

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

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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

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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

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