dimensions: internal self-awareness, public self-awareness and social anxiety. This study selected the dimension of social anxiety, including 6 items (for example, “public speaking makes me feel better” “Feel anxious”), using a 5-point score (0 = very inconsistent with me, 4 = very consistent with me). Single factor verification is conducted for this dimension, and the fitting indicators are as follows: χ^2/df = 1.64, NNFI = 0.98, CFI = 0.99, GFI = 0.99, RMSEA = 0.037. The Cronbach coefficient of social anxiety subscale α is 0.72.

Results: As a new sport, the spread and development speed of bodybuilding are affected by many factors. There are not only external factors from society, but also internal factors from schools, as well as subjective and objective factors. This paper makes a comprehensive analysis of the factors affecting the development of bodybuilding in Colleges and universities in Ningbo. Its main limitations lie in the lack of professional fitness coaches, poor health awareness of college students, wrong traditional fitness concepts, less publicity in Colleges and universities, less investment, and insufficient fitness places and facilities. In the correlation analysis between emotion regulation ability and health behavior, the data results showed that there was a significant positive correlation between the improvement of health awareness and emotion regulation ability (P < 0.01), indicating that the higher the degree of participation, the stronger the ability of emotion regulation. The six dimensions were significantly positively correlated (P < 0.01); At the same time, there was a significant negative correlation between the state of psychological problems and the ability of emotion regulation (P < 0.01). Self-control was negatively correlated with emotion perception, emotion evaluation, emotion control and emotion regulation reflection (P < 0.01), negatively correlated with emotion regulation self-efficacy (P < 0.05), and had no correlation with applied emotion strategies. There was a significant positive correlation between fitness concept and emotion regulation ability and all dimensions (P < 0.01); There was a significant positive correlation between encouraging autonomy and emotion regulation ability and each dimension (P < 0.01); There was a significant negative correlation between self-control and emotion regulation ability and each dimension (P < 0.01).

Conclusion: As a new sport, the spread and development speed of bodybuilding are affected by many factors. There are not only external factors from society, but also internal factors from schools, but also subjective and objective factors. This paper makes a comprehensive analysis of the factors affecting the development of bodybuilding in Colleges and universities in Ningbo. Its main limitations lie in the lack of professional fitness coaches, poor health awareness of college students, wrong traditional fitness concepts, less publicity and investment in Colleges and universities, and insufficient fitness places and facilities. In the correlation analysis between emotional regulation ability and health behavior, it is found that the place expectation dimension of work stress plays a partial mediating role between emotional deviation and emotional exhaustion. It can be seen from table 1 that in the first step, the main effect of emotional deviation on emotional failure is significant (Model 2, β = 0.28***). In the second step, the main effect of emotional deviation on emotional failure is significant (Model 4, β = 0.28***). In the third step, the main effect of place expectation on emotional exhaustion is significant (Model 6, β = 0.50 * * *), and the main effect of emotional deviation on emotional failure is still significant (Model 6, B = 0.60***). Therefore, the place expectation dimension of work stress plays a partial mediating role between emotional deviation and emotional exhaustion. The ratio of intermediary effect to total effect is 0.28 * 0.50 / 0.79 = 0.177, that is, the amount of intermediary effect is 17.7%.

STUDY ON THE LEVEL AND DIFFERENCE OF EMOTION REGULATION OF PRIMARY SCHOOL PRE SERVICE TEACHERS
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Background: Psychological capital is closely related to primary school teachers' profession. It can not only promote the growth of teachers, but also directly affect the quality of school education and teaching and the growth of students. Therefore, it is particularly important to establish positive psychological capital in the pre service training stage of primary school teachers. The purpose of this study is to understand the current situation of the psychological capital level of primary school pre service teachers in China and the differences under the influence of different factors, so as to provide a basis for the relevant research on improving the psychological capital level of primary school pre service teachers. The corresponding training suggestions are put forward.

Subjects and Methods: This study selected 864 pre service teachers majoring in primary education from four normal universities and three comprehensive universities in China, conducted a survey through the Internet, and collected 831 valid questionnaires. According to the four dimensions of psychological capital, this study designed a questionnaire of psychological capital of pre service primary school teachers to investigate the level of psychological capital of pre service primary school teachers.

