

helped to find the reasons that lead to elevated psychological stress after a change in the scale of the speech. For example, if the speech is delivered in a 150-person classroom, and there are only 50 people in the audience and the seats are scattered, the psychological implication for the speaker may be "there are not many people in the room, the speech is not particularly formal, I can play freely to a certain extent, I don't need to think too much about the content of the speech, whether the case is wrong, etc. I don't need to think too much about the content of the presentation, whether the case is out of order, etc". If there are 100 people in a 150-seat lecture theatre, the speaker may be tempted to say "there are too many people in the room, I need to be careful with the language I use, and some of the cases in my speech are not appropriate". If this happens, the level of the speech will be somewhat removed from the results of the preparation and will not be as effective as expected. In fact, the root cause of these students' psychological fluctuations is that they have many concerns at the ideological level and, in fact, do not have enough self-confidence to express themselves effectively in front of a larger audience. For this reason, teachers of public speaking in universities need to deliver a key message to these students - regardless of the number of people listening to them, they should insist on being 'me first' and should improve their ability to resist the influencing factors on the spot, constantly increasing their self-confidence and ultimately achieving The purpose of improving your presentation skills. Treating students with poor mental capacity, teachers should first identify the reasons for their 'poor mental capacity'. For example, some students grow up without the opportunity to express themselves, and do not even have the energy to sing or recite in front of the public, so they lack self-confidence. For this type of student, teachers should organise small-scale "talent shows" with other students who are close to the student, so that the student can gain experience in "successfully presenting themselves in front of others". As the number of successes accumulates, expand the scale and help the student to showcase themselves on a larger stage. For those who have some degree of mental illness - such as an unconscious increase in heart rate, breathing rate, cold sweat on the palms and forehead when in front of many people. This can be alleviated through 'exercise', but the student may be suffering from a physical illness. Therefore, teachers should help students to receive timely psychological and physiological treatment and then help them to improve their public speaking skills.

Results: The psychological problems of all the students were solved to some extent after the public speaking course based on a psychological perspective, specifically: (i) the students who were originally mentally stronger were able to further focus their attention during the speech with the help of the teacher, and were more able to resist the disturbance of the scene, so that they could give a speech on a larger stage. Students with average mental capacity were able to present a "me-focused" mental outlook during their speeches, and did not think too much about what they were going to do. (3) Students who were less able to cope mentally were encouraged, contacted and treated to relax their mental state and were more willing to present themselves in front of more people than before.

Conclusions: Public speaking courses based on a psychological perspective can help different students to identify their own problems. The public speaking skills of the students were improved after the targeted instruction.

* * * * *

ANALYSIS ON THE INTEGRATION OF PSYCHOLOGICAL HISTORY AND MIDDLE SCHOOL TEACHING BASED ON CORRECT LIFE VALUES

Yijin Zang

School of History & Culture, South China Normal University, Guangzhou, 510631, China

Background: In recent years, with the deepening of China's education system reform, the curriculum and teaching reform at various stages has been in full swing. The implementation of the new curriculum reform requires that history teaching at this stage should always enhance students' core literacy in history, and gradually help students to develop a discipline-specific way of thinking and core competencies by cultivating students' core literacy in history. This is a requirement for schools and teachers to further grasp the actual requirements of the curriculum reform and the new standards on the basis of the existing history curriculum, to clarify the concept of student-centred teaching and to use diverse teaching methods. The integration of historical psychology with secondary school history teaching meets the requirements of such a teaching philosophy and can better train students to use their historical thinking skills to perceive historical knowledge, further broaden their historical analysis perspective and play a role in cultivating students' core historical literacy.

Objective: The research theme is to explore the integration of historical psychology and secondary school history teaching. The aim of this study is therefore to implement the relevant research methods of historical psychology into secondary school history teaching reform and practical teaching. On the one hand, the application of psychohistory will further enrich the teaching methods of secondary school history teachers and the dimensions of historical research on the basis of existing teaching, so that secondary school students can correctly perceive historical events and historical figures from a more three-dimensional perspective; on the other hand, the integration of psychohistory and secondary school teaching will further strengthen students' realistic feelings about historical events, especially through teachers' active On the other hand, the integration of psychohistory and secondary school teaching will further strengthen students' realistic perceptions of historical events.

Subjects and methods: To further clarify the current state of application of psychohistory in secondary school history teaching.

To further explain the new requirements for secondary school history teaching in the context of curriculum reform and to explore the innovative reform of the secondary school history classroom teaching model, starting with the basic principles and teaching values of psychohistory.

Using the basic principles of psychohistory to explore the basic principles of secondary school history teaching, following the principles of truthfulness and objectivity, education, sociality and diversity in psychohistory, and sorting out secondary school students' awareness of psychohistorical methods.

Apply psychohistorical principles to specific secondary school history teaching fragments with the help of specific secondary school history teaching fragments, strictly following the specificity of psychohistorical teaching methods and specific application strategies.

Using psychohistory as the main methodology throughout the study, the scientific research methods are used to broaden the perspective of secondary history teaching and research, to influence students' perceptions of historical events and historical figures on a psychological level, and to have a positive impact on history teaching and learning in secondary history.

Result: The integration of historical psychology and secondary history teaching should be guided by specific principles

First, the principle of truthfulness and objectivity. Respect for historical materials and historical facts, in the process of secondary school teaching, whether written historical materials, physical historical materials, or visual historical materials should strictly follow the principle of authenticity; the evaluation of historical figures should follow the principle of objectivity.

