

Table 1. Comparison of SCL-90 test results between the two groups

Factor	Control group	Experience group
Somatization	2.2±0.43	1.94±0.47
Obsessive compulsive symptoms	1.71±0.75	1.74±0.57
Interpersonal sensitivity	1.76±0.82	1.51±0.46
Depressed	1.51±0.67	1.42±0.35
Anxious	2.26±0.40	2.20±0.24
Hostile	1.43±0.76	1.63±0.65
Terror	1.50±0.43	1.44±0.46
Paranoid	1.51±0.41	1.43±0.30
Psychotic	1.32±0.47	1.40±0.29

Conclusions: Through cognitive therapy combined with group counseling program, members show a high sense of belonging and happiness. In addition to learning some useful emotion regulation techniques and paying more attention to the establishment of cognitive model, members find self-worth and sense of belonging in the group. Interpersonal relationship has been improved, more willing to communicate and cooperate with others. Self-confidence has been improved and have more positive expectations for the future. Members are more positive than before, more willing to take the initiative to face their negative emotions and more willing to solve problems by themselves. More introverted students are more cheerful.

Acknowledgement: The research is supported by: Hunan Educational Science Planning Project Construction of SCL-90 Norm for Freshmen in Colleges and Universities in Hunan (XJK016BXL004).

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INFLUENCE OF CHINESE FOLK-DANCE EDUCATION ON ALLEVIATING COLLEGE STUDENTS' MENTAL ANXIETY

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Background: With the population growth and aging, 3.5 billion people around the world are affected by mental diseases. Anxiety is a common mental disorder. This disease has a very high incidence rate and disability rate, which will bring great burden to the patients and their families. The economic burden of anxiety and depression in the United States is more than 210 billion US dollars, which poses a serious threat to the health systems of developed and developing countries. For Chinese contemporary college students, due to the pressure from school, family and society, college students will have some bad emotions. Research shows that dance education can effectively control the mood of anxiety patients and improve their social communication ability. Therefore, it is of great significance to analyze the impact of Chinese folk-dance education on college students' mental anxiety. Chinese folk-dance is a required core course for Dance Majors in colleges and universities, as well as an elective course for other majors. To learn national dance well, we need not only the ability to dominate the body, the ability to imitate and remember movements, but also the understanding and mastery of national culture, national spirit and national psychology, so as to learn the real essence of national folk-dance. National psychology is an interdisciplinary subject based on Ethnology and social psychology, which studies the life, emotion, behavior, psychology and other aspects of a certain ethnic group under certain conditions. This paper hopes to find out the coincidence between Chinese national folk-dance and national psychology, and apply the theory of national psychology to the study of national dance in colleges and universities, so as to alleviate the mental anxiety of college students.

Objective: Dance intervention is a common treatment for mental diseases, but there are still many deficiencies in the current research on the intervention effect of Chinese folk-dance education on college students' mental anxiety. Research shows that dance intervention has a certain therapeutic effect on college students' bad emotions such as anxiety and depression, but it does not reach the expected value. Therefore, based on the theory of national psychology, the research applies Chinese national folk-dance education to the treatment and intervention of college students' mental anxiety, hoping to effectively alleviate the anxiety of college students and improve their learning and quality of life.

Research objects and methods: In this study, Chinese folk-dance education was used to intervene the

anxiety treatment of college students, and the influencing factors of bad emotions were analyzed. 500 college students with anxiety symptoms were investigated. The patients were divided into control group and observation group, with 250 cases in each group. After the intervention, the patients with anxiety disorder were investigated by questionnaire. According to the survey results, the cognitive ability and living ability, anxiety and depression of the two groups were mainly analyzed.

Study design: The observation group was given the intervention method of Chinese folk-dance education mode, and the control group was given the general drug treatment scheme. After three months of treatment, the anxiety and depression of the two groups were compared before and after treatment. Anxiety status: the Self-rating Anxiety Scale (SAS) was used to evaluate before and after the intervention (3 months). The score limit was 50 points. More than 50 points indicated anxiety status. The lower the score, the healthier the psychology. Depression: Self-rating Depression Scale (SDS) was used to evaluate before intervention and after intervention (3 months). The score limit was 53 points. More than 53 points indicated depression. The lower the score, the healthier the psychology.

Methods: Using SPSS17.0 process and analyze the corresponding data.

Results: In terms of SAS score and SDS score, the scores of the two groups after intervention were lower than those before intervention ($P < 0.05$). After the intervention, the score of the observation group was significantly lower than that of the control group ($P < 0.05$).

Table 1. Comparison of anxiety and depression between the two groups

Group	SAS		SDS	
	Before intervention	After intervention	Before intervention	After intervention
Control group	56.41	45.08	58.85	58.84
Observation group	55.77	41.31	58.52	41.04
χ^2	0.192	2.474	0.388	2.142
P	0.840	0.009	0.686	0.000

Conclusions: Integrating national psychology into the study of national dance in colleges and universities, and fully affirming the value of national psychology in the study of national dance in colleges and universities, through the study of national psychology theory and the analysis of factors affecting national psychology can not only effectively give play to the function of inheriting and protecting national folk culture in colleges and universities, but also make colleges and universities become an important carrier, it is conducive to the scientific construction of the curriculum system of dance choreographer and director specialty and enhance the school running characteristics of the specialty, it also helps to alleviate the anxiety of college students and improve their learning and quality of life.

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ANXIETY PRESSURE OF YOUNG TEACHERS IN PRIVATE COLLEGES AND ITS MITIGATION COUNTERMEASURES

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Background: In recent years, private higher education in China has developed rapidly. The proportion and number of young teachers are increasing, which has gradually formed the main force of private higher education. Young teachers in private colleges and universities will encounter many problems in work, society and family at the beginning of their employment. These problems affect their emotions, disturb their psychology and have an important impact on their future career. The psychological distress of young teachers in private colleges and universities mainly comes from three situations: the psychological distress encountered in the transformation from students to teachers, the psychological distress in the face of heavy teaching and scientific research tasks, and the psychological distress in interpersonal communication at work. Young teachers in private colleges and universities have a special identity psychology. The identity of teachers gives them a sense of pride and self-improvement. The title and treatment of private colleges and universities add a trace of sadness to them. The high-intensity work pressure makes teachers nervous and anxious, and the lack of time keeps them away from social interaction and becomes sensitive and withdrawn. Some scholars pointed out that the psychological problems of young teachers in private colleges and universities need to be adjusted from both external and internal aspects. Society and schools should pay