

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	-	-