

(3) Create a relaxed classroom environment for communication in English. The purpose of teaching should be to communicate in English, but when students use English to express their thoughts, lives, experiences and our local cultural information, they can't think of appropriate English words for the moment. In case of urgency, they will use Chinese instead. At this time, the students will feel very interested in thinking, and the classroom atmosphere will become active, If the teacher treats the expression of "blending English and Chinese" with a tolerant attitude and humorous response, the students will express their ideas freely and their ideas will not be interrupted by anxiety.

Table 1. Comparison of anxiety between the two groups before and after the experiment proportion of people/%

Group	Before and after the experiment	No anxiety	Mild anxiety	Moderate anxiety	Severe anxiety
Experience group	Before the experiment	34	32	18	16
	After the experiment	69	22	9	0
Control group	Before the experiment	35	29	21	15
	After the experiment	46	29	15	10

Conclusions: We should change the negative psychological stereotype formed by students, activate students' self-education mechanism, change passive acceptance into active and autonomous learning, and change the teaching process from passive acceptance to students' active exploration, active acquisition, self-development and self-improvement under the guidance of teachers, so as to improve students' comprehensive quality and improve students' foreign language learning ability, Achieve the best teaching effect.

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ANTI-POVERTY, SOCIAL SUPPORT AND PSYCHOLOGICAL CONSTRUCTION OF RURAL WOMEN IN THE POST-POVERTY ERA

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Background: In 2020, China will achieve a historic victory in poverty alleviation. In December 2011, my country issued the "China Rural Poverty Alleviation and Development Outline (2011-2020)" in response to the poverty alleviation issue in rural areas in December 2011. The document puts forward the leading position of respect for poverty alleviation goals, which reflects the understanding of the poor in the history of poverty alleviation in China. The poverty of rural women is not only an economic problem, but also contains many historical problems. Rural women cannot obtain better development resources. For this group of people, they should also be guided according to their psychological state to complete psychological construction. From the "pre-poverty era" to the "post-poverty era", rural women's poverty alleviation problems need to be improved through the promulgation of certain policies and innovations in institutional mechanisms to promote gender equality and the overall development of rural women.

Objective: In recent years, both at home and abroad have been actively studying the issue of poverty alleviation, especially the issue of feminization of poverty alleviation. American sociologist Di-ana Mary Pearce first proposed the "feminization of poverty" proposition in 1978, describing the fact of gender inequality in poverty. Through research, they found that most of the poor are women, and the household structure headed by women is the most vulnerable to falling into poverty. Since then, many scholars have begun to focus on the feminization of poverty.

Subjects and methods: After years of research, they have been quite effective. Many scholars have proposed a large number of poverty reduction measures to help them reduce poverty. The feminization of poverty is mainly affected by the following aspects: First, restricted by traditional gender concepts, women's poverty, especially rural women's poverty, is more concealed. It is difficult for rural women to obtain good development resources in the process of studying and working. Many managers have certain prejudice towards women, and some jobs have certain gender restrictions, which restrict the development of women to a certain extent. Second, it is mainly reflected in the material aspect. Poverty includes the acquisition and distribution of economic resources, employment and income, education and training, health and health care, household division of labor and time distribution, community participation, and social

interaction. Rural women are susceptible to discrimination in obtaining the above resources. Most rural women in particular cannot obtain better social resources and choose to become manual workers or housewives. This is also an important reason for the feminization of poverty. Three is reflected in the cultural aspect. Poverty includes intangible values such as achievement motivation, cognitive models, social emotions, social attitudes, and interpersonal communication. Women need to receive orthodox education for their ideological emancipation. At present, many rural women do not receive a complete education, resulting in their low cultural background, and the level of social emotions, cognitive models, interpersonal communication and other concepts is still relatively simple. The current poverty alleviation practice is one-sided on gender to a large extent, and the implementation of poverty alleviation measures without taking account of gender difference can hardly guarantee the long-term and effective poverty alleviation of the female poor. In the post-poverty era, it is necessary to incorporate gender development awareness into anti-poverty for women, and build a path for rural women's anti-poverty and individual development in the post-poverty era which shall combine inputs of external resources and cultivation of intrinsic motivation.

Results: In terms of external resources input, it is important to ensure the continuity of the early poverty alleviation policies of local government, on the other hand, it is essential to actively rely on social organizations and their influences in women's anti-poverty process. It is necessary to incorporate gender perspective into the policy making process of women's anti-poverty, as well as empowering rural women after solving economic poverty. In terms of cultivation women's intrinsic motivation, it is necessary to notice the limitations of Western women's development theories in solving problems of anti-poverty among the Chinese rural women, and to fully consider the inherent relationships between Chinese traditional rural culture, family structure and women's poverty. It is also important to reposition the gender value of rural women in the fight against poverty, while constructing the analysis under the framework of "Anti-poverty-gender tension-female development". This will help to cultivate rural women's motivation for personal achievement, improve their cognitive models, adjust social emotions, change social attitudes, enhance rural women's sense of security in their own development, and enhance their main development capabilities.

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THE INFLUENCE OF DIFFERENT TRAINING SCHEMES ON PSYCHOLOGICAL ADAPTABILITY DISORDER OF SPORTS ATHLETES

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Background: In the case of establishing a competition training mode that can reflect the athletes' ideal physical level, technical and tactical level and psychological quality, the athletes' psychological adaptation training for the upcoming competition will be completed more smoothly. In this case, it is of great significance to collect the training indicators of competitors and compare them with the established model data. If the research parameters are almost the same, the psychological preparation of athletes for sports competition should be put in the first place.

Objective: The training program is customized into two modes: different training and competition. When formulating the psychological adaptation methods of different training and competition loads, this study noticed the following psychological factors: (1) He degree of interest in sports, the degree of cognition of target performance and the ambition to achieve the goal. (2) Performance required for participating in competition activities. (3) Develop special ability, master special knowledge and pursue the motivation level of leading performance. (4) High degree of self-discipline and self-discipline in order to achieve a higher level of motor skills. (5) Spiritual support from parents and social environment.

Subjects and methods: In order to test the effectiveness of the psychological adaptation training method used in this study, 36 football players (first-class and second-class athletes) aged 15-17 with high sports skills were selected for teaching experiment. 36 people were divided into control group and experimental group. Each group was composed of 18 football players in different positions on the field: 6 forward, 6 guard and 6 center guard. Before the teaching experiment, the initial levels of general physical training load and special physical training load were determined, and the following tests were used: 15 m and 30 m standing start, 15 m and 30 m running, standing long jump and high jump. The test results showed that there was no significant difference in general physical training load between the control group and the experimental