

the control group had 100 people in each group. The experimental group had regular yoga practice twice a week, while the control group had normal life and study.

Study design: Before conducting yoga intervention in the form of questionnaire survey on two groups of students with mental health test, the test adopts famous mental health test scale SCL-90 symptoms self-evaluation scale, the scale is a factor of 10, reflect the heart condition of the ten aspects respectively, each project take five scoring system, when evaluating the psychological health level, the total split and factor to divide, divide total SCL-90 score is smaller, showed that psychological health conditions are relatively good, also, the smaller the factor score was equally divided between, show that the factor to reflect the status of the heart of adverse symptoms lighter, better mental health. The reliability and validity coefficient of this scale has been tested and recognized internationally and has high validity and reliability. It is used as a tool to measure the mental health level of college students with high reliability and validity and stability. Secondly, the differences of mental health status of college students before and after the experiment were compared with the mental health test scale. Finally, using the experimental method, the experimental group of students for 16 weeks of yoga practice, the experimental process, 2 times a week, 90min/time, 16 weeks later on the experimental group and the control group were respectively mental health test scale for re-investigation. Then the data of mental health test scale before and after the experiment were compared and analyzed.

Methods of statistical analysis: The mental health test data of students before and after the experiment were obtained by questionnaire, and the data before and after the experiment were input, stored and analyzed using SPSS19.0 statistical software. The data of SCL-90, a mental health test scale, were analyzed and compared between the two groups before the experiment, and no statistically significant difference was found.

Results: After 16 weeks of yoga training, the experimental group in interpersonal sensitivity, paranoia, depression, the total score of four indicators were significantly reduced compared with the control group, the four indicators were significantly reduced compared with the control group ($P<0.01$), anxiety, somatization, obsessive symptoms and other four indicators were lower than the control group ($P<0.05$); after the experiment, the indicators of interpersonal sensitivity, depression, anxiety and paranoia in the control group were decreased, but the difference was not statistically significant ($P>0.05$).

Conclusion: Compared with the experimental group and the control group, regular yoga practice can effectively relieve and improve the mental health problems of tension and anxiety and has an obvious effect on promoting the mental health of college students; The mental health level of the experimental group was significantly different before and after the experiment. The seven factors in the SCL-90 scale (somatization, obsessive symptoms, depression, anxiety, hostility, terror and psychosis, etc.) were optimized or improved significantly, which indicated that yoga practice could improve the mental health level of college students. Through the comparison before and after the experiment, it was found that there was no significant improvement in the two factors (paranoia and obsessive-compulsive disorder) in the scale, indicating that mental health is a complex and dynamic process, which should be scientifically recognized and prevented in advance.

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RATING COGNITIVE BEHAVIORAL THERAPY AND EMOTIONAL MANIFESTATIONS HAVE A ROLE IN REDUCING ANXIETY IN COLLEGE STUDENTS

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Background: Anxiety has been increasing, on the one hand, due to social changes, the pace of life accelerated caused. According to data from a study, people are 10 to 15 percent more likely to develop anxiety symptoms in their lifetime. Because college students are still in the formation stage at the psychological and consciousness level, it is particularly important. Because of the new contact with the new environment, the relationship with others in dealing with the relationship because of immaturity and friction, a variety of problems, these will become the cause of anxiety of college students. Anxiety will bring psychological pain, but also permeate life, so that their social skills have problems, in education, emotional frustration, the most serious will lead to suicide. To relieve the anxiety of college students and guide them to a more active state of mind is the focus of mental health work in colleges and universities.

Objectives: In recent years, cognitive behavioral therapy has received more attention, cognitive

behavioral therapy has significant effect on improving anxiety of college students, can significantly reduce anxiety level, is of great significance to mental health in colleges and universities, and has positive significance for the intervention of mental illness and the study of mental health. Taking employment anxiety as an example, this paper analyzes the causes of anxiety among college students and explains the role of using cognitive therapy theory to urge college students to change their misperception concepts and get back on track.

Subjects and methods: The research object: a sample survey of the sophomores and four students in each subject by the convenient sampling method of a university. A total of 200 people participated in the sample survey, the number of valid questionnaires was 187, the recovery rate was 93.5%. They were screened in other ways and actually 177 valid samples were obtained.

Analysis method. SAS scale: The subjective feelings of adults with anxiety are assessed using the Anxiety Self-Assessment Scale, or SAS scale. SAS has a total of 20 items with a rating of 1-4. In accordance with the method of delimitation points, when the SAS standard score is $M-SD$, it can be determined that the subject has mild anxiety, and when the SAS standard score is $M-2SD$, the subject can be judged to have moderate to severe anxiety. Data processing: SPSS13.0 is used for data processing and integration of the recycled questionnaire, t-test is used, and $P < 0.05$ is statistically significant for the difference.

Incidence of anxiety among college students. The 177 college students were rated 45.3164 to 6.48262. The dividing line is determined according to the $M-SD$, and when the SAS standard is divided into 51.79902, it can be considered mild anxiety, and when the SAS standard score is 58.28164, it is considered moderate to severe anxiety. Twenty-one students experienced various levels of anxiety, with anxiety symptoms showing 12 percent of students, and moderate anxiety and mild anxiety rates at 4 percent and 8 percent.

Results: Cognitive behavioral therapy has developed rapidly in recent years, mainly for the treatment of anxiety disorders, depression, obsessive compulsive disorder and other mental illnesses, the therapeutic effect has been verified by all parties. Cognitive behavioral therapy can not only target depression or anxiety, but also improve social anxiety. Based on the assumption that people's emotions and behavior are affected by cognitive processes, cognitive and behavioral techniques can change people's wrong cognition and correct bad behavior. Cognitive therapy was born in the United States in the 1960s and 1970s, and its theoretical basis is from Alan Baker's theory of emotional cognition. He believes that the brain has a vague consciousness, that is, between consciousness and the subconscious, which is related to human cognition. Under the influence of fuzzy consciousness, it is easy to form some wrong cognition, in this cognitive mode to evaluate the judgment, will produce deviation, emotion will also be a problem. According to Baker, mistakes and distorted ways of thinking are the root causes of psychological barriers and problems. In order to solve the psychological problems of patients, it is necessary to explore and study these thinking modes and replace the previous wrong thinking mode with correct and reasonable thinking mode, so as to form a correct cognition and better adapt to the environment.

Such as Table 1, pre-treatment SAS, HAMA score comparison difference is not statistically significant, after CBT treatment, SAS and HAMA score compared to pre-treatment, showed significant differences, control group SAS and HAMA scores were significantly lower than pre-treatment, with significant differences.

Table 1. Comparison of SAS vs. HAMD scores before and after treatment.

Constituencies	SAS				Hama			
	Before	After	<i>t</i>	<i>P</i>	Before	After	<i>t</i>	<i>P</i>
CBT(<i>n</i> =20)	64.15±6.82	35.25±10.35	12.076	<0.01	25.43±4.63	5.41±3.57	15.457	<0.01
Control (<i>n</i> =20)	65.03±6.37	50.48±6.54	7.983	<0.01	24.05±4.9	13.32±4.58	7.018	<0.01
<i>t</i>	-1.784	-5.487			-0.157	-6.352		
<i>P</i>	0.657	<0.01			0.783	<0.01		

As in Table 2, there were differences between the two groups in SAS and HAMA-rated treatment at different treatment times. In the SAS of the CBT group in the third week after treatment, the HAMA comparison score was significantly lower than that of the control group. After six weeks of treatment, the CBT group SAS, HAMA score significantly lower than the control group.

As in Table 3, the total number of CBT treatment group 20 people, of which the SAS score after treatment reached 14 people, while the control group SAS reached the standard of 8 people, the control group SAS and HAMA score significantly lower than the CBT group.

Self-Presentation Concepts and Analysis.

“Self-Discovery” was proposed by psychologist Sini Giurad in 1985. Jurard believes that it is the purpose

of self-disclosure to let the target person know about himself. Foreign psychologists have made detailed research on self-confessions from the fields of interpersonal relationship and social psychology. Self-presentation affects not only the connection between the individual and others, but also the mental health of the individual and the ability to adapt to society. Psychological studies have shown that one of the characteristics of a healthy personality is self-presentation, improved self-awareness, and feedback from others in the process of sharing it with others. The more intimate relationship between people through self-presentation, and the decrease in the mystery between each other, can lead to greater friendship between the two sides, to maintain their own mental health status. These studies have revealed that self-confessions are mutually beneficial, that information is obtained from each other due to the appearance of likes or affections, and that this tendency increases. The study of self-disclosure points out that self-disclosure brings positive effects, but also brings certain risks, which need to be controlled and grasped.

Table 2. Comparison of SAS and HAMD scores in different point-in-time control groups with treatment groups.

Constituencies	SAS (Week)			Hama (Week)		
	1	3	6	1	3	6
CBT	74.66±6.51	50.32±5.6	44.25±6.75	22.15±6.32	15.36±6.37	8.90±3.24
Control group	73.15±8.24	66.75±12.34	56.82±10.85	22.64±5.75	18.94±5.32	16.73±6.52
<i>t</i>	-0.174	-4.038	-5.132	-0.785	-2.584	-5.087
<i>P</i>	0.815	<0.01	<0.01	0.398	0.004	<0.01

Table 3. Comparison of efficiency after treatment in two groups of patients *n* (%).

