

THE EFFECT OF PHYSICAL EXERCISE ON THE PSYCHOLOGY OF STUDENTS IN HUANGGANG NORMAL UNIVERSITY UNDER THE NORMALIZATION OF EPIDEMIC PREVENTION AND CONTROL

Weidong Zuo^{1,2}

¹*Physical Education Department, Huanggang Normal University, Huanggang 438000, China*

²*Sports and Health Innovation and Development Research Center, Wuhan Sports University, Wuhan 430079, China*

Background: In early 2020, a new coronavirus pneumonia epidemic broke out in China, and under the correct leadership of the Party Central Committee with Comrade Xi Jinping as the core, various local governments took active actions to take scientific and effective preventive and control measures against the new coronavirus pneumonia epidemic. However, as the epidemic continues to be highly prevalent abroad, and the domestic epidemic is disseminated at multiple points and there are local outbreaks from time to time, the normalization of prevention and control has become an inevitable choice for the prevention and control of the new crown epidemic in China in the post-epidemic era.

The problem faced is that in addition to the impact brought by college students in various aspects such as study, life and employment under the epidemic prevention and control norm, it has a great impact on the psychology of college students, and the psychological health has an important influence on the success of college students. It is the basic guarantee for students' normal interaction, study, life and development in college. In the face of the normal situation of epidemic prevention and control among college students, especially when they cannot go out of school, how to carry out effective ways to ease the psychological problems of college students is an urgent problem for colleges and universities at present.

In this paper, under the normal situation of epidemic prevention and control, 150 college students were randomly selected to conduct a psychological survey during the closed-loop period of epidemic prevention and control, to find out the different behavioral changes and psychological reactions, to find out the positive intervention of sports on college students' psychology, with the aim of understanding the emotional condition and psychological reactions of college students during the epidemic, and to provide scientific guidance and empirical basis for the synergistic education of physical education and psychological health under the normal situation of epidemic.

Subjects and methods: This paper takes the effect of sports on college students' psychological health under the normalization of epidemic prevention and control as the research object. One hundred and fifty college students from the classes of 2020 and 2021 in our university were randomly selected as the survey subjects.

Study design: This study developed a questionnaire on the impact of sports on college students' psychological health under the normalization of epidemic prevention and control, and 150 students were randomly selected from two grades of our university, the class of 2020 and 2021, through the evaluation of the index system of the options listed in the questionnaire, and the final results were summarized, analyzed, counted and summarized. Among them, 150 questionnaires were distributed and 145 were collected, with 145 valid copies and 96.67% effective rate.

Methods of statistical analysis: Communicate with psychological teachers in our school by face-to-face or correspondence to obtain cases with research value and provide theoretical and practical references for the research of this paper. The data were counted by using an Excel sheet to provide intuitive data and generalization for the research and summary.

Results: The framework of the index system of the psychological impact of sports on college students under the epidemic situation.

In this study, one primary indicator and 12 secondary indicators were established in the evaluation of indicators, and the questionnaire was divided into five levels of importance: very unimportant, unimportant, average, important, and very important.

Expert statistical analysis of assessment indicators: This study used Excel to statistically analyze the quantitative value data, and calculated the mean, standard deviation and coefficient of variation of the indicators, respectively, as a comprehensive consideration of the importance of the indicators (Table 2). The mean value represents the concentration of respondents' opinions, and the higher the value indicates that the indicator is more important and operable. The coefficient of variation represents the degree of coordination of opinions on the judgment of the same indicator, and the lower the value indicates that the degree of coordination of opinions on the judgment of the indicator is higher.

Through the mathematical and statistical analysis of the survey data, there is a good consistency in the judgment and opinions of the respondents. 12 secondary indicators have a mean importance greater than 5, and some of them even have a mean value close to 9, which indicates a high importance, and their

coefficients of variation are less than 0.25, indicating a relatively uniform opinion. 2 of the 12 secondary indicators (suicidal intention, interpersonal relationship the mean importance of 2 of the 12 secondary indicators (suicidal intention, relationship distress, and relationship distress) is between 5 and 7, indicating that these indicators are of low importance, and the coefficients of variation of 0.31, 0.30, and 0.32 are all greater than 0.25, indicating that there are divergent opinions, which are difficult to control in practice and require further discussion and analysis, and can be eliminated for consideration. The data shows that the secondary indicators of the assessment of the psychological impact of sports on our university students under the epidemic prevention and control norm are, in order of importance mean ranking, depression, academic stress, employment stress, and anxiety (Table 2).

