

emotional response of students in the experimental group are also significantly lower than those in the control group after treatment, with a statistically significant difference.

Conclusions. Students' dissociative anxiety disorder has seriously affected students' life and learning progress, so it is very important to alleviate students' dissociative anxiety disorder. In the study, an intervention strategy combining drama management and mental health education was proposed. Through experimental verification, this strategy can significantly reduce students' anxiety scores, and alleviate students' anxiety behaviors and emotions. Therefore, in education and teaching, it is feasible to introduce drama management strategies to enhance the cultivation of students' mental health, which is of great significance to the improvement of education quality and students' growth.

Table 1. Differences in the evaluation of the two groups of students

Index	Before treatment		After treatment	
	Experimental group	Control group	Experimental group	Control group
Anxiety score	33.08±8.14	32.97±8.33	6.17±3.02	11.15±3.28
Behavior control	2.52±0.28	2.47±0.27	1.71±0.19	2.35±0.21
Emotional response	2.31±0.23	2.45±0.20	2.08±0.20	2.33±0.21

Analysis of the effect of psychosocial intervention on the improvement of students' cognitive function of depression

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Background. At present, college students all have psychological problems of varying degrees, the most serious of which is depression. Serious depression will affect students' life and learning order, cause depression cognitive function, and have a significant impact on students' future development. In the context of COVID-19, college students' depression is particularly obvious. Therefore, the treatment of depression is urgent. As ideological,

political, and mental health education have the same goals, the study will combine them with psychosocial intervention therapy to explore effective treatment methods for depression.

Subjects and Methods. The study selected 24 patients with depression from each of the four colleges and universities as the research objects. They participated in the experiment of ideological and political education combined with psychosocial intervention to improve the cognitive function of depression. In the experiment, 96 college students were divided into the research group and observation group, with 48 students in each. The observation group was given conventional psychosocial intervention therapy, and the research group was given ideological and political education combined with psychosocial intervention therapy. The difference between the two groups of patients was compared using the Self Rating Depression Scale (SDS) and body mass index.

Results. The SDS scores and body mass index results of the two groups of patients before and after treatment are shown in Table 1. Before the experiment, the difference between the body mass index and SDS scores of the two groups was small. After the experiment, the body mass index score of the study group increased significantly, and the SDS score decreased significantly; The observation group has the same performance, but the effect is not as good as the study group.

Conclusions. In the context of COVID-19, we studied how to employ the ideas conveyed by ideological and political education to help students develop correct awareness, and how to apply the treatment method of ideological and political education in colleges and universities combined with psychosocial intervention to help students significantly improve cognitive function of depression.

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Table 1. Comparison results of two groups of patients

Index		Research Group	Observation group	P
Body mass index	Before treatment	15.19±1.85	15.16±1.89	>0.05
	After treatment	19.90±2.68	17.19±2.44	<0.05
SDS	Before treatment	68.21±3.40	64.58±3.29	>0.05
	After treatment	53.73±2.78	57.21±3.92	<0.05