

**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.

\* \* \* \* \*

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

Tanghai Ruan

*School of Law, South-Central Minzu University, Wuhan 430074, China*

**Background:** Piaget's psychological construction theory is one of the more important psychological theories in individual development psychology. In Piaget's psychological construction theory, the development of individual cognitive psychology emphasizes the important role of biological individuals in the process of cognitive development. The so-called cognitive psychological development is the process in which individuals constantly assimilate with the external environment, adapt to the complex external world, and then achieve internal and external balance. The alternation between balance and imbalance is the growth process of cognitive psychological morality. The extreme imbalance leads to individual cognitive impairment. From the perspective of psychology, minors are in the "formal operation stage". At this stage, the cognitive psychology of minors is experiencing the development from the low-level stage to the high-level stage. In this process, minors lack thinking ability and can only rely on their own movement cognition and body condition cognition to act, and gradually develop a social individual with complete thinking system and independent reasoning ability. This process has realized the qualitative change and leap of cognitive psychology. Therefore, in the stage of minors' cognitive and psychological development, the influence of the external environment is very important. Minors can get the corresponding cognitive experience by interacting with specific things in the external environment. Once there is a deviation in minors' psychological cognition due to external influence, it is easy to form minors' cognitive impairment. In this process, the negative impact of the external environment is likely to lead to the difficult balance of minors' physical and mental maturity, which leads to the relative lag of the perfection of psychological cognition compared with physical maturity. The misplaced physical perception and psychological cognition are easy to further lead to the formation of minors' criminal psychological motivation. When analyzing the psychological motivation of juvenile criminal law crimes, it is inevitable to analyze their cognitive psychology, whether their intellectual growth, personality development environment, their own moral growth state, self-consciousness and external cognitive psychology are balanced. These psychological cognitive elements have an important impact on students' criminal psychological motivation. Through the intervention of these elements, it is likely to achieve the effect of effective prevention and control in the early stage of juvenile delinquency.

**Objective:** This study provides a theoretical basis for the evaluation of juvenile delinquency and the analysis of criminal psychological motivation of specific cases by exploring the criminal psychological motivation of minors in criminal law under cognitive impairment. At the same time, it promotes the improvement of minors' growth environment through motivation analysis, and provides help to reduce juvenile delinquency.

**Subjects and methods:** The experiment takes 20 juvenile offenders as the main research object. This study adopts the combination of support vector machine and factor analysis method, takes support vector machine as the research feature sample classification tool, and takes factor analysis method as the influence analysis tool for specific feature category elements.

**Study design:** From the perspective of minors' psychological cognitive development, this study analyzes psychological disorders from the perspective of minors' psychological cognitive growth. In the analysis process, support vector machine is used to classify the main types of minors' cognitive disorders with the characteristics of excellent classification effect for nonlinear problems, after successful classification, the factor analysis method is used to analyze the relationship between the specific types of juvenile cognitive impairment and juvenile criminal motivation.

**Methods:** The data of this study were collected by Excel and methods.

**Results:** The influence of minors' cognitive psychological maturity on minors' criminal psychological tendency is shown in Figure 1.

As can be seen from Figure 1, with the gradual growth of minors' cognitive psychological maturity, minors' criminal psychological tendency shows a gradual downward trend. Among them, after level 2 cognitive psychological maturity, the downward speed of minors' criminal psychological tendency broken line begins to increase, which proves that when the cognitive psychological maturity is between level 2 and level 3, minors' cognitive psychological growth is the most important stage. At this stage, minors' cognition of the concept of criminal crime began to be gradually complete.

**Conclusions:** The influence of the external environment on the psychology of minors in the period of their psychological cognition growth can easily lead to the formation of psychological obstacles, which makes it easier for minors to form criminal motives. This study combines support vector machine with factor analysis method, uses support vector machine to classify the types of cognitive impairment, and on this basis, analyzes the factors of criminal motivation under cognitive impairment. The results show that with the gradual growth of minors' cognitive psychological maturity, the psychological tendency of minors' criminal crime is gradually decreasing. Through the intervention of minors' psychological cognition in the growth process, we can effectively prevent the generation of early cognitive impairment, and then achieve the intervention effect on the criminal motivation caused by cognitive impairment, which plays an important role in the early prevention and control of minors' criminal cases.

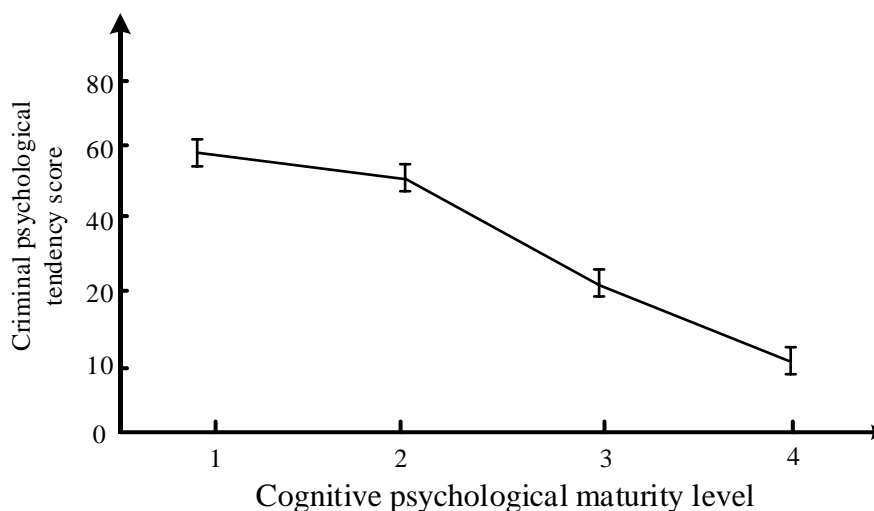


Figure 1. Cognitive psychological maturity analysis

\* \* \* \* \*

## RESEARCH ON ON-THE-SPOT PSYCHOLOGICAL ANXIETY AND COPING STRATEGIES IN PIANO PERFORMANCE FROM THE PERSPECTIVE OF PERFORMANCE PSYCHOLOGY

Ximiao Sun<sup>1\*</sup> & Yaping Zhang<sup>2</sup>

<sup>1</sup>*Department of Music, Xianyang Normal University, Xianyang 712000, China*

<sup>2</sup>*Personnel Department, Xianyang Normal University, Xianyang 712000, China*

**Background:** The process and essence of performance is to create organically with the help of actors' conscious psychological technology, so that they can perceive the characteristics of roles and psychological change activities in the performance process, strengthen the connection between real life and artistic creation environment, and then show the charm of art to the audience in various performance forms. Performance psychology is the performer's feeling of psychological changes in this process, as well as the emotional changes and psychological laws such as psychological identity and resonance with the role, so as to present an exquisite performance for the audience. However, performers have different psychological feelings and feedback mechanisms due to the differences of psychological quality, performance experience and audience response. In the long run, they will show different psychological hints and action mechanisms. A good performance effect will enhance the confidence of performers, make them produce positive psychological change activities, and then form a positive circulation mechanism between performance effect and psychological activities. On the contrary, it will make the performer doubt his own ability and value, and produce related psychological problems. Piano performance needs long-term hard practice and the guidance of professional teachers to have good professional ability, but most players will have anxiety, anxiety, fear and other negative emotions and psychological problems in on-the-spot performance activities due to stage fright, poor psychological pressure resistance and easy to be affected by external interference factors, so as to play poorly at the critical moment or "escape". From the perspective of psychology, anxiety is a kind of psychological feeling and action tendency in the face of future uncertainty. It is mainly characterized by widespread persistent anxiety or recurrent panic, and the anxiety psychology shown by different audiences has individual differences. Artistic performers are more likely to have psychological anxiety in on-the-spot performance activities. Moderate psychological anxiety will promote the performer's psychological quality to be exercised and increase practical experience. However, excessive psychological anxiety will make them have abnormal emotional anxiety about performance activities, weaken their courage and ability to try, lead to abnormal activities such as emotional disorder and out of control behavior, and cause great damage to the improvement of their professional ability and quality. Therefore, the research explores the on-the-spot psychological anxiety of piano players from the perspective of performance psychology, and helps them put forward countermeasures, which can effectively overcome their negative emotional problems and help them adjust their psychological state in time.

**Objective:** To improve the anxiety of piano players, alleviate their anxiety symptoms and help them