Table 1. The framework of the index system of the psychological impact of sports on college students

Tier 1 indicators	Secondary indicators
The psychological impact of sports on their	B1 self-injury intention
	B2 anxiety
	B3 depression
	B4 paranoia
	B5 interpersonal relationship distress
	B6 hostile attack
	B7 appearance motivation
	B8 poor diet, sleep
	B9 sleep disturbances
	B10 academic pressure
	B11 employment pressure
	B12 love troubles

Table 2. Statistics on the findings of the assessment index system

Serial number	Indicator Name	Importance		
		Average	Standard deviation	Coefficient of variation
B1	Self-injury intention	6.14	1.93	0.31
B2	Anxiety	8.23	1.22	0.15
B3	Depression	8.65	0.95	0.1
B4	Paranoia	7.21	1.51	0.21
B5	Interpersonal relationship Distress	5.9	1.9	0.3
B6	Hostile Attack	8.03	1.44	0.17
B7	Appearance Motivation	7.26	1.27	0.19
B8	Poor diet, sleep	7.21	1.51	0.21
B9	Sleep disturbances	8.06	1.2	0.17
B10	Academic pressure	8.35	1.1	0.14
B11	Employment pressure	8.32	1.05	0.13
B12	Love Troubles	5.7	1.8	0.32

Under the normalization of epidemic prevention and control, our college students are greatly affected by the psychological changes during the period when they face the restriction of time out of school or cannot leave school, especially in the psychological aspects of depression, academic pressure, employment pressure, anxiety, etc. Under the influence of the epidemic, many college students are in a state of high tension and anxiety, such as employment pressure, pressure of graduate school and civil service, etc. Secondly, internet addiction, hostile attack, etc. The influence of psychological problems is also relatively large. In addition to physical education, we organize regular after-school sports training (sports club) and after-school sports exercise, and also carry out rich and colorful campus sports activities, such as school sports day and sports day. In addition to physical education, we organize regular after-school sports training (sports club), after-school sports exercise, and also carry out rich and colorful campus sports activities, such as school games, physical fitness test for college students, various individual sports competitions, fun games and other collective sports, which enrich the spare time life of college students

and enable every student to participate in sports.

Conclusions: Through the assessment of the index system framework of the psychological impact of sports on college students under the normal situation of epidemic prevention and control, the data of the indexes were analyzed quantitatively by qualitative evaluation to reflect the importance of risk factors, and the assessment system of 1 primary index and 12 secondary indexes was established to construct the theoretical system of the index system framework of the psychological impact of sports on college students under the normal situation of epidemic prevention and control are depression, academic pressure, employment pressure, and anxiety. Physical exercise has a significant and effective intervention effect on the psychological regulation of college students, which can cathartic, offset and transfer the negative emotions of college students in school, and can relieve stress and improve students' psychological health.

Acknowledgements: Hubei Provincial Teaching Research Project (2021447).

* * * * *

PANDEMICS, SOCIETY AND MENTAL HEALTH: WHAT TO LEARN FROM THE PAST

Maja Pantovic-Stefanovic, Tijana Cvetic, Marta Gostiljac & Bojana Dunjic-Kostic

Clinic for Psychiatry, University Clinical Center of Serbia, Belgrade, Serbia

The coronavirus disease 19 (COVID-19) pandemic has severely shaped our everyday lives. It globally impacted not only somatic and mental health but also society, economics, political changes, and culture. Moreover, the history teaches us that pandemics have traditionally been the historical mirrors not only reflecting the socio-cultural changes but also causing many of them. Past pandemics, natural disasters, and current health challenges suggest that many psychological and socio-cultural changes occur following the pandemics.

Here we summarize and present the findings from previous literature on pandemics influencing societal changes and mental health as well as socio-cultural context leading to emerging of pandemics, in general. We discuss societal and economic changes, religious beliefs and their plasticity within broad health challenges. We also discuss isolation, fear and stigma as elements following almost every pandemic. More specifically, we offer societal, psychological and cultural similarities and differences between COVID-19 and previous, historically meaningful pandemics.

The pandemic offers valuable lessons on individual and global perspective. They are not just a biological phenomenon but also practical medical, socio-cultural and political questions. COVID-19, as one of the most global pandemics so far, became global illness with locally diverse outcomes, framed in culture specific context. Learning from the past and turning to post-pandemic future, history teaches us that we should rely on global solidarity and cooperation to foster mental health and positive societal changes.

Key words: COVID-19 pandemics, mental health, society

* * * * *

PATHOLOGICAL NARCISSISM IN THE CONTEMPORARY SOCIETY

Darko Marcinko^{1,2}

¹*Department of Psychiatry and Psychological Medicine, University Hospital Center Zagreb, Zagreb, Croatia*

²*School of Medicine, University of Zagreb, Zagreb, Croatia*

Pathological narcissism as a transdiagnostic concept is associated with a spectrum of characteristics that undermine interpersonal functioning. Personality pathology is in focus of presentation with regard to social parameters, shame and mentalization. Narcissistic vulnerability seems to be more strongly related to suicidal tendencies than narcissistic grandiosity, while experience of shame represents one of the underlying mechanisms of this relationship among psychiatric outpatients. My team also has investigated the complex relations among pathological narcissism, negative parenting, and interpersonal forgiveness in psychiatric outpatients. Narcissistic vulnerability seems to be more strongly related to negative parenting and interpersonal forgiveness than narcissistic grandiosity, while it also represents one of the underlying mechanisms of the negative parenting–interpersonal forgiveness relationship. The clinical implications of these findings are discussed in relation to pathological narcissism and lack of forgiveness. Clinical