

on modern public space design students' anxiety disorders from the perspective of psychology.

Subjects and Methods. The study used a questionnaire survey method to collect environmental factors that trigger students' anxiety and obtained a ranking of the importance of environmental factors through quantitative analysis. The impact of environmental characteristics such as physical environment, visual landscape, and spatial scale of buildings on students' anxiety disorders was analyzed through on-site research. The effectiveness of humanistic environmental landscape design from the perspective of psychology was tested using the Svell building ventilation software in Computational Fluid Dynamics (CFD). Simultaneously using the State Anxiety Inventory (SAI) to detect students' anxiety.

Results. From the perspective of psychology, the humanistic concept of odor, ventilation, and heat and humidity has been optimized and designed to create a spatial environment conducive to alleviating students' anxiety. It can effectively reduce anxiety caused by poor ventilation and prevent aggravation of anxiety due to high humidity and odors.

Conclusions. The humanistic concept of environmental landscape design from the perspective of psychology has a positive impact on students' anxiety disorders in modern public space design.

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Innovative vocal teaching practice on alleviating learning anxiety among college students

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Background. Currently, students with relatively weak vocal learning foundations generally suffer from learning anxiety disorders. Anxiety disorder is a psychological feeling of excessive worry, and college students' learning anxiety often leads to uncontrollable worries such as nervousness, panic, and feeling threatened. This learning anxiety will make students increasingly reject learning, thereby affecting learning efficiency.

Subjects and Methods. The study explored three perspectives: establishing a friendly and interactive teacher-student relationship, optimizing the model of vocal music teaching courses in universities, and carrying out innovative course practices. The effectiveness of innovative practice in vocal music teaching courses in universities was tested and verified using the Sarason Exam Anxiety Scale. The experiment used 120 college students from two classes to be divided into a control group and an intervention group. The intervention group learned according to the innovative practice of vocal music teaching courses in universities, while the control group still learned according to the original learning model.

Results. The experimental results show that there is a significant difference in anxiety results between the control group and the intervention group before and after the course implementation. The learning anxiety of students in the control group and intervention group before the innovation practice course experiment was 40.5% and 40.4%, respectively. After innovative practice, the learning anxiety of the two groups of students was 40.8% and 31.5%, respectively.

Conclusions. The innovative practice of vocal music teaching courses in universities can effectively alleviate the learning anxiety of college students.

Vascular neovascularization and post-traumatic stress intervention of perforator flap obstruction in diabetic patients

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Background. Diabetic patients often suffer from neovascularization during branch flap repair, and the process of formation of these neo-vessels and post-traumatic stress intervention have not been adequately studied.

Subjects and Methods. Fifty diabetic patients were selected for this study and divided into an experimental group and a control group. The experimental group received post-traumatic stress intervention treatment, while the control group received conventional treatment. Choke vessels were counted and observed by collecting tissue samples from the study subjects using histological methods.

Results. Data analysis software SPSS 23.0 was used for statistical analysis of data. A significant reduction in the number of Choke vessels was observed in the experimental group as compared to the control group (the mean number of Choke vessels was 10.2 in the experimental group and 17.8 in the control group, $P < 0.05$). In addition, the blood glucose level of the experimental group was significantly decreased (the average blood glucose level of the experimental group was 8.6 mmol/L and the average blood glucose level of the control group was 11.4 mmol/L, $P < 0.01$).

Conclusions. Post-traumatic stress intervention can significantly reduce the number of Choke vessels and thus improve the results of perforator flap repair. It provides useful guidance for the surgical treatment of diabetic patients and provides an important theoretical basis for clinical practice.

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