

Table 1. Anxiety of college students of different genders

Gender	High counterfeit products	False propaganda	High price	Some products are seriously damaged
Male	4.24±0.28	4.10±0.53	3.88±0.39	4.01±0.25
Female	4.45±0.33	4.37±0.18	3.91±0.27	4.11±0.44
<i>P</i>	<0.05	<0.05	>0.05	>0.05

The effect of psychological intervention on self-efficacy and coping style of depression patients under medical guidance in colleges and universities

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Background. During the study period in college, students often suffer from depression because of serious psychological depression. When suffering from depression, it is difficult for college students to make effective self-adjustment. This will reduce their sense of self-efficacy, and ultimately lead to college students' difficulty in effectively relieving their depression. The research points out that psychological intervention can specifically reduce college students' depression, improve their well-being status, and then enhance their sense of self-efficacy, and promote college students' rehabilitation.

Subjects and Methods. The study took 108 students with depression admitted to a university hospital as subjects, and randomly divided them into group A and group B. The students in group A were treated with routine psychological intervention, and the students in group B were treated with college medical guidance on the basis of psychological intervention. Hamilton Depression Scale (HAMD) of the two groups was observed. General Self-Efficacy Scale (GSES) was used to analyze the change of self-efficacy of the two groups, and the questionnaire survey was conducted to evaluate students' coping style.

Results. The HAMD and GSES scores of the two groups of students were shown in Table 1. The results showed that there was a significant difference between the two groups in the scores after intervention.

Conclusions. The self-efficacy of college students with depression has seriously affected their rehabilitation effect. Therefore, the study proposed a psychological intervention strategy combined with college medical guidance. In the effect evaluation, the psychological intervention strategy of medical guidance in colleges and universities can significantly reduce the students' depression scores and enhance their sense of self-efficacy. Therefore, in college teaching, we need to make full use of college medical

guidance to improve the effect of psychological intervention and alleviate students' depression.

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Table 1. Differences between the two groups of students before and after intervention

Group	HAMD		GSES		Questionnaire survey on coping style	
	Before intervention	After intervention	Before intervention	After intervention	Before intervention	After intervention
Group A	19.17±2.64	15.22±2.37	14.86±2.35	20.18±2.54	13.19±2.21	16.24±3.39
Group B	19.53±2.41	10.06±2.15	14.39±2.48	25.39±2.62	13.22±2.23	19.78±3.16
<i>P</i>	>0.05	<0.05	>0.05	<0.05	>0.05	<0.05

Analysis of the effect of psychological training on the treatment of the pre-competition psychological obstacles of ski jumpers

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Background. In view of the problem that the psychological barriers of ski jumpers before competitions affect the athletes' performance on the competition ground, this paper discusses the therapeutic effect of psychological training on the athletes' psychological barriers before competitions, so as to find a reasonable and effective intervention method to help athletes avoid psychological barriers.

Subjects and Methods. 40 ski jumpers were selected as the research objects. With the help of computer, they were randomly divided into two groups. One group was the psychological training group, and 60 times of psychological training were carried out in the 6-month experiment. The other group was General group without any intervention. At the beginning and end of the experiment, the Trait Anxiety Inventory for Sport (TAIS) was used to compare the pre competition psychological disorders of the two groups of athletes.

Results. The score of the TAIS scale of the two groups after intervention was recorded and compared, as shown in Table 1. As can be seen in Table 1, the average and total TAIS scores of

members of the General group are relatively high. Taking dimensional movement tension tendency as an example, the average score of the General group was 12.5. The average score and total score of TAIS in the psychological training group were significantly lower than those in the General group. Taking dimensional movement tension tendency as an example, the average score of the psychological training group was 10.2.

Conclusions. Psychological barriers will have a significant impact on the patient's cognition, emotion, and behavior. In sports competitions, psychological barriers will greatly affect the performance of athletes. In view of this problem, the study took 40 ski jumpers as the research object and discussed the effect of psychological training on the treatment of athletes' psychological disorders before competitions. The experimental results showed that the TAIS score of the psychological training group decreased significantly after the intervention, which indicated that psychological training could effectively help the athletes to avoid psychological obstacles before the competition, so as to give full play to the athletes' due level.

Table 1. The score of the TAIS scale of the members of the psychological training group before and after the intervention

Dimension	General group (MS)	Psychological training group (MS)	P
Movement tension tendency	12.5	10.1	<0.05
Cognitive anxiety	13.3	10.4	<0.05
Physical tension tendency	9.8	8.7	<0.05
Low desire for competition	10.8	8.2	<0.05
Tendency to lose confidence	12.0	10.0	<0.05
Total score	58.5	48.7	<0.05

The influence of positive psychology on the competence and compressive ability of “double qualified” university teachers

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Background. With the spread of COVID-19, in application-oriented undergraduate colleges, the difficulty of teaching work for “double-qualified” teachers has greatly increased, resulting in enormous work pressure for some teachers, which is not

conducive to the development of teaching work and the physical and mental health of teachers.

Subjects and Methods. Twenty “double qualified” teachers from a domestic finance and economics college were selected and divided into an experience group and a control group. The evaluation index system of college teachers' competency and anti-pressure ability is constructed by using hesitant fuzzy language. Teachers in the experience group were trained in positive psychology, and their competency and anti-pressure ability were evaluated before and after the experiment using the evaluation model. The evaluation grade is divided into poor, general, relatively good, good and excellent, and is assigned with integers 1-5 respectively. The measurement type data is displayed in the form of mean \pm standard deviation, and the *t* difference significance test is conducted. The difference significance level is 0.05.

Results. After completing the experiment, the statistics are shown in Table 1. Observation Table 1 shows that before the experiment, the *P* value of the *t*-test for the competency and compression resistance scores of the two groups of teachers is far greater than 0.05, with no significant difference. However, after the completion of the experiment, the average scores of teachers' competency and compressive capacity in the experience group were 4.52 and 4.63, respectively, higher than those in the control group, and the *P* value of the *t*-test was 0.001, which was considered significant.

Conclusions. This research carried out experiments to verify the effect of positive psychological intervention on improving the competency and psychological pressure resistance of “double qualified” teachers. The experimental results showed that the post-competence and anti-pressure ability of the financial “double qualified” teachers in the experience group after positive psychological intervention were higher than those in the control group, and the difference was significant. The experimental results show that positive psychology training is conducive to improving the negative psychological pressure resistance of the “double qualified” teachers in China, so as to enhance their post competency.

Table 1. Comparison of competence and compressive ability scores of two groups of “double qualified” financial teachers

	Competency				Compressive capacity			
	Experience group	Control group	<i>t</i>	<i>P</i>	Experience group	Control group	<i>t</i>	<i>P</i>
Before experiment	3.15 \pm 0.14	3.15 \pm 0.17	0.485	1.526	3.88 \pm 0.20	3.86 \pm 0.24	0.571	1.639
After experiment	4.52 \pm 0.27	3.16 \pm 0.19	2.862	0.002	4.63 \pm 0.31	3.85 \pm 0.22	3.376	0.001
<i>t</i>	3.215	0.448	-	-	3.894	0.472	-	-
<i>P</i>	0.001	1.569	-	-	0.001	1.738	-	-