



Figure 2. Average Performance Score of Children in Two Groups.

Conclusions: Good expressiveness and concentration are beneficial to children's music classroom learning effect. In a word, the application of interesting spectrum can promote children to learn in happiness. Teachers should develop teaching from the aspects of rhythm, organizing games and proper training to ensure that teaching is more interesting and to lay a solid foundation for strengthening teaching efficiency and children's musical literacy.

Acknowledgement: The research is supported by 'the Fundamental Research Funds for the Central Universities' (2018MS614-Strategies and ways of cultivation and improving of artistic tastes and talents of students in science and technology universities).

* * * * *

INFLUENCE OF EDUCATIONAL PSYCHOLOGY ON THE BEHAVIOR PATTERN OF COLLEGE STUDENTS

Meng Qi

School of Water Conservancy, North China University of Water Resources and Electric Power, Zhengzhou 450046, China

Background: Teaching materials and curriculum of Educational Psychology: educational psychology is a special course, which is between Ideological and political education and psychology. Compared with these two subjects, teaching psychology is more targeted in students' psychological education, and has a consistent relationship with ideological and political education and psychology. However, it is this characteristic of educational psychology that makes it difficult to set up teaching materials for educational psychology. The setting of teaching materials is also an important issue in educational psychology. It is necessary to integrate the knowledge and content of Ideological and political education and psychology, and change the previous ideas. However, the previous teaching materials are still used in educational psychology, which cannot meet the requirements of educational psychology, and cannot achieve the educational effect of the discipline on students' psychology. Therefore, the textbook of educational psychology needs to be paid attention to. In addition, the curriculum of educational psychology also needs to be paid attention to, correctly evaluate the importance of educational psychology, and reasonably arrange the curriculum and class hours of educational psychology, in order to achieve the best educational effect for students, which is also a problem to be considered in educational psychology.

College education has always regarded the moral cultivation of students as one of the important purposes of college education. However, from the current situation, the moral situation of college students is not optimistic. Therefore, it is particularly important to strengthen the moral cultivation of college students. In this paper, some university students as the experimental research object, through the system of educational psychology teaching, comparative analysis of the impact of educational psychology teaching on the development of moral cognition of sports college students, to explore the impact of educational psychology

on the behavior model of college students.

Subjects and methods: The specific experimental methods are as follows:

(1) Expert interview.

By telephone, face-to-face or e-mail to consult the relevant experts in educational psychology, to understand the current situation and problems of moral development of college students in sports colleges.

(2) Experimental method.

The moral development level of students was investigated by using the questionnaire of moral dilemma story. The judgment of moral development level is to divide the stage by using the form of expert score, and classify it into the corresponding development stage according to the answers to the questions in the moral dilemma story. There are 5 experts in this study (all of them are experts in Educational Psychology), and the average score of all experts is used as the moral development level index of the student (from 1 to 6).

The development of moral cognition is an important part of College Students' moral development. The research takes 300 college students as the research object, through the teaching experiment of "educational psychology", the results show that: before and after the experiment, there are significant changes in college students' moral cognition, but there is not necessarily a positive relationship between the development level of College Students' moral cognition and age growth; there may be fluctuations in the process of moral cognition development.

Study design: The data were processed by SPSS11.5 software.

Methods of statistical analysis: In this study, 300 sophomores from four classes in a university were randomly selected as the research objects, two of which were the experimental group and the other two were the control group. There were 164 students in the experimental group (72 boys and 92 girls) and 136 students in the control group (83 boys and 53 girls). The subjects in the experimental group were taught the course of educational psychology for 18 weeks and 36 class hours according to the syllabus, while the subjects in the control group were not taught the course.

Results: Independent sample *t* test was used to compare the development level of moral cognition between the two groups before the experiment. The results show that (see Table 1), before the experiment, there is no significant difference in the development level of moral cognition between the two groups ($P > 0.05$), and their moral development level is low, which is consistent with the results of expert interviews. The results in Table 1 show that the homogeneity of the two groups is good and can be compared.

Table 1. Comparison of the norms of College Students' behavior patterns.

	<i>M</i>	<i>t</i>	<i>df</i>	<i>P</i>
Experience group	4.21	1.578	298	0.116
Control group	4.18			

After the experiment, the development level of moral cognition of the experimental group was tested by paired sample *t* test. The results show that (Table 2), the development level of moral cognition of the experimental group after the experiment is significantly higher than that before the experiment, and the difference reaches a very significant level ($P = 0.000$). Through the experimental treatment, the development level of moral cognition of the subjects has been significantly improved.

Table 2. Comparison of the development level of moral cognition of the experimental group before and after the experiment.

	<i>t</i>	<i>df</i>	<i>P</i>
Before and after the experimental group	-44.146	162	0.000**

Notes: ** $P < 0.01$.

In the teaching process of educational psychology, one of the important teaching contents is the study of moral character. In this part, students are required to master and deeply understand the concept of morality and morality, the psychological structure and connotation of morality, and the theoretical requirements for moral cognition reach the level of understanding and application. In the study of moral cognitive theory, we have studied the dual story and moral dilemma story. The analysis and discussion of these two methods will help students understand the specific code of conduct and why to implement the code. We should correctly understand the concept, principles and views of morality, deepen and promote the understanding of moral cognition and improve their ability to judge whether or not they are right or

wrong. On the other hand, the teaching content elaborates the development and cultivation of individual morality from four aspects: cognition, emotion, will and behavior. In this part of teaching, teachers should carry out moral cognition, emotion and behavior education according to the students' actual situation and psychological development characteristics. This comprehensive, multi-angle and targeted education form promotes the development of students' moral cognition, which is much greater than that of single angle education or simple preaching.

Conclusions: The significance of the application of educational psychology in college students' education and teaching is to promote students' mental health, improve the quality of education management, and strengthen the predictability of education. The application of educational psychology in college education mainly includes insisting on taking students as the center, giving priority to encouragement and skillfully using psychological suggestion. In short, give full play to the role of educational psychology, lay the foundation for the development of College Students' normative behavior mode.

* * * * *

EFFECT OF MARTIAL ARTS TRAINING ON THE PHYSICAL AND MENTAL HEALTH OF YOUNG PEOPLE

Nan Cheng

College of Physical Education, Luoyang Normal University, Luoyang 471934, China

Background: Martial arts, as a rich and profound Chinese excellent traditional culture and a unique traditional sports event, has attracted many martial arts enthusiasts with its practical effects of strengthening the body, nurturing the spirit, cultivating sentiments, and exercising the will. Adolescents are in a critical period of growth and development. The healthy growth of adolescents is related to the prosperity of the country and the prosperity of the nation. Martial arts can deal with physical health problems such as obesity, early growth, short height and other physical health problems encountered in the growth of adolescents, as well as withdrawn personality, tired of learning, psychological problems such as lack of self-confidence and weakness in doing things have a good improvement effect. In this research, students participating in martial arts training are the experimental subjects, martial arts coaches and students' parents are the subjects of investigation, and the influence of off-campus martial arts education on the physical and mental health of martial arts students is investigated. According to adolescents' physiological anatomical characteristics and physical fitness development characteristics, the influence of martial arts training on the physical and mental development of adolescents is explored. It is believed that practicing martial arts in adolescence plays an important role in improving adolescents' motor system, cardiovascular function, respiratory system, nervous system and mental health.

Objective: Discuss the effect of martial arts training on the physical and mental health of young people, and propose corresponding countermeasures. Provide a certain reference for the promotion of martial arts aerobics for middle schools, inherit excellent national cultural traditions, expand the forms of exercise of extracurricular sports activities in primary and secondary schools, and enhance the physical and mental health of young people.

Subjects and methods: Randomly select 60 junior high school students from a certain school as the research objects. They are divided into the experimental group (wushu aerobics group) and the control group, with 30 people in each group, 15 boys and girls. All test subjects are in good health, with good motor organ function, and volunteer to participate in this experiment. Before the test, there was no significant difference between the two groups in the horizontal ratio of various physical fitness indicators. The subjects performed martial arts aerobics exercises for 12 weeks. The physical fitness test method and the psychological measurement method are used to compare and analyze the changes of the indicators (physical shape, fitness, function and mental health) before and after the experiment.

Study design:

(1) Physical function indicators: After 12 weeks of martial arts exercises, the vital capacity indicators of the heart and lung functions of the students in the experimental group were analyzed.

(2) Physical fitness indicators: After 12 weeks of martial arts aerobics exercises, the difference between the experimental group students' physical flexibility in the sitting position, the grip strength of the upper limbs, and the endurance quality of the middle-distance running and the pre-experiment.

(3) After 12 weeks of martial arts aerobics exercises, the difference between the emotional dimension and the volitional behavior dimension was analyzed compared with before the experiment.