

## The positive influence of labor education on college students' psychological anxiety

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**Background.** With the increasingly fierce social competition, the psychological anxiety of college students has become increasingly prominent. Labor education in the new era, as a comprehensive activity, can play an intervention role in the treatment of psychological anxiety of college students through actual labor experience and social support.

**Subjects and Methods.** A total of 300 college students with psychological anxiety were selected and divided into a control group and an experimental group. The control group maintained normal study and life. The experimental group participated in a labor education course with a total duration of 8 weeks, and added emotional management skills training in the process of labor education. The Hamilton Depression Scale and the well-being Scale were used to test the student status before and after the course.

**Results.** The results showed that after the completion of the course, the score of Hamilton depression scale in the experimental group decreased significantly ( $P < 0.05$ ), from  $18.3 \pm 4.2$  before the course to  $12.7 \pm 3.1$  after the course; In the control group, the Hamilton Depression Scale score decreased from  $24.3 \pm 4.4$  to  $21.6 \pm 3.8$ . The happiness scale score of the experimental group was significantly improved ( $P < 0.05$ ), from  $28.6 \pm 5.1$  before the course to  $36.2 \pm 6.3$  after the course.

**Conclusions.** It shows that labor education in the new era has a positive effect on college students' psychological anxiety, and can be applied to the treatment of college students' psychological anxiety.

## Negative influence of futures exposure on borderline personality disorder of futures investors

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**Background.** Borderline personality disorder is a common type of personality disorder, and its patients have difficulties in emotional regulation and self-perception. As a high-risk financial activity, future investment may cause investors to produce huge financial and emotional pressure, resulting in negative emotional impact.

**Subjects and Methods.** The study selected 100 investors who experienced futures explosion within a year as the experimental group, and 100 investors who did not experience futures explosion as the control group. The Borderline Personality Disorder Questionnaire was used to assess the borderline personality disorder traits of the investors and again to classify them into high and low borderline personality disorder trait groups. SPSS software was used for data analysis, and an independent sample t-test was used to compare the difference of ESI scores between different groups.

**Results.** The results of the study showed that the mean borderline personality disorder trait score of the experimental group was  $28.5 \pm 5.7$ , while the mean ESI score of the control group was  $24.2 \pm 4.9$ . Independent sample t test showed that the score of BPD trait in the experimental group was significantly higher than that in the control group ( $t = 5.73, P < 0.001$ ). The percentage of investors with borderline personality disorder trait scores higher than the standard scores reached 75% in the experimental group.

**Conclusions.** The results show that the number of future bursts will significantly deepen the trait of borderline personality disorder and depression of investors.

## Improvement of college students' generalized anxiety disorder by innovation and entrepreneurship training reform

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**Background.** In the new era, college students are facing more and more job competition, leading to more and more college students suffering from generalized anxiety disorder. The reform of innovation and entrepreneurship training mode is regarded as a way that may help relieve the anxiety symptoms of college students because it can help their employment.

**Subjects and Methods.** 300 college students were randomly divided into an experimental group and a control group. The control group participated in the traditional entrepreneurship training course, and the experimental group participated in the innovative entrepreneurship training course. They received an 8-week training in innovation and entrepreneurship. This training included career planning guidance, entrepreneurial practice projects, and mental health guidance. The Generalized Anxiety Disorder 7 (GAD-7) was used to evaluate the status of students.

**Results.** The results showed that the average score of the General anxiety symptom assessment scale of the experimental group decreased from 10.8 before the experiment to 6.2 after the training ( $P < 0.05$ ). The average score of the control group decreased from 10.9 before the experiment to 9.8 after the training ( $P < 0.05$ ). In the long-term follow-up, the anxiety symptoms of the experimental group remained at a low level, while the anxiety symptoms of the control group increased significantly.

**Conclusions.** It shows that the reform of innovation and entrepreneurship training mode has a positive effect on the improvement of generalized anxiety disorder of college students in the new era.

## New media communication mode with mental health education on public social anxiety disorder

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**Background.** Public social anxiety disorder is a common mental health problem that has a negative impact on an individual's social life and mental health. Mental health education combined with new media communication methods is considered an effective way to cope with social anxiety.

**Subjects and Methods.** The study used a randomized controlled trial design, selected 200 individuals affected by public social anxiety disorder as experimental subjects, and randomly divided them into an experimental group and a control group. The experimental group received the intervention of new media communication mode with the theme of mental health education, while the control group received the intervention of traditional health education mode. Changes in anxiety levels before and after intervention were recorded on the Hamilton Anxiety Scale (HAM-A) the Social Disease Questionnaire (SAQ) and Social Anxiety Self-Assessment Scale (SIAS).

**Results.** The experimental group's social anxiety decreased significantly after the intervention, and their mental health and social skills improved significantly ( $P < 0.05$ ). However, there was no significant difference in anxiety levels in the control group ( $P > 0.05$ ).

**Conclusions.** The new media communication mode combined with mental health education has a positive impact on the public social anxiety disorder. This suggests that new media communication methods can serve as an effective mental health education tool to help the public reduce social anxiety and promote positive mental health attitudes and behaviors.

## College students' communication disorder and anxiety: self-efficacy regulation analysis

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**Background.** College is an important period of interpersonal communication and some college students are faced with

interpersonal communication barriers and psychological anxiety. The relationship between interpersonal disorder and psychological anxiety has been closely concerned, but the regulating role of self-efficacy needs to be further explored.

**Subjects and Methods.** The study used random sampling and selected 500 students from a university, through the Liebowitz Social Anxiety Scale (LSAS), Beck Anxiety Scale (BAI) and the general self-efficacy scale (GSES) to measure students' levels of interpersonal barriers, psychological anxiety and self-efficacy. Analyzing the relationship between interpersonal communication disorder and psychological anxiety through SPSS23.0 and exploring the role of self-efficacy in its regulation.

**Results.** Research shows that there is a positive relationship between the interpersonal disorder and psychological anxiety of college students, that is, the higher the interpersonal disorder, the higher the level of psychological anxiety ( $r=0.667, P<0.01$ ). Moreover, studies have found that self-efficacy plays a regulatory role between interpersonal disorder and psychological anxiety. Students with higher self-efficacy have relatively low psychological anxiety levels in the face of interpersonal barriers ( $r=-0.324, P<0.01$ ).

**Conclusions.** There is a positive relationship between interpersonal disorders and psychological anxiety, while self-efficacy is a negative relationship. Therefore, improving the self-efficacy of college students is of great significance for reducing interpersonal communication barriers and psychological anxiety. College education should pay attention to cultivating students' interpersonal skills and self-cognition, and provide appropriate psychological counseling and support to help students enhance their self-efficacy.

## The role of business English online teaching mode on students' social phobia

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**Background.** Social phobia, also known as social anxiety, is a common psychological disorder manifested by feeling extremely upset and nervous in social situations. Currently, there is a certain proportion of people with social phobia in the student population. With the popularization of the online teaching model in business English education, it is of great significance to explore its influence on students' social phobia.

**Subjects and Methods.** The study selected two groups of business English students, one for the control group for the traditional face-to-face teaching and the other for the online teaching for the observation group. Student social phobia was assessed by the Liebowitz Social Anxiety Scale (LSAS) before and after the course. At the same time, the student's academic performance and self-evaluation data were also collected. Study data were analyzed using SPSS23.0.

**Results.** Through analyzing the data, we found that students receiving online teaching had a relatively low level of social phobia of 24 points. They scored significantly lower on the social anxiety