

Analysis of character shaping and mood intervention under higher education

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Background. College education plays an important role in moral development and values, but some students may face mood disorders. Interventions in educational psychology can help students overcome obstacles and achieve well-rounded development.

Subjects and Methods. Students at one university were selected for the study, and data were collected using questionnaires and tools such as the Stanford Acute Stress Response Questionnaire (SASRQ) and 3-Minute Disorder Assessment Scale (3D-CAM). The experiment focused on students' moral judgment, behavior, sense of burnout, sense of self-responsibility and emotional state. The data were processed by State statistical software.

Results. The results show that there are some differences in moral judgment and behavior of the students. Some students show burnout, lack of self-responsibility and emotional instability. Specific data are as follows: The mean score of moral judgment was 3.82 (SD =0.56), the mean score of behavioral performance was 4.05 (SD =0.61), the mean score of burnout was 2.94 (SD =0.72), the mean score of self-responsibility was 3.17 (SD =0.68), and the mean score of emotional state was 2.75 (SD =0.59).

Conclusions. The application of educational psychology in college education can take intervention measures. Developing educational programs and activities aims at character development to enhance moral judgment and behavior. For students with mood disorders, psychological counseling and support are provided to help overcome burnout, enhance the sense of self-responsibility, and adjust emotions. The Stanford Acute Stress Response Questionnaire (SASRQ) and 3-Minute Disorder Assessment Scale (3D-CAM) can assess mood disorders and psychological states and provide a basis for intervention.

Psychological anxiety on the stability of piano players with mood disorders

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Background. Mood disorders are important factors affecting the performance stability of piano players. The purpose of this study

is to explore the influence of psychological anxiety on the stability of competition performance.

Research objects and Methods. Piano players with different mood disorders were selected as research objects. The Stanford Acute Stress Response Questionnaire (SASRQ) and a similar 3-minute Disorder Assessment Scale (3D-CAM) were used to assess the participants' state of psychological anxiety. By collecting the data before and after the competition, BMDP statistical method was used to compare the performance stability of piano players under different mood disorder levels.

Results. The results showed that before the competition, the piano players in the high mood disorder group exhibited higher levels of psychological anxiety (SASRQ score of 7.8 on average), while the low mood disorder group had relatively lower levels of psychological anxiety (SASRQ score of 3.2 on average). After the competition, the high mood disorder group had lower performance stability (mean score 6.5), while the low mood disorder group had relatively higher performance stability (mean score 8.9).

Conclusions. The results show that mood disorders have significant effects on the level of psychological anxiety and the stability of piano players in competition. Players with high levels of mood disorders may be more susceptible to psychological stress during competitions, which can affect the stability of their performance. Therefore, psychological support and intervention measures should be provided to piano players to help them overcome mood disorders and improve the quality of performance during competitions.

Innovative education on students' anxiety from ideological and political perspective

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Background. Ideological and political education, as an important part of cultivating students' correct world outlook and values, has attracted much attention. However, there is a lack of sufficient research into the influence of first-class ideological and political education courses on students' learning anxiety.

Research objects and Methods. This study took the first-class curriculum innovation of ideological and political education as the research direction, selected students receiving ideological and political education as the research objects, and used tools such as Stanford Acute Stress Response Questionnaire (SASRQ) and 3-minute Disorder Assessment Scale (3D-CAM) to assess students' learning anxiety symptoms. The State statistical analysis method was used to compare the changes of learning anxiety symptoms of students before and after receiving ideological and political education.

Results. The results showed that before receiving ideological and political education, students had more common symptoms of learning anxiety (SASRQ score was 7.2 on average). After receiving ideological and political education, students' learning anxiety

symptoms improved significantly (SASRQ score was 4.8 on average), showing an obvious downward trend.

Conclusions. The research shows that the innovation of the first-class curriculum of ideological and political education has a positive effect on students' learning anxiety symptoms. Through the study of ideological and political courses, students can reduce anxiety and improve social, thinking and value cognition. Therefore, attaching importance to the innovation of ideological and political education and providing support measures in higher education can help alleviate the symptoms of students' learning anxiety and promote their all-round development.

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The reform of English translation teaching mode in the context of "internet plus" and the alleviation of students' learning fear and escape symptoms

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Background. In recent years, research on the influencing factors of students' English learning has found that students' psychological factors are the core factor affecting their learning effectiveness. The innovation of English translation teaching mode in the context of "Internet plus" is of great significance to promote the improvement of English translation teaching quality, which can enhance students' learning enthusiasm, effectively alleviate students' learning fear and escape symptoms.

Subjects and Methods. We selected 120 students from a certain university who have phobia and avoidance symptoms towards English learning as the research subjects. They were divided into an experimental group and a control group. During the research period, the experimental group used the established English translation teaching mode for teaching, while the control group used the traditional teaching mode. The mental health status of two groups of students is analyzed after the three-month experimental period.

Results. The study used Excel 2010 and SPSS 23.0 to organize and analyze the data. The results showed that there was no statistically significant difference between the experimental group and the control group in 12 dimensions such as somatization and anxiety ($P>0.05$). After intervention, the scores of all dimensions in the experimental group were lower than those in the control group, and the differences were statistically significant ($P<0.05$).

Conclusions. From this, it can be seen that after the innovative reform of the English translation teaching model, the experimental group's CCSMHS scores in all dimensions have significantly decreased. This innovative approach can effectively improve students' mental health status.

Power distribution in universities on mixed depression among students from a psychological perspective

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Background. The allocation of power in universities has a direct impact on students' mental health, and whether the allocation of power is reasonable or not can lead to mixed depression symptoms in students' learning process. Mixed type depression usually not only has symptoms of depression, but also is accompanied by manic symptoms. The fundamental way to improve the internal governance structure of universities is to establish a power balance mechanism, effectively ensuring the balanced allocation of students' political, academic, and democratic power, and forming a scientific and reasonable power structure.

Subjects and Methods. The study selected 50 students respectively from two universities as the research subjects, divided into an experimental group and a control group. The experimental group conducted a balanced allocation of internal governance structure, while the control group adopted traditional management methods. The depression status of two groups of students is compared and analyzed after one month of intervention.

Results. The study used Excel 2010 and SPSS 23.0 to organize and analyze the data. The results showed that there was no significant difference in mental health indicators between the experimental group and the control group before the power allocation reform ($P>0.05$), and after intervention, the values of mental health indicators in the experimental group were significantly higher than those in the control group ($P<0.05$).

Conclusions. According to the results, it can be seen that the internal power allocation in universities has a certain impact on the mixed depression of college students, and after replanning and rational allocation, the psychological health status of college students can be significantly improved.

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Traditional culture and fine arts on posttraumatic stress disorder students

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Background. Car accidents have a serious impact on the physical health and mental state of patients, leading to traumatic stress