

to guide students in order to solve the problems of cultural differences in literary works. Through the translation of the whole poem, students enter the author's world and space well, and feel the author's good mood at that time. Students can feel the beauty of artistic conception in literary translation, so that students can introduce western cultural literacy into the translation process. When translating poetry and prose works, students must follow this principle, consider the author's era background, the poet's mood and external environmental factors, and strive to translate the beauty of form, sound and artistic conception of the original poem, so as to further improve students' cultural and psychological quality.

Objective: Literary translation is not only a complex process of language conversion, but also a process of aesthetic reproduction. In the classroom of literary translation teaching, teachers should take students as the main body, correctly guide students to carry out literary translation from the perspective of students' psychology, emphasize the importance of psychological quality, and effectively improve students' comprehensive quality while improving students' ability to translate literary works.

Subjects and methods: Taking 100 students with anxiety disorder in a university as the research object, combined with the current situation of literature translation teaching, this paper adopts the literature translation classroom anxiety scale according to the characteristics of college students' literature translation learning, in order to judge the improvement of college students' anxiety disorder before and after literature translation teaching.

Research design: The literature translation classroom anxiety scale was used to evaluate the anxiety disorder of college students. The scale is divided into four dimensions: worry, nervousness, fear of translation and fear of classroom questioning. It includes 33 questionnaire questions, and each question has 5 answers to choose from. The 5-level scoring system is adopted, with a full score of 5 points. Answer 1 means completely non-conforming (1 point), answer 2 means not quite conforming (2 points), answer 3 means not sure (3 points), answer 4 means relatively conforming (4 points), and answer 5 means fully conforming (5 points). The internal consistency coefficient of the scale is 0.887, indicating that it has very good reliability and institutional validity.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: The overall situation of college students' anxiety in literature translation teaching is shown in Table 1. According to Table 1, the average anxiety score of college students is 3.12, which is higher than the national norm score. The score range of each factor of college students is 3.13-3.19, which reflects that college students have more or less moderate learning anxiety in the learning process.

Table 1. Correlation analysis between students' positive psychological quality and anxiety

Factor	Maximum	Minimum value	Average	Standard deviation
Worry	1.12	4.68	3.15	0.68
Nervous and tense	1.51	4.90	3.19	0.69
Fear of translation	1.58	4.72	3.13	0.63
Fear of classroom	1.59	4.73	3.18	0.72
Total learning anxiety	1.92	4.28	3.12	0.56

Conclusions: Teachers should adopt new teaching methods at multiple levels and angles, properly process literary works, and carry out comprehensive, systematic and scientific teaching activities for students' mental health problems while cultivating students' literary translation ability. In the process of translation teaching, teachers carry out sub divisional and sub divisional training for students from the aspects of vocabulary, semantics, syntax, sentence pattern and pragmatics, and carry out comprehensive exercises according to different students' psychological states. On the basis of improving literary translation ability, teachers can effectively improve students' negative emotions, so that college students with psychological anxiety can effectively alleviate their symptoms.

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ON THE RELATIONSHIP BETWEEN ANXIETY PSYCHOLOGICAL ACTIVITIES AND PHYSIOLOGICAL FUNCTION IN VOCAL MUSIC SINGING

Yinying Cai^{1*}, Weiping Zhou² & Maizi Fang³

¹College of Music, Zhejiang Normal University, Jinhua 321000, China

²College of Teacher Education of Zhejiang Normal University, Jinhua 321000, China

³School of Health and Biomedical Science, Royal Melbourne Institute of Technology, Melbourne 3000, Australia

Background: The psychological activities of music students in vocal music singing are relatively complex, which often affects the students' physiological function. The dynamic psychological quality of vocal performers is one of the main factors affecting the effect of stage performance. Vocal performers with insufficient dynamic psychological quality are prone to excessive anxiety on the stage, which will affect the performance effect of the stage. Stage anxiety is a common phenomenon of vocal performers in singing, which has a great impact on the live performance of vocal performers. Stage anxiety is stage tension, also known as performance anxiety. When singing in a strange environment and on a strange stage, each vocal performer will have varying degrees of anxiety. If the degree of anxiety is moderate and vocal performers can make good use of their anxiety psychology, stage anxiety will become the driving force to promote vocal performers to perform better. However, if the anxiety is too serious, and the vocal performers cannot well control their anxiety, it will affect the performance effect of vocal performers on the stage and become an obstacle to the progress of vocal performers.

Educational psychology is a psychological theory put forward for teaching reform. It has important theoretical and practical significance in deepening the reform of education. Educational psychology theory is more complex, including learning theory, learning motivation, learning strategies, learning styles, learning transfer, network and learning, learning and teachers and so on. The main research content of educational psychology is the change and development law of students' psychological activities under the relief of education, including the psychological law of students' mastering knowledge and skills and the psychological law of students' personality formation. The application of educational psychology in teaching can help teachers analyze students' behavior psychology, help students dredge psychological problems, improve the pertinence and effectiveness of teaching work, optimize teaching ideas, and improve teaching methods and teaching modes. Therefore, based on educational psychology, the research improves the vocal music teaching curriculum, so as to improve students' psychological quality in singing, alleviate students' stage anxiety, and enable students to better show themselves on the stage.

Objective: The psychological activities of music students in vocal music singing are relatively complex, which often affects the students' physiological function. Stage anxiety is a common phenomenon of vocal performers in singing, which has a great impact on the live performance of vocal performers. Based on educational psychology, the research improves the vocal music teaching curriculum, so as to improve students' psychological quality in singing, alleviate students' stage anxiety, and enable students to better show themselves on the stage.

Subjects and methods: Two classes in the music department of a university were selected as the research objects. Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Hospital Anxiety and Depression Scale (HADS) were used to evaluate the anxiety level of the subjects.

Research design: One class (32 people) was selected as the research group, and the improved vocal music course based on educational psychology was used for teaching. The other class (28 people) served as the control group and used the traditional sound course for teaching. After teaching for a period of time, record the stage anxiety of the two groups of students during vocal singing.

Methods: The relevant data were processed and analyzed by software SPSS23.0.

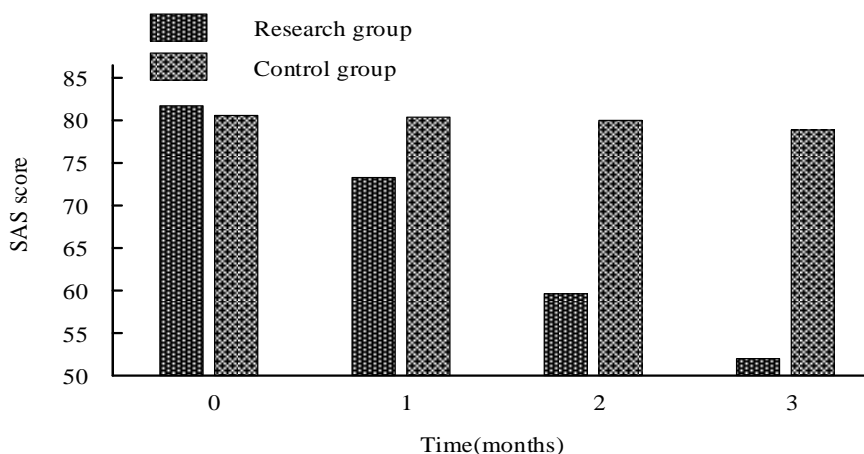


Figure 1. SAS scores of two groups of students

Results: Before teaching, there was no significant difference in SAS score, SDS score and HADS score between the two groups ($P > 0.05$). After a period of teaching, the SAS score, SDS score and HADS score of the students in the research group were lower than those in the control group, and the difference was significant ($P < 0.05$). The SAS scores of the two groups of students are shown in Figure 1.

Conclusions: The psychological activities of music students in vocal music singing are relatively complex, which often affects the students' physiological function. The dynamic psychological quality of vocal performers is one of the main factors affecting the effect of stage performance. Vocal performers with insufficient dynamic psychological quality are prone to excessive anxiety on the stage, which will affect the performance effect of the stage. Based on educational psychology, the research improves the vocal music teaching curriculum, so as to improve students' psychological quality in singing, alleviate students' stage anxiety, and enable students to better show themselves on the stage. The results showed that there was no significant difference in SAS score, SDS score and HADS score between the two groups before teaching ($P > 0.05$). After a period of teaching, the SAS score, SDS score and HADS score of the students in the research group were lower than those in the control group, and the difference was significant ($P < 0.05$).

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A COMPARATIVE STUDY OF CRIMINAL PHILOSOPHY AND CRIMINAL PSYCHOLOGY IN CRIMINAL LAW FROM THE PERSPECTIVE OF SOCIOLOGY

Licong Du

Weifang University, Weifang 261061, China

Background: The theory of social psychology was first put forward by Irving psychologist. This discipline mainly analyzes the instincts, communication, reactions, habits and other behaviors of groups. Social psychology is an important science closely related to people's daily life. It can not only cover the advantages of all disciplines, but also add vitality to the long-term development of all disciplines. The research content of social psychology is the behavior occurrence and change law and psychology of groups and individuals in social interaction. Social psychology explores interpersonal relationships on the basis of social group level and individual level. Individual level includes the influence of school, living environment, family, partners, speech development, communication and individual socialization process on individuals. Social group level refers to culture, customs, racial prejudice, aggressive behavior, attitude, group communication structure, etc. The development of social psychology can be divided into three stages: the germination of western social psychology, the determination of the discipline system of western social psychology, and the expansion of the research field of western social psychology. Based on the interaction between individual and society, social psychology analyzes the occurrence, development and change law of individual psychological activities under certain social living conditions.

From the perspective of social psychology and "criminal integration", the concepts of crime in criminal psychology and criminal law are highly similar, but there are differences in concepts. In the research field of criminal law, the definition of the concept of crime has different degrees of understanding, and countries have different understanding of the concept of crime. As a normative discipline, crime in criminal law refers to the behavior that should be punished according to law, violates the criminal law and seriously endangers the society. It has the punitive nature, criminal illegality and serious social harmfulness of criminal law. Article 3 of China's criminal law clearly stipulates that if the law expressly stipulates that it is a criminal act, it shall be convicted and punished according to the law. If the law does not expressly stipulate that it is a criminal act, it will not be convicted and sentenced. As the last line of defense to safeguard public interests and social order, criminal law is very severe and punitive. If we want to strictly distinguish crimes in criminal psychology and criminal law, we need to take the age of 14 as a strict division standard. Minors under the age of 14 have essential differences in their own behavior and legal cognition from adults. Different from the view of criminal law, criminal psychology pays more attention to individual behavior and criminal behavior based on specific stimulation and psychology. The crime of criminal psychology can be understood as the behavior that the perpetrator with criminal responsibility meets the needs of the through the way that the society does not recognize and cannot tolerate, which seriously violates the mainstream value protected by the law and will be punished by the corresponding criminal law according to the law. There are obvious differences in the definition of crime between criminal psychology and criminal law. Criminal law pays more attention to the requirements of objective imputation. Criminal psychology pays more attention to the behavior of individual actors.

Objective: This paper analyzes the correlation between criminal psychology and crime in criminal law