

this basis, the factor difference analysis method is used to analyze the factors affecting college students' mental health.

Study design: During the comparative experiment, the research adopts the form of group comparison and discussion according to the different types and degrees of exercise. During the experiment, the researchers will use interviews, observations, questionnaires and other methods to track and collect students' mental health data in real time. On this basis, this study will use the factor difference analysis method to analyze the force of factors according to the different influencing factors of college students' mental health.

Methods: In this study, SPSS software was used to analyze the impact of different degrees of sports on college students' mental health.

Results: The impact of physical exercise on college students' mental health is shown in Table 1.

Table 1. The influence of physical exercise on college students' mental health

Dimension	Variable	Control group	Experience group	<i>P</i>	<i>t</i>
Psychological pressure	Learning aspect	26.15±8.51	29.47±8.38	0.041	-0.622
	Life aspect	28.29±9.91	31.71±9.72	0.012	-0.915
	Social aspects	8.72±3.91	11.46±3.97	0.001	1.028
Health belief	Rationality	3.32±1.31	3.26±1.42	0.001	0.518
	Controllability	3.41±1.41	3.39±1.36	0.017	-0.493

As can be seen from Table 1, in terms of psychological pressure, the *P* values of students' learning psychological pressure, life psychological pressure and social psychological pressure are 0.041, 0.012 and 0.001 respectively, which are less than 0.05, constituting statistical significance. In terms of health belief, the *P* values of students' rationality and controllability were 0.001 and 0.017 respectively, which were less than 0.05, which was statistically significant.

Conclusions: College students are not mature physically and mentally, so they often have mental health problems in the process of learning and living. Based on the psychological theories related to mental health, this study uses the methods of comparative experiment and element difference analysis to analyze the impact of different sports types and elements on students. The results show that physical exercise can have a significant impact on students' learning psychological pressure, life psychological pressure, social psychological pressure, and the rationality and control of health beliefs. It can be seen that physical exercise can establish psychological counseling channels for students from the way of physiological intervention, and then improve students' mental health level.

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STUDY ON THE INFLUENCE OF SPORTS COMPETITION ON PROFESSIONAL ANXIETY OF MEDICAL COLLEGE STUDENTS

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Background: The occurrence of mental illness is closely related to the influence of individuals' inability to correctly face the stressful factors brought by the external environment. This situation is relatively more common among college students whose minds are not fully mature. College students have been under the protection of their parents in the primary and secondary school stage, and the frustration and stress events they face in the process of growing up are relatively small. Therefore, their own psychological tolerance is relatively insufficient, and they don't know how to deal with and solve the external frustration and stress events. After students successfully enter the university, the surrounding learning and growth environment has undergone great changes. Under this change, students will inevitably have a certain degree of discomfort. In addition, in the face of the surrounding high-intensity competitive pressure and multiple negative psychological effects caused by their own competitive failure, college students are easy to have negative and inferiority complex, which enlarges the psychological pressure of students, then produce anxiety psychology. For medical college students, the professional pressure that the medical specialty itself needs to face is greater than that of other majors, so they are more likely to be in a tense psychological state in the process of learning and growth than students of other majors. Under this group psychological state, although sports competition has a certain role of relieving emotions. However, the sense of training

tension and competitive failure associated with sports competitions may also lead to the aggravation of students' anxiety. The research on the impact of sports economic competition on the professional anxiety of medical college students can establish a more comprehensive anxiety counseling system for students from the perspective of the evolution process of students' anxiety psychology, help students deal with professional anxiety psychology, control the aggravating impact of external additional pressure events on students' anxiety psychology, and promote students to form a more comprehensive stress coping psychological mechanism.

Objective: This study starts with the professional anxiety psychology of medical college students, and helps students establish a more perfect psychological control mechanism of professional anxiety by analyzing the psychological impact of sports competition on college students, so as to improve the psychological coping mechanism of students' stress and improve the level of students' physical and mental health.

Subjects and methods: 210 medical college students were selected as the main research objects. This study uses the random forest algorithm to classify the psychological types of students' professional anxiety, and on this basis, uses the comparative experimental method to analyze the specific impact path of sports competition on the professional anxiety of medical college students.

Study design: In this study, the classification of occupational anxiety psychology by random forest algorithm is taken as the main analysis dimension. Then, the sports competition is established through experimental comparison, and the data are tested and recorded in the process. Through the comparison of whether there is sports competition, the influence of sports competition on the occupational anxiety psychology of medical college students is analyzed.

Methods: This study uses Excel to sort out the eye data, and on this basis, uses computer algorithm as the main tool of classification and analysis.

Results: The analysis results of specific anxiety types of medical college students' occupational anxiety psychology are shown in Figure 1.

