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COLLEGE COUNSELORS' IDEOLOGICAL EDUCATION TO CURE COLLEGE STUDENTS' PSYCHOLOGICAL DEPRESSION ABILITY UNDER THE SITUATION OF "GREAT IDEOLOGICAL POLICY"

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Background: Psychological explanation for stress is a state of physical and mental stress caused by the imbalance between individual and environment. Stress is also known as psychological stress. College students enter the university campus, it is a preparatory period for them to enter the society, from this period they have to deal with various matters independently, so it is inevitable for college students to bear pressure during their study. The vast majority of college students are under great psychological pressure. Generally speaking, college students mainly face the psychological pressure of study, employment, socialization, life, economy and so on. These pressures will have a profound impact on their psychology, physiology and behavior. The mental health of college students is related to the normal development of the transition from college students to the society and the future of the society as well. But the psychological depression is one kind of universal emotional state, it is fluctuating between individual's normal emotion and the morbid emotion continuously. Psychological depression has been defined as an individual emotional state, and it has a unique pattern as a recognizable clinical disease. Symptoms of depression often include restlessness, irregular eating and sleeping patterns, lack of interest and fun, listlessness, hopelessness, guilt, and often even thoughts of death. Therefore, the treatment of college students' psychological depression is an important problem to be solved urgently.

Objective: Establishing the pattern of thought and politics is the key measure to promote the education and teaching reform of "situation and policy". Therefore, it is necessary to explore the effect of ideological and political education on college students' psychological depression. Through the study of ideological and political education on college students' psychological depression, we can understand the effect of ideological and political education on psychological depression so as to provide a positive treatment for college students' psychological depression.

Subjects and methods: The 80 undergraduate depression patients included in this study were all the undergraduate depression patients in the form of public recruitment, aged 18-21, with an average age of 19.6. Two groups were randomly divided into two groups, 40 cases in the observation group, the mean age (19.6±1.2). The mean age of 40 cases in the control group was 19.5±1.3 years. There was no significant difference in general data ($P > 0.05$) between the two groups, which had comparable value.

Study design: In view of the different degree of depressive symptom which the patient accompanies, in the observation group the university instructor adopts has the pointed thought education. For example, we can organize ideological education activities to improve psychological quality, understand patients' preferences at ordinary times, and further adopt the "1 to 1" psychological quality education and counseling mode to alleviate psychological fatigue and achieve the effect of eliminating depression for a period of three months. The control group did not receive special education within 3 months, only general education mode.

Methods: According to the Depression Self-Rating Scale (SDS), the depression symptoms of the two groups were scored before and after receiving ideological and political education; the lower the score, the more significant the improvement of depression symptoms. SPSS 21.0 statistical software was used for data processing, and $\bar{x} \pm s$ was used as measurement data. t test was used for comparison between the two groups. Percentage was used to indicate the statistical difference between the two groups, and $P < 0.05$ was statistically significant.

Results: There was no significant difference ($P > 0.05$) between the observation group and the control group before and after 3 months of ideological and political education, the SDS score of the observation group was significantly lower than that of the control group, and the difference between the two groups was statistically significant ($P < 0.05$). The results were as shown in Table 1.

Table 1. Statistical results of SDS scores of two groups of patients before and after the experiment.

Groups	Before experiment	After the experiment
Observation group	45.64±3.1	14.15±3.7
Control group	46.57±2.8	34.61±2.4
<i>t</i>	1.352	10.267
<i>P</i>	>0.05	<0.05

Conclusions: Psychological depression of college students refers to the emotional fluctuation and physiological changes of an individual when he is strongly influenced by the internal and external environment or hit by an unexpected event. If the influence or blow he is subjected to lasts too long, he will feel anxiety and tension, pain and anger, and even suffer from uncontrollable pain, mental breakdown and depression, which will gradually accumulate into anxiety syndrome or other psychological diseases. There was a significant positive correlation between stress and depression. If we can't control and deal with the common stress in life properly, it may lead to negative emotions such as depression, and even hinder the normal development of personality and behavior. Therefore, this paper puts forward that college counselors should carry out ideological education to college students with depression in order to improve their psychological quality. To promote the formation of personality, to take a positive way to deal with life and confront stress, can be more active to adapt to the university environment, can greatly improve the mental health of college students, and provide a new reference direction for promoting the good development of college students' psychological quality.

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THE IMPACT OF INTERNATIONAL CHINESE LANGUAGE EDUCATION ON COLLEGE STUDENTS' ANXIETY IN THE CONTEXT OF CULTURAL MARKET

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Background: The major of Chinese International Education is a special major of Chinese teaching designed to adapt to the strategy of Chinese international promotion and increasingly frequent international exchanges for non-native speakers of Chinese. The major of Chinese International Education is mainly for domestic and foreign cultural education, enterprises, foreign tourism and international economic and trade institutions, to cultivate proficient Chinese as a second language teaching skills and a solid foundation of Chinese international education language and culture, and strong Chinese-foreign language communication Ability, applied, compound, and international professionals who can engage in Chinese education, cultural management, press and publishing, foreign language translation, and related work related to cultural exchanges between China and foreign countries. Undergraduates majoring in International Chinese Language Education are a special class of learners. They are required to have a high level of Chinese language skills as well as solid knowledge of Chinese language and culture and teaching skills. Curriculum learning requires high Chinese proficiency and professional knowledge and skills, and it is also prone to anxiety. Anxiety refers to the emotional state of anxiety and fear formed by the individual due to the threat of inability to achieve the goal or the inability to overcome obstacles, frustrating their self-esteem and self-confidence, or increasing the sense of failure and guilt. For many foreign language learners, whether they can successfully master and use a foreign language, and then achieve the goal of using foreign language to achieve communication, is not just a question that is restricted by the foreign language teaching situation, it is also related to the psychological factors of foreign language learners. Among them, language anxiety is one of the main emotional variables that restrict foreign language learning.

Objective: In recent years, the internationalization trend of Chinese learning under the background of the cultural market has become more and more obvious. From the perspective of the evolution of international language learning trends, Chinese learning anxiety deserves more attention from researchers. For this reason, the influence of international Chinese education on the anxiety of college students under the background of the cultural market is studied, and the metacognitive education methods of international Chinese education under the background of the cultural market are proposed, which can provide a certain reference for reducing the learning anxiety of college students in this major.

Subjects and methods: A total of 400 questionnaires were issued and 375 valid questionnaires were