

Online teaching mode for English translation majors on alleviating students' learning phobia

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Background. Learning phobia is a form of anxiety caused by learning pressure, characterized by fear of learning, difficulty in thinking about anything, and severe physical reactions such as dizziness and palpitations. At present, the employment situation in the English translation major is relatively severe, and academic pressure has become increasingly high, leading to some college students showing varying degrees of resistance or even fear when facing their studies, which has a negative impact on their own development.

Subjects and Methods. The study conducted the Cochrane Library search on past studies related to learning phobia, using keywords such as phobia, neurobiology, and psychotherapy. Fifteen English translation major students with learning phobia were selected for a three-month online teaching program. Before and after the online teaching, a questionnaire survey was conducted on their willingness to learn, and SPSS 23.0 was used for statistical analysis.

Results. The results show that online teaching for college students from English translation majors has a certain effect on alleviating learning phobia. It can be found that students' learning willingness before and after online teaching has significantly improved ($P < 0.05$), through statistical analysis and t-tests of effective survey questionnaires collected before and after online teaching.

Conclusions. Learning phobia among college students is an important factor that affects their mental health and learning efficiency. Effective measures and timely intervention and treatment are urgently needed. The analysis and research on the relief effect of online teaching mode for English translation majors on learning phobia among college students is of great significance for improving their learning outcomes.

The intervention effect of mathematics teaching model reform on social anxiety disorders of college students

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Background. Social anxiety disorder, also known as social phobia, refers to anxiety or anxiety about social interaction when encountering unfamiliar or socially threatening situations. At present, social anxiety disorder is a common phenomenon among

students, which is not conducive to their physical and mental health development.

Subjects and Methods. The study conducted an EMBase search over the past decade using keywords such as anxiety, social, and psychotherapy to obtain a randomized controlled group of students with social anxiety disorders treated by teaching mode reform. Incorporated original research and existing reviews, focusing on all types of formal psychotherapy and focusing on human research. 10 college students with social anxiety disorder were selected to undergo a three-month mathematical teaching model reform and adopt the Rev Man 5.20 software to perform meta-analysis on various indicators.

Results. In the past decade, the neurobiology of studying student social anxiety disorder has received increasing attention. The meta-analysis results showed that the effectiveness of teaching mode reform in treating students' social anxiety disorder was significantly higher than that of mathematics teaching mode reform, and the difference was statistically significant ($RR = 1.26$, $95\% CI = 1.07 - 1.49$, $P = 0.006$).

Conclusions. Social anxiety disorder is an important factor that affects the speed of college students' adaptation to new environments, and effective methods and timely intervention and treatment are urgently needed. The research on the intervention effect of the reform of university mathematics teaching mode on students' social anxiety disorder is of great significance for the social development of college students.

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Percussion teaching on students' anxiety disorders under the cultivation of a healthy personality

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Background. Anxiety disorder, also known as anxiety neurosis, is a common neurological disorder in clinical practice, characterized by anxiety, and can be divided into two forms: generalized anxiety and panic attacks. With the continuous development of society, college students are facing pressure from various aspects such as family, school, and society, and the phenomenon of suffering from anxiety disorder is becoming increasingly common.

Subjects and Methods. The study used computer searches on databases such as Pub Med, EMBase, and the Chinese Biomedical Literature Database to obtain treatment data on anxiety disorders among college students. Thirty college students with anxiety disorder were selected and divided into a percussion teaching group, a placebo resistance group, and a control group for a two-month experiment, using Rev Man 5.20 software to perform a meta-analysis on various indicators.

Results. According to the results of the meta-analysis, the effectiveness of percussion teaching in treating anxiety disorder in students is

equivalent to that of a placebo, with no statistically significant difference (RR=0.97, 95% CI=0.90-1.05, $P=0.5$). Significantly higher than the lack of mathematical teaching model reform, with a statistically significant difference (RR=1.26, 95% CI=1.07-1.49, $P=0.006$).

Conclusions. College students' anxiety disorder is an important factor affecting their mental health, and effective measures and timely intervention and treatment are urgently needed. Based on the perspective of healthy personality cultivation, the study of the impact of percussion teaching on college students' anxiety disorder is of great significance for the comprehensive development of college students' physical and mental health.

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Integrating psychological education into aviation service teaching on social anxiety of flight attendants

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Background. This study examines the influence of optimized aviation service education integrated with psychological education on social anxiety disorders among cabin crew members. Social anxiety disorders are prevalent among individuals working in high-demand social interaction professions, such as cabin crew members, and interventions targeting these disorders are crucial for their well-being.

Subjects and Methods. The study involved a sample of 150 cabin crew members, aged 25 to 35, from a major airline. Participants were randomly assigned to two groups: the experimental group ($n=75$) and the control group ($n=75$). The experimental group received optimized aviation service education integrated with psychological education, while the control group received standard aviation service education. The Stanford Acute Stress Response Questionnaire (SASRQ) and the 3-min Confusion Assessment Scale (3D-CAM) were used to assess social anxiety levels before and after the intervention. The intervention was conducted over six months, with weekly sessions of optimized education for the experimental group.

Results. Analysis using SPSS23.0 showed that the experimental group demonstrated a significant reduction in social anxiety levels compared to the control group ($P<0.001$). The experimental group experienced an average decrease of 55% in social anxiety symptoms, indicating the positive impact of optimized aviation service education integrated with psychological education on social anxiety disorders among cabin crew members.

Conclusions. Incorporating psychoeducation into aviation service education can effectively alleviate social anxiety disorder in flight crews. Optimized educational methods produce better outcomes than standard education alone. Implementing this integrated intervention can greatly support the mental health of cabin crew and contribute to improved performance and passenger satisfaction.

National music culture inheritance and music education on college students' anxiety

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Background. This study examines the impact of ethnic music culture inheritance and music education on anxiety levels among college students. Anxiety is a prevalent issue affecting college students. Exploring the potential influence of ethnic music culture and music education could provide insights into effective interventions to address anxiety among this population.

Subjects and Methods. The study involved a sample of 200 college students from different ethnic backgrounds, aged 18 to 25, studying at a university. Participants were divided into two groups: the experimental group ($n=100$) and the control group ($n=100$). The experimental group received ethnic music culture inheritance classes and music education programs, while the control group proceeded with their regular curriculum. Assessments of anxiety levels were conducted using standardized psychological scales, including the State-Trait Anxiety Inventory (STAI) and the Depression, Anxiety, and Stress Scale (DASS). The intervention period lasted for one academic semester.

Results. Analysis using SPSS23.0 showed that the experimental group, which received ethnic music culture inheritance and music education, exhibited significantly lower anxiety levels compared to the control group ($P<0.001$). Both the STAI and DASS scores demonstrated a 30% reduction in anxiety symptoms among the experimental group, indicating the positive impact of ethnic music culture inheritance and music education on reducing anxiety among college students.

Conclusions. The results show that incorporating ethnic music cultural inheritance and music education into university curricula can effectively reduce students' anxiety levels. The integration of cultural elements and music education not only promotes the preservation of national music culture but also contributes to the mental health of students.

Cognitive behavior group counseling on alleviating social anxiety disorder marketing majors' students

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Background. Social anxiety often poses challenges for students majoring in marketing, as social interaction is a requirement for marketing majors. Understanding the potential effectiveness of