

physical exercise and anxiety. Therefore, physical exercise can help alleviate anxiety symptoms by promoting mental state.

Acknowledgement. General Project of Social Science Planning in Chongqing (No. 2022NDYB198); General Project of Education Science Planning in Chongqing (No. 2022-GX-49); Chongqing Jiaotong University 2021 Education and Teaching Reform Research Key Project (No. 2102004).

College physical education on students' social anxiety disorder from perspective of psychology

Zhiping Ouyang and Qiang Lei*

Xiangnan University, Chenzhou 423001, China

*Corresponding author.

Background. Social anxiety disorder is a condition in which people become wary of strangers when they are in unfamiliar or socially threatening situations. With the increasing pressure of life and study, more and more students suffer from social anxiety disorder. If this negative psychological emotion can not be improved in time, it will even cause extremely serious consequences.

Subjects and Methods. Physical education in colleges and universities is one of the effective ways to promote students' physical and mental health. Therefore, this study from the perspective of psychology makes an in-depth analysis of the influence of college physical education on students' social anxiety disorder. The experiment randomly selected 70 students from a university to make statistics on their social anxiety disorder before and after the physical education intervention and compared their self-rating anxiety scale (SAS) before and after the intervention. SPSS 23.0 statistical software was used for data processing.

Results. The score of SAS scale of students before intervention had no statistical significance ($P>0.05$), but the score of SAS scale of students after intervention was higher than that before intervention, and the difference was statistically significant ($P<0.05$). It shows that physical education in colleges and universities can improve social anxiety disorder significantly.

Conclusions. With the support of psychological theory, physical education in colleges and universities can improve the frequency of communication between students and others through physical activities, so as to promote communication between students and effectively improve their social anxiety disorder.

The positive influence of Chinese traditional music therapy in the treatment of personality disorder

Lei Wang

Weifang University, Weifang 261061, China

Background. Personality disorder refers to the obvious deviation of personality characteristics from the normal, making people in daily life and interpersonal relationship perform abnormal behaviors. Personality disorders have a negative impact on the development of individuals and bring a negative influence on society. In addition, people with personality disorders are easy to have unstable emotions and even cause harm to themselves and others.

Subjects and Methods. Music therapy uses various forms of music to help patients heal emotionally. Among many, traditional Chinese music therapy can effectively relieve depression and improve the quality of people's mental health. The study uses Chinese traditional music therapy to analyze its influence on the treatment of personality disorders. Fifty patients with personality disorders were randomly selected and divided into a research group and a control group, with 50 people in each group. The research group received conventional psychological intervention treatment, and the control group received traditional Chinese music therapy. After the experiment, the Self-rating Anxiety Scale (SAS) was compared between the two groups. SPSS 23.0 statistical software was used for data processing.

Results. Before the intervention, there was no statistical significance in baseline data between the two groups ($P>0.05$). After the intervention, the SAS scale score of the control group was significantly higher than that of the research group, and the difference was statistically significant ($P<0.05$).

Conclusions. Chinese traditional music therapy can effectively improve personality disorders and play a positive role in people's mental state.

Intergenerational education model on social anxiety disorder of rural left-behind children

Xiaohan Sun and Kaiyan Jiang*

Linyi University, Linyi 276000, China

*Corresponding author.

Background. At present, many parents in rural families choose to go out for work. Traditional intergenerational guardians generally adopt food and clothing education, and it is difficult to implement correct guidance and education. Left-behind children in rural areas often have a sense of loneliness and inferiority due to the lack of family care. The negative psychology will further damage the physical and mental health of left-behind children, making

them afraid of interacting with others. Therefore, it is necessary to reform the model of intergenerational education.

Subjects and Methods. The study conducted an in-depth analysis of the impact of different intergenerational education models on social anxiety disorder among rural left-behind children. Select 40 left-behind children from rural areas and divide them into two groups: A and B, with 20 in each group. Group A received traditional subsistence education, while Group B received psychological care education. SPSS23.0 software was used to statistically analyze the changes in children's social anxiety disorder.

Results. Before the intervention, the baseline data of all left-behind children had no statistical significance ($P>0.05$). After the intervention, the social anxiety disorder of left-behind children in group B was significantly improved compared with that of group A, and the difference was statistically significant ($P<0.05$).

Conclusions. The innovative intergenerational education model pays more attention to the personal feelings and psychological spirit of left-behind children and is also more conducive to the healthy growth of the physical and mental health of rural left-behind children.

Ideological and political education and mental health education on post-PTSD stress of college students under ESP

Fushou Yang

First Affiliated Hospital of Kunming Medical University, Kunming Medical University, Kunming 650032, China

Background. Post-traumatic stress in college students may lead to severe psychological consequences, including depression, anxiety, social difficulties, and risk of self-harm. In order to provide effective support and promote rehabilitation, the research explores the integration of ideological and political education and mental health education to alleviate the post-traumatic stress of college students.

Subjects and Methods. To study the effect of ideological and political education combined with mental health education on the relief of post-traumatic stress in college students, the Stanford Acute Stress Response Questionnaire and 3-minute Disorder Assessment Scale were used as assessment tools to measure stress level and cognitive function. SPSS 23.0 software was used to analyze the data.

Results. Compared with the control group, the post-traumatic stress level was significantly reduced in the experimental group receiving comprehensive treatment. The average post-traumatic stress score decreased by 30 percent in the experimental group, compared with only 10 percent in the control group. In addition, the 3-minute Disorder Assessment Scale showed a 15% increase in cognitive clarity and reduction in disorder symptoms.

Conclusions. The combination of ideological and political education and mental health education has a good effect on alleviating the post-traumatic stress of college students. The treatment effect of the experimental group was significantly higher than that

of the control group, and the difference was statistically significant ($P<0.05$). Therefore, the use of research methods is more conducive to the relief of patients' post-traumatic stress.

The aid of new ideas of legal education in the treatment of SAD in college students

Guilin Lai

Hainan University, Haikou 570228, China

Background. Social anxiety disorder is a common psychological problem in college students, affecting their social function and quality of life. The current therapeutic methods mainly include psychotherapy and drug therapy, which have some limitations while obtaining certain curative effects.

Subjects and Methods. A total of 200 college students diagnosed with social anxiety disorder were selected and assessed by the Stanford Acute Stress Response Questionnaire and 3-minute Disorder Assessment Scale. SPSS 23.0 was used for data analysis.

Results. The results showed that the social anxiety symptoms were significantly reduced in the college students who received the new concept of legal education-assisted therapy. Before treatment, participants' social anxiety scores averaged 6.2 ($s=1.4$), which dropped to 3.8 ($s=1.2$) after treatment. Similarly, scores of anxiety levels were significantly lower, with average scores of 24.6 ($s=3.7$) before treatment and 14.2 ($s=2.8$) after treatment. In addition, the participants' social functioning improved significantly. Before treatment, participants reported social functioning scores of 55.8 ($s=6.2$) on average, which improved to 78.4 ($s=5.1$) after treatment. This indicates that the new concept of legal education has a significant promoting effect on improving college students' social ability and mental health.

Conclusions. It is found that the new concept of legal education plays an important auxiliary role in the treatment of college students' social anxiety disorder. It improves the mental health and social ability of college students by reducing anxiety and improving social function.

Ideological and political teaching based on Morita therapy on relieving anxiety disorder of college students

Peijia Fan

Xi'an Siyuan University, Xi'an 710038, China

Background. Anxiety disorder is a common psychological problem in college students. Its serious consequences include