

for treatment, but there also exist psychological and social environmental factors that affect the symptoms. This study will use a combination of Western medicine and medication to improve and innovate community work mechanisms, and provide group integrated psychotherapy for patients.

Subjects and Methods. 100 patients diagnosed with depression from a specific hospital underwent psychological evaluation, and were randomly divided into an experimental group and a control group, with 50 patients in each group. The experimental group received a combination of Western medicine and group integrated psychotherapy, complemented by community work mechanisms. The control group received only a combination of Western medicine and group cognitive behavior therapy. The experimental data was analyzed using SPSS23.0 statistical software, which included descriptive statistical analysis.

Results. The results showed that the total scores of the Hamilton Depression Scale (HAMD) in the two groups were significantly lower than before treatment. After SPSS analysis, the difference in results was $F=102.48$, $P=0.001$, $F=55.96$, $P<0.001$, with statistical significance. After 4 and 8 weeks of treatment, the difference in results between the two groups of HAMD was $t=3.49$, $P=0.001$, $t=2.51$, $P<0.19$, with statistical significance.

Conclusions. This study found that group integrated psychotherapy combined with community work mechanisms is significantly superior to group cognitive behavior research, which can improve patients' treatment enthusiasm and early differences. Group integrated psychotherapy combined with community work mechanisms can effectively enhance patients' psychological resilience.

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Relationship between teaching anxiety and teacher development in higher education English teachers

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Background. Teaching anxiety disorder among college English teachers is a common phenomenon that negatively affects their teaching effectiveness and professional development. The study aims to analyze the relationship between teaching anxiety disorder and teachers' development, and to provide new ideas for solving teachers' anxiety disorder.

Subjects and Methods. English teachers in several colleges and universities in a certain area were selected as the subjects of the study, and data were collected by questionnaire survey, with a total of 100 teachers participating in the study and 100 questionnaires recovered; the questionnaires included the assessment of the level of teaching anxiety, the assessment of the degree of

teachers' development, and the collection of individual information.

Results. After completing the questionnaire, the data collected from the questionnaire results were analyzed using SPSS 22.0 software, which indicated that the average level of teaching anxiety and the degree of development of the teachers were 3.8 and 3.2, respectively. Further analysis revealed that there was a significant negative correlation between the level of teaching anxiety and the degree of development of the teachers ($r=-0.56$, $P<0.01$), indicating that the higher the level of teaching anxiety disorder, the lower the degree of teacher development.

Conclusions. There is a close relationship between teaching anxiety disorder and teacher development among college English teachers, and increased levels of teaching anxiety disorder can affect teachers' teaching performance, impede their reflective practice and limit their professional growth.

Traditional folk art combined with modern art education to alleviate college students' anxiety

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Background. The problem of anxiety disorders among college students is becoming more and more prominent at present. The study aims to explore the influence of traditional folk art combined with modern art teaching on alleviating college students' anxiety disorders.

Subjects and Methods. 100 college students in a university were selected as the subjects of the study, and they were divided into an experimental group and a control group, with 50 students in each group. The experimental group received traditional folk art combined with modern art teaching, and the control group continued traditional teaching. SPSS22.0 software was utilized for data processing, and methods such as anxiety scores and significance tests were applied to assess the teaching effect.

Results. The study utilized the Hamilton Anxiety Scale for scoring and found that the anxiety scores of the study participants in the control and experimental groups ranged from 15-23. The study found that the anxiety scores of the college students in the experimental group were significantly lower than those of the control group ($M=3.45$ for the experimental group and $M=4.92$ for the control group, $P<0.001$). The results of the study show that traditional folk art combined with modern art teaching has a significant effect on relieving college students' anxiety.

Conclusions. Traditional folk art combined with modern art teaching has achieved a positive impact on alleviating college students' anxiety disorders, which can improve their mental health and promote their personal development.