

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

academic impairment, social disturbance, health problems, life quality decline and employment difficulties.

Subjects and Methods. 150 college students diagnosed with anxiety disorder were selected to participate in the study and assessed by the Stanford Acute Stress Response Questionnaire and the 3-minute Disorder Assessment Scale. SPSS 23.0 was used for data analysis.

Results. The results showed that the students who received ideological and political teaching based on Morita therapy made significant progress in the reduction of anxiety symptoms. Before treatment, participants' anxiety scores averaged 6.4 ($s=1.3$), which dropped to 3.2 ($s=1.1$) after treatment. At the same time, scores of anxiety levels were also significantly reduced, with an average score of 25.1 ($s=3.9$) before treatment and 13.8 ($s=2.7$) after treatment. In addition to the improvement in anxiety symptoms, the mental health of the participants was significantly improved. Before treatment, participants reported an average mental health score of 58.2 ($s=6.5$), which improved to 80.6 ($s=5.3$) after treatment. This shows that it has a significant effect on improving the mental health of college students.

Conclusions. The study shows that ideological and political teaching based on Morita therapy plays an important role in relieving anxiety disorder in college students. By providing a balanced teaching environment and teaching Vipassana and self-awareness skills, this therapy helps college students effectively cope with anxiety and promote their mental health and overall development.

The therapeutic effect of ceramic art-assisted drug therapy on hyperactivity disorder in children

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Background. Hyperactivity disorder in children is a common neurodevelopmental disorder that seriously affects children's learning and quality of life. Therefore, it is clinically important to find new treatment methods.

Subjects and Methods. The study selected 100 cases of pediatric patients in a hospital between March 2021 and January 2022. They were randomly divided into an observation group and a control group, with 50 cases in each group. The observation group received ceramic art-assisted drug therapy, and the control group received conventional drug therapy. By observing and recording the anxiety scores, attention scores, and behavioral problems scores of the study subjects during the treatment process, while using SPSS22.0 software for data analysis, the differences in the treatment effects of the two groups were compared and tested for significance.

Results. The mean values of anxiety scores decreased by 30.26% and 15.49%, the mean values of attention scores increased by

20.26% and 11.54%, and the mean values of behavioural problem scores decreased by 24.06% and 18.83% in the observation group and the control group, respectively, after treatment. The observation group was better than the control group in anxiety scores, attention scores and behavioural problem scores, and the differences were all statistically significant ($P<0.05$).

Conclusions. Compared with conventional medication, ceramic art-assisted medication can significantly reduce anxiety scores, improve attention scores and reduce behavioural problems, which has clinical promotion and application value.

Roxy-Sen hybrid therapy combined with innovative teaching interventions in college English on student anxiety

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Background. Anxiety disorder is a common psychological disorder, especially prominent in the college student population, so the research on the role of using innovative teaching interventions in English in colleges and universities on the regulation of students' anxiety disorder has a certain value.

Subjects and Methods. 60 college student patients were selected as research subjects and randomly divided into an experimental group and a control group, 30 in each group. The control group received paroxetine treatment; the experimental group utilized Morita hybrid therapy for psychological care on the basis of paroxetine under the innovative teaching intervention of college English. The treatment cycle of both groups was 3 months. Hamilton Anxiety Scale scores were used before and after treatment, and data were analyzed by using SAS statistical software.

Results. After 1 month, the anxiety scale score was (10.63 ± 3.01), which was better than that of the control group (14.03 ± 4.75), $P<0.05$. After 2-3 months, the effective rate of the experimental group was 93.33%, which was significantly higher than that of the control group (66.67%) ($P<0.05$). The healing rate of the experimental group was 70.00%, which was significantly higher than 43.33% in the control group ($P<0.05$).

Conclusions. Under the innovative teaching intervention of English in colleges and universities, the combined application of paroxetine and Morita hybrid therapy can improve students' anxiety symptoms and increase the cure rate, which has good clinical promotion value.