

role in significantly improving middle school students' physical and psychological quality and social adaptability. It can also achieve the purpose of strengthening the quality of education and lay a good foundation for promoting the all-round development of middle school students.

Subjects and methods: The research objects are middle school students aged 11-16 years old, and the students are divided into experimental group and control group according to the needs, so as to reasonably analyze the impact of the combination of research.

The research method is that this paper mainly uses the literature method and mathematical statistics to achieve the research purpose. Among them, the literature method is to find the relevant materials related to the research on the impact of physical and psychological factors of middle school students during the break of physical education, and analyze the experimental data information contained in it in combination with the literature of quality education, sports theory, sports kinematics, sports psychology and educational psychology, and take the results as the main argument. Mathematical statistics takes the data information in relevant materials as the core, and obtains the experimental data by means of statistics and calculation. Then calculate the scores of all the sixteen card personality tests, calculate the standard deviation and average value, and compare the results of the two groups to verify whether the argument is tenable.

Result: According to the results of relevant data statistics and calculation, there are significant differences between the experimental group and the control group in the physical fitness test results of 50 meters, 800 meters, standing long jump, sit ups and vital capacity before and after the sports break. The results of the sixteen personality factors in the card test have no obvious difference. The detailed results of physical fitness test are that before the break of physical education, the results of five physical fitness tests of male and female students in the control group are slightly higher than those in the experimental group. However, one year after the experimental period, the physical fitness test results of male and female students in the experimental group have significantly exceeded those in the control group. After another one-year experiment, the physical fitness test results have changed greatly, which is still higher in the experimental group. As for the personality test results of card type 16, there are significant differences between the experimental group and the control group in terms of music group, intelligence, stability, excitement and constancy, and the overall improvement is also relatively large. There is no significant difference in the results of experiment and independence.

Conclusions: According to the obtained results, we can know that the physical education break can have a great impact on the physical and psychological health factors of middle school students. In terms of physical fitness and psychological health, the difference between the experimental group and the control group in the five test results before the experiment is mainly affected by the differences of students, that is, each student has different physiological characteristics, and it is also very common to have low test results. When the experimental cycle lasted for two years, the test results of the experimental group were significantly higher than those of the control group. The main reason is that the physical fitness of middle school students can be continuously enhanced through the sports break, so that their endurance, explosive power and speed can be greatly improved. However, the change of human function needs to go through a long process, and although the physical education break can effectively enhance students' physique and psychological health, it does not have strong pertinence in training students' physical fitness, and the cycle of promoting the purpose of improving middle school students' physical fitness through the physical education break will be relatively long. As for the impact of sports break on middle school students' psychological factors, for example, the test results with high music group show that students can be willing to get along with others after participating in sports break, like to integrate into the group, and their social adaptability can be significantly improved. In terms of stability, they can also have strong self-confidence and stable emotions, actively think and learn to cooperate with others.

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STRATEGIES IN COPING WITH PSYCHOLOGICAL ANXIETIES IN COLLEGE ENGLISH LISTENING CLASS

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Background: In listening class in college English, psychological anxieties have long been a problem for both teachers and students. Anxieties make many students less likely to participate in class activities actively or even worse, have no response in class activities at all. According to a survey in the

experimental class, more than 78.5% of the students said they dare not participate in class activities. Hence, the teaching effect has been greatly affected, which stresses teachers and students both.

Objective: To reduce the students' anxieties as well as improve the teaching effect, some strategies must be adopted to deal with the anxieties in listening class. In achieving the goals above, the project team carried out the following teaching practices in the experimental class.

Subjects and methods: In accordance with the plan of our project, a class with 60 students was selected at random as the experimental class among all the 56 classes in Grade 2020. The 60 students selected are of 4 different majors and 5 different classes. And also, they are of different education background, with 25 from rural areas and 35 from urban areas. As a result, the reliability can be guaranteed.

The first strategy was to conduct the teaching and learning activities in a more effective way. Hence, blending teaching method was adapted. Firstly, the application of diagnostic tests. In the first month of the first semester, diagnostic tests of the subjects' listening ability were given respectively via a platform –UDIG For Higher Education. After the tests, a general diagnostic report of the class was posted to the teacher and personalized diagnostic reports were posted to each student. Secondly, the design of teaching scheme. All the 60 students were divided into 10 groups based on the diagnostic tests and their scores of entrance examination of university. The teaching procedure is consisted of both online and offline. In offline classes, some skills in improving their listening has been shared. In online classes, personalized materials were applied. These materials were from the recommendation of the teacher in accordance with the class diagnostic tests or from the students themselves with the help of their personalized diagnostic tests. Thirdly, the evaluation and the adjustment of the teaching scheme. After the first semester, the teaching scheme was evaluated by means of a new round of diagnostic tests and the analysis of their performance in CET4. If their ability in listening got improved, then they could go on their learning. If not, the teacher and the students would adjust their scheme together.

The second strategy is to stimulate the students' motivation. No matter what we learn, a good result can only be achieved from the motivation of the learners. As a result, no matter in online class and offline class, the teacher encouraged all the students more than students in other classes.

Meanwhile, mutual rating was utilized. This made them less anxious compared with evaluating by the teacher.

