

that there was no significant difference in SAS scores ($P>0.05$) in the pre-experimental mild and moderate anxiety groups, while after the experiment, the moderate anxiety control group and the experimental group showed significant changes in the SAS score. Anxiety scores decreased in the experimental group, with significant differences from pre-experimental values, and the same as the comparison with the control group. Anxiety levels improved significantly after the experiment. Comparing the average scores of the SAS test every two weeks, you can see a significant decrease in the associated scores after four weeks, and the SAS score was still significantly lower after the experiment. The score of mild anxiety decreased less than the level of moderate anxiety. In the last two weeks of the experiment, moderate anxiety decreased to the maximum effect. Therefore, exercise intervention can improve anxiety to a certain extent, and the effect of moderate anxiety improvement is more obvious. At the beginning of the semester, non-physical students were tested for anxiety and classified according to the frequency of their exercise, in four main categories: non-exercise groups, once a week, twice a week. The degree of characteristic anxiety in different categories of students was observed to determine the effect of exercise on the relief and intervention of traits anxiety.

Table 3. Comparison of SAS scores before and after the experiment for mildly anxious students ($\bar{x}\pm s$).

Project	Before the experiment	2	4	6	8	After the experiment
Control group (n-20)	53.12±2.59	52.23±1.68	52.95±3.47	55.26±1.28	51.27±2.64	55.71±3.12
Experimental group (n-20)	54.39±3.27	54.13±2.38	54.32±3.52	51.72±2.65	52.36±1.34	51.03±3.71*

Table 4. Comparison of SAS scores before and after the moderate anxiety student experiment ($\bar{x}\pm s$).

Project	Before the experiment	2	4	6	8	After the experiment
Control group (n-12)	65.71±2.82	66.32±1.74	66.82±2.68	66.61±1.86	66.79±3.29	65.68±1.34
Experimental group (n-12)	65.49±1.84	66.42±2.52	65.57±3.57	63.56±2.14	62.91±1.59	62.16±2.57**

The study found that the frequency of different exercises in non-physical students varied in the degree of anxiety, the degree of different categories of significant lying, the highest degree of non-exercise, the lowest is two times a week group. Through the analysis of variance, there are significant differences between the three groups, and the specific data analysis is shown in Table 5.

Table 5. Anxiety levels of different sports frequencies for non-physical students.

The frequency of motion	Do not exercise	Once a week	Twice a week
Anxiety level	42.58±6.84	41.97±6.43	36.57±7.94

After data analysis, it was shown that there was a significant low negative correlation between the “anxiety” degree and the frequency of sports, and that regular participation in physical activities could improve mood, bring positive effects, and have a positive effect on anxiety and regular participation in sports, and intervene and alleviate anxiety.

Conclusions: When interfering with the sports of anxious college students, we need to pay attention to the following aspects: First, when carrying out sports exercise for college students with anxiety, we should pay attention to the following points: Second, the persistence of sports is needed, and students need to adhere to it. Since moderate-intensity exercise can speed up blood circulation throughout the body and help relieve psychological stress, persisting in exercise, long-lasting exercise can be effective lying and improving. Sports can be a degree of distraction, from long-standing problems or circumstances to be freed from. It is also a way to make them more passionate about sports. Furthermore, it is necessary for colleges and universities to establish mental health files of anxious students, including mental health, quality, function, sports interest, etc.

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THERAPEUTIC EFFECT OF MUSIC ON MENTAL ILLNESSES IN COLLEGE STUDENTS

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Background: In modern society, material life is increasingly rich and competition is increasingly fierce, so people generally feel mental pressure. Especially the college students living in the ivory tower often encounter problems in study and life, interpersonal communication, personality development, love relationship and employment, showing relatively large emotional fluctuations. Some students often have depression, loneliness, anxiety, anger and other bad emotions, and some even go to the edge of mental breakdown, resulting in loss of reason and behavior out of control. It has caused irreparable harm to themselves and others. In the traditional concept, people think that “no pain and discomfort is health”. In fact, it is this misunderstanding that causes some psychological hidden dangers not to be found in time, missed the best time to “clean up”, and finally leads to irreparable tragedy. So. Timely and timely detection and treatment of College Students’ psychological problems. Enhance the ability of College Students’ psychological adjustment, can avoid the further deterioration of the situation. This is also an urgent problem to be solved in college mental health education. Healthy psychology can not only protect the normal study and life of college students, but also play an important role in their future development and career prospects. At present, receptive music therapy, as a passive modern medical auxiliary means for psychological adjustment, has been widely concerned. It is gradually accepted and adopted by some counselors and psychiatrists.

Objective: It is theoretically feasible to use music therapy to alleviate the psychological problems of college students. one side. From the educational function of music, In the process of listening to music, college students can produce emotional resonance and a kind of peer-to-peer communication, that is, the similarity between the listener and the composer in a certain emotional point. Or the emotional feedback (through music association or recalling something) made by the listener is partially or completely corresponding to the composer’s own experience. This is not only helpful for the accumulation of the listener’s own emotional experience Tired. Enhance their own emotional perception. And it can make up for the lack of discourse communication, that is, direct, hasty, simple, one-time, not reaching the spiritual level. Unlike music communication, it can give people time to think, and when they receive a certain passage, listeners can feed back and recreate it, directly reaching their inner spiritual world. That is to say, music expression is not only limited to the string formation and arrangement of musical symbols and movements, but also affects the listener’s thinking and language imperceptibly. On the other hand, music therapy is relatively peaceful and conservative in regulating people’s psychology. It is not as tough as other physical therapy or drug intervention. College students are relatively sensitive. Exposing their own psychological defects or psychological problems in any case will bring them inferiority and shame. They often take negative methods, such as avoiding or trying to cover up or more extreme, like suicide. In fact, these tragedies are unlikely to happen. It’s not that music therapy is a “panacea”, but to a large extent, the auxiliary means of music are more acceptable than the general physical or drug intervention methods to cure mental diseases. In the process of treatment, the patients not only enjoy the wonderful music, but also adjust and improve their psychology. It really realizes being treated with respect and happiness.

Subjects and methods: At present, the qualified universities have started to open psychological consulting institutions to teach psychology, mental health care and other courses for college students. However, due to the lack of depth and quantity, they can not meet the requirements of college students on mental health education, and are influenced by traditional thinking, some students with psychological problems are reluctant to disclose their psychological problems to the psychological counseling structure and psychotherapists. The psychological consulting institutions in the school are in a passive position. But the expansion of colleges and universities at present makes college counselors often have to manage hundreds of people, and it is difficult to have time to have energy to do a good job of each student’s psychology. After class, professional teachers often need to rush back to the old campus bus, often have no time to care about students’ thoughts and learning problems. Therefore, the college students are facing the dilemma of no place to speak, no way and way to alleviate the psychological problems. In this case, the unique role of music psychological education on psychological problems has gradually attracted some universities’ attention. In quality education, psychological quality is the core and carrier of professional quality, moral quality and cultural quality. Music psychological education is exactly the closest to the college students of a psychological education model. Music has the function of mental health care besides the function of appreciation. It is very easy for students to accept music, and it has various forms. In fact, music has become a part of many college students’ lives.

Results: Music can promote individual mental health and alleviate students’ negative emotions, which has been confirmed in many psychological studies. In fact, music has been found in the treatment of psychological problems. As early as in Qun Jing Yin discrimination, there is a saying of “music, treatment also”, which clearly suggests that music is a means of treating mental diseases. In the fifth century BC, bidagos of ancient Greece pointed out the function of music on human psychological activities: “there is melody for the treatment of depression and inner diseases in the heart”. In the 19th century, KEMET published the influence of music on health and life, and scientifically discussed the relationship between

music and physical and mental health. Music has the function of communication and transmission, which can communicate the inner world communication between people, and make the emotion and behavior be effectively regulated, which is the internal mechanism of music therapy principle. Music can relax people and promote mental health. The physiological activities of human breath, blood pressure and heartbeat have their fixed rhythm. When the rhythm of music is similar to those rhythms, people will feel relaxed. In addition, music can regulate the endocrine of human body and secrete substances that can promote psychological relaxation. Music also promotes mental health by expressing and releasing the repressed emotions of individuals. We all have the experience that when facing great pressure, singing loudly, or listening to rock music, roaring a few times with the music rhythm can significantly relieve the pressure and vent our emotions. Hongyi Zhang, founder of Chinese music therapy and professor of music therapy expert of China Conservatory of music, believes that the real music therapy is to resonate with music and emotion, release negative emotions, and then guide the change of emotions with music. Music has a strong power, can make people happy, satisfied and release huge enthusiasm, so that people find happiness, get strength, re ignite the love of life, so that physical and mental health can be developed. In clinical psychology, music psychotherapy has been paid attention to as an independent treatment. Therefore, music psychological education should be regarded as an important form of music education in Colleges and universities. In addition, the music and cultural life on campus plays an important role in maintaining the mental health of college students. The particularity of music education in Colleges and universities lies in the ability to maintain and improve the mental health level of college students as an important auxiliary means of psychological counseling and psychological counseling training. Through the function of music education, performance and appreciation, students can get out of the depressed psychology and learn to get along with people in the music performance cooperation.

Conclusion: Music therapy has not been popularized in Colleges and universities in our country. There is a lack of music therapy talents, and the music therapy program is still gradually improving. This requires that college workers, especially the main leaders of colleges and universities, pay enough attention to it, increase the investment in music therapy, and strengthen the construction of music therapy teachers with the training mode of “going out” and “introducing in”. Music therapy as a special subject is added to college students’ mental health education, so that college students can really accept and like music therapy, and promote the development of College Students’ mental health in many ways.

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RELATIONSHIP BETWEEN PHYSICAL EXERCISE LEVEL AND ANXIETY OF COLLEGE STUDENTS DURING COVID-19

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Background: During the COVID-19 period, college students are faced with greater pressure than usual times. While worrying about the development of the COVID-19 epidemic, college students are also suffering from the adverse impact of the epidemic on their life and study, which is more likely to induce anxiety and other negative emotions. Anxiety will have a negative impact on students’ behavioral cognition and academic performance, and even lead to depression when it is serious, resulting in serious consequences. How to adjust this emotion, as far as possible to reduce the negative impact of anxiety on students, it is very urgent. Many studies have shown that physical exercise can directly or indirectly improve the psychological status of college students, reduce the incidence of bad emotions, but also reduce the risk of some diseases. Therefore, this paper investigates and studies the physical exercise level and anxiety status of college students during the COVID-19, as well as the relationship between them, to help college students cope with and defend physical and mental problems, improve social adaptability, and ensure healthy growth.

Objective: To explore the relationship between college students’ physical exercise level and anxiety during the COVID-19 period, to provide options and suggestions for alleviating college students’ anxiety during the COVID-19 period.

Subjects and methods: From March 10 to 12, 2021, an online questionnaire survey was conducted among 1000 college students from Liaoning Normal University, Dalian Jiaotong University and Dalian University of Technology about their basic situation, physical exercise level and anxiety mood. Deqing Liang revised physical activity scale (PARS-3) was used to measure the physical exercise level of college students, and the retest reliability of the scale was 0.82. The grade evaluation standard of physical activity: ≤ 19 A small