

than those of the control group ( $5.42 \pm 0.92$ ) and the control group ( $2.08 \pm 0.32$ ), with statistical significance ( $P < 0.05$ ). After intervention, the SCL-90 scores of the two groups were significantly different ( $P < 0.05$ ).

**Conclusions.** Asynchronous teaching method intervenes students with bipolar affective disorder in a more equal way so that they can correctly and objectively view their own symptoms. The method proposed in this research has a better intervention effect on students' psychological assessment and mental health status.

## Curriculum integration on student management and psychological stress relieve

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**Background.** The psychological pressure on college students is increasing day by day, and many universities have integrated ideological and political courses into their student management.

**Subjects and Methods.** The study selected college students from a university as research subjects and divided them equally into a control group and a research group. The former was subjected to routine student management, and the latter was given ideological and political treatment based on routine management. The anxiety scale was used for comparative analysis, and SPSS22.0 was used for statistical analysis.

**Results.** After a 4-month experiment, the score of the anxiety scale for college students in the control group changed from 62 points to 58 points. The score for the research group changed from 64 points to 45 points. In the research group, there was a significant difference in psychological stress among college students before and after the experiment ( $P < 0.05$ ). The experimental results indicate that integrating ideological and political education into the management of college students has a significant alleviating effect on the psychological pressure of college students.

**Conclusions.** The study of integrating ideological and political education into college student management has a positive impact on alleviating their psychological pressure. It also provides a reference for the student management of other university departments, promoting the innovation on student management work.

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## Brain activation patterns of English language semantic processing in autistic groups

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**Background.** Autism is a neurodevelopmental disorder, and there are certain differences in the brain activation patterns of English language semantic processing among autistic individuals. The research aims to explore the brain activation patterns of autistic groups during English semantic processing thus to enhance their understanding of language development.

**Subjects and Methods.** The study used functional Magnetic Resonance Imaging (fMRI) technology, combined with the task paradigm of English word meaning processing, to study the brain activation patterns of individuals with autism. By comparing the differences in brain activation patterns between two groups in word meaning processing tasks, researchers attempted to reveal the specific neural mechanisms involved in language processing in autistic groups. At the same time, SPSS23.0 statistical software was used to process the data.

**Results.** Through comparative experiments, the Hamilton Anxiety Rating Scale (HAMA) score and Generalized Self-Efficacy Scale (GSES) score of the experimental group were 7.53 and 31.24 respectively; The HAMA and GSES scores of the control group were 10.84 and 25.81, respectively. The results indicate that the processing of English language word meanings has a brain activation effect on people with autism.

**Conclusions.** Research can promote the understanding of the cognitive and neural mechanisms of autism, and contribute to improving daily communication and life quality for autistic groups.

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## Interactive teaching mode in college English on students' social phobia

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**Background.** Social phobia is a common psychological disorder, particularly common among college students. College English, as a compulsory course, provides an opportunity for implementing an interactive teaching model. By implementing an interactive teaching model, students can more actively participate in classroom discussions, group activities, and role-playing, thereby enhancing their social skills and confidence.