

statistically significant. See Table 2 for the statistics of the interview results of the students in the experimental group.

As shown in Table 2, the most difficult problems encountered by students majoring in computer software with cognitive impairment in learning are lack of memory and inability to understand the meaning of code. The proportion of people who choose two problems with “obvious impact” and “full impact” on course learning is 35%, 43% and 41% and 4% respectively.

**Table 1.** Survey results

Test classification	Experimental group (n = 100)	Control group (n = 100)	t value	P value
Software coding	4.36±1.29	4.87±1.30	1.215	<0.05
Basic knowledge of computer	2.81±0.52	6.78±2.33	2.154	<0.05
Software logic design	1.46±0.57	6.97±2.14	2.865	<0.05
Modular software development	3.45±0.76	5.83±2.16	0.485	<0.05
Teamwork	3.05±0.69	6.34±0.49	1.946	<0.05

**Table 2.** Statistics of interview results

Problems encountered in learning	Degree of influence on professional course learning (n/%)				
	No effect	Slight impact	General impact	Obvious influence	Full impact
Lack of memory	1	7	14	35	43
Difficult to communicate with classmates	8	28	34	26	4
Unable to understand the content of the textbook	10	20	36	23	11
Unable to understand the meaning of the code	3	14	38	41	4

**Conclusions:** This study investigates and analyzes the impact of students’ cognitive impairment on the training mode of computer software talents, and puts forward some operable coping strategies. This paper expounds the relevant methods of software talent training, puts forward a new teaching mode of comprehensive utilization of various teaching methods, forms the teaching concept of simultaneous application and innovation, and establishes a hierarchical, application-oriented and innovation-oriented software talent training curriculum system. This paper puts forward an application-oriented and innovative computer software talent training mode from the aspects of new teaching ideas, teaching methods and the comprehensive exploration of undergraduate tutorial system for undergraduates. The training of computer software talents is a complex and long-term systematic project, and the concept of quality education and ability training must be adhered to for a long time. Although the research has made positive research and exploration in teaching mode and implementation means, it needs to be improved and improved in the future to form a mature practical teaching system.

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## EDUCATIONAL STRATEGIES FOR LAW TEACHERS IN COLLEGES AND UNIVERSITIES FOR TEENAGERS WITH BEHAVIOR DISORDERS

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**Background:** Teenagers are in the period of youth development and growth, which is a period of great psychological and physiological changes. As teachers and parents, we should correctly treat the physiological and psychological changes of adolescent students, make students fully prepare for the upcoming period of youth development, and learn to self-control and self-management, this is very important for them to successfully pass the critical period of puberty. Teenagers’ attention to individuals gradually turns to their own interior, but because they can’t grasp the essence of change, they are easy to deny the outside world and themselves, leading to a series of psychological problems and behavioral disorders. In the process of individual development, due to the influence and interference of internal and

external factors, the psychological regulation function of teenagers is often hindered, which is often manifested in high psychological pressure, behavior deviation, social norms or collective norms, maladjustment of interpersonal relations and so on. Adolescent behavior disorder refers to a repeated or continuous way of behavior, including attacks on people or animals, destruction of property, deception or theft and serious violations of laws and regulations. Adolescents with behavioral disorders lack sensitivity to feelings and get along well with others, tend to misunderstand other people's behaviors as threats, and tend to lack regret for the consequences. In serious cases, they will meet the diagnostic criteria of antisocial personality disorder, and secondary to emotional or anxiety disorders and drug-related disorders, which will not only affect individual physical and mental health, it will also pose a threat to social security.

Building a team of full-time and part-time law teachers is an important task proposed by the Ministry of education to implement the education and training plan for excellent legal talents, and it is also the core link of the implementation of the whole plan. To achieve this goal, we must change the role of law teachers in order to cultivate applied and compound law talents, otherwise it is difficult to implement the above goals. Law teachers always play a leading role in the whole law education, and their ability and quality directly affect the quality of law talent training. In the process of education, traditional law teachers mostly focus on theoretical teaching, and the teaching content is mainly civil and criminal, and pay less attention to the social harm caused by teenagers' behavior disorder, which makes some teenagers with serious behavior disorder become potential criminals. In addition, law teachers have less teaching methods and less teaching contents in psychological analysis and counseling, which makes the comprehensive quality of the trained students low.

**Objective:** In order to better understand the manifestations and causes of adolescents' behavior disorders, help them dredge their psychological problems, establish and improve their psychological personality, study and put forward an innovative model of law teaching methods, in order to solve adolescents' emotional and behavioral problems such as anxiety and violence, and improve their cognitive level and mental health level.

**Subjects and methods:** 400 students with behavior disorder symptoms in three high schools were selected, and the behavior disorder degree and performance of college students were analyzed by cluster sampling with the help of symptom checklist 90 (SCL-90) and behavior disorder scale.

**Method design:** The subjects were randomly divided into experimental group and control group. The control group did not take any intervention measures. The experimental group adopted the psychological teaching mode innovated by law teachers. With the help of SCL-90 and behavioral disorder scale scores, the students' behavioral disorder relief and mental health level under the operation of the innovative teaching mode were evaluated. The experimental time was three months, and after the experiment, The experimental results were recorded by later follow-up investigation. A total of 400 questionnaires were distributed and 398 were recovered. Excluding some data missing questionnaires and invalid questionnaires, the effective rate was 99.5%. The reliability and validity of the questionnaire were tested to ensure the authenticity and reliability of the data.

**Methods:** The scores of the scale before and after the implementation of the innovative teaching mode were statistically analyzed by Excel.

**Results:** After the innovation of the teaching focus and methods of law teachers, a psychological dialogue platform between teenagers and teachers can be established, so that the students' behavior disorder has been significantly improved and their psychological status has improved. There is a significant difference in the scale scores of the two groups of students, and there is also a significant statistical difference in the scale scores before and after the implementation. There is a certain correlation between law teaching methods and teenagers' behavior disorders. Table 1 shows the proportion and scores of some performance dimensions of adolescent behavior disorders.

**Table 1.** Proportion and score of some performance dimensions of adolescent behavior disorders

Dimension	Proportion of total (%)	Anxiety scale score
Difficulty in psychological adjustment	45	3.67
Violent tendency	7	2.64
Self-mutilation tendency	10	2.99
Interpersonal difficulties	38	3.25

**Conclusions:** The improvement of law teachers' teaching methods can dredge and alleviate the behavior obstacles of teenagers, ensure their mental health, cultivate their positive attitude, let them grow up healthily, and reduce the rise of juvenile crime rate to a certain extent. For the psychological problems of teenagers, families, society and all forces should pay more attention and help to help them better face up to their own changes and the changes of the surrounding environment.

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## RESEARCH ON THE INFLUENCE OF DANCE EDUCATION ON ALLEVIATING COLLEGE STUDENTS' LEARNING ANXIETY

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**Background:** As a special group of teenagers, their rapid physical and mental development makes them more likely to suffer from emotional anxiety, depression, decline and pessimism than adults, and even suicidal thoughts when they encounter various life events and difficulties, such as frustration, stress and misfortune. Frequent anxiety disorder in this period is regarded as “growth storm” or “growth pain”, which has become a common problem among teenagers. The etiology and pathological mechanism of adolescent anxiety disorder are extremely complex, which are affected by personal heredity, personality, attribution style, family factors, social support and peer relationship. According to statistics, the incidence rate of mental disorders in the world has risen sharply in the past 30 years. Anxiety disorder is one of the most common mental disorders. The prevalence rate of anxiety disorders among adolescents is as high as 19%. Teenagers' attention to the individual gradually turns to their own interior, but because they can't understand the essence of the surrounding environment and their own changes, they are easy to deny the outside world and themselves, leading to a series of psychological problems and behavioral barriers. As teachers and parents, we should correctly treat the physiological and psychological changes of adolescent students, make students fully prepare for the upcoming period of youth development, learn self-control and self-management, help them improve their psychological problems and emotional anxiety, and make them grow up healthily.

Dance has the function of directly inheriting a certain culture and spirit with the moving image of “living state”. It takes the human body as the medium. It is an art form that reflects a specific cultural connotation. It is an artistic life communication that uses silent language to write people's thoughts, emotions and internal spirit. It is also a kinesthetic art characterized by physical and mental interaction. Compared with daily sports, dance provides a new and rich body movement paradigm. Dance education can bring positive psychological hints to the self-confidence of both teachers and students, help them cultivate beautiful teaching, and teach students in a subtle way of cultural transmission. Dance education can also release emotions, relieve pressure and cultivate learners' positive attitude.

**Objective:** Adolescent anxiety disorder is a common mental disease, which is characterized by a series of symptoms, such as depression, energy decline, pessimism, despair, helplessness and so on. Without proper intervention, it may even lead to long-term physical and psychological problems in the long run. Therefore, this study aims to explore the psychosocial influencing factors of adolescent anxiety disorder, and further explore the intervention effect of long-term dance exercise on adolescent anxiety disorder.

**Subjects and methods:** 500 adolescent patients with anxiety disorder were selected as the research object, and a 12-week experiment was conducted. With the help of Self-Rating Anxiety Scale (SAS), the anxiety relief and psychological problems of adolescents before and after the experiment were statistically analyzed.

**Methods design:** They were divided into experimental group and control group, and the experimental data before and after the experiment were compared and analyzed. 500 adolescent patients with anxiety disorder were investigated twice by questionnaire before and after the experiment. In the survey results, five levels from 0 to 4 were used to quantify the impact of specific factors. 0 means no impact, 1 means slight impact, 2 means normal impact, 3 means obvious impact, and 4 means full impact to reduce the impact of large errors caused by individual subjectivity. Take the average value of the test values of adolescent anxiety patients and determine the results by rounding. A total of 500 questionnaires were distributed and 498 were recovered. Excluding some data missing questionnaires and invalid questionnaires, the effective rate was 99.6%. The reliability and validity of the questionnaire were tested to ensure the authenticity and reliability of the data.

**Methods:** Excel was used to analyze the score difference of anxiety scale before and after the implementation of the experiment.

**Results:** After the use of dance education and teaching, the anxiety level and emotional disorder of teenagers have been significantly improved, and the psychological status has improved. There are significant differences in the scale scores of the two groups of students, and there are also significant statistical differences in the scale scores before and after the implementation. Dance education can alleviate the anxiety symptoms of teenagers. Table 1 shows the changes of each dimension of the two groups before and after the experiment.