Project	CBT Group	Control Group	χ^2	<i>P</i>
SAS	14(0.64)	8(39.8)	4.958	0.023
Hama	12(69.4)	7(34.8)	4.872	0.025

As in Table 4, it shows that there are differences in gender in self-presentation. On the whole, girls in personality, learning, interest in the appearance is higher than boys, men and women in the attitude of similar, boys in terms of money than girls. There were significant differences in the after-the-fact analysis results of male and female college students in terms of interest, study and so on. The results of post-mortem analysis show that there are significant differences in the degree of exposure of male and female college students in terms of interest, study, physical ity, and that girls are significantly higher than boys, while there is no significant difference between male and female students in terms of more private money and attitude. Male and female students in interest, learning and other open topics show a relatively large number. The difference in gender in self-representation stems from many aspects, such as social expectations and perceptions of gender, and gender role recognition. Society's expectations of men are more objective, active, strong and brave and so on, while the expectations of women are gentle, lively, imaginative, understanding and so on. Gender roles need to be observed and, if not carried out according to their standards, they are considered the product of socialization failure. The perception of gender roles and people's attitudes are one of the reasons why they differ in gender. Men in communication, not as close as women self-representation more, psychological experts believe that this is due to the socialization process of male communication is not deep, lack of intimate skills. Through the researchers' research, boys' less self-explicatory was associated with fear of negative evaluation. In most studies, gender differences in self-disclosure were validated.

There are differences in the appearance of different target people among college students. As in Table 5, it is clear lying that there are differences in the quantity, content, purpose, etc. Because parents in our country are genuinely concerned about their children's learning, to provide financial support for their children, so college students are more inclined to show their parents learning aspects, our country's college students on personality, physical less, which shows that parents are not concerned about their own aspects of the child, students are not willing to show relevant aspects. Children also try to avoid being exposed to their parents in terms of personality. On the contrary, college students have more representation stashing of male and female friends, and peers have a better understanding of personality, so they are the best object of expression.

Anxiety is the tension that arises when the feeling of misfortune is about to occur. College students'

anxiety about employment mainly refers to the anxiety and nervousness that may be achieved by their intended goals. Anxiety has become a common phenomenon, and most people experience it. Anxiety arises when the required abilities in an objective situation cannot be met on their own. In the face of increasingly fierce employment competition, college students will produce protective anxiety, can encourage students, use their own abilities to face problems. But the accumulation of anxiety will exceed the normal range, affecting the normal performance of social functions, the treatment of problems will also be hindered, and even affect normal life, to anxiety neurosis transformation. Many college students will be very worried about employment. Backed up tension anxiety, but also will produce attention cannot concentrate, emotional anger, voice sensitivity and other conditions, leading to college students to produce employment anxiety causes, mainly stress, social environment and biological stress is also the cause. Anxiety can destroy internal mental needs, hinder the progress of events and solve problems, and include cognitive errors in employment, as well as negative personal experiences with employment.

Table 4. Self-expression scores for performance in different gender grades.

Project	State		Interesting		Learning		Gold money		Sex		Body	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Freshman	1.92	0.36	2.05	0.43	2.02	0.43	1.77	0.48	1.85	0.30	1.75	0.43
Sophomore	1.94	0.39	2.07	0.45	2.07	0.38	1.78	0.43	1.86	0.37	1.78	0.42
Junior	2.12	0.30	2.24	0.31	2.16	0.37	1.86	0.42	1.93	0.34	1.84	0.34
Senior	2.18	0.38	2.26	0.32	2.23	0.34	1.87	0.40	1.96	0.33	1.85	0.37
Graduate	1.92	0.34	2.02	0.35	2.05	0.36	1.89	0.37	1.81	0.34	1.74	0.39
Boys	2.01	0.32	2.07	0.38	2.07	0.41	1.86	0.46	1.87	0.38	1.78	0.43
Girls	2.00	0.35	2.16	0.37	2.18	0.39	1.80	0.38	1.91	0.35	1.84	0.38
Entire	2.02	0.37	2.13	0.39	2.12	0.40	1.83	0.43	1.87	0.36	1.82	0.41
Gender	0.02		5.18*		8.06*		2.01		1.57		3.28*	
Grade	5.41**		6.12**		4.18*		1.29		2.54*		2.05	
Gender grade	0.28		0.42		0.68		0.23		1.17		0.35	

Table 5. Self-presentation of different genders, grades and different target sisters.

Project	Father		Mother		Boyfriend		Girlfriend	
	M	SD	M	SD	M	SD	M	SD
Freshman	2.01	0.42	1.89	0.43	1.86	0.43	1.92	0.41
Sophomore	2.03	0.41	1.87	0.38	1.84	0.43	1.90	0.35
Junior	2.07	0.34	1.96	0.32	2.05	0.31	1.97	0.39
Senior	2.12	0.37	2.01	0.41	2.02	0.32	2.04	0.32
Graduate	1.83	0.36	1.78	0.38	2.01	0.38	2.08	0.38
Boys	1.96	0.37	1.93	0.37	2.02	0.35	1.78	0.42
Girls	2.07	0.42	1.92	0.41	1.78	0.41	2.09	0.35
Entire	2.02	0.38	1.93	0.38	1.92	0.40	1.95	0.36
Gender	10.75**		1.02		9.42*		26.77**	
Grade	4.37**		4.15*		5.48**		4.89**	
Gender x grade	1.74		1.69		0.96		1.03	

Conclusions: To alleviate the anxiety of college students is the focus of mental health work in colleges and universities, it is necessary for families and society to work together to solve the anxiety problems of college students. Concerned about the anxiety problems of college students, help them to improve the correct cognition, form the correct concept, and thus move towards healthy development. At the same time, in-depth research in related aspects, better to solve anxiety to provide theoretical support.