

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.

* * * * *

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

Jun Zhang* & Ran Li

Institute of Physical Education, Liaoning Normal University, Dalian 116029, China

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

amount of exercise, 20-42 was classified as medium amount of physical activity, and ≥ 43 great physiological load of exercise. The Self-Rating Anxiety scale (SAS) prepared by Zung was used to measure the anxiety state of college students, and the retest reliability of the scale was 0.75.

Study design and Results: The average score of college students' physical exercise is 23.88 ± 6.42 points. There were statistically significant differences in the average scores of physical activities among students of different genders ($t=8.85$) and grades ($F=9.78$, $P<0.01$). The physical activity of male students (27.82 ± 5.40) was higher than that of female students (16.29 ± 2.45). The physical activity of freshman students (29.76 ± 3.26) and sophomore students (23.45 ± 4.18) was higher than that of junior students (19.62 ± 7.74) and senior students (18.65 ± 8.28).

The average score of anxiety of college students was 85.4 ± 6.7 points, and there were statistically significant differences among different genders ($t=9.85$), grades ($F=9.34$) and scores of anxiety of college students ($P<0.01$). The anxiety level of female students (24.42 ± 6.13) was higher than that of male students (16.78 ± 3.97). The anxiety level of each grade was: Grade 4 > Grade 3 > Grade 1 > Grade 2.

There was a significant negative correlation between the amount of physical exercise and anxiety ($r=-0.31$). The anxiety levels of different exercise levels were as follows: small amount of exercise > medium amount of exercise > large amount of exercise, and there was no significant gender and grade difference.

Conclusions: The COVID-19 has limited the physical activities of university students. The results of this survey show that the physical exercise level of college students reaches the level of moderate intensity exercise, the physical exercise level of boys is greater than that of girls, and the physical exercise level of freshmen is the highest. This is because girls in peacetime exercise in addition to physiological characteristics and their own subjective factors, but also may be subject to objective conditions, including venues, equipment and other restrictions, which will restrict the enthusiasm of girls' physical exercise. In addition to extracurricular physical exercise, public physical education courses also increase the intensity and frequency of exercise for freshmen, and the level of exercise is the highest compared with other grades.

Anxiety is common among college students during COVID-19. There was a significant gender difference in anxiety scores, and girls' anxiety was higher than boys. Women, as representatives of tenderness, affinity and introvert, are more sensitive and emotional than men. During the COVID-19 epidemic, they are more easily disturbed by the external environment, resulting in more anxiety. Senior students have the highest score of anxiety because senior students are faced with graduation defense, employment, postgraduate entrance examination, emotional problems, and bear a certain amount of psychological pressure. Under the COVID-19 epidemic, graduates are affected by multiple external environments, and have a higher risk of developing anxiety.

Physical exercise has a significant effect on anxiety and is one of the ways to improve college students' mental health. This study found that the level of physical exercise was negatively correlated with anxiety, and the more exercise the college students had, the lower their anxiety was. Participating in physical exercise and adopting an active and healthy lifestyle during the epidemic period could significantly improve the state of anxiety and improve the level of physical and mental health. With the epidemic prevention and control becoming normal, the impact of time and venue restrictions on physical exercise has gradually weakened. On the one hand, the physiological changes produced by physical exercise will cause the functional or structural changes of the brain, the acceleration of cerebral blood flow and metabolism, and the production of physiological hormones to inhibit the production of related negative emotions; On the other hand, physical exercise affects people's emotions by affecting insulin metabolism, accelerating metabolism, and influencing the mediating mechanism of neuroendocrine response.

Colleges and universities and related departments should carry out scientific psychological intervention and emotional counseling for college students. Based on the epidemic, colleges and universities should establish a long-term health education model for college students, set up courses focusing on health knowledge, carry out colorful extracurricular sports activities, and improve the mental health level of college students through long-term systematic intervention.

* * * * *

THE PSYCHOLOGICAL CORRECTION COUNTERMEASURES OF JUVENILE DELINQUENCY FROM THE PERSPECTIVE OF LEGAL SOCIOLOGY

Yanyan Tian

School of Arts and Law Zhengzhou Shengda University of Economics, Business & Management, Zhengzhou