

**Conclusions:** To innovate the game pattern in practice and enable children to actively carry out in-depth learning in the game, teachers need to change the original game concept and guidance method, and experience the process of overthrowing and rebuilding the concept system and educational behavior. The results of this study show that after the application of the game innovation mode based on cognitive psychology to support children's in-depth learning, children's scores in all dimensions of classroom emotion in preschool education are significantly better than those before teaching ( $P < 0.01$ ), indicating that teachers can timely understand children's learning dynamics under this mode, and continuously optimize their educational views and teaching methods according to their learning attitude, learning behavior and learning ability, So as to improve the children's mood in the physical education class.

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## RESEARCH ON THE NECESSITY AND STRATEGY OF APPLYING POSITIVE PSYCHOLOGY TO PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

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**Background:** Positive psychology believes that psychology should not only study injuries, defects and injuries, but also study people's strength and excellent qualities; Treatment is not only the repair and compensation of injuries and defects, but also the exploration of human potential and strength; Psychology is not only about disease or health, but also about work, education, love, growth and entertainment. Therefore, the research focus of positive psychology is the positive factors of people themselves. It mainly takes people's inherent, actual, potential strength and virtue as the research object. It not only helps those who are in adversity to survive and get good development, but also pays attention to those ordinary people who are in normal environmental conditions to help them establish high-quality personal life and social life. The principle of positive psychology has brought a new perspective to the teaching of physical education in colleges and universities. It is of great value for us to deeply understand the teaching objectives of physical education in colleges and universities, promote the development of students' physical quality and sports ability, and cultivate students' lifelong sports awareness, excellent ideological quality and good style of work. College physical education is a comprehensive discipline, covering the knowledge and theory of pedagogy, psychology, physiology, sociology and other disciplines. The proposal of positive psychology theory broadens the vision of college physical education teaching and enriches the model of college physical education teaching. Physical education teaching should strengthen students' positive self-concept and value orientation. Psychological research has proved that the positive and negative self-concept of individuals cause their own positive or negative emotions and attitudes. People with good self-concept often have a higher level of mental health and social adaptability, can face pressure, adversity and loss more easily, create more value and make their life wonderful. People with poor self-concept often have many doubts about themselves, cannot be sure of themselves, and show inferiority complex, such as aversion to competition, a tendency to avoid, shyness and timidity, and pessimistic attitude towards success in physical education learning. Positive psychology is oriented towards positivity and development. Its core is to adhere to the positive evaluation orientation of human nature, strengthen the development of people's own positive factors and potential, take people's inherent, actual, potential and constructive strength, virtue and goodness as the starting point, interpret people's psychological phenomena with a positive attitude, stimulate people's own internal positive quality with positive content and methods, and let individuals learn to create happiness, Sharing happiness can maximize one's potential, greatly improve psychological immunity and resistance, enrich and develop the best state of life, so as to create a beautiful heart full of optimistic hope and positive progress matching the harmonious society.

**Objective:** The research of positive psychology focuses on people's own positive factors and advocates a positive attitude to explain people's psychological phenomena and problems. In college physical education, the use of positive psychology to guide and educate college students requires teachers to formulate diversified teaching objectives and teaching contents, pay attention to shaping the healthy personality of college students, give full play to the role of teachers as energy carriers, establish an open teaching evaluation mechanism, and build a good campus physical culture environment.

**Subjects and methods:** 160 college students were randomly selected as the intervention objects. The students were divided into experimental group (80) and control group (80). After the intervention, the positive psychological status of college students was analyzed. The subjects were evaluated with SCL-90 before and after teaching. Relevant data are calculated and counted by Excel software and SPSS20.0

software.

**Results:** After teaching, the average evaluation score of the experimental group ( $1.36 \pm 0.31$ ) was significantly lower than that of the control group ( $1.92 \pm 0.37$ ), and the difference was statistically significant ( $P < 0.05$ ). The average score of positive items in the experimental group ( $19.37 \pm 12.46$ ) was significantly lower than that in the control group ( $25.45 \pm 15.38$ ), and the difference was statistically significant ( $P < 0.05$ ).

**Table 1.** The total average score and the number of positive items of the two groups were compared

|                          | Experience group | Control group |
|--------------------------|------------------|---------------|
| Total average score      | 1.41±0.35        | 1.95±0.38     |
| Number of positive items | 19.59±12.75      | 25.22±15.50   |

**Conclusions:** College physical education is a comprehensive course covering many disciplines. Introducing positive psychology into college physical education teaching plays an important role in broadening the vision of physical education teaching. It is effective to introduce positive psychology into college physical education teaching. The results of this study showed that after teaching, the average evaluation score of the experimental group was significantly lower than that of the control group ( $P < 0.05$ ). The average score of positive items in the experimental group was significantly lower than that in the control group ( $P < 0.05$ ). The results show that the application of positive psychology in college physical education can effectively improve students' mental health.

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## A STUDY ON THE EFFECT OF A NEW MODEL OF BIG DATA CONSTRUCTION TEACHING ON RELIEVING STUDENTS' LEARNING ANXIETY

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**Background:** Learning pressure is the burden of learning tasks and expectations that individuals cannot cope with because of their insufficient ability. In recent years, there have been many voices from all walks of life about students' stress reduction. Both the survey report data of authoritative institutions and relevant research conclusions show that the current learning pressure of junior middle school students is not optimistic. Learning activities are the main activities of students, especially under the pressure of high school entrance examination and college entrance examination, the quantity and quality of learning activities only increase, and the pressure exceeding individual ability is a burden, which may generate learning anxiety. Learning anxiety is a kind of learning disorder, which mainly refers to the subjective bad emotions caused by the difficult goals and high expectations of self and the outside world in the process of learning activities, and may be accompanied by some behaviors. As the most important activity of junior middle school students, with the change of learning and living environment, the increase of the number and difficulty of courses, the high school entrance examination and interpersonal communication will cause them to bear a certain degree of learning pressure. As a special group of junior middle school students, the change of the role from children to youth leads to their weak psychological endurance and stability, and the inability to release or release inappropriate learning pressure can easily lead to learning anxiety, which will seriously endanger their physical and mental health. Under the background of the information age, how to build a more effective middle school teaching curriculum will be an effective change in Teachers' teaching and students' learning methods under the background of the information age, it is also the biggest challenge to change the overall educational concept of middle school teaching and improve relevant teaching theories. In the era of big data, its demand for talents is also changing. The development of information technology makes the talents who can make use of technology and achieve innovative development create greater value. However, the traditional teaching methods cannot meet the requirements of the times. In this situation, it is an inevitable trend for junior middle school education to continue the information-based teaching reform. In the big data environment, how to realize the integrated development of information technology and teaching resources and promote the improvement of teaching quality is an urgent problem to be solved. Big data means data of diversity, speed, value and authenticity. Big data thinking believes that