

IMPROVEMENT OF COLLEGE STUDENTS' EMOTIONAL EMPATHY COGNITIVE EXPRESSION QUALITY UNDER THE BACKGROUND OF NORMALIZATION OF EPIDEMIC PREVENTION AND CONTROL

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The state of epidemic prevention and control in China has changed from emergency to normalization. Therefore, college students will face the long-term closed collective management of colleges and universities, the adaptive transformation of a single learning style, and the restrictions of social gathering. The vigorous group of college students will inevitably have emotional distress and cognitive frustration. Therefore, how to promote the college students' self adjustment to effectively relieve the anxiety, depression, maladjustment and other psychological problems that may occur in the face of the normalization of the COVID-19 has become the basic exploration direction and the fundamental driving force. Empathy is one of the positive psychological characteristics to promote individual physical and mental health, in which emotional expression and cognitive reappraisal have a great impact on empathy. Therefore, we will strengthen the ability of empathy by constructing college students' correct emotional expression and reshaping college students' cognitive strategies. Cultivate empathic thinking, practice empathic behavior, and finally build college students' emotional expression.

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THE RELATIONSHIP BETWEEN COLLEGE STUDENTS' NETWORK SOCIAL SUPPORT, NETWORK SECURITY AND SUBJECTIVE WELL-BEING

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Background: In recent years, with the rapid development of information technology, the Internet has become an important part of people's daily life. Virus attacks, malicious websites, network theft and secret disclosure occur from time to time. The security of the network environment has gradually aroused people's concern and concern. Security issues have penetrated into all areas of Internet users' online life. The sense of network security refers to the individual's premonition of the possible danger or risk in the network and the sense of strength or powerlessness in dealing with the network risk, which is mainly manifested in the sense of uncertainty and uncontrollability. Job insecurity is not only associated with a series of negative results, but also has a negative impact on subjective well-being. However, the impact of network security on individual subjective well-being is still unclear. Based on this, this paper studies how network social support and Network Security jointly affect college students' subjective well-being.

Subjects and methods: This paper takes college students as the research object, issues a questionnaire through the network, requires college students to fill in the questionnaire, and forwards the questionnaire link to other students. The survey received 610 questionnaires, excluding those with incomplete information and less than 240 seconds, and finally obtained 557 valid questionnaires. The youth network social support questionnaire has 23 questions, including four dimensions: friend support, information support, emotional support and instrumental support; The questionnaire of College Students' sense of network security has 21 questions, including emotional experience, uncertainty, risk premonition and uncontrollability; Subjective well-being scale includes three dimensions: positive emotion, negative emotion and life satisfaction.

Results: College students get more information support through the network, and have a high sense of uncertainty about the probability of network risk; Network social support helps to improve college students' subjective well-being, while network security will reduce their subjective well-being; Network emotional support has the greatest impact on positive emotion and life satisfaction, and instrumental support also plays a positive role in improving life satisfaction; Instrumental support, information support and friend support have a significant impact on negative emotion; The uncertainty dimension of network security has a significant negative impact on positive emotion and life satisfaction, but it has no significant impact on negative emotion; Emotional experience and risk premonition can positively predict negative emotions.

Conclusions: Network social support and network security have a significant impact on College Students' subjective well-being, and the impact modes on the three dimensions of subjective well-being (positive emotion, negative emotion and life satisfaction) are different. Network emotional support, like real emotional support, helps to improve subjective well-being. Improving the availability of network instrumental support is an effective way to improve college students' subjective well-being. At the same time, strengthening the popularization of College Students' network security knowledge, enhancing network security awareness and reducing network risk and uncertainty will help to reduce negative emotions and improve college students' subjective well-being.

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**ANALYSIS ON THE INFLUENCE OF SPORTS DANCE ON CHILDREN'S
PSYCHOLOGICAL QUALITY AND THINKING COGNITION**

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Background: With the progress and development of social civilization, children's psychological education has attracted more and more attention. However, in real life, due to the poor overall quality of preschool teachers, inappropriate preschool education methods and methods have caused harm to children's psychological cognition. In addition, immoral business phenomena emerge one after another in modern society, such as toxic milk powder, gutter oil, toxic rice, clenbuterol, etc. These problems have caused the cognitive health problems of children in modern society, and they are facing a huge test. Children's sports dance is a new sports event integrating sports and art. It has a wide variety, is easy to implement, is not limited by the number of venues, and is suitable for children's psychological and cognitive development.

Subjects and methods: In this study, children of different ages in large, medium and small classes of kindergartens of Wuhan University were taken as subjects, aged 3-6 years. Twenty children with the same sex ratio of men and women in each class were randomly selected as the subjects, a total of 60 children. The subjects were divided into two groups: experimental group and control group. The control group was conducted according to traditional teaching, and the experimental group used traditional teaching combined with children's sports dance course teaching experiment. In order to control and reduce the experimental error, a member of the research group served as the teaching teacher, hired the pediatric nurse of Wuhan people's hospital to measure the children's physique, and measured the children's physical fitness indexes before and after the experiment.

Results: Children's sports dance has an obvious effect on children's body, weight and chest circumference, and has an obvious effect on children's abdominal skinfold thickness. Children's sports dance teaching experimental intervention can improve children's body shape, reduce the proportion of obese children, and make children's body shape development more symmetrical. Children's sports dance can significantly improve children's sitting forward flexion, 10 meter turn back run, walking balance beam and standing long jump. The combination of kindergarten traditional teaching and children's sports dance intervention has made positive improvements in children's psychological and behavioral problems, especially in the three indicators of aggression, depression and discipline violation.

Conclusions: There is a subordinate relationship between children's sports dance and sports dance. Children's sports dance is an integral part of sports dance. It is compiled according to the laws and characteristics of children's physical and mental development. Children's sports dance has a significant effect on improving children's body shape, and has an intervention effect on children's physical quality, but the effect is different. Children's sports dance plays an obvious role in eliminating children's psychological and behavioral problems.

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