

distributed by education level were not statistically significant ( $P>0.05$ ).

**Conclusions.** The possibility of anxiety disorders among investment banking practitioners is high, and psychological guidance and proper guidance need to be strengthened. This survey study provides a theoretical basis for the development of targeted interventions for anxiety disorders in the future.

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## Innovative and entrepreneurial thinking training combined with psychological nursing intervention on the relief of Graduate's employment anxiety

Tana Zhao<sup>1</sup> and Bayasiguleng<sup>2\*</sup>

<sup>1</sup>Inner Mongolia Business & Trade Vocational College, Hohhot 010070, China and

<sup>2</sup>Inner Mongolia Normal University, Hohhot 010070, China

\*Corresponding author.

**Background.** Severe employment competition and pressure have triggered students in higher vocational school to develop negative emotions of anxiety. They show intense, excessive as well as persistent worries and fears, and even somatic anxiety symptoms. In order to alleviate the anxiety triggered by the employment pressure of graduates of higher vocational school, the study introduces psychological care to intervene in graduation innovation and entrepreneurial thinking training and analyzes its ability to alleviate anxiety.

**Subjects and Methods.** 48 graduates suffering from anxiety disorders in a higher vocational school were used as experimental research subjects, and the experimental group received a training program combining psychological nursing intervention and innovative entrepreneurial thinking; the control group received traditional innovation and entrepreneurship training courses. The Hamilton Anxiety Scale (HAMA), Hamilton Depression Scale (HAMD), Symptom Self-assessment Scale SCL90, and Self-Acceptance Questionnaire (SAQ) were evaluated before the experiment, and after the 2nd, 4th, and 8th weeks of the experiment, respectively.

**Results.** Graduates who participated in the training on the integration of psychological care into innovative and entrepreneurial thinking showed a significant decrease in the scores of all scales compared to the pre-experimental period ( $P<0.05$ ), and the relief of anxiety was more pronounced compared to the control group ( $P<0.05$ ).

**Conclusions.** Psychological care integrated with innovative and entrepreneurial thinking training had a significant effect on the anxiety of graduates. They had a more rational and accurate control of the employment situation and restored their confidence in their future work and life.

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## The intervention effect of using the scaffolding teaching model in middle school English on students' social anxiety disorder

Meihong He

The Experimental School Affiliated to Nantong High School, Nantong 226010, China

**Background.** A common psychological problem, social anxiety disorder, is prevalent among primary and secondary school students. Social anxiety disorder mainly manifests itself in the form of intense fear and apprehension in social situations, and excessive worry and fear make the patients gradually avoid socializing. In order to provide timely intervention for students with social anxiety disorder, the study introduced a scaffolding teaching model for middle school English in the middle school classroom.

**Subjects and Methods.** 80 students with social anxiety disorder in a junior high school were randomly divided into an experimental group and a control group. The experimental group was taught using the junior high school English scaffolding teaching mode, while the control group was taught using the traditional English teaching mode, and the Symptom Self-assessment Scale (SCL-90) and Liebowitz Social Anxiety Scale (LSAS) were used to assess the patient's social anxiety before and after the treatment.

**Results.** Middle school English scaffolding teaching model has positive guidance effect on social fear ( $P<0.05$ ), students in the experimental group had a significant decrease in the scores of all scales after the experiment ( $P<0.05$ ), compared with the control group the intervention on social fear was more obvious ( $P<0.05$ ).

**Conclusions.** The scaffolding teaching model of middle school English has a positive impact on students' anxiety and phobia, and the self-confidence of students with anxiety disorders was gradually built up and their social scope was gradually expanded.

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## Law education reform in universities on reducing college students' learning anxiety

Ruinan Zhao<sup>1</sup>, Yongwei Jiang<sup>2\*</sup> and Ruizhi Zhang<sup>1</sup>

<sup>1</sup>Liaoning University, Shenyang 110031, China and <sup>2</sup>Dalian Maritime University, Dalian 116026, China

\*Corresponding author.

**Background.** With the rapid development of society, the learning anxiety of college students is gradually increasing. Law education emphasizes rational thinking and behavioral norms, enabling college students to establish a correct outlook on life. Therefore,