Secondly, the principle of educativeness. Teachers should use psychohistory to actively guide students to sort out the correct outlook on life, values and worldview, so that students can perceive the character of historical figures and their impact on the development of history, and thus deeply analyse the sacred character of outstanding historical figures.

Thirdly, the principle of sociality. The application of psychohistory should focus on placing the historical subject in a specific social development environment.

To actively establish students' psychohistorical methods and awareness, so that students develop the habit of historical analysis, on the basis of grasping objective and real historical knowledge, diverse and three-dimensional cognitive historical events, and cultivate the habit of objective and independent historical thinking; teachers should gradually establish the use of psychohistorical methods to analyze historical events and other subjects, and actively guide students to more actively delve into the historical subject experience, inquiry and In the process of teaching history in secondary schools, they should always adhere to a materialistic view of history and be aware that the conclusions of any historical event must be based on a full analysis of objective historical sources, avoiding the misinterpretation of historical events by subjective emotions. Use psychohistorical methods to analyse historical figures and historical groups and avoid exaggeration.

Conclusion: In summary, the process of teaching history in secondary schools should be good at integrating the relevant theories of psychohistory, strictly follow the principles of objective truthfulness, education and sociality of historical events; teachers should select real and objective historical information in the teaching process on the basis of the syllabus, actively guide students to use psychohistorical methods to analyse the psychological state of historical subjects, the historical environment on the psychological state of individuals and groups The teacher should actively guide students to use psychohistorical methods to analyse the psychological state of historical subjects and the impact of the historical environment on the psychological state of individuals and groups, to guide students scientifically, to avoid excessive subjective consciousness prevailing, and to evaluate and cognise historical subjects objectively.

* * * * *

ANALYSIS ON THE ROLE OF ATHLETES' EMOTIONAL STATE IN PHYSICAL EDUCATION TEACHING UNDER THE BACKGROUND OF NEW CURRICULUM

Jing Zhang & Jian Zhou

College of Physical Education, China Three Gorges University, Yichang, 443000, China

Background: The main application object of physical education psychology is mainly physical learners. In order to make physical training more scientific and physical education present better results, physical education teachers need to study physical psychology, use theoretical knowledge in physical education to carry out teaching, use the professional knowledge of physical education psychology to solve the problems of physical learners, help physical education learners get rid of their psychological constraints and help physical education teachers develop scientific sports training programmes. There are many advantages of sport psychology and many PE teachers use knowledge or skills in sport psychology in the teaching process. In order to make sport psychology more useful, the process of penetration and the key points of penetration of sport psychology in PE teaching are studied. There are many psychology experts and physical education teachers who have already conducted research in this area, however, these studies will rarely be discussed from the perspective of the new curriculum. This paper takes a new perspective and explores the use of physical education on physical education psychology, so in order to make physical education more in line with the new physical education and health curriculum standards and to achieve the teaching objectives of the physical education curriculum, the relevant theories and methods of using physical education psychology will be Research. The new standards set out clear requirements for the physical education and health curriculum, and physical education is aimed at developing students' core physical education qualities. Moreover, the new standards also point out that physical education should not only ensure students' physical health, but also their psychological health, and improve their social adaptability through physical education. Sport psychology helps to develop students' core sporting qualities, enabling them to develop good sporting virtues, have certain motor skills and be able to engage in healthy behaviours. In order to use sports psychology in a rational way, it is necessary to study sports psychology, which integrates two disciplines and essentially belongs to the study of psychology, to study the psychological characteristics and the laws of change of people in sports. Physical education teachers can analyse students' perceptions of sports and sports health based on the knowledge of sports psychology, analyse students' mental activities in sports, judge students' They can also study students' motivation to participate in sport and their own physical functioning based on sport psychology.

Objectives: The objectives of the study are to explore a scientific approach to teaching physical education and to use the knowledge of sport psychology to achieve the physical education curriculum standards. The reform and innovation of teaching in China is mainly focused on other subjects, the development of physical education is in a kind of lagging state, students' motivation to learn physical education and participate in sports is relatively low, the problems of physical education and students' psychological aspects have attracted the attention of psychologists and teachers. Therefore, under the guidance of the new curriculum, an in-depth study of the relevant theories and application methods of physical education psychology is carried out. Through the study of this paper, it will help the current physical education out of the dilemma, help physical education teachers to master more professional knowledge of physical education psychology and be able to use this knowledge to analyse students, correct students' misconceptions about physical education and help students to develop good physical education habits. Sport psychology can provide the basis for functional psychological research in physical education, and it can provide a comprehensive analysis of the physiological condition and psychological state of the physical learner. The more active a sportsperson's muscles are, the more stimulated the brain will be and the more emotional the sportsperson will be, thus demonstrating that sport can keep the sportsperson in a happy state of mind. In order to keep students in a positive state of mind and in a good physical and mental state during physical education and sport, physical education psychology can be studied and applied according to the requirements of the new curriculum, analysing the psychological and physiological differences between students of different genders, analysing students' attitudes towards sport and students' sporting abilities, teaching according to students' characteristics and the requirements of the new curriculum, eliminating students' resistance, fear and rejection of sport, and eliminating students' resistance to sport. The study also aims to eliminate students' resistance, fear and rejection of sports, and to do a good job of education and guidance in the early stages of sports, so as to achieve the goal of physical education with high quality.

Subjects and methods: The object of the study contains physical education curriculum standards, physical education psychology and physical education teaching. The study is conducted through literature research method, based on reading relevant literature, understanding the latest requirements of physical