

Scale (HADS) were used to evaluate students' anxiety, and the examination results of physical education courses were used to evaluate the teaching effect.

**Study design:** Students were randomly divided into study group and control group, with 30 people in each group. Among them, the students in the research group used the improved college physical education teaching model based on educational psychology to teach. The students in the control group used the traditional teaching mode of college physical education. After a period of time, the anxiety and test scores of the two groups were compared.

**Methods:** The relevant data were processed and analyzed by software SPSS23.0.

**Results:** After two months of teaching, the SAS score and HADS score of students in the study group decreased significantly ( $P < 0.05$ ), and were significantly lower than those in the control group ( $P < 0.05$ ). The degree of anxiety relief in the study group was significantly higher than that in the control group ( $P < 0.05$ ). The degree of anxiety relief of the two groups of students is shown in Table 1.

**Table 1.** The anxiety of the two groups of students improved

Group	Timing	Degree of anxiety			
		No	Mild	Moderate	Severe
Research group	Before intervention	0	12	10	8
	After intervention	15	10	5	0
Control group	Before intervention	0	13	11	6
	After intervention	2	11	10	7

**Conclusions:** There are some defects in the traditional college physical education teaching mode, which affect the quality of physical education teaching, students' interest in learning is not high, and physical education curriculum cannot play its role in improving students' physical and psychological quality. Based on the theory of educational psychology, this paper applies the flipped classroom teaching model to the physical education curriculum teaching, and constructs the physical education curriculum teaching model based on the flipped classroom, so as to improve students' learning interest. The results showed that after two months of teaching, the SAS score and HADS score of the students in the study group decreased significantly ( $P < 0.05$ ), and were significantly lower than those in the control group ( $P < 0.05$ ), the degree of anxiety relief in the study group was significantly higher than that in the control group ( $P < 0.05$ ). It shows that the physical education teaching model based on flipped classrooms can improve students' learning interest, improve students' physical and psychological quality, alleviate students' anxiety and enable students to develop in an all-round way.

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## THE INFLUENCE OF THE INNOVATIVE DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING STUDENTS' PSYCHOLOGICAL ANXIETY

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**Background:** Anxiety is a kind of negative emotion caused by the inconsistency between expectations and reality, or fear and worry about possible threats. In the learning process, due to the fear of poor learning effect and students' self-denial, some students will have a sense of failure and frustration, resulting in students' emotions in a state of tension and fear for a long time, and finally, lead to students' symptoms such as anxiety and depression. Moderate anxiety can help students concentrate so that they can study more attentively and hard, and then improve their academic performance. However, when the degree of anxiety is too high and lasts too long, students' physical and mental health will be damaged, students' interest in learning will decline, and even weariness will appear, which will greatly affect students' normal study and life. Clinically, researchers have divided anxiety disorders into two types: pathological anxiety and realistic anxiety. The mental anxiety of college students is generally realistic anxiety, which is caused by college students' worries about their studies, achievements, social and work. Finding a suitable way to

solve the anxiety of students in the process of learning is of great significance to students' personal development.

In the teaching system of colleges and universities, ideological and political education is the main way to improve students' psychological quality and alleviate students' anxiety. However, the traditional theoretical knowledge of ideological and political education in colleges and universities is more obscure and difficult to understand. Students have little interest in ideological and political education courses, so it is difficult to play its role in improving students' psychological quality. School psychology is a kind of applied psychology and the application of psychology in school education practice. The main research content of school psychology is to scientifically and reasonably evaluate the students' mental health level and the school's psychological education level, improve the teaching mode according to the evaluation results, and carry out psychological intervention on students. School psychology plays a good role in correcting and alleviating students' emotional disorders, personality disorders and other mental diseases. Therