

anxiety. In recent years, the fusion of traditional culture and modern pottery design has shown a unique charm in aesthetic education. Subjects and Methods. 200 subjects who had been diagnosed with anxiety disorders were selected.

**Subjects and Methods.** The experimental group received an aesthetic education course on integrating traditional culture into modern ceramic design, which lasted for three months, twice a week, for two hours each time. The study included learning the fundamentals of calligraphy, classical Chinese painting, and creating ceramic art inspired by ancient poems. The control group received only traditional pottery aesthetic education. The anxiety symptoms of the subjects before, during, and after the intervention were assessed using the SAS-S scale (Symptom Assessment Scale-adolescent).

**Results.** It was found that the experimental group scored significantly lower anxiety symptoms on the SAS-S scale than the control group after receiving an education that integrated traditional culture. In addition, the audience in the experimental group generally reported feeling soothed and having a deeper understanding and identification with pottery.

**Conclusions.** Aesthetic education by integrating traditional cultural elements such as calligraphy, classical painting, and ancient poems into modern ceramic design has a significant psychotherapeutic effect on audiences suffering from anxiety disorders. This provides a new, non-pharmacological approach to treating anxiety disorders and further confirms the value of traditional culture in modern society.

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## The positive influence of social psychology on the treatment of manic college students

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**Background.** Nowadays, tourism has become an important pillar industry of national economic development. However, among college students majoring in tourism, some patients with mania have violent mood swings, and they are quickly troubled by pressure and anxiety, which brings certain troubles to their academic and career development. It is essential to study the treatment of manic college students in tourism majors.

**Subjects and Methods.** In the experiment, 60 college students with common mania were selected as the research objects, and 30 were chosen as the experimental group. The treatment training mode of tourism management professionals under social psychology was adopted for half a year. The other 30 college students were used as the control group, and the traditional training mode of tourism management professionals was adopted for six months of treatment training.

**Results.** The data were assessed using the irritability component of the Stanford Acute Stress Response Questionnaire (SASRQ), with higher scores indicating greater mania. The results showed that most undergraduates in the experimental group tended to be emotionally stable and less affected by stress and anxiety, with a comprehensive score of 10. However, more than half of the students in the control group still had overreaction and mania, and the total score was 19 points.

**Conclusions.** The results of this study will provide a valuable reference for the treatment of manic college students in tourism majors and provide specific guiding significance for the training of tourism management professionals.

## The optimization effect of the art course of educational psychology on the anxiety of college students

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**Background.** Anxiety is a common mental health problem, especially among college students. Anxiety disorders seriously affect college students' learning and quality of life and may lead to other mental health problems.

**Subjects and Methods.** Educational psychology is integrated into the music appreciation course of public art education in colleges and universities, and an effective psychological intervention method is sought to optimize the psychological condition of students with anxiety disorders. In the experiment, 50 college students with anxiety disorders were studied, and 25 were treated for three months with art and music appreciation courses integrated with educational psychology. The other 25, as a control group, were treated for three months with a traditional art and music appreciation course.

**Results.** The anxiety item of the Stanford Acute Stress Response Questionnaire (SASRQ) was used to evaluate the mental health status of the two groups of college students. The higher the score, the more serious the anxiety. The experimental results showed that the pressure of college students in the experimental group was significantly reduced, and their emotions tended to be stable, with a comprehensive score of 11. Some students in the control group still had anxious and impatient behavior, and the total score was 19 points.

**Conclusions.** The music course of public art education integrated with educational psychology can promote the mental health of college students and relieve anxiety. At the same time, this study provides a new perspective and reference for academic research and practice in educational psychology in universities.