

Results. The average MDQ score decreased by 35% in the intervention group, while the average MDQ score decreased by only 10% in the control group. Learning satisfaction increased by 25% in the intervention group, while there was no significant change in learning joy in the control group.

Conclusions. The synergistic development of ideological and political education and management in colleges and universities can alleviate students' mood disorders and improve their learning satisfaction. This provides a practical way for colleges and universities to strengthen students' mental state and learning efficiency.

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Role adjustment of social governance of new government media in alleviating social workers' mania from the perspective of media convergence

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Background. In today's media environment, the role of new government media in social governance is becoming increasingly important. However, many scholars have studied and discussed how to adjust its role in the perspective of media convergence to alleviate the mania of social personnel.

Subjects and Methods. A randomized controlled trial selected two communities as the intervention and control groups. Residents in the intervention group received relevant social governance information and services through new government media, while residents in the control group received conventional social governance services. The study period was one year, and data collection included baseline and follow-up data during and after the intervention. SPSS23.0 software was used for data analysis.

Results. The improvement rate of mania symptoms in the intervention group was 72%, significantly higher than in the control group (48%). The proportion of improved quality of life (68%) was considerably higher than that of the control group (45%). The rate of social function recovery was 65%, significantly higher than 42% in the control group.

Conclusions. New government media can effectively help mania patients improve their symptoms and quality of life and restore social function in social governance. Therefore, we should make full use of the new media of government affairs and incorporate it into the social governance system to better serve the social personnel, especially the patients with mania.

Civic education integrating Marxist theory on college students' social anxiety disorder

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Background. College students face multiple challenges, such as information explosion, popularity of social media, and increased competitive pressure, which leads to social anxiety disorder in some of them. Marxist theory, as the guiding ideology of China, provides a perspective on the comprehensive development and self-realization of human beings. In recent years, the exploratory attempts of colleges and universities for Civic Education have become a focus of attention in the education sector as to whether they can effectively alleviate the social anxiety disorder of college students after incorporating Marxist theory.

Subjects and Methods. Five hundred college students were selected as research subjects for the study. The experimental group was subjected to Civics education incorporating Marxist theory, while the control group received conventional Civics education. The research cycle was one academic year, using the SAS-A scale (Symptom Assessment Scale-adolescent), Negative Appraisal Fear Scale, and Comprehensive Interpersonal Relationship Diagnostic Scale. Pre-intervention, mid-intervention, and post-intervention tests were conducted to examine the subjects' dynamic changes in social anxiety.

Results. The study proved that after one academic year of education, in the experimental group, college students' adaptability to social situations increased, and their confidence in interacting with others significantly improved.

Conclusions. Through the integration of Marxist theory, civic education in colleges and universities can effectively help college students overcome social anxiety and enhance interpersonal communication skills. This kind of education helps students form a healthy outlook on life and values and deepens their understanding and identification with Marxist theory.

Aesthetic education integrating traditional culture into modern ceramic design on anxiety recipients

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Background. With the accelerated pace of life in modern society, people face increased psychological pressure, leading to a gradual increase in the incidence of psychological disorders such as

anxiety. In recent years, the fusion of traditional culture and modern pottery design has shown a unique charm in aesthetic education. Subjects and Methods. 200 subjects who had been diagnosed with anxiety disorders were selected.

Subjects and Methods. The experimental group received an aesthetic education course on integrating traditional culture into modern ceramic design, which lasted for three months, twice a week, for two hours each time. The study included learning the fundamentals of calligraphy, classical Chinese painting, and creating ceramic art inspired by ancient poems. The control group received only traditional pottery aesthetic education. The anxiety symptoms of the subjects before, during, and after the intervention were assessed using the SAS-S scale (Symptom Assessment Scale-adolescent).

Results. It was found that the experimental group scored significantly lower anxiety symptoms on the SAS-S scale than the control group after receiving an education that integrated traditional culture. In addition, the audience in the experimental group generally reported feeling soothed and having a deeper understanding and identification with pottery.

Conclusions. Aesthetic education by integrating traditional cultural elements such as calligraphy, classical painting, and ancient poems into modern ceramic design has a significant psychotherapeutic effect on audiences suffering from anxiety disorders. This provides a new, non-pharmacological approach to treating anxiety disorders and further confirms the value of traditional culture in modern society.

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The positive influence of social psychology on the treatment of manic college students

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Background. Nowadays, tourism has become an important pillar industry of national economic development. However, among college students majoring in tourism, some patients with mania have violent mood swings, and they are quickly troubled by pressure and anxiety, which brings certain troubles to their academic and career development. It is essential to study the treatment of manic college students in tourism majors.

Subjects and Methods. In the experiment, 60 college students with common mania were selected as the research objects, and 30 were chosen as the experimental group. The treatment training mode of tourism management professionals under social psychology was adopted for half a year. The other 30 college students were used as the control group, and the traditional training mode of tourism management professionals was adopted for six months of treatment training.

Results. The data were assessed using the irritability component of the Stanford Acute Stress Response Questionnaire (SASRQ), with higher scores indicating greater mania. The results showed that most undergraduates in the experimental group tended to be emotionally stable and less affected by stress and anxiety, with a comprehensive score of 10. However, more than half of the students in the control group still had overreaction and mania, and the total score was 19 points.

Conclusions. The results of this study will provide a valuable reference for the treatment of manic college students in tourism majors and provide specific guiding significance for the training of tourism management professionals.

The optimization effect of the art course of educational psychology on the anxiety of college students

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Background. Anxiety is a common mental health problem, especially among college students. Anxiety disorders seriously affect college students' learning and quality of life and may lead to other mental health problems.

Subjects and Methods. Educational psychology is integrated into the music appreciation course of public art education in colleges and universities, and an effective psychological intervention method is sought to optimize the psychological condition of students with anxiety disorders. In the experiment, 50 college students with anxiety disorders were studied, and 25 were treated for three months with art and music appreciation courses integrated with educational psychology. The other 25, as a control group, were treated for three months with a traditional art and music appreciation course.

Results. The anxiety item of the Stanford Acute Stress Response Questionnaire (SASRQ) was used to evaluate the mental health status of the two groups of college students. The higher the score, the more serious the anxiety. The experimental results showed that the pressure of college students in the experimental group was significantly reduced, and their emotions tended to be stable, with a comprehensive score of 11. Some students in the control group still had anxious and impatient behavior, and the total score was 19 points.

Conclusions. The music course of public art education integrated with educational psychology can promote the mental health of college students and relieve anxiety. At the same time, this study provides a new perspective and reference for academic research and practice in educational psychology in universities.