

psychological anxiety during the writing process. This not only affects their writing performance, but also poses a threat to their mental health. Meanwhile, the application of task-based teaching method in English teaching has achieved good results. However, its role in alleviating psychological anxiety in English writing among college students has not been fully demonstrated, so this study is needed.

Subjects and Methods. A comparative teaching experiment is now being conducted on 420 English major college students with anxiety disorder and obsessive-compulsive disorder. The selected students will be randomly and evenly divided into an experimental group and a control group. In the experiment, the experimental group students were taught college English writing using a task-based teaching method, while the control group was only taught ordinary college English writing. Before and after the teaching experiment, both teams of students need to be tested with the Self-Rating Anxiety Scale (SAS).

Results. The experimental results showed that the SAS scores of the experimental group and control group students before the experiment were 58.2 ± 3.5 and 57.1 ± 4.7 , respectively, with no significant difference in data. After the experiment, the SAS score of the experimental group was 42.5 ± 3.6 , lower than that of the control group, and the difference was significant.

Conclusions. The task-based teaching method can alleviate the psychological anxiety of English writing among college students with OCD, and has a certain clinical therapeutic effect on anxiety disorders.

The intervention of teaching innovation on students' anxiety and depression disorders

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Background. Due to pressure from academic competition and future career planning, anxiety disorder has become one of the common psychological issues among college students. Anxiety disorder not only affects their learning but also causes interference in their daily lives. Psychological health education aims to help students understand and manage their emotions, while ideological and political education focuses on cultivating students' values, worldviews, and outlook on life. The research aims to explore the effectiveness of combining mental health education with ideological and political education in the treatment of anxiety disorder in students.

Subjects and Methods. The study Divided 112 translation major students with anxiety and depression disorders into an experimental group and a control group. The control group received routine ideological and political education, while the experimental group received innovative teaching through joint human-machine interaction and collaborative translation. The teaching lasted for two months. The study used the Hamilton Anxiety Scale

(HAMA) to evaluate the intervention of anxiety and depression disorders in students.

Results. Before the experiment, there was no significant difference in the degree of anxiety and depression disorder between the two groups of students ($P>0.05$); Two months later, the degree of anxiety and depression disorder in the experimental group students was significantly improved, and was significantly lower than that in the control group students ($P<0.05$).

Conclusions. Innovative teaching combined with human-machine interaction and collaborative translation can significantly alleviate students' anxiety and depression levels, effectively improving their learning effectiveness and mental state.

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Ideological and political reform in physical education courses combined with recreational exercise therapy on depression among college students

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Background. Academic pressure, uncertainty in career planning, and interpersonal relationships can all lead to increased psychological stress among college students, leading to depression. As the core curriculum of universities, physical education provides students with opportunities to relax and relieve stress psychologically. And recreational exercise therapy helps students release stress in relaxed and fun ways. Combining ideological and political education with recreational exercise therapy in physical education courses may provide a new and practical approach to treating depression symptoms in college students.

Subjects and Methods. The study divided 76 students with depression into an experimental group and a control group. The control group received routine treatment; based on the control group, the experimental group conducted intervention on the ideological and political reform of physical education courses combined with recreational exercise therapy. The study used the Self Rating Depression Scale (SDS) to assess students' mental health status.

Results. Before the experiment, there was no significant difference in the level of depression between the two groups of students ($P>0.05$); After the investigation, the depression level of the experimental group students was significantly improved and significantly lower than that of the control group students ($P<0.05$).

Conclusions. The combination of ideological and political reform in physical education courses and recreational exercise