

group ($P > 0.05$). The initial level of special physical skill training load is determined by the following tests: dribbling, passing and grabbing the ball. Heading, shooting and long-range shooting. By analyzing the test results, no significant difference was found between the special physical training load of football players in the control group and the experimental group ($P > 0.05$) (see Table 1). The training course of the control group was carried out according to the commonly used psychological training method. The experimental group used the psychological adaptation training method for different training load and competition load.

Table 1. Changes of general physical training load and special physical training load indexes of football players aged 15-17

General indicators	Before pedagogy experiment $X \pm S$		Special indicators	After pedagogy experiment $X \pm S$	
	Control group	Experience group		Control group	Experience group
15 m standing start /m	2.51±0.16	2.49±0.14	30 m with ball /s	7.03±0.50	7.06±0.52
15 m running/m	2.13±0.18	2.14±0.17	Ball grabbing / times	6	7
Standing long jump /m	2.11±0.16	2.09±0.13	Heading / times	2-3	3-4
High jump/m	18.1±1.06	18.0±1.19	Shoot far /m	66.3±4.96	65.8±5.18

After the teaching experiment, repeated tests were carried out in order to compare the changes of general physical training load index and special physical training load index of football players in the control group and the experimental group. The teaching experiment results show that under the systematic training load, the indexes of the two groups have improved, but the football players in the experimental group have obvious advantages. The indexes of general physical training load and special physical training load of football players in the experimental group have higher values, which shows that the psychological training specially organized has produced an effect in order to ensure the psychological adaptation of football players to training load and competition load under different training conditions (often changing training places, changing training load, etc.). The sports technical training load index of the juvenile football players in the experimental group has been more significantly improved, which is due to the addition of psychological training in the training process. This helps to improve the confidence of young football players in their own ability, form the skills of self-control movement and adjust their psychological state. In order to complete the movement technical movements formed in football matches, there is a need for self-training to improve the movement technology.

Conclusions: To sum up, the teaching experiment results show that the psychological adaptation training to the changing training load and competition load is an important factor to improve the sports literacy of football players aged 15-17 with high sports skills, which will ensure to improve the stability of stress response of juvenile football players to external adverse factor stimuli and focus on completing football technical actions, and maintain the movement synergy with peers when fighting against opponents, and so on. The criteria for evaluating the psychological adaptation level of juvenile football players are: The consistency of competition activity simulation, the effect of completing training tasks, the accuracy of their own temporary state, and the enthusiasm index of completing sports actions under low tension. The results of teaching experiment confirmed the effectiveness of the psychological adaptation training method of juvenile football players with high sports skills.

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APPLICATION OF EDUCATIONAL PSYCHOLOGY IN PHYSICAL TRAINING PRACTICE TEACHING IN COLLEGES AND UNIVERSITIES

Juanjuan Xu¹ & Pengfei Lu²

¹*College of General Education, Chengdu Jincheng College, Chengdu 611731, China*

²*Physical Education Center, Tianfu College of Swufe, Mianyang 621000, China*

Background: With the development of China's education, the reform of college physical education has become an important content of college education in the current period. Under the influence of the concept of core literacy education, modern college education has paid more and more attention to physical education. The development of physical education has become a necessary measure for talent training in colleges and universities. By expanding the application of training practice in college physical education, we can effectively improve the efficiency and quality of College Physical Education and promote the development of talent training in colleges and universities. Educational psychology is a subject based on the effect of intervention in human learning and education, teaching psychology and school organization. Therefore, the application of educational psychology plays an important role in teaching. At the same time, educational psychology helps to improve the overall teaching and teacher level of teachers. Teachers are not only the focus of teacher team construction, but also the core figure of teaching and educating people. The quality of teachers includes not only professional quality, but also educational quality. Educational psychology is an important part of educational theory and practice. It can not only help teachers improve their theoretical literacy, but also help teachers solve practical problems encountered in teaching practice. Educational psychology starts from psychology, makes teachers further understand students' psychological needs, fundamentally solves problems and improves the pertinence of education and teaching. Learning educational psychology can deeply understand the psychological basis of teaching measures, so as to more actively and easily control teaching methods and means, enrich their own teaching experience and achieve the purpose of improving teaching quality.

Objective: With the deepening and development of China's educational reform, the importance of physical education is increasing in the teaching work of education system at all levels. As the base of talent training and output in China, colleges and universities, innovative physical education teaching mode plays an important role in promoting the implementation of their talent training plan. The application of practical expansion training in college physical education teaching has been highly recognized by people in the industry, which can effectively improve the efficiency and quality of college physical education teaching and realize the expansion and innovation of college physical education teaching content, it is of great significance to promote the cultivation of talents in colleges and universities. This study is based on educational psychology, through the investigation and research on students' physical and psychological aspects, to count the influence of the subjects on the practical teaching of educational psychology in college physical training.

Subjects and methods: Three universities were randomly selected, and 200 students from each university were randomly divided into experimental group and control group. There was no significant difference in physical condition and learning habits between the two groups before the experiment. The same teachers were used to carry out the expansion training of the same sports, but the teaching modes were different. In the process of practical teaching, the teachers in the experimental group applied the knowledge of educational psychology to carry out hierarchical teaching. The control group only carried out ordinary teaching, and recorded the whole process of the two classes. In the experimental group, it is required to adopt different methods according to students' different abilities, physical conditions and psychology. According to students' different physical fitness and the principle of capacity and acceptability, students are divided into three levels: good, medium and poor. Different teaching methods are adopted for students at different levels and different requirements are put forward. In classroom teaching, let students with good physical fitness do some difficult training to achieve the purpose of improvement. Let secondary school students do confident training to protect their learning enthusiasm. Let the students with poor grades do some easier training to enhance their self-esteem and self-confidence. In this way, every student has the opportunity to practice. In teaching, teachers should give priority to praise and encouragement, and should not hurt students' self-esteem in public. For some students with poor training practice, different measures are taken to give timely help and guidance with enthusiasm. Test and count the influence of the two groups of students on the practice of Outward-Bound Training Based on the background of educational psychology.

Results: According to the results of this survey, the influence values of specific factors are quantified in five grades of 0-4. 0 means irrelevant, 1 means slight influence, 2 means average influence, 3 means obvious influence and 4 means full influence. In order to reduce the large error caused by personal subjectivity in the evaluation, the evaluation values of 600 students are taken as the average and the results are rounded, the specific statistical table is shown in Table 1.

Conclusions: Under the influence of physical education reform, the application of practical expansion training in college physical education teaching has become an inevitable way to innovate college physical education teaching. When expanding training is applied in college physical education, we should think

deeply about its existing problems, apply educational psychology and adopt scientific application practice strategies to promote the modern development of college physical education.

Table 1. Effect of physical exercise on relieving students' mental stress

Group	Physical condition	Psychological situation
Experience group	3	4
Control group	0	1

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PSYCHOLOGICAL ANALYSIS AND EDUCATIONAL COUNTERMEASURES OF COMMUNICATION ADAPTATION OBSTACLES OF COLLEGE STUDENTS

Dehua Hou

Department of Preschool Education, Shuozhou Normal Technical College, Shuozhou 036000, China

Background: College students are in their youth, and their psychological development level is in the stage of rapid maturity but not yet fully mature. Setbacks and difficult problems in study and life will bring some psychological pressure. The psychological problems of college students are the result of the joint action of many factors in this special environment. College students have become a high-risk group of psychological problems. Among many psychological problems, adaptation disorder is particularly common, which mostly occurs in freshmen and college students. "Adaptation disorder" is a psychological concept, which refers to the subjective pain and emotional disorder in the adaptation period of major life changes or stressful life events. After entering the University, many students can't adapt to the changes of the environment, resulting in emotional reactions such as anxiety and homesickness, which leads to physical symptoms, and can't deal with them through their own adjustment in the short term. Communication adaptation disorder generally refers to the sense of maladjustment caused by the sudden change of life and learning environment when freshmen enter the University, which is often accompanied by certain emotional symptoms and language symptoms. It mainly reflects the following characteristics: First, students are introverted. Second, pay attention to personal privacy. Third, it has certain language symptoms. Fourth, there may be psychological abnormalities. As the server and manager of College Students' specific work in school, counselors are responsible for students' ideological education, daily management and so on. When carrying out work, often communicate with students. However, in practical work, the communication between counselors and students often has obstacles. Facing the obstacles of students' communication adaptation, college counselors need to take certain educational countermeasures, adopt appropriate communication skills and innovative educational methods through reasonable psychological analysis, improve the countermeasures and solve the corresponding problems. At the same time, counselors should actively popularize mental health knowledge in their work and give early warning of possible psychological problems among college students. Therefore, it is very important to choose good educational countermeasures.

Objective: Although they are different from psychological counselors, counselors often play the role of psychological counselors in practical work and intervene in students' psychological problems. Using reasonable conversation skills can understand students' inner world and carry out positive psychological intervention, so as to help them achieve a healthy psychological state. This study changes the traditional communication methods to deal with the communication adaptation obstacles of college students, selects innovative methods, selects a step-by-step way for students through the application of counselors' psychological knowledge, and organizes students' regular communication and exchange from small group activities.

Subjects and methods: Taking alleviating college students' interpersonal communication as an index to alleviate college students' communication adaptation barriers, 50 freshmen were selected as researchers to fill in the questionnaire. Mainly through the investigation and analysis of active communication, personality change, fluent language and thinking and psychological situation, statistics are made on the improvement satisfaction of college students with communication adaptation barriers after the application of psychological education countermeasures.

Study design: Fifty freshmen were randomly selected, regardless of gender, class and major. Fifty college students were randomly divided into two groups: experimental group and control group. There was no significant difference in personality between the two groups before the experiment. The same counselor is