Results: The survey results showed that the psychological capital of pre service primary school teachers was generally at the upper middle level. There are significant differences in the overall level and dimension of pre service primary school teachers' psychological capital in terms of gender, origin and family economic status. Gender, family background and family economic status have a significant impact on the psychological capital level of pre service primary school teachers. Through the research, we found that citizens with higher levels of psychological capital have lower levels of anxiety and depression. Therefore, we can think that citizens with high internal psychological capital can alleviate the psychological pressure, anxiety and depression brought by psychological capital to a great extent through their own psychological quality. We also found that relatively speaking, citizens with high individual psychological capital are less affected by family factors, work and life, traffic safety, their own health and future fear. Teachers with high level of psychological capital will deal with the influence of family factors well. They are full of hope for the future and optimistic about life, and will not worry too much about the impact of life. From the questionnaire survey results, the internal consistency: odd and even split half reliability coefficient is 0.86 (Spearman Brown correlation coefficient is 0.93). Retest consistency: the stability coefficient of the scale retested within a few weeks is usually 0.70-0.80. It shows that the influence of students' Psychological Capital on anxiety is very key. If the patient is asked to answer according to the situation of the day, BDI evaluates state anxiety. If the patient is asked to answer according to the situation of the past week, the stability is much better. From the aggregation validity: BDI was significantly correlated with the evaluation of clinical depression, and the correlation coefficient was 0.60-0.90, which varied with the sample size. BDI score is also related to other clinical indicators, such as biological examination, electrophysiological examination, psychosocial test and the degree of sleep disorder. Therefore, its correlation with other scales must be good.
The situation of students includes knowledge structure, thinking characteristics, psychological characteristics and practical experience. According to the psychological characteristics of students, the situation of students, teaching ideas, teaching methods and teaching feedback. The teaching goal is to expand students' knowledge base, improve students' ability, deepen students' cognition and enhance students' emotional experience. The teaching design is as follows. Firstly, the physical phenomenon of inter symbol interference in the received signal can be found through observation, and its main causes can be analyzed. Next, the system level mathematical model is established to naturally transition to the time domain condition without inter symbol interference, and the corresponding frequency domain condition is deduced. Finally, according to the above situation, guide the design of the communication system, evaluate the system performance, and refer to the performance balance design parameters required by the communication system. The basic idea of teaching is: “inter symbol interference phenomenon” → establish mathematical model → solve the time-frequency domain conditions for eliminating inter symbol interference → design communication system → evaluate performance → adjust system parameters “. At the same time, the study explored the role of this teaching method in emotional behavior regulation. This study used the Beck Anxiety Inventory (BAI), which was compiled by Aaron T. Beck in 1985. It is a self-assessment scale with 21 items. The scale is scored with 4 grades, which mainly evaluates the degree of annoyance of subjects by a variety of anxiety symptoms. Suitable for adults with anxiety symptoms. It can accurately reflect the degree of subjective anxiety. Items and scoring criteria: Bai has 21 self-assessment items, taking the degree of subjects disturbed by a variety of anxiety symptoms as the evaluation index, using the 4-grade method. Its standard is “1”, which means none; “2” means mild without much annoyance; “3” means moderate, uncomfortable but tolerable; “4” means severe and can only be tolerated reluctantly; The scope of application of the scale Bai is mainly applicable to adults with anxiety symptoms. It can be used in psychological clinic, psychiatric clinic or inpatient.

**Results:** The teaching process of communication principle was redesigned from the aspect of teaching ideas and teaching methods. Through problem introduction, video animation, mathematical modeling, “meta thinking method” and eye map, students can intuitively master the course content and make the abstract communication problems more specific. Obtain teaching feedback corresponding to teaching objectives. In fact, students with learning anxiety were examined with Bai and SAS (self rating anxiety scale, compiled by Zung in 1971), and the correlation analysis was carried out on the examination results. The correlation coefficient was 0.828. The results showed that there was a significant positive correlation between Bai and the total score of SAS objective evaluation. To prove the effectiveness of Bai in clinical application in China. Sensitivity and specificity: the authors took Bai ≥ 40 and ≥ 45 as positive respectively, and obtained the false positive rate, false negative rate, sensitivity and specificity to evaluate the evaluation effect of Bai on anxiety disorder. The results showed that when BSI ≥ 45 as the limit, its sensitivity (91.66%) and specificity (91.25%) were relatively balanced.

**Conclusion:** according to the psychological characteristics of students and based on the result oriented educational theory, optimize the teaching design of communication principle, improve the quality of communication engineering education and improve the cultivation of students' ability. This study is of great significance to cultivate talents needed by the communication industry.

**Acknowledgements:** Supported by the project grant from the National Natural Science Foundation of China (Grant No. U1633121) and the project grant from University of Science and Technology Course Fund (Grant No. KC2019SZ11).