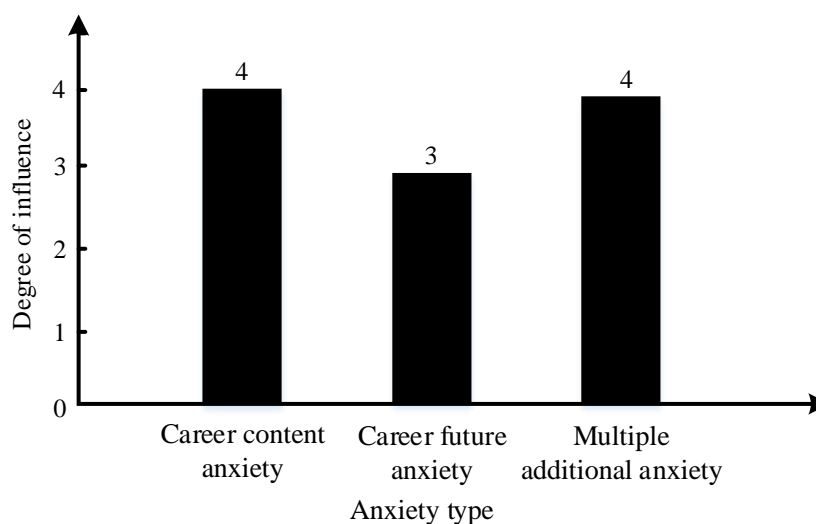


Figure 1. Anxiety level distribution

As shown in Figure 1, among the three main anxiety types of medical college students, career content anxiety, career future anxiety and multiple additional anxiety, the impact of career content anxiety and multiple additional anxiety reaches level 4, reaching a significant impact, while the response of career future anxiety is only level 3, forming a significant impact. It can be seen that the additional anxiety brought by sports competition mainly aggravates the psychological anxiety of medical college students from two parts: professional content anxiety and multiple additional anxiety.

Conclusions: Compared with other majors, professional anxiety in medical specialty is more serious and extensive. In this case, other additional external event anxiety is likely to have a more serious negative impact on the anxiety psychology of medical college students, and it is necessary to intervene with students' anxiety psychology. Therefore, this study uses the method of classifying the anxiety of students in professional sports colleges to analyze the impact of the additional anxiety of medical students. The results show that the additional anxiety brought by sports competition can aggravate the professional content anxiety and multiple additional anxiety of medical college students, and then lead to the further deterioration of the psychological state of medical college students, resulting in severe anxiety. Therefore,

in the campus additional activities for medical college students, we should pay attention to the impact of the activities on students' psychology, and hold campus activities that fit students' actual psychology and life, rather than activities for activities.

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RESEARCH ON THE INFLUENCE OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY

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Background: Psychological anxiety is the psychological emotion generated by students when facing external pressure or their own unpleasant experience. The main source of this emotion is often that students hope to achieve a certain goal or effect in their own behavior and psychological state, but it is difficult to achieve this goal or effect due to the obstruction of the external environment. Freud's psychological theory holds that individual psychological anxiety comes from their own unconscious and objective instinctive impulse. This impulse comes from a real experience of tension or fear. Under the influence of this impulse, individual anxiety is often difficult to vent, and many anxiety patients can't even clearly indicate the specific content of their own tension or anxiety. Anxiety can usually be divided into two main types; one is pathological anxiety and the other is practical anxiety. Pathological anxiety refers to the individual anxiety without reason, object and consciousness caused by physiological and pathological factors such as individual neurological disorders. Further aggravation of this anxiety will lead to individual panic and fear. Compared with pathological anxiety, practical anxiety is more psychological. This psychology is based on real events or real experiences. It is a reflection of the amplification of an individual's instinctive response in his own life. When an individual realizes that the threat of the current environment or event is greater than its predictable or bearable threat, this instinctive emotion will be amplified immediately, when the threat of the external environment or events is less than its tolerable threat, this instinctive emotion will be reduced or disappear. Individual students affected by practical anxiety are likely to continue to worry about hypothetical anxiety events that may occur in the future, but have no basis in real life. Ideological and political education in colleges and universities can help students get rid of this aimless and aimless anxiety by helping students dredge habitual psychological tension and establish a rational thinking framework, so as to improve students' mental health.

Objective: This study provides an entry point for ideological and political education in colleges and universities from the perspective of the formation of anxiety psychology of contemporary college students, and provides colleges and universities with an ideological and political education model more suitable for the mental health of contemporary college students, so as to help students control their anxiety and promote students to establish a sounder personality.

Subjects and methods: 189 freshmen were selected as the main subjects. This study uses the K-nearest neighbor algorithm to classify the anxiety psychology of contemporary college students, and on this basis, uses the correlation factor analysis method to analyze the impact of different teaching characteristic factors on students' anxiety psychology in college ideological and political education.

Study design: This study uses the campus network to investigate the students' recent psychological state, and on this basis, uses the K-nearest neighbor algorithm to classify the students' anxiety psychological types, and analyzes the impact of college ideological and political education on the students' overall psychological anxiety according to different students' anxiety psychological types.

Methods: This study uses SPSS software to compare and analyze the research data.

Results: The specific impact of ideological and political education in colleges and universities on alleviating college students' psychological anxiety is shown in Figure 1.

As can be seen from Figure 1, among the four types of anxiety: examination anxiety, interpersonal anxiety, choice conflict anxiety and adaptation anxiety, choice conflict anxiety and adaptation anxiety have the highest level of benign influence by ideological and political education in colleges and universities, reaching level 5, that is, significant influence. Interpersonal anxiety is only secondary to the benign influence of ideological and political education in colleges and universities, reaching level 4, that is, it is significantly affected. Examination anxiety is positively affected by ideological and political education in colleges and universities, and the level is the lowest, only level 3, that is, general influence. It can be seen that ideological and political education in colleges and universities can mainly affect the two types of