

psychological anxiety during the writing process. This not only affects their writing performance, but also poses a threat to their mental health. Meanwhile, the application of task-based teaching method in English teaching has achieved good results. However, its role in alleviating psychological anxiety in English writing among college students has not been fully demonstrated, so this study is needed.

**Subjects and Methods.** A comparative teaching experiment is now being conducted on 420 English major college students with anxiety disorder and obsessive-compulsive disorder. The selected students will be randomly and evenly divided into an experimental group and a control group. In the experiment, the experimental group students were taught college English writing using a task-based teaching method, while the control group was only taught ordinary college English writing. Before and after the teaching experiment, both teams of students need to be tested with the Self-Rating Anxiety Scale (SAS).

**Results.** The experimental results showed that the SAS scores of the experimental group and control group students before the experiment were  $58.2 \pm 3.5$  and  $57.1 \pm 4.7$ , respectively, with no significant difference in data. After the experiment, the SAS score of the experimental group was  $42.5 \pm 3.6$ , lower than that of the control group, and the difference was significant.

**Conclusions.** The task-based teaching method can alleviate the psychological anxiety of English writing among college students with OCD, and has a certain clinical therapeutic effect on anxiety disorders.

## The intervention of teaching innovation on students' anxiety and depression disorders

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**Background.** Due to pressure from academic competition and future career planning, anxiety disorder has become one of the common psychological issues among college students. Anxiety disorder not only affects their learning 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 Divided 112 translation major students with anxiety and depression disorders into an experimental group and a control group. The control group received routine ideological and political education, while the experimental group received innovative teaching through joint human-machine interaction and collaborative translation. The teaching lasted for two months. The study used the Hamilton Anxiety Scale

(HAMA) to evaluate the intervention of anxiety and depression disorders in students.

**Results.** Before the experiment, there was no significant difference in the degree of anxiety and depression disorder between the two groups of students ( $P>0.05$ ); Two months later, the degree of anxiety and depression disorder in the experimental group students was significantly improved, and was significantly lower than that in the control group students ( $P<0.05$ ).

**Conclusions.** Innovative teaching combined with human-machine interaction and collaborative translation can significantly alleviate students' anxiety and depression levels, effectively improving their learning effectiveness and mental state.

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## Ideological and political reform in physical education courses combined with recreational exercise therapy on depression among college students

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**Background.** Academic pressure, uncertainty in career planning, and interpersonal relationships can all lead to increased psychological stress among college students, leading to depression. As the core curriculum of universities, physical education provides students with opportunities to relax and relieve stress psychologically. And recreational exercise therapy helps students release stress in relaxed and fun ways. Combining ideological and political education with recreational exercise therapy in physical education courses may provide a new and practical approach to treating depression symptoms in college students.

**Subjects and Methods.** The study divided 76 students with depression into an experimental group and a control group. The control group received routine treatment; based on the control group, the experimental group conducted intervention on the ideological and political reform of physical education courses combined with recreational exercise therapy. The study used the Self Rating Depression Scale (SDS) to assess students' mental health status.

**Results.** Before the experiment, there was no significant difference in the level of depression between the two groups of students ( $P>0.05$ ); After the investigation, the depression level of the experimental group students was significantly improved and significantly lower than that of the control group students ( $P<0.05$ ).

**Conclusions.** The combination of ideological and political reform in physical education courses and recreational exercise

therapy greatly alleviates depression among college students. It can be used as an auxiliary means for treating depression among college students.

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## Cross-cultural human-computer Interaction collaborative translation teaching and mindfulness therapy on college students' learning aversion

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**Background.** Learning aversion symptoms have become increasingly common among college students, who may lose interest in their studies, lack motivation, and even experience avoidance and aversion to school life. These emotions and behaviors not only affect their academic performance but may also cause harm to their long-term development and mental health. As a psychotherapy that focuses on the present and cultivates self-awareness, and acceptance, mindfulness therapy has shown positive therapeutic effects on various mental health problems. Combining cross-cultural human-computer interaction and collaborative translation teaching may provide a novel approach to treating college students' learning aversion.

**Subjects and Methods.** The study randomly divided 46 college students with learning aversion into experimental and control groups. The control group received routine treatment; The experimental group conducted cross-cultural human-computer interaction and collaborative translation teaching in combination with mindfulness therapy for treatment. The study used the self-made Academic Negative Emotion Scale to evaluate the academic aversion of college students.

**Results.** In the measurement before the experiment, all students showed severe aversion to learning, but the difference between the two groups was not significant ( $P>0.05$ ); After the experiment, the level of student aversion to learning in the experimental group was significantly improved and significantly lower than that in the control group ( $P<0.05$ ).

**Conclusions.** Cross-cultural human-machine interaction collaborative translation teaching and mindfulness therapy can alleviate the degree of college students learning aversion and assist their regular learning and life.

## The efficacy of dance teaching reform and CBT in treating recurrent depression among college students

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**Background.** With the increasing pressure of modern society, the incidence rate of depression among college students is gradually increasing, especially recurrent depression. Currently, Cognitive Behavioral Therapy (CBT) is one of the mainstream treatment methods for depression. At the same time, dance, as a comprehensive physical and mental exercise, has also demonstrated its potential therapeutic value in the field of mental health. This study explores the therapeutic effects of combining dance teaching reform in universities with cognitive behavioral therapy.

**Subjects and Methods.** The experiment selected 100 confirmed recurrent depression college students from a certain university and randomly divided them into two groups. A control group of 50 individuals only received standard cognitive behavioral therapy; The experimental group of 50 participants participated in a 12-week dance course while undergoing CBT. Treatment effectiveness was evaluated through the Self Rating Depression Scale and Beck Depression Questionnaire.

**Results.** After the study, both groups showed significant improvement in depressive symptoms. The experimental group showed greater improvement in emotional regulation, self-efficacy, and social skills than the control group. In addition, the recurrence rate of the experimental group was significantly lower than that of the control group.

**Conclusions.** Dance, as an activity of integrating body and mind, can effectively enhance the therapeutic effect of cognitive behavioral therapy. For the special group of college students, combining dance teaching reform in universities with cognitive behavioral therapy may be an effective strategy, which can improve treatment effectiveness and reduce the recurrence rate.

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## Case-based music teaching practice for lower grades: taking SCH patients as an example

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**Background.** Music education plays an important role in primary and secondary school teaching, not only cultivating students'