

## Relieving effect of mental health education combined with ideological and political education on students with anxiety disorder

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**Background.** Due to pressure from academic competition and future career planning, anxiety disorder has become one of the most common psychological problems among college students. Anxiety disorder not only affects their learning outcomes, 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 randomly divided 164 college students with psychological anxiety into an experimental group and a control group. The control group received routine ideological and political education, while the experimental group received a combination of mental health education and ideological and political education. The experiment lasted for three months. The study used the Hamilton Anxiety Scale (HAMA) to evaluate the intervention of anxiety disorders in students.

**Results.** Before the experiment, there was no significant difference in anxiety scores between the two groups of students ( $P>0.05$ ); After last month, the anxiety symptoms of the experimental group students were significantly improved and significantly lower than those of the control group students ( $P<0.05$ ).

**Conclusions.** The combination of mental health and ideological and political education can effectively alleviate students' psychological anxiety and provide a positive impact on their learning and life.

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## College music education on students' psychological anxiety in aesthetic education psychology

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**Background.** Music education, as a special form of art education, has a unique function of aesthetic education and psychological guidance. However, its specific impact on reducing students' psychological anxiety has not received sufficient attention and research.

**Subjects and Methods.** A randomized controlled experimental design was adopted in this study. 200 college students were selected as research objects and randomly divided into an intervention group and a control group, 100 in each group. The intervention group received a semester of music education, including learning music theory knowledge, participating in choir, receiving music therapy and other activities, while the control group maintained regular learning. Both groups of students were asked to complete the anxiety self-rating scale before and after the experiment to evaluate the change of their psychological anxiety level. The statistical software is SPSS23.0.

**Results.** After the experiment, the self-rating anxiety scale score of the intervention group was significantly lower than that before the experiment, and significantly lower than that of the control group. Further data analysis shows that music education has a significant effect on reducing students' psychological anxiety.

**Conclusions.** From the perspective of aesthetic education psychology, music education can effectively reduce the psychological anxiety of college students. This may be related to the fact that music education can provide a good emotional outlet, enhance students' self-cognition and self-efficacy, and thus improve their psychological state.

## Guidance of creative design and delivery of information flow advertising to consumer anxiety

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**Background.** In the era of information explosion, information flow advertising has become an important way for enterprises to interact with consumers, but its impact on consumer anxiety has not been fully studied. The purpose of this study is to explore the

guiding effect of information flow advertising creative design on consumer anxiety.

**Subjects and Methods.** The participants were randomly divided into an intervention group and a control group. The intervention group received innovative information flow advertising design, including personalized recommendation, creative graphic design, etc. The control group received regular information stream advertising. A week after receiving the AD, all participants completed a consumer anxiety scale as a post-test. In addition, participants' personal background information, such as age, gender, education, etc. was collected in the study to control for possible confounding factors. The statistical software is SPSS23.0.

**Results.** The results showed that participants in the intervention group had significantly lower levels of consumer anxiety compared to the control group. After controlling for personal background, the creative design of information flow ads remained a significant predictor of consumer anxiety levels.

**Conclusions.** The creative design of information flow advertising can effectively reduce consumer anxiety and provide a new theoretical basis for advertising design. Future research should further explore the specific influence mechanism and application scope of creative advertising design, in order to provide more scientifically based guidance and suggestions for the advertising industry.

## Cognitive function of depressed students by applying flipped classroom teaching mode in art teaching

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**Background.** In the current educational environment, the cognitive function of depressed students has become a focus of attention. Art teaching, as a creative and expressive form of education, may have a positive impact on the cognitive function of depressed students. This study aims to explore the effect of flipped classroom teaching mode on the cognitive function of depressed students in art teaching.

**Subjects and Methods.** A randomized controlled trial design was adopted in the study. Flipped classroom teaching mode was adopted for art teaching in the intervention group. Students learned independently before class and conducted in-depth discussion and practical operation in class. The control group received the traditional face-to-face teaching mode. The study involved 100 middle school students diagnosed with depression, with an average age of 15. All participants had their cognitive function assessed before and after the study. The analysis software is SPSS23.0.

**Results.** The research results showed that after the intervention of flipped classroom teaching mode, the cognitive function of depressed students in the intervention group was significantly improved, including attention, memory and executive function,

and the difference was statistically significant compared with the control group. In addition, the depression symptoms of the students in the intervention group were also alleviated to a certain extent.

**Conclusions.** The application of flipped classroom teaching mode in art teaching can effectively improve the cognitive function of depressed students, and also have a certain effect on their depression symptoms.

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## Cultural factors on German language teaching and students' cross-cultural psychological anxiety

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**Background.** Educational environments are evolving, recognizing that language acquisition extends beyond the science of linguistics and spans broader dimensions of sociocultural understanding. In the realm of German language education, there exists a marked effect of cultural factors on teaching strategies and student performance, which in turn influences cross-cultural anxiety. This study investigates the integration of cultural factors into the curriculum and pedagogy to alleviate cross-cultural anxiety, thus fostering a more conducive learning landscape for German language students.

**Subjects and Methods.** The study incorporated a mixed-subjects design involving both students and teachers of German language courses across various educational institutions. These participants were selected based on their exposure to German language learning environments. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Sociocultural Adaptability Scale were employed as the primary data collection tools. These standardized scales served to quantify the perceived levels of cross-cultural anxiety and the extent of cultural factor integration in the pedagogy. The collected data was rigorously analyzed using the statistical software, SPSS23.0.

**Results.** The analysis of the collected data showed a compelling pattern. There was a significant correlation between the extent of cultural factor integration in teaching methodologies and the levels of cross-cultural anxiety among the students. As the implementation of culturally integrative teaching strategies increased, the foreign language anxiety experienced by learners decreased accordingly. This observational pattern was consistent across the various educational institutions involved in the study.

**Conclusions.** The research validates the import of cultural integration in alleviating cross-cultural anxiety. Incorporating such strategies could potentially enhance the efficacy of German language teaching.