At last, they were recommended to participate colorful extracurricular activities. In participating extracurricular activities such as NECCS, FLTRP Cup Speech Contest and English Song Contest and etc, they became more self-confident.

Results: In the past two semesters, their general listening ability got improved. Evaluated by the second diagnostic test and the result of CET4 in Dec, 2020 and June, 2021, most of the subjects had got improved in their listening ability. Comparing the results of 2 diagnostic tests in listening, the GPA of 55 students had got improved. Among them, 19 were of Level 4(based on CSE) who got their GPA improved by 5.2 while the left 36 were of level 5(based on CSE) who got their GPA improved by 1.3.

Their performance in CET4 also verified that they have got improved in listening ability. In Dec, 2020, ten of the sixty students had passed CET4 with the GPA of total score and their listening comprehension part is 481.7 and 158.7 respectively. However, in June, 2021, twenty-four students passed CET4 with GPA of total score and their listening comprehension part is 479.04 and 160.04 respectively. Comparing the two, we can find that even though the GPA of the total score dropped by 2.66, the GPA of the listening comprehension part got improved by 1.34.

Most importantly, they were not as anxious in listening classes as before. In an anonymous voting, more than 80% of them admitted they felt more comfortable in listening class. They were more confident and flexible in dealing with listening materials.

Conclusions: From the analysis above we can conclude that, to release the psychological anxiety of the students in listening class, both teachers and students have to make their efforts and cooperate with each other. On the one hand, the teacher has to know the students well and, at the same time, various kinds of teaching methods and strategies should be attempted. Blending teaching based on CSE is a new approach that is rewarding. Diagnostic tests are helpful in making up for the students deficiency in listening, which is one of the sources of their anxiety. The teacher's attitude and encouragement is also vital in releasing the students mental tension. On the other hand, the students have to practice more. The more they practiced, the less they feel anxious in listening class.

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ANALYSIS OF THE INFLUENCE OF IDEOLOGICAL AND MORAL MANAGEMENT ON COLLEGE STUDENTS' NEGATIVE IMPACT

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Background: Educational management psychology is a sub-discipline of psychology, which mainly refers to the study of individual behaviour and psychology, group behaviour and psychology, leadership behaviour and psychology and organisational behaviour and psychology in the process of educational management. Generally speaking, research methods in educational management psychology include observation, experimental research, survey research and test research. Through the study of educational management psychology, it is possible to effectively analyse and control the psychological patterns of managers and those being managed in educational management activities, so as to improve and optimise the corresponding educational management programmes and strategies and ensure the smooth development and implementation of educational work. At this stage of educational management psychology research, the core focus is on the psychological research of students, as they are the recipients of educational activities on the one hand, and the main targets of educational management on the other.

With the development and progress of the times, people have more and more channels to obtain social information, but social information and social atmosphere of different quality can also have a negative impact on people's psychological health. As a key group to promote social progress, students in colleges and universities play an important role with their pioneering and creative thinking characteristics. Therefore, teachers in colleges and universities should actively pay attention to the moral and ideological management of students, correct their political attitude, enhance their ideological height and promote the overall development and progress of students in colleges and universities. As students' physical and mental development is not yet fully mature and their life experience is lacking, their views on the development of things are somewhat biased, which restricts the healthy development of students' psychology and thoughts. By relying on the study of educational management psychology to guide the ideological direction of university students more actively, we can further promote the development of good ideological concepts and values among students, so that students' psychological problems can be effectively solved and a solid foundation can be laid for the cultivation of a high-quality talent preparation team.

Objective: Influenced by academic pressure, employment situation, life experience and other factors, many students in colleges and universities at this stage have certain psychological and ideological problems, and under the college education mode, students are difficult to get more appropriate guidance and guidance, resulting in serious deviations in students' psychological growth and ideological direction. In addition, influenced by the progress of technology and the continuous popularization of intelligent devices, many college students are weak in self-control and are often immersed in the Internet environment. Long-term indulgence in the Internet not only causes serious impact and influence on students' psychology, but also hinders students from carrying out normal interpersonal communication activities, resulting in students' personalities gradually becoming withdrawn and their thoughts gradually becoming extreme, which hinders the normal growth and development of college students. This has led to students' personalities becoming withdrawn and their thoughts becoming extreme, thus hindering the normal growth and development of students.

In addition, with the increasing number of college graduates, the employment situation facing students is becoming more and more severe, and many students have a certain fear and avoidance of the upcoming job search pressure, which will also have a certain impact on the minds and psychology of college students. Therefore, teachers should start from the students' point of view, to achieve the principle of localized and people-oriented management, learn to think differently, and analyze and study the complex psychological pressure and ideological environment faced by students at this stage, so as to come up with a more appropriate and reasonable moral education and ideological management plan for the subsequent This will lay a good and solid foundation for the subsequent management work. In addition, based on the requirements of social development and the current situation of university students, universities should combine the relevant contents of educational management psychology to build a perfect moral thought management mechanism for students, so as to solve all kinds of ideological and psychological problems that may arise in the course of study and life of university students in a timely and effective manner, further enhance the moral thought management effect of universities and make students' psychological health and ideological connotation more comprehensive. This paper is based on a university's moral education system.