

therapy greatly alleviates depression among college students. It can be used as an auxiliary means for treating depression among college students.

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Cross-cultural human-computer Interaction collaborative translation teaching and mindfulness therapy on college students' learning aversion

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Background. Learning aversion symptoms have become increasingly common among college students, who may lose interest in their studies, lack motivation, and even experience avoidance and aversion to school life. These emotions and behaviors not only affect their academic performance but may also cause harm to their long-term development and mental health. As a psychotherapy that focuses on the present and cultivates self-awareness, and acceptance, mindfulness therapy has shown positive therapeutic effects on various mental health problems. Combining cross-cultural human-computer interaction and collaborative translation teaching may provide a novel approach to treating college students' learning aversion.

Subjects and Methods. The study randomly divided 46 college students with learning aversion into experimental and control groups. The control group received routine treatment; The experimental group conducted cross-cultural human-computer interaction and collaborative translation teaching in combination with mindfulness therapy for treatment. The study used the self-made Academic Negative Emotion Scale to evaluate the academic aversion of college students.

Results. In the measurement before the experiment, all students showed severe aversion to learning, but the difference between the two groups was not significant ($P>0.05$); After the experiment, the level of student aversion to learning in the experimental group was significantly improved and significantly lower than that in the control group ($P<0.05$).

Conclusions. Cross-cultural human-machine interaction collaborative translation teaching and mindfulness therapy can alleviate the degree of college students learning aversion and assist their regular learning and life.

The efficacy of dance teaching reform and CBT in treating recurrent depression among college students

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Background. With the increasing pressure of modern society, the incidence rate of depression among college students is gradually increasing, especially recurrent depression. Currently, Cognitive Behavioral Therapy (CBT) is one of the mainstream treatment methods for depression. At the same time, dance, as a comprehensive physical and mental exercise, has also demonstrated its potential therapeutic value in the field of mental health. This study explores the therapeutic effects of combining dance teaching reform in universities with cognitive behavioral therapy.

Subjects and Methods. The experiment selected 100 confirmed recurrent depression college students from a certain university and randomly divided them into two groups. A control group of 50 individuals only received standard cognitive behavioral therapy; The experimental group of 50 participants participated in a 12-week dance course while undergoing CBT. Treatment effectiveness was evaluated through the Self Rating Depression Scale and Beck Depression Questionnaire.

Results. After the study, both groups showed significant improvement in depressive symptoms. The experimental group showed greater improvement in emotional regulation, self-efficacy, and social skills than the control group. In addition, the recurrence rate of the experimental group was significantly lower than that of the control group.

Conclusions. Dance, as an activity of integrating body and mind, can effectively enhance the therapeutic effect of cognitive behavioral therapy. For the special group of college students, combining dance teaching reform in universities with cognitive behavioral therapy may be an effective strategy, which can improve treatment effectiveness and reduce the recurrence rate.

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Case-based music teaching practice for lower grades: taking SCH patients as an example

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Background. Music education plays an important role in primary and secondary school teaching, not only cultivating students'