

than those of the control group (5.42 ± 0.92) and the control group (2.08 ± 0.32), with statistical significance ($P < 0.05$). After intervention, the SCL-90 scores of the two groups were significantly different ($P < 0.05$).

Conclusions. Asynchronous teaching method intervenes students with bipolar affective disorder in a more equal way so that they can correctly and objectively view their own symptoms. The method proposed in this research has a better intervention effect on students' psychological assessment and mental health status.

Curriculum integration on student management and psychological stress relieve

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Background. The psychological pressure on college students is increasing day by day, and many universities have integrated ideological and political courses into their student management.

Subjects and Methods. The study selected college students from a university as research subjects and divided them equally into a control group and a research group. The former was subjected to routine student management, and the latter was given ideological and political treatment based on routine management. The anxiety scale was used for comparative analysis, and SPSS22.0 was used for statistical analysis.

Results. After a 4-month experiment, the score of the anxiety scale for college students in the control group changed from 62 points to 58 points. The score for the research group changed from 64 points to 45 points. In the research group, there was a significant difference in psychological stress among college students before and after the experiment ($P < 0.05$). The experimental results indicate that integrating ideological and political education into the management of college students has a significant alleviating effect on the psychological pressure of college students.

Conclusions. The study of integrating ideological and political education into college student management has a positive impact on alleviating their psychological pressure. It also provides a reference for the student management of other university departments, promoting the innovation on student management work.

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Brain activation patterns of English language semantic processing in autistic groups

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Background. Autism is a neurodevelopmental disorder, and there are certain differences in the brain activation patterns of English language semantic processing among autistic individuals. The research aims to explore the brain activation patterns of autistic groups during English semantic processing thus to enhance their understanding of language development.

Subjects and Methods. The study used functional Magnetic Resonance Imaging (fMRI) technology, combined with the task paradigm of English word meaning processing, to study the brain activation patterns of individuals with autism. By comparing the differences in brain activation patterns between two groups in word meaning processing tasks, researchers attempted to reveal the specific neural mechanisms involved in language processing in autistic groups. At the same time, SPSS23.0 statistical software was used to process the data.

Results. Through comparative experiments, the Hamilton Anxiety Rating Scale (HAMA) score and Generalized Self-Efficacy Scale (GSES) score of the experimental group were 7.53 and 31.24 respectively; The HAMA and GSES scores of the control group were 10.84 and 25.81, respectively. The results indicate that the processing of English language word meanings has a brain activation effect on people with autism.

Conclusions. Research can promote the understanding of the cognitive and neural mechanisms of autism, and contribute to improving daily communication and life quality for autistic groups.

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Interactive teaching mode in college English on students' social phobia

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Background. Social phobia is a common psychological disorder, particularly common among college students. College English, as a compulsory course, provides an opportunity for implementing an interactive teaching model. By implementing an interactive teaching model, students can more actively participate in classroom discussions, group activities, and role-playing, thereby enhancing their social skills and confidence.

Subjects and Methods. This study selected English teachers and 86 students from a university as the research subjects. By comparing the differences in students' social fear levels between traditional and interactive teaching modes, the traditional teaching group usually adopts traditional face-to-face teaching methods for learning. The interactive teaching group adopts a more interactive and participatory teaching approach, using methods such as classroom discussions, group activities, experiments, and applications. This study used SPSS23.0 statistical software to analyze the data.

Results. In the experiment, the scores of social phobia patients in the traditional teaching group showed a decreasing trend on the Self Rating Anxiety Scale, from 58.64 points to 34.16 points; The score of the interactive teaching changed from 60.24 points to 52.77 points. By comparing the scores of the interactive teaching group and the traditional teaching group, the interactive teaching mode of college English can improve communication skills of patients with social phobia.

Conclusions. The study adopted an interactive teaching model in college English teaching, and found that the symptoms of social phobia among college students were alleviated to some extent, which had a positive impact on their mental health.

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The positive influence of ideological and political education on the mental health of college students

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Background. Students' mental health issues have attracted more attention due to the pressure and challenges they experience in today's society. This study attempts to include the new era sports ideology and politics into the positive influence of college students' mental health in an effort to better manage the mental health state of college students.

Subjects and Methods. 100 college students with psychological anxiety issues were selected as test subjects. 50 college students were assigned to the experimental group and 50 to the control group. The new era sports ideological and political education was provided to the college students in the experimental group during the course of a six-month psychological intervention. The typical personality education approach was employed to students in the control group for a six-month psychological intervention.

Results. The mental health status of the two groups of college students was evaluated and scored according to the anxiety item

in the Stanford Acute Stress Response Questionnaire (SASRQ). Compared with the control group, the anxiety of college students in the experimental group was obviously eliminated, and the emotional regulation was very effective. Their comprehensive score was 10 points, and the control group scored 22 points.

Conclusions. College students' mental health is greatly benefited from the modern incorporation of sports-related political and ideological education into their mental health education.

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Cross-cultural tourism on tourists' generalized anxiety disorder in the context of internationalization

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Background. With the continuous development of globalization, the internationalization of tourism has become an important trend in today's society. More and more people are choosing to travel abroad to experience the diversity of different countries and cultures. However, when most tourists travel, they will inevitably have anxiety due to a variety of factors such as worrying about the quality of the tour, whether the plane is delayed, whether the diet is customary, and so on.

Subjects and Methods. This paper is to further understand and study the influence of cross-cultural tourism on tourists' generalized anxiety disorder, and improve tourists' travel experience and mental health. In this study, 50 tourists with generalized anxiety disorder were selected as experimental subjects. Among them, 25 tourists were in the experimental group who received cross-cultural tourism treatment, and 25 tourists were in the control group that received traditional psychological treatment. The treatment period was 3 months for both groups.

Results. The results were measured using anxiety items from the Stanford Acute Stress Response Questionnaire (SASRQ). The higher the score, the more severe the anxiety. The experimental results showed that the anxiety symptoms of tourists in the experimental group were generally reduced, and their mental health was greatly improved, with a comprehensive evaluation score of 9 points, while some tourists in the control group had poor treatment effects, with a comprehensive score of 15 points.

Conclusions. Cross-cultural tourism in the context of internationalization has a positive therapeutic effect on tourists' generalized anxiety disorder.