

## Cultural identity on students' anxiety disorders in English language and literature teaching

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**Background.** With the deepening of international cultural exchanges, the issue of cultural identity anxiety caused by it has also become a research hotspot. In the context of China, where foreign language education predominantly revolves around the teaching of English, a singular approach has led to an intensified experience of cultural identity anxiety among students throughout their learning journey.

**Subjects and Methods.** To explore the impact of cultural identity on students' anxiety disorders in English language and literature teaching, this study randomly selected 120 students from a certain university to conduct a questionnaire survey on cultural identity anxiety. Then, a cultural identity module was added to the English language and literature teaching of these 120 students, and the experiment lasted for two months. After the experiment, a questionnaire survey was conducted again on cultural identity anxiety among 120 experimental students. Analyze the anxiety relief of students based on the survey results.

**Results.** The experimental results showed that before the experiment, 33 out of 120 students had mild cultural identity anxiety, 53 had moderate anxiety, 17 had severe anxiety, and 17 had no anxiety. After teaching on cultural identity, the number of students who did not experience anxiety about cultural identity increased to 41 out of 120, with 65, 12, and 2 students experiencing mild, moderate, and severe anxiety, respectively. After receiving cultural identity education, students' anxiety in learning English language and literature has been alleviated.

**Conclusions.** Cultural identity education in English language and literature teaching can alleviate students' anxiety.

## Psychological guidance of rule of law management in universities on improving social disorders of college students

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**Background.** With the rapid development of society, the probability of criminal incidents among college students is gradually increasing, leading to an aggravation of social barriers among college students. Therefore, legalized management of universities has become an important method for building a harmonious campus.

**Subjects and Methods.** To provide effective psychological guidance for students' social disorders caused by the increase in crime rates in universities, this study selected 150 students from a certain university to conduct a social disorder questionnaire survey targeting the crime rate in universities and filled out the Hamilton Depression and Anxiety Scale (HAMA). Then, a one-semester rule of law management was adopted for the university, and after the experiment, a social disorders questionnaire survey and HAMA scale were conducted again on the 150 students.

**Results.** The experimental results showed that before the start of the experiment, a total of 135 students developed anxiety due to the increase in crime rates in universities. Among them, 76 were mild, 51 were moderate, and 8 were severe, with a HAMA score of  $52.4 \pm 3.1$ . After the experiment, the number of people who developed anxiety due to the crime rate in universities decreased to 114, among which 81 were mild, 30 were moderate, and 1 was severe. The HAMA score decreased to  $43.5 \pm 2.6$ . The number of anxious individuals and HAMA scores have decreased to a certain extent after the experiment.

**Conclusions.** Legalizing the management of universities can alleviate students' social disorders caused by university crimes and provide good psychological guidance for students.

## Intervention of universities' governance programs on students' anxiety disorders

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**Background.** Anxiety disorders are a type of mental illness in adolescents. It is found that the prevalence of anxiety in adolescents reaches 10-20%, with some adolescents experiencing conditions that extend into adulthood and even cause suicide or admission to psychiatric hospitals. The study from a psychological perspective analyzed and explored the intervention effects of universities' internal governance programs on college students' anxiety symptoms.

**Subjects and Methods.** The study divided 100 students with anxiety disorders in a college (has been consistent) into an experimental group and a control group, with 50 in each. The experimental group of students with anxiety disorders received an intervention treatment from the internal governance program of the university, and the control group were not formally treated. The study utilized the Screening Checklist for Anxious Emotional Disturbances (SCAED) (Verified abbreviations of technical terms) for the measurements. After 8 weeks, the total scores of two groups by SCAED were compared.

**Results.** The study utilized SPSS 23.0 statistical software to analyze the data. The total SCAED score of the experimental group was  $(33.75 \pm 12.43)$  and that of the control group was  $(42.20 \pm 9.35)$ , which was better than that of the control group, and there was a significant difference in the comparison between the groups ( $P < 0.05$ ).