

outbreak, personnel recruitment has been affected, and corporate internships have also been stranded. IELTS test, postgraduate entrance examination retest and so on have also been postponed, so that graduates have a great psychological burden and pressure, resulting in anxiety, irritability, disappointment, and other bad psychology.

Intervention measures: One is to guide college students to take corresponding intervention measures, self-emotional guidance to control. Correct and comprehensive understanding of novel coronavirus. We should get more information from the official media, learn basic medical knowledge, follow the advice of doctors, and take basic protective measures to deal with the epidemic with a healthy mental state. We should not believe rumors, do not spread rumors, believe in science, and actively prevent the epidemic. Learn to use a variety of ways such as empathy, talk to the negative emotions of self-digestion, self-relaxation, mood adjustment. Second, the school carries on the appropriate intervention to the college student's psychological problem. Establish an online psychological consulting platform to conduct psychological evaluation and assessment for college students. Provide online psychological counseling for college students with psychological problems in time, answer questions and solve doubts, and help them to channel negative emotions and restore their normal psychological state. The third is to carry out online psychological lectures to guide them to adjust themselves. Fourth, the establishment of home-school cooperation mechanism, jointly solve students' mental health problems.

Conclusion: In the face of this sudden COVID-19 epidemic, some college students cannot adjust their emotions in time, resulting in excessive negative emotions such as fear, depression and anxiety, which seriously affects their mental health. For the negative emotions of college students, students themselves, parents and schools should take corresponding psychological intervention measures, so that students can eliminate the negative emotions and return to normal life.

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APPLICATION OF DRAMA THERAPY IN ESTABLISHING SCHOOL-AGE CHILDREN'S CONFIDENCE

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Background: Lack of self-confidence is a timid, fearful, and inactive psychological manifestation in daily life. This phenomenon can be seen in many children today. Children with this mental state are often relatively silent in social collective life, depressive, is not good for the healthy development of young children.

Drama therapy is being paid more and more attention because of its interest and the conformity with the physical and mental characteristics of school-age children. The British Theatre Therapy Association believes that drama therapy is a method to help people understand social communication, slow down mental problems, mental diseases or other physical and mental disorders. Drama therapy is mainly for the treatment of children's psychological problems such as obsessive-compulsive disorder and schizophrenia. Through role-playing, visitors can face the depths of their hearts that they dare not face, and face the deep-seated psychological problems.

This paper based on the viewpoint of drama therapy, through the strategies and methods of drama therapy, it can help children improve their timidity, enhance their self-confidence, and improve their expression ability, so as to promote the physical and mental health of children.

Subjects and methods: Through the voluntary recruitment of 60 school-age children in a kindergarten, a 4-week self-confidence counseling was conducted. There are 28 girls and 32 boys.

Study design: The main goal of this program is to help members understand themselves, improve themselves and build self-confidence. Tutoring is a totally closed way. The time of tutoring is four weeks, twice a week, one hour each time. And carefully designed the dramatic game, situational performance, role play and other links, requiring members to know and explore themselves in the dramatic experience, understand the concept and cognition formed in the long-term living environment, accept themselves with a positive attitude, build confidence, and experience the unknown life and feelings in the drama.

Methods: The whole kindergarten teachers received four days of training on children's central play

therapy, and two backbone teachers received several times of training on children's central play therapy. External play therapy experts set up parent-child play therapy training classes in kindergartens; backbone teachers carried out case play therapy in kindergartens and tutored some teachers to carry out case play therapy; backbone teachers tutored the whole kindergarten teachers to use the concept of children centered play therapy in daily teaching to deal with children's emotional and behavioral problems.

Results: To analyze the data after the experiment is to sort out and analyze the questionnaire results after the completion of drama therapy, including the questionnaire results of the experimenter and the control group (Figure. 1). After a long time of statistical work, the analysis results of the self-confidence of the experimental group and the control group are as follows:

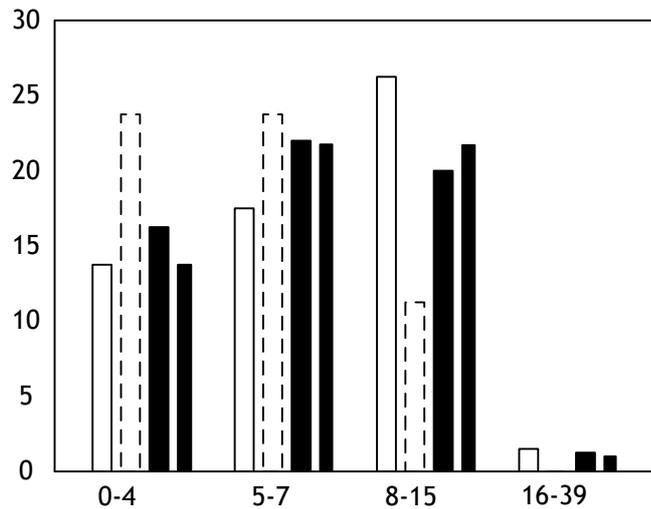


Figure 1. Self confidence of school-age children after the implementation of drama therapy counseling program.

In the experimental group, there are 24 people whose total score is less than or equal to 4, basically no lack of self-confidence phenomenon, accounting for 40% of the total number; there are 24 people whose total score is between 5-7, mild lack of self-confidence phenomenon, accounting for 40% of the total number; there are 12 people whose total score is between 8-15, moderate lack of self-confidence phenomenon, accounting for 20% of the total number. No serious lack of self-confidence was found.

In the control group, 14 people's total score is less than or equal to 4, basically no lack of self-confidence phenomenon, accounting for 30% of the total number;

There are 22 people with a total score of 5-7, a slight lack of self-confidence phenomenon, accounting for 33.3% of the total number; there are 22 people with a total score of 8-15, a moderate lack of self-confidence phenomenon, accounting for 44% of the total number; there are still 2 people with a score of more than 16, a serious lack of self-confidence phenomenon, accounting for 3% of the total number.

Conclusions: The self-confidence of the students in the experimental group has been greatly improved after receiving drama therapy. Therefore, children centered play therapy and its parent-child play therapy are especially suitable for the treatment of emotional and mild behavioral problems of preschool and early school-age children. As a psychotherapy method, it has a wide application prospect and is worthy of promotion and application in the field of children's psychological counseling. Every child psychological worker should treat and treat children with the concept of children oriented.

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INVESTIGATION ON THE INFLUENCE OF MUSIC ON MENTAL HEALTH OF COLLEGE STUDENTS

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Background: In recent years, with the accelerating pace of life and increasingly fierce social competition, college students are facing the pressure of study, life, emotion and employment, and the resulting mental