

Teaching reform based on students' learning phobia from the perspective of educational psychology

Tao Huang

Hunan University of Finance and Economics, Changsha 410205, China

Background. Learning phobia is a special phobia and mental disorder, which is a long-term behavior caused by psychological emotions such as anxiety, depression, etc. The current education model is mainly biased towards the test, paying too much attention to the test results, but ignoring the learning process in the classroom. This also causes the classroom to be too boring, which seriously affects the students' interest in learning. Therefore, the key to improving students' fear of learning lies in the reform of teaching mode.

Subjects and Methods. Educational psychology is a course of both theory and application, which helps to relieve students' academic pressure and improve their overall quality. Therefore, based on educational psychology, this study makes an in-depth analysis of the influence of the reformed teaching mode on students' learning phobia. Fifty students with learning phobia were randomly selected from a school. They were divided into general teaching group and teaching reform group, with 25 people in each group. SPSS 23.0 software was used to analyze the changes of students' learning phobia.

Results. Before the experiment, the baseline data of all students had no statistical significance ($P>0.05$). After intervention, the learning phobia of teaching reform group was significantly improved compared with that of general teaching group, and the difference was statistically significant ($P<0.05$).

Conclusions. The use of appropriate teaching mode can naturally improve students' interest in learning, but also be more conducive to students' physical and mental health growth.

individuals form a sense of belonging to their culture and cultural groups, so as to obtain, maintain and innovate their own cultural attributes. It has special value functions such as guidance, promotion and education, which is helpful to improve the ideological and moral quality and spiritual outlook of young students.

Subjects and Methods. Red culture is a culture with Chinese characteristics formed on the basis of constantly "sublating" Chinese and foreign cultural thoughts. This study mainly discusses the intervention effect of red cultural identity education psychology on borderline personality disorder college students. 70 college students with borderline personality disorder were randomly selected for the intervention of educational psychology of red cultural identity. SPSS 23.0 software was used for statistical processing.

Results. Before the intervention, the baseline data of all students had no statistical significance ($P>0.05$). After intervention, the borderline personality disorder of college students was significantly improved, and the difference was statistically significant ($P<0.05$).

Conclusions. The educational psychology of red cultural identity has a positive therapeutic intervention effect on borderline personality disorder college students, which can help them gain a sense of belonging and improve their self-confidence and spirituality.

Acknowledgement. In 2021, the Guangdong Provincial Department of Education's Youth Innovative Talent Project (No.2021WQNCX215).

Music-guided imagination activity combined with multimodal movement on college students with autism

Cheng Jiang and Ziwei Jiang*

Guangdong Ocean University, Zhanjiang 524088, China

*Corresponding author.

Therapeutic of educational psychology of red cultural identity on college students with borderline personality disorder

Hanxue Yan

Foshan Polytechnic, Foshan 528000, China

Background. Borderline personality disorder is a common personality disorder in psychiatry, accompanied by a variety of impulsive behavior characteristics, and is also a complex, serious and destructive mental disorder. With the increasing pressure of life and study, this disorder is increasingly appearing in college students. Cultural body is a social psychological process in which

Background. Autism is a common neurodevelopmental disorder that affects an individual's ability to communicate socially and emotionally. The incidence of autism among college students is increasing year by year, which causes trouble to their study and life. Therefore, it is of great significance to find effective intervention methods to improve the symptoms of college students with autism.

Subjects and Methods. This study selected 30 students from colleges and universities who were diagnosed with autism as research objects, and were randomly divided into an experimental group and a control group. The experimental group received 8 weeks of music-guided imagination activity combined with multimodal exercise intervention, while the control group received conventional treatment. Both groups were evaluated by self-rating scales and professional assessment tools, and data were analyzed using SPSS23.0 software to understand the efficacy before and after the intervention.