

Table 1. Comparison results of SCL-90 factors of two groups of college students

| Factor | Control group (n = 75) | Experimental group (n = 75) |
|---------------------------|------------------------|-----------------------------|
| Somatization | 1.68±0.56 | 1.23±0.41** |
| Force | 1.91±0.63 | 1.05±0.23** |
| Interpersonal sensitivity | 1.46±0.71 | 1.01±0.02** |
| Depressed | 1.67±0.55 | 1.13±0.33** |
| Anxious | 1.41±0.35 | 1.05±0.26** |
| Hostile | 1.79±0.34 | 1.25±0.54** |
| Terror | 1.36±0.64 | 1.07±0.25* |
| Paranoid | 1.58±0.39 | 1.02±0.00** |
| Psychotic | 1.21±0.37 | 1.02±0.01** |
| Other | 2.43±0.52 | 1.98±0.48** |

Note: Compared with the two groups, ** indicates $P < 0.01$, * indicates $P < 0.05$.

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CAUSES AND IMPROVEMENT MEASURES OF COLLEGE STUDENTS' EXCESSIVE ANXIETY IN BUSINESS ADMINISTRATION TEACHING

Zhitao Cao

School of Politic and Law, Baotou Teachers' College, Baotou 014030, China

Background: In the process of rapid social and economic development, the demand for business administration professionals by small and medium-sized enterprises and society shows a continuous increasing trend. As a highly applied discipline, business administration has high requirements for college students' professional knowledge level and practical application ability. In the course of business administration teaching, college students should organically combine theory and practice, and actively participate in the case analysis and problem-solving of business administration, in order to cultivate their own data processing ability and learning initiative. However, there are still many potential problems in the teaching of business administration course in colleges and universities, such as the lack of innovation of business administration course, the attention of colleges and universities to the practical teaching of business administration course needs to be improved, the simplification of the teaching mode of business administration course and so on. Various problems lead to the widespread anxiety of college students in different degrees in the teaching of business administration, and even some college students show the serious problem of excessive anxiety. When college students' personal needs and behavior performance are in a contradictory state, psychological pressure and endurance will show a trend of mutual confrontation and interaction, which will lead to college students' psychological imbalance and eventually produce different degrees of anxiety. Based on this, it is very urgent to analyze the potential disadvantages in the teaching of business administration, excavate the causes of College Students' excessive anxiety in the classroom, and put forward corresponding improvement measures.

Objective: In the teaching process of business administration course, business administration teachers should not only impart corresponding business administration theoretical knowledge to college students, but also cultivate college students' practical application ability through a series of case analysis and other teaching means. The normal development of business administration teaching can improve college students' business administration knowledge level and practical ability. However, due to many potential problems in teaching, college students are difficult to achieve their expected goals, resulting in excessive anxiety. This topic will deeply explore the causes of college students' excessive anxiety psychology in the teaching of business administration, aiming to improve their excessive anxiety and promote their all-round development by improving the teaching mode, paying attention to the cultivation of college students' practical ability of business administration, and guiding college students to accept themselves.

Research objects and methods: 220 college students majoring in Business Administration in two universities were randomly selected by stratified cluster random sampling. In the form of questionnaire survey, a questionnaire was distributed to 220 college students to fill in for 15-20 minutes, and then the questionnaire was immediately recycled, so as to analyze the degree of anxiety and the causes of excessive anxiety of college students in the teaching of business administration.

Research design: The content contained in the questionnaire mainly focuses on the causes of college

students' excessive anxiety, and sets the options of four dimensions: lack of practical ability, low mastery of theoretical knowledge, pessimistic employment cognition and other pressures to explore the root causes of college students' excessive anxiety. In this project, 220 questionnaires were distributed, and 206 valid questionnaires were recovered, with a recovery rate of 93.64%.

Methods: The main causes of college students' excessive anxiety in business administration teaching were counted and analyzed by using Excel software.

Results: The results of the questionnaire show that the main reasons for college students' excessive anxiety in business administration teaching are mainly divided into four aspects: lack of practical ability, low mastery of theoretical knowledge, pessimistic employment cognition and other pressures. In the questionnaire, the impact values of specific quantitative factors are 0 - 4 levels, 0 means no impact, 1 means slight impact, 2 means average impact, 3 means obvious impact and 4 means comprehensive impact. See Table 1 for the results.

Table 1. Survey results of causes of college students' excessive anxiety in business administration teaching

| Causes of anxiety | Lack of practical ability | Low mastery of theoretical knowledge | Pessimistic employment cognition | Other pressure |
|----------------------------|---------------------------|--------------------------------------|----------------------------------|----------------|
| Impact on College Students | 5 | 4 | 5 | 3 |

Conclusions: The main purpose of business administration course teaching is to cultivate business administration professionals with both theoretical knowledge and practical ability. In order to achieve this purpose, it is very important to eliminate college students' anxiety in course teaching. The reasons for college students' excessive anxiety in the teaching of business administration course have a certain diversity. Therefore, corresponding measures should be taken according to different anxiety reasons, such as carrying out rich practical teaching courses and adding business administration employment training, in order to improve college students' Anxiety Psychology and cultivate them into professional business administration talents.

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RESEARCH ON ANXIETY OF COLLEGE STUDENTS FROM THE PERSPECTIVE OF IDEOLOGICAL AND POLITICAL EDUCATION

Fangfang Zhang¹ & Kunfan Wang²

¹*Academy of Fine Arts, Weifang University, Weifang 261061, China*

²*School of Humanities and Law, Northeast Forestry University, Harbin 150040, China*

Background: The sustainable development of society has promoted the improvement of people's economic level, but followed by the gradual intensification of social competition and increasing life pressure. As one of the participants in social development, college students have played a certain role in promoting the sustainable development of society. Social development reacts on college students and puts forward higher requirements for the development and maturity of their ability and mind. The accelerating pace of life in colleges and universities makes college students' professional learning tasks more and more arduous. In the face of fierce academic competition and employment competition, college students' psychology will produce great pressure and burden, and even anxiety in varying degrees. The original meaning of college students' psychological anxiety has a certain diversity, including external factors and internal factors. The former mainly refers to the complexity of interpersonal communication, the sense of urgency and oppression of learning tasks, the accelerating pace of life and learning, etc., while the latter refers to college students' inner fear of employment, self-doubt and negation confusion about the future, etc. College students with psychological anxiety often have a one-sided understanding of their own psychological problems, and it is difficult to get timely and effective psychological counseling, which leads to a great negative impact on their physical health and daily study and life. As the core content of China's spiritual civilization construction, ideological and political education can effectively dredge people's psychological problems from the aspects of personal values, outlook on life and psychological quality, so as to improve their ideological and cognitive level. From the perspective of Ideological and political education, exploring the anxiety problems of college students can fundamentally explore the causes of their psychological anxiety, and then carry out effective psychological counseling, alleviate their anxiety, and significantly improve the mental health level of college students.

Objective: Anxiety accounts for a large proportion of college students' mental health. Under the