

## Optimizing ideological education in colleges alleviates teachers' psychological pressure

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**Background.** Teachers in colleges and universities are faced with such problems as heavy work pressure and the heavy task of ideological and political education. Psychological pressure has gradually become an important factor affecting their physical and mental health. Therefore, exploring effective ways to relieve teachers' psychological pressure is very important to improve the effect of ideological and political education in colleges and universities.

**Subjects and Methods.** 100 college teachers were randomly divided into an experimental group and a control group. The experimental group received the optimal intervention of the innovation system of ideological and political education in colleges and universities, while the control group maintained the traditional mode of ideological and political education. The mental health information of the two groups of teachers was collected before and after the intervention by using a self-rating psychological stress scale and other measuring tools. The collected information was statistically analyzed by using SPSS23.0 software.

**Results.** After optimizing the innovation system of ideological and political education in colleges and universities, the mental health level of teachers in the experimental group was significantly improved ( $P < 0.001$ ). Compared with the control group, the experimental group showed significant advantages in terms of psychological stress and mental health.

**Conclusions.** The optimization of the innovative system of ideological and political education in colleges and universities has a positive effect on relieving the psychological pressure of teachers. Through training, psychological counseling, optimizing the working environment and other measures, teachers' psychological pressure can be effectively reduced and their mental health level can be improved.

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and increased learning pressure. Group counseling is considered to be an effective treatment method, but its role in the treatment of inter-professional college students' psychological anxiety remains unclear.

**Subjects and Methods.** 100 cross-major college students were selected as research objects and randomly divided into an experimental group and a control group. The experimental group received 60 minutes of group counseling once a week for 8 weeks. The control group received no intervention. The psychological anxiety symptoms of the two groups of students were evaluated before, after and at the follow-up point by using the Baker Anxiety Self-Rating Scale and the Course Improvement Assessment Scale. SPSS23.0 software was used for statistical analysis of the data in this study.

**Results.** After group counseling intervention, the psychological anxiety symptoms of the experimental group students were significantly reduced ( $P < 0.001$ ), and the intervention effect was significant ( $P < 0.001$ ). Compared with the control group, the experimental group showed significant improvement in psychological anxiety symptoms.

**Conclusions.** Group counseling has a positive effect on the healing of mental anxiety in cross-professional college students. By participating in group psychological counseling, students can get emotional support, psychological education, and skill training, which can effectively reduce psychological anxiety symptoms. Therefore, in the management of inter-professional college students' mental health, we should attach importance to the application of group psychological counseling in order to provide more effective treatment and support.

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## Impact of hybrid sports teaching model on student anxiety

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## Therapeutic analysis of group psychological counseling on psychological anxiety of cross-major college students

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**Background.** Cross-major college students often suffer from psychological anxiety due to problems such as subject change

**Background.** The surge in psychological anxiety among students has become a common and important problem in the field of education, which has a negative impact on students' study and life. In order to explore an effective way to relieve students' psychological anxiety, the effect of online and offline mixed physical education model innovation on students' psychological anxiety was studied.

**Subjects and Methods.** In this study, 100 college students with psychological anxiety were selected as the experimental group, and they were taught by the online and offline mixed physical education model. Another 100 college students were selected as the control group, and they were taught by the traditional physical education model. Hamilton Anxiety Rating Scale (HARS) was used to evaluate the psychological anxiety of the two groups of students, once a semester, a total of two semesters.