

University music and ideological reform on treating depression through fostering healthy personality

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Background. Depression poses a serious threat to the physical and mental health of students. Music and ideology courses have an important position in college education, which is significant for improving the mental health of students.

Subjects and Methods. 100 college students with depression were selected for the study. They were randomly divided into an experimental group and a control group, with 50 people in each group. The experimental group received music and ideology and politics curriculum reform based on sound personality cultivation; the control group received traditional music and ideology and politics curriculum education. The Hamilton Depression Scale (HAMD) and Hamilton Anxiety Scale (HAMA) were used to assess before treatment, after treatment and during the follow-up period, respectively, and the data were analyzed by using SPSS23.0.

Results. The mean HAMD scores of the experimental and control groups decreased by 9.8 and 7.3 points after treatment, respectively. The mean HAMA score decreased by 6.8 and 5.2 points in the experimental and control groups, respectively. During the post-treatment follow-up period, the symptoms of depression and anxiety in the experimental group continued to improve while the symptoms in the control group rebounded, and the results showed that the difference was significant ($P < 0.05$).

Conclusions. The reform of music and ideology courses in colleges and universities based on the cultivation of sound personality has a positive impact on the treatment of students' depression and has a positive role in promoting the improvement of students' mental health.

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Investigating the psychological intervention effect of music teachers' teaching methods on posttraumatic stress disorder patients

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Background. Patients with Post-Traumatic Stress Disorder (PTSD) suffer from mental illnesses as a result of certain

psychological stimuli. The recipient's psychology is somewhat regulated by music education as an art form, and the efficiency of psychological regulation is also influenced by the educational methods used. As a result, people with post-traumatic stress disorder may benefit psychologically from music therapy.

Subjects and Methods. In order to explore the impact of different music teaching methods on the psychological intervention effect of patients with post-traumatic stress disorder, this study selected 150 patients with post-traumatic stress disorder and randomly divided them into three groups on average. The first group is a blank group, which does not receive any form of music education. The second group is the online teaching group, which accepts online music education and teaching. The third group is the offline teaching group, which receives offline music education and teaching. The treatment effect is analyzed by using the Psychological Resilience Scale (CD-RISC).

Results. The CD-RISC scores for the blank group, online group, and offline group were 40.26 ± 2.89 , 41.06 ± 1.52 , and 40.53 ± 1.26 , respectively. After receiving different forms of music education, the CD-RISC scores of the blank group, online group, and offline group were 41.83 ± 1.42 , 68.46 ± 3.26 , and 75.26 ± 2.55 , respectively.

Conclusions. Both online and offline music teaching methods can improve the psychological state of patients with post-traumatic stress disorder, and offline teaching methods have better improvement effects.

Cross border e-commerce English curriculum system on students' English learning anxiety

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Background. Cross border e-commerce English is the business English used by cross-border operating enterprises, which is highly frequently used in daily work and mostly communicates with foreign customers, creating a strong language environment.

Subjects and Methods. In order to explore the impact of cross-border e-commerce English course construction on students' English learning anxiety, the study randomly selected 100 students as experimental subjects in a certain university and divided them into two groups. One group is a blank group, where students only receive traditional English education and learning, while the other group is an experimental group. The experimental group received cross-border e-commerce English course learning. The Hamilton Anxiety Scale (HAMA) and Pittsburgh Sleep Index Assessment (PSQI) were used as statistical scales to analyze the relief effect of learning anxiety.

Results. The HAMA scores of the blank group and experimental group before the experiment were 22.16 ± 2.13 and 25.13 ± 1.26 , while the HAMA scores of the two groups after the experiment were 21.83 ± 1.43 and 17.73 , respectively. In the index evaluation