

the study, the measurement type features are displayed in the form of mean \pm standard deviation for *t*-test, and the counting type features are displayed in the form of number or proportion of number for chi-square test. The significance level of difference is taken as 0.05

Results: The effective questionnaire data were obtained in Table 1.

Table 1. Statistical results of questionnaire survey on psychological resilience and mental health level of subjects after the experiment

Scale type	Reform group	Control group	<i>t</i>	<i>P</i>
Psychological resilience test	85.0 \pm 4.7	71.4 \pm 5.6	0.173	0.002
SCL-90 scale	1.43 \pm 0.18	1.56 \pm 0.12	0.557	0.024

The statistical granularity of the score corresponding to the SCL-90 scale in Table 1 is the disease factor level. It can be seen from Table 1 that the *t*-test *P* value of the psychological resilience score and SCL-90 disease factor score data between the two groups of college students after the experiment is less than the significant level, which is considered to have a significant difference. Moreover, the psychological resilience score of the reform group is higher than that of the control group, and the SCL-90 disease factor score is lower than that of the control group.

Conclusions: In order to explore the influence of integrating the training content of extreme exercise method and educational psychology knowledge into college physical education curriculum on college students' psychological resilience and mental health level. This study designed a physical education teaching experiment based on questionnaire survey. The experimental results show that after the experiment, the *t*-test *P* values of psychological resilience score and SCL-90 disease factor score data between the two groups of college students are less than the significant level. It is considered that there is a significant difference, and the psychological resilience score of the reform group is higher than that of the control group, and the SCL-90 disease factor score is lower than that of the control group. The experimental results show that carrying out the reform of college physical education curriculum under the guidance of extreme exercise and psychology is helpful to improve college students' psychological resilience and mental health.

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INTERVENTION OF COLLECTIVE SPORTS ON COLLEGE STUDENTS' SOCIAL ANXIETY DISORDER

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Background: Anxiety refers to an emotional response produced by social individuals in the process of using the external environment despite the changes of external challenges. This emotional response is a universal emotional response of human beings. For different individuals, the subjective feelings produced by this emotional response may also be different, which may be tension, fear, anxiety or anxiety. Appropriate anxiety helps to produce individual crisis consciousness and vigilance consciousness, and then drive individual psychological motivation, but excessive anxiety experience will cause great damage to individual physical and mental health. As a kind of anxiety experience, social anxiety refers to the strong emotional feedback generated by social individuals in a specific social occasion or various social occasions with wide similarities, such as tension, fear and so on. This anxiety feedback is not only psychological, but also physiological. Social anxiety often leads to a variety of behavioral disorders, such as social withdrawal behavior, such as dizziness, nausea and other adverse physiological reactions. The causes of social anxiety vary from person to person. The psychological trauma of social individuals in their early years is one of the ways to make individuals have social anxiety. For example, the strict social discipline of parents will lead to the formation of fear psychology in the social process of young individuals. This psychology will remain until the individual reach's adulthood, and this fear is often objective and causeless, which is an emotional reaction similar to the individual's psychological conditioned reflex. In addition, the cognitive style of social individuals for the external social environment is also one of the reasons for individual social anxiety. The anxiety of these individuals is often related to their self negative evaluation. The number of individuals with social anxiety in contemporary college students is gradually expanding, so it is necessary to intervene campus activities for college students' social anxiety.

Objective: Starting with the characteristics of college students' individual social anxiety disorder, this study explores the impact of campus collective sports on college students' social anxiety disorder, provides a way for colleges and universities to intervene college students' social anxiety disorder, and provides a theoretical basis for ensuring students' healthy campus life.

Subjects and methods: This study combines the intervention comparative experiment with the element difference test method, divides the social anxiety student group into different types, and uses the intervention comparative experiment to compare and analyze the impact of campus collective sports on students' social anxiety.

Study design: In the intervention comparative experiment, the students who have received the campus collective sports intervention are divided into the intervention group and the students who have not received the campus collective sports intervention are divided into the control group. The experimental time is one month. During the experimental period, the researchers will observe and record the students' social behavior and investigate the students' psychological state. This study aims at and through the students of social anxiety type groups, and uses the method of factor difference test to analyze the influence effect of different factors.

Methods: In this study, Excel tables are used to sort out and record students' psychological data, and computer algorithms are used for classification and analysis.

Results: The difference test of college students' social anxiety is shown in Table 1.

Table 1. Differences in social anxiety among college students

Variable	Grade	SD	M	F	P
Social avoidance	First grade	3.27	5.32	10.323	0.000
	Second grade	3.16	5.08		
	Third grade	4.12	6.71		
	Fourth grade	4.03	6.68		
Social distress	First grade	3.42	6.49	3.008	0.050
	Second grade	3.13	6.42		
	Third grade	3.95	7.26		
	Fourth grade	4.11	7.41		
Social avoidance and distress	First grade	6.46	11.91	5.986	0.002
	Second grade	6.05	11.28		
	Third grade	6.99	13.67		
	Fourth grade	6.43	13.21		

It can be seen that the experimental group has significant differences in social avoidance, social distress and avoidance, and there are statistical differences in social distress. According to the comparison results between different college grades, it can be seen that with the growth of grade, students' social anxiety will also increase to a certain extent.

Conclusions: The base number of social anxiety disorder groups among contemporary college students is expanding. In view of this, this study uses the method of intervention comparative test to analyze the impact of campus collective sports on students' anxiety disorder. In the analysis process, it uses the method of factor difference test to analyze the influencing factors of different groups of students with social anxiety, and on this basis, it analyzes the types of social anxiety. Then it analyzes the intervention effect of campus collective sports on different groups of social anxiety. By analyzing the impact of campus collective sports on students' anxiety disorder, this study explores the effect of campus intervention outside teaching on students' psychological disorder, and provides an effective way for colleges and universities to ensure students' physical and mental health in campus life.

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RESEARCH ON THE CRIMINAL PSYCHOLOGICAL MOTIVATION OF MINORS IN CRIMINAL LAW UNDER COGNITIVE IMPAIRMENT

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