

**Table 1.** Changes in psychological activities of 200 parents with anxiety symptoms after community parent-child interactive entertainment programs

Positive psychology	Before teaching	After teaching	<i>P</i>
Stress relief	3	4	<0.05
Optimistic index score	1	3	<0.05
Parent child relationship score	3	4	<0.05

**Conclusions:** With the acceleration of social development, more and more people are suffering from anxiety disorders. Anxiety disorders not only affect people’s physical and mental health, but also have an adverse impact on people’s work and life. Therefore, this paper analyzes the performance and influence of the three stages of anxiety symptoms. Through the analysis of the symptoms, it is proposed to alleviate the symptoms by participating in the design of parent-child interactive entertainment facilities. The results show that after participating in parent-child interactive entertainment projects, the patients enhance the communication and communication with children, and maintain the parent-child relationship through joint participation in activities, the anxiety of patients has been significantly improved. Therefore, the research content has important research value for alleviating anxiety symptoms.

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## RESEARCH ON THE INTERVENTION EFFECT OF DRAMA APPRECIATION COURSE ON PSYCHOLOGICAL RELIEF OF LEFT BEHIND CHILDREN

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**Background:** Psychological stress refers to physiological changes and emotional fluctuations caused by changes in the external environment and internal state of the body. There are many factors leading to psychological stress, and their sources and properties are different. It may come from society or family. It may be pleasant or unpleasant. It can be beneficial or harmful. In any case, people always have to adopt a certain attitude to adapt to pressure. Pleasant and beneficial psychological stress generally does not harm people’s health. Temporary psychological pressure does little harm to people’s physical and mental health, but long-term psychological pressure will lead to excessive physiological response. If you do not actively overcome unpleasant and harmful psychological pressure, it will often lead to various diseases. Stressors include: biological stressors: physical trauma or disease, hunger, sexual deprivation, sleep deprivation, noise and temperature changes. Psychological stressors: wrong cognitive structure, personal bad experience, moral conflict, bad personality and psychological characteristics. Social environmental stressors: pure sociality. Interpersonal adaptation problems caused by their own conditions. The production process can be divided into three stages: stress response stage, gain and loss stage of intermediary system, and clinical stage: timely symptoms and delayed symptoms. The mediating system of stress is composed of three subsystems: cognitive system, social support system and immune system. Among them, the cognitive system is to evaluate the nature and controllability of stress and affect people’s self-control of behavior. The social support system is an effective buffer of stress through the relationship of intimacy and trust. The immune system can alleviate the symptoms and functional consequences of the body’s immune system. With the acceleration of China’s urbanization, a large number of migrant workers pour into cities to work, resulting in the increasing number of rural lefts behind children. At the same time, it also brings a series of social problems. The education and psychological problems of left behind children have become a hot issue, especially the psychological problems of left behind children have become an important factor affecting the healthy growth of children. Therefore, it is necessary to expand the psychological problems of left behind children through social activities, enhance children’s self-confidence and sense of responsibility, strengthen communication with left behind children in school and family, cultivate their sense of happiness and belonging, and broaden communication channels with left behind children, so as to promote the healthy and happy growth of left behind children.

As one of the three ancient drama cultures in the world, opera has a long history, extensive and profound,

and has a distinctive national style. Opera is a combination of poetry, music, dance, art, acrobatics and other performing arts. It has many ways of expression, such as singing, reading, doing and playing. Drama performance system is the role of male roles, female roles, painted roles and clowns-on stage. Traditional opera takes virtual as the basic means to reflect life, flexibly deals with stage time and space, pays attention to the similarity of shape and spirit, and pursues the truth of the essence of life. In short, being close to the people and keeping pace with the times is a fine tradition of opera art. In view of this, this paper studies the intervention effect of opera appreciation course on the psychological relief of left behind children, in order to stimulate the interest of left behind children and obtain psychological relaxation through opera art, so as to ensure the physical and mental health of left behind children.

**Objective:** In order to alleviate the psychological pressure of left behind children, this paper explores the impact of drama appreciation curriculum on the psychological relief intervention of left behind children, in order to obtain psychological relaxation through drama art, so as to ensure the physical and mental health of left behind children.

**Subjects and methods:** 200 left behind children were selected as the research objects, and the psychological stress symptoms of left behind children were measured with the Symptom Checklist (SCL-90), which includes 10 factors such as somatization, interpersonal sensitivity, depression, paranoia and anxiety. Each factor item is evaluated with a five-level scoring standard of 1-5 points. Then 200 left behind children were intervened in drama appreciation course. The intervention period was 3 months. The changes of psychological pressure of left behind children before and after the intervention were compared.

**Methods:** SPSS22.0 statistical was used to analyze the data.

**Results:** Table 1 shows the mental health of left behind children before and after the intervention. As shown in Table 1, compared with before the intervention, after the implementation of drama appreciation course, the mental health status of left behind children has been significantly improved, and there is a statistical difference between the two groups ( $P < 0.05$ ).

**Table 1.** Mental health of left behind children before and after intervention ( $n=200$ )

Project	Before intervention	After intervention	<i>P</i>
Somatization	4.03	1.40	0.00
Obsession	3.85	1.45	0.00
Sensitive	3.65	1.32	0.00
Depressed	4.55	1.53	0.00
Anxious	3.51	1.44	0.00
Hostile	4.03	1.40	0.00
Fear	3.85	1.45	0.00
Paranoid	3.65	1.32	0.00
Psychotic	4.55	1.53	0.00
Ad-items	3.51	1.44	0.00

**Conclusions:** In order to dredge the psychological problems of left behind children, this paper explores the impact of drama appreciation course on the psychological relief intervention of left behind children, in order to obtain psychological relaxation through opera art, so as to ensure the physical and mental health of left behind children. The results show that compared with before the intervention, the mental health status of left behind children has been significantly improved after the implementation of drama appreciation course. This shows that drama appreciation course has a positive effect on the psychological relief of left behind children.

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## RESEARCH ON PSYCHOLOGICAL MOTIVATION FACTORS OF JUVENILE CRIMINAL LAW UNDER THE BACKGROUND OF THINKING LOGIC OBSTACLE

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**Background:** Thinking logic barrier refers to that the formation, application, judgment and reasoning process of thinking concept violates the law of formal logic and is divorced from reality. The clinical