

software.

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

* * * * *

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

Qingjie Meng^{1*} & Lili Yang²

¹*School of IT and Software, Nanjing Vocational University of Industry Technology, Nanjing 210023, China*

²*International Education College, Nanjing Vocational University of Industry Technology, Nanjing 210023, China*

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

knowledge comes from information and data. The process of transforming data into knowledge is the process of extracting, storing, analyzing, mining and applying data from data. For the analysis of the current situation of education development, textbooks should be compiled based on the original data according to the current situation of big data application, including personal, curriculum, school, regional and national textbooks. In the information construction of middle schools, only by continuously developing educational information and mining the value of different data can we provide practical data for the application of educational information and the relationship between variables. Through extensive analysis of material information, information-based teaching has become an important part of middle school teaching, so as to create a scientific basis for educational research and educational decision-making.

Objective: The continuous development of big data and multimedia technology has brought new vitality to the traditional teaching methods. Through analyzing and combing the literature about junior middle school students' learning pressure, learning anxiety and learning strategies, this paper discusses the basic theory. By analyzing the current situation of junior middle school students' learning pressure, learning anxiety and learning strategies, this paper probes into the relationship between the three, and examines whether learning strategies can play a mediating role in the impact of learning pressure on learning anxiety.

Subjects and methods: 400 middle school students with learning anxiety were randomly divided into control group and experimental group, with 200 students in each group. The experimental group was given the new teaching mode of big data construction, and the control group was given the conventional traditional teaching mode. Before and after teaching, the Self-rating Anxiety Scale (SAS) was used to evaluate before and after teaching. The score limit was 50 points. More than 50 points indicated anxiety. The lower the score, the healthier the psychology. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: Before teaching, there was no significant difference in anxiety between the two groups ($P > 0.05$). After teaching, the anxiety of the experimental group was improved, and the number of students with anxiety decreased significantly ($P < 0.05$). The control group decreased ($P > 0.05$). After teaching, the improvement of anxiety in the experimental group was significantly better than that in the control group ($P < 0.05$). See Table 1.

Table 1. Anxiety of students before and after teaching (n / %)

Anxiety state	Experimental group		Control group		P
	Before teaching	After teaching	Before teaching	After teaching	
Without anxiety	40(20.0)	76(58.0)	52(26.0)	88(44.0)	<0.05
Mild anxiety	100(50.0)	72(36.0)	100(50.0)	72(36.0)	<0.05
Moderate anxiety	40(20.0)	12(6.0)	36(18.0)	36(18.0)	<0.05
Severe anxiety	20(10.0)	0(0.00)	12(6.0)	4(2.0)	<0.05

Conclusions: In the big data environment, the reform and innovation of information-based teaching mode in secondary schools has become the focus of education reform research. At present, China's secondary schools still face many problems in the reform of information-based teaching mode. The traditional teaching mode is deeply rooted, the teaching mode is relatively single and lack of innovation. Therefore, in view of these problems, this paper puts forward the countermeasures for the research of information-based teaching mode in colleges and universities under the big data environment. The results of this study show that after teaching, the anxiety improvement of the experimental group is significantly better than that of the control group ($P < 0.05$), indicating that the new teaching model based on big data proposed in this study can effectively improve the learning anxiety of junior middle school students, and its application value is higher than that of the traditional teaching model.

* * * * *

RESEARCH ON THE EXPLORATION AND PRACTICE PATH OF COLLEGE STUDENTS' MANAGEMENT WORK FROM THE PERSPECTIVE OF COLLEGE STUDENTS' MENTAL HEALTH

Haiyan Wang

Department of Railway Engineering, Shaanxi Railway Institute, Weinan 714000, China