

intervention ( $P>0.05$ ). After 8 weeks of intervention treatment, the total LOTCA score of the experimental group was significantly better than that of the control group ( $P<0.001$ ). The results showed that cognitive impairment improved after rehabilitation treatment, and there was a lack of time observation intervention for subsequent life cognition and motor function.

**Conclusions.** The use of music therapy as an adjunctive therapy in research has significantly improved the condition of patients with cognitive impairment but has not significantly improved their life skills, motor function, etc. The research sample still has limitations and the intervention time is short. Further research is needed to follow up and explore treatment methods, treatment time, and other aspects.

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## Mathematical culture under educational psychology on anxiety disorder of college students

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**Background.** Anxiety disorder is a common psychological problem among college students, which seriously affects their study and life quality. As a special cultural background, the influence of mathematics culture on the anxiety disorder of college students has not been fully studied.

**Subjects and Methods.** The study tries to integrate mathematics culture based on educational psychology to explore its effect on the prevention and treatment of anxiety disorders in college students. The experiment included 50 college students with anxiety disorder, half of whom were the experimental group of college students receiving educational psychology and mathematical culture treatment, and the other half were the control group of college students receiving general educational psychology rehabilitation treatment. Both groups of students were treated together for one semester in the same environment. After the deadline, anxiety items in the Stanford Acute Stress Response Questionnaire (SASRQ) were measured, and the higher the score, the more severe the anxiety symptoms.

**Results.** The experimental results showed that after some time, the anxiety patients in the experimental group decreased from 25 to 8, the anxiety symptoms were effectively controlled, and the comprehensive score was 8.5 points. In the control group, there were still 18 students with anxiety, only 7 patients were reduced, the treatment effect was not good, and the comprehensive score was 15.8 points.

**Conclusions.** The mathematical cultural education based on educational psychology proposed in this study has a positive effect on the anxiety disorder of college students. It timely adjusts

the students' attitude toward mathematics learning and reduces the degree of anxiety disorder of college students.

## Integrating curriculum ideology and politics into physical education on students' bipolar depression

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**Background.** Bipolar depression is an important part of college students' mental health problems. As an important part of the school curriculum system, the improvement of its teaching methods and contents has an important impact on students' mental health. From the perspective of educational psychology, the integration of curriculum ideology and politics with college physical education is expected to play an important role in the relief of bipolar depression.

**Subjects and Methods.** The experiment selected 50 college students in a physical education course as the research object, half of them as the experimental group, received the physical education course treatment under the mode of educational psychology for half a year, and the other half as the control group, received the physical education course treatment with the ideological and political integration of educational psychology course for half a year. After the course, the Stanford Acute Stress Response Questionnaire (SASRQ) was used for feedback. The higher the score, the more serious the bipolar depression was.

**Results.** The students in the experimental group had a more positive attitude, and their physical exercise was also strengthened, with a low feedback score of about 8. In the control group, the remission effect of bipolar depression was not obvious, the learning enthusiasm was not high, and the feedback score was 15 points.

**Conclusions.** The integration of educational psychology curriculum thinking and politics in college physical education teaching has a positive effect on the alleviation of students' depression and also provides an important reference for the improvement of college physical education teaching.

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