

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
$\chi^2$	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

high attention to this problem from the outside, and young teachers in private colleges and universities should also be highly alert to this psychological phenomenon from the heart. Whether this problem can be highly valued and properly solved will directly affect the overall quality of young teachers in private colleges and universities, the quality of running private colleges and universities and the future development of education.

**Objective:** Teachers' mental health is a necessary condition for teachers to maintain their own healthy life, then engage in education, and finally ensure the development of students' mental health. It is a basic task for colleges and universities to care about the psychological status of young teachers and maintain their physical and mental health. The purpose of this study is to investigate and analyze the mental health status of young college teachers, and then put forward targeted suggestions, in order to provide some guidance for the improvement of the psychological quality of this specific social group.

**Research objects and methods:** The survey objects are young teachers under the age of 40 in 25 colleges and universities in a province, as well as administrative personnel working for students, but excluding other non teaching personnel. 40 people were randomly selected from each school to participate in the survey. 943 questionnaires were recovered and 875 valid questionnaires were obtained. Among them, there were 439 females and 436 males, aged between 24 and 39 years, with an average age of  $30.3 \pm 5.7$  years. 847 people have bachelor degree or above, accounting for 96.8%; 238 teaching assistants, 515 lecturers, 111 associate professors and 11 professors. There were 604 teachers without teaching and scientific research awards, accounting for 69.0%, 628 people are married, of which 506 have children, and 27.5% are unmarried.

**Research design:** All subjects were intervened, including self stress maintenance, improving mental health education, creating an atmosphere of caring for young teachers, and observing the changes of young teachers before and after intervention. SCL-90 was used as a test tool. SCL-90 includes 90 items, which are divided into 9 symptom factors and total average score. Each item is scored at level 1-5, and a score of more than 3 indicates obvious psychological problems.

**Methods:** After the questionnaire was collected and sorted out, SPSS22.0 was used for statistical analysis of data.

**Results:** As shown in Table 1, compared with the national norm, it can be seen that the standardized score of SCL-90 scale of young college teachers is significantly higher than the norm ( $P < 0.05$ ). Among them, somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, terror, paranoia and psychosis were significantly higher than the national norm ( $P < 0.05$ ).

**Table 1.** Comparison between the total score and factor score of SCL-90 scale for young college teachers and the national norm

Dimension	Domestic norm	Young teachers	t
Somatization	1.38	1.49	4.49*
Obsessive compulsive symptoms	1.63	1.76	4.69*
Interpersonal sensitivity	1.66	1.59	-2.84*
Depressed	1.51	1.60	3.13*
Anxious	1.40	1.53	5.47*
Hostile	1.49	1.53	1.53
Terror	1.24	1.34	4.59
Paranoid	1.44	1.50	2.29*
Psychotic	1.30	1.44	6.44*
Total score	1.45	1.53	4.02*

**Conclusions:** The management, reform and development of private colleges and universities are inseparable from the selfless dedication of young teachers, and the social status and social influence of private colleges and universities are inseparable from the positive and progressive teaching and scientific research atmosphere of young teachers. Solving the psychological pressure of young teachers has become an important factor in the realization of these wishes. The countermeasures for young teachers to adjust psychological pressure are to establish a good social environment, a scientific assessment mechanism and teachers' correct understanding.

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## COGNITIVE IMPAIRMENT IN ADOLESCENT DRUG ABUSE AND LEGAL COUNTERMEASURES

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**Background:** The incidence of cognitive impairment is very high in schizophrenia. About 85% of patients will have a cognitive impairment, such as information processing and selective working memory, short-term memory and learning, executive function and so on. There is a certain correlation between cognitive deficit symptoms and other psychotic symptoms. For example, patients with obvious thinking form disorder will have more obvious cognitive deficit symptoms, and patients with obvious positive symptoms will also have more obvious cognitive deficit symptoms. Drug addicts often have schizophrenic symptoms. The treatment of this disease should be systematic and standardized, emphasizing early, sufficient and sufficient treatment, and paying more attention to the principle of single drug use and individualized drug use. Therefore, for this symptom of schizophrenia, it is suggested to go to a professional drug treatment institution for drug treatment as soon as possible. Drug abuse is a very serious social problem perplexing the world today. It affects social stability, national security, national prosperity, family harmony and individual health. Drugs not only destroy the body of drug addicts, but also lead to serious psychological problems, indirectly change people's personality, cognition, values, and emotional control. Only by understanding the psychological problems of drug addicts, can we carry out psychological symptomatic treatment and restore correct cognition and ideas. Some teenagers usually have strong curiosity and exploration desire. If they catch the bad habit of taking drugs, they are mainly ignorant and curious about the harm of drugs and go to the abyss of taking drugs.

At present, most of the public figures in China's performing arts industry take drugs out of curiosity, seek stimulation, and even think that taking drugs can find inspiration for artistic creation. There are four main reasons for teenagers to take drugs: one is the bad influence of bad friends, the other is the influence of family members, the third is spiritual emptiness and the pursuit of "fashion", and the fourth is rebellious psychology. In the past, the education of young people paid attention to the physiological factors affecting health and ignored the psychological factors affecting health. In the process of educating young drug addicts, it is inevitable that there is a one-sided emphasis on biomedical treatment, physical detoxification or improper reliance on ideological education and means of production and labor. Although the role of moral and legal education cannot be ignored, for young drug addicts, strengthening their mental health education can get better educational results. Drug addicts, especially young drug addicts, have some moral barriers, such as truancy, theft, fighting and poor academic performance. During their study, the school gave up their education, and family members despised or held a hostile attitude towards them, thus losing their family affection, warmth and confidence in life. In the case of loneliness, helplessness and lack of social care, they are very prone to drug addiction once they are tempted by the outside world. Therefore, it is necessary to carry out active psychological intervention and treatment for young drug addicts, so as to improve their psychological cognitive ability, so as to receive a better educational effect.

**Objective:** At present, there are few research reports on the psychology of young drug addicts in China, so this study selected 60 young drug addicts in a drug rehabilitation center to investigate their psychological status, and analyzed and discussed the survey results, so as to carry out psychological health care and treatment for the psychological problems of young drug addicts during drug rehabilitation, eliminate "heart addiction" psychologically as soon as possible, and put forward some educational measures.

**Subjects and methods:** 60 young drug addicts in a drug rehabilitation center were selected by random selection to observe their cognitive impairment in drug abuse, including 47 males and 13 females.

**Study design:** SCL-90 was used for the collective test. The subjects filled in the questionnaire independently, and 60 questionnaires were recovered. The effective rate was 100%. After the test, the content of the questionnaire was analyzed and discussed to put forward targeted countermeasures for teenagers' drug abuse.

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 for calculation and statistics.

**Results:** The somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis and dozens of positive items of adolescent drug users were significantly higher than those of the domestic norm youth group, and the differences of all factors were very significant ( $P < 0.05$ ).

**Conclusions:** The visible harm of adolescent drug abuse to individual physical health seems to cover up its threat to individual mental health. Most drug treatment institutions mostly use acute detoxification and drug detoxification therapy in drug treatment methods, ignoring the role of psychotherapy in drug treatment. As we all know, the strong psychological dependence (heart addiction) caused by drug abuse cannot be stopped by drugs alone. Psychological detoxification is the key to the success of drug addicts.