

Teaching reform based on students' learning phobia from the perspective of educational psychology

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Background. Learning phobia is a special phobia and mental disorder, which is a long-term behavior caused by psychological emotions such as anxiety, depression, etc. The current education model is mainly biased towards the test, paying too much attention to the test results, but ignoring the learning process in the classroom. This also causes the classroom to be too boring, which seriously affects the students' interest in learning. Therefore, the key to improving students' fear of learning lies in the reform of teaching mode.

Subjects and Methods. Educational psychology is a course of both theory and application, which helps to relieve students' academic pressure and improve their overall quality. Therefore, based on educational psychology, this study makes an in-depth analysis of the influence of the reformed teaching mode on students' learning phobia. Fifty students with learning phobia were randomly selected from a school. They were divided into general teaching group and teaching reform group, with 25 people in each group. SPSS 23.0 software was used to analyze the changes of students' learning phobia.

Results. Before the experiment, the baseline data of all students had no statistical significance ($P>0.05$). After intervention, the learning phobia of teaching reform group was significantly improved compared with that of general teaching group, and the difference was statistically significant ($P<0.05$).

Conclusions. The use of appropriate teaching mode can naturally improve students' interest in learning, but also be more conducive to students' physical and mental health growth.

individuals form a sense of belonging to their culture and cultural groups, so as to obtain, maintain and innovate their own cultural attributes. It has special value functions such as guidance, promotion and education, which is helpful to improve the ideological and moral quality and spiritual outlook of young students.

Subjects and Methods. Red culture is a culture with Chinese characteristics formed on the basis of constantly "sublating" Chinese and foreign cultural thoughts. This study mainly discusses the intervention effect of red cultural identity education psychology on borderline personality disorder college students. 70 college students with borderline personality disorder were randomly selected for the intervention of educational psychology of red cultural identity. SPSS 23.0 software was used for statistical processing.

Results. Before the intervention, the baseline data of all students had no statistical significance ($P>0.05$). After intervention, the borderline personality disorder of college students was significantly improved, and the difference was statistically significant ($P<0.05$).

Conclusions. The educational psychology of red cultural identity has a positive therapeutic intervention effect on borderline personality disorder college students, which can help them gain a sense of belonging and improve their self-confidence and spirituality.

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Music-guided imagination activity combined with multimodal movement on college students with autism

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Therapeutic of educational psychology of red cultural identity on college students with borderline personality disorder

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Background. Borderline personality disorder is a common personality disorder in psychiatry, accompanied by a variety of impulsive behavior characteristics, and is also a complex, serious and destructive mental disorder. With the increasing pressure of life and study, this disorder is increasingly appearing in college students. Cultural body is a social psychological process in which

Background. Autism is a common neurodevelopmental disorder that affects an individual's ability to communicate socially and emotionally. The incidence of autism among college students is increasing year by year, which causes trouble to their study and life. Therefore, it is of great significance to find effective intervention methods to improve the symptoms of college students with autism.

Subjects and Methods. This study selected 30 students from colleges and universities who were diagnosed with autism as research objects, and were randomly divided into an experimental group and a control group. The experimental group received 8 weeks of music-guided imagination activity combined with multimodal exercise intervention, while the control group received conventional treatment. Both groups were evaluated by self-rating scales and professional assessment tools, and data were analyzed using SPSS23.0 software to understand the efficacy before and after the intervention.

Results. The self-rating scale score of the experimental group after intervention was significantly higher than that before intervention ($P<0.05$), and significantly higher than that of the control group ($P<0.01$). In the professional assessment tool, the loneliness symptom status score of the experimental group was significantly improved compared with that before intervention ($P<0.05$), and was significantly lower than that of the control group ($P<0.01$).

Conclusions. Music-guided imagination activity combined with multimodal movement has a significant effect on college students with autism. The experimental group can better express emotions, enhance social skills, and improve physical coordination and spatial perception through music-guided imagination activities.

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Coping styles of college teachers for students with ADHD tendency from the perspective of educational psychology

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Background. Attention Deficit Hyperactivity Disorder (ADHD) is a common childhood neurodevelopmental disorder, but it can also persist into adulthood. College teachers are faced with challenges in the face of students with ADHD tendency and need appropriate coping strategies to help these students improve their learning effect and adaptability.

Research objects and Methods. This study selected a certain number of university teachers as research objects, and collected data by means of questionnaire survey. The main content of the questionnaire was the teachers' views on the cognition degree, teaching strategy and support measures of students with ADHD tendency. SPSS23.0 software was used to record and analyze the data.

Results. The results show that most college teachers have relatively low cognition of students with ADHD tendency, and there are some confusions in coping with them. At the same time, however, some teachers have adopted positive strategies, such as providing additional tutoring and support, and establishing clear rules and time management methods. These teachers have achieved some success in helping students improve their learning effectiveness and adaptability.

Conclusions. From the perspective of educational psychology, college teachers should improve their cognition of students with ADHD tendency and adopt appropriate coping strategies to help them. This includes providing additional tutoring and support, setting clear rules and time management methods, and encouraging students to engage in classroom interactions. These measures can help students reduce attention difficulties and hyperactive behaviors, and improve the learning effect and adaptability.

Macro-educational approach on employment psychological disorders among college students: an educational psychology perspective

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Background. The psychological barrier of college students in employment is increasingly serious in contemporary society, which has a serious impact on their mental health and employment prospects. Macro-education model is an education mode that pays full attention to the development of students. By providing more diversified and comprehensive educational resources, it is expected to alleviate the psychological barriers of college students in employment.

Research subjects and Methods. This study selected 50 college students from a certain university as the research subjects, and collected data through questionnaire surveys and on-site observations. The main data collected is information on the degree of employment psychological barriers among college students and the effectiveness of macro education models in alleviating their employment psychological barriers. In this study, SPSS software was used to process and analyze the collected data.

Results. The results showed that the degree of psychological barriers in employment was relatively low among the college students who accepted the macro-education model. By providing abundant employment guidance and practical opportunities, the macro education model enhances college students' confidence and readiness for employment.

Conclusions. From the perspective of psychology, the macro education model has a certain easing effect on the psychological barriers of college students in employment. By providing more diversified and comprehensive educational resources, this mode of education helps college students to enhance their confidence and readiness for employment, and reduce anxiety and pressure.

Rural revitalization strategy and collaborative development of tourism on residents' psychological anxiety

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Background. Due to reasons such as low education and limited job options, rural residents face significant life pressure. Some residents often feel anxious about their work and life, and have significant psychological anxiety. With the horn of the rural