social instability. Physical exercise intervention in physical education teaching is based on the all-round development of students' physical quality and physique, with physical health as the main goal, and scientific and effective intervention based on students' actual physical condition.

Objective: This study hopes to intervene students' physical health and mental health in class and after class through physical exercise intervention, and explore the impact on students' mental health and physical health under this intervention, so as to effectively alleviate college students' psychological pressure, improve college students' mental health level as a whole, and create a good campus learning environment.

Subjects and methods: This study takes 400 female students in a university as the research object. All the tested students are randomly divided into experimental group and control group, with 200 people in each group. The experimental group is given physical exercise intervention in class and after class, and the control group is given routine physical education.

Research design: SCL-90 scale was used to evaluate the two groups before and after teaching. The scale includes 9 factors, a total of 90 self-assessment items. The test factors include somatization, obsessive-compulsive symptoms, depression, anxiety, psychosis, etc., each test factor can reflect the pain degree of the subjects in a certain aspect. Results the higher the score, the lower the level of mental health. The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: After physical exercise intervention, SCL-90 scale was used to evaluate the two groups of subjects, as shown in Table 1. It can be seen from Table 1 that after the intervention, the scores of various factors in the experimental group were significantly lower than those in the control group, and the difference was statistically significant ($P < 0.05$).

Table 1. Comparison of SCL-90 test results between the two groups

Factor	Control group	Experience group
Somatization	1.39±0.52	1.43±0.43
Obsessive-compulsive symptoms	1.89±0.58	1.96±0.54
Interpersonal sensitivity	1.74±0.53*	1.97±0.59
Depressed	1.69±0.69	1.74±0.49
Anxious	1.53±0.45*	1.68±0.53
Hostile	1.55±0.59	1.61±0.49
Terror	1.50±0.54	1.40±0.55
Paranoid	1.47±0.39*	1.74±0.55
Psychotic	1.50±0.42	1.57±0.62

Conclusions: According to the characteristics of students' physical and psychological development, physical exercise intervention can effectively improve students' vital capacity and step index, improve college students' physical quality and promote the development of college students' physical quality; The implementation of physical exercise intervention has improved the psychological problems of college students in "interpersonal relationship", "anxiety" and "paranoia", and improved the psychological quality of college students. In addition, after the implementation of physical exercise intervention, the students in the experimental group are more and more interested in the teaching method of physical exercise, participate in physical exercise more actively, and have full confidence in the process of exercise, so that colleges and universities can complete physical education teaching tasks in a relaxed and pleasant environment, and improve students' physical and mental health at the same time.

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THE INFLUENCE OF TEACHER TEAM CONSTRUCTION ON COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY UNDER THE BACKGROUND OF EDUCATIONAL PSYCHOLOGY

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