Online teaching mode for English translation majors on alleviating students' learning phobia

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Background. Learning phobia is a form of anxiety caused by learning pressure, characterized by fear of learning, difficulty in thinking about anything, and severe physical reactions such as dizziness and palpitations. At present, the employment situation in the English translation major is relatively severe, and academic pressure has become increasingly high, leading to some college students showing varying degrees of resistance or even fear when facing their studies, which has a negative impact on their own development.

Subjects and Methods. The study conducted the Cochrane Library search on past studies related to learning phobia, using keywords such as phobia, neurobiology, and psychotherapy. Fifteen English translation major students with learning phobia were selected for a three-month online teaching program. Before and after the online teaching, a questionnaire survey was conducted on their willingness to learn, and SPSS 23.0 was used for statistical analysis.

Results. The results show that online teaching for college students from English translation majors has a certain effect on alleviating learning phobia. It can be found that students' learning willingness before and after online teaching has significantly improved ($P<0.05$), through statistical analysis and t-tests of effective survey questionnaires collected before and after online teaching.

Conclusions. Learning phobia among college students is an important factor that affects their mental health and learning efficiency. Effective measures and timely intervention and treatment are urgently needed. The analysis and research on the relief effect of online teaching mode for English translation majors on learning phobia among college students is of great significance for improving their learning outcomes.

The intervention effect of mathematics teaching model reform on social anxiety disorders of college students

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Background. Social anxiety disorder, also known as social phobia, refers to anxiety or anxiety about social interaction when encountering unfamiliar or socially threatening situations. At present, social anxiety disorder is a common phenomenon among students, which is not conducive to their physical and mental health development.

Subjects and Methods. The study conducted an EMBase search over the past decade using keywords such as anxiety, social, and psychotherapy to obtain a randomized controlled group of students with social anxiety disorders treated by teaching mode reform. Incorporated original research and existing reviews, focusing on all types of formal psychotherapy and focusing on human research. 10 college students with social anxiety disorder were selected to undergo a three-month mathematical teaching model reform and adopt the Rev Man 5 20 software to perform meta-analysis on various indicators.

Results. In the past decade, the neurobiology of studying student social anxiety disorder has received increasing attention. The meta-analysis results showed that the effectiveness of teaching mode reform in treating students' social anxiety disorder was significantly higher than that of mathematics teaching mode reform, and the difference was statistically significant (RR=1 26, 95% CI=1.07-1 49, P=0.006).

Conclusions. Social anxiety disorder is an important factor that affects the speed of college students' adaptation to new environments, and effective methods and timely intervention and treatment are urgently needed. The research on the intervention effect of the reform of university mathematics teaching mode on students' social anxiety disorder is of great significance for the social development of college students.

Percussion teaching on students' anxiety disorders under the cultivation of a healthy personality

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Background. Anxiety disorder, also known as anxiety neurosis, is a common neurological disorder in clinical practice, characterized by anxiety, and can be divided into two forms: generalized anxiety and panic attacks. With the continuous development of society, college students are facing pressure from various aspects such as family, school, and society, and the phenomenon of suffering from anxiety disorder is becoming increasingly common.

Subjects and Methods. The study used computer searches on databases such as Pub Med, EMBase, and the Chinese Biomedical Literature Database to obtain treatment data on anxiety disorders among college students. Thirty college students with anxiety disorder were selected and divided into a percussion teaching group, a placebo resistance group, and a control group for a two-month experiment, using Rev Man 5 20 software to perform a meta-analysis on various indicators.

Results. According to the results of the meta-analysis, the effectiveness of percussion teaching in treating anxiety disorder in students is