

Cognitive behavioral therapy and applied mathematics education reform on students' cognitive impairment

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Background. With more attention to students' mental health, cognitive behavioral therapy and applied mathematics education reform are combined to study the impact of cognitive disorders on students' psychological problems caused by depression, anxiety disorder, and irrational cognition.

Subjects and Methods. Data processing was conducted using SPSS26.0 and Excel software to analyze the overall situation of students' cognitive impairment in applied mathematics before and after the educational reform under cognitive behavioral therapy. The research explores the correlation between applied mathematics scores and cognitive impairment, and analyzes the impact of cognitive behavioral therapy combined with applied mathematics education reform on students' cognitive impairment.

Results. In the process of learning applied mathematics, students in the same grade have moderate cognitive impairment. Students who did not receive intervention treatment had a significant degree of cognitive impairment, and the correlation coefficient between applied mathematics scores and cognitive impairment was 0.991. Students who undergo cognitive behavioral therapy but do not consider the application of mathematical teaching reform have moderate cognitive impairment. Students who combine cognitive behavioral therapy with applied mathematics education reform have mild cognitive impairment. At this time, the correlation coefficient between applied mathematics scores and cognitive impairment is 0.893, with a significance level of $0.00 < 0.01$, indicating a strong correlation.

Conclusions. Cognitive behavioral therapy and applied mathematics education reform have a positive impact on students' cognitive impairment, which has good practical value for the treatment of cognitive impairment.

Innovation and entrepreneurship education practice curriculum reform on college students with anxiety

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Background. Psychological construction has always been a key challenge in guiding innovation and entrepreneurship among college students. The reform of practical courses for innovation and entrepreneurship education for college students aims to improve their recognition and satisfaction with innovation and entrepreneurship courses, thereby alleviating the impact of anxiety.

Subjects and Methods. Taking senior college students as the research object, this study aims to involve them in the reform of practical courses for innovation and entrepreneurship education for college students. A symptom self-evaluation scale was used to conduct a follow-up survey to explore the impact of the reform of practical courses for innovation and entrepreneurship education for college students on their anxiety psychology.

Results. The reform of the innovation and entrepreneurship education practice course for college students has a positive impact on their anxiety psychology in all aspects, and there is a positive correlation between this course reform and alleviating their mental health. The anxiety rate of students participating in the reform of innovation and entrepreneurship education practical courses for college students is only 6.3%, and the distribution trend of these students' innovation ability scores is 5.79 ± 1.78 . The anxiety level of students who did not participate was 55.4%.

Conclusions. Through the reform of practical courses for innovation and entrepreneurship education for college students, we guide them to actively start businesses, regulate tense emotions, alleviate psychological pressure, reduce anxiety factors, and alleviate anxiety symptoms, thereby achieving psychological balance and forming a stable psychological state.

Innovation and entrepreneurship education development on employment anxiety of college students

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Background. With the rapid development of higher education in China and the continuous expansion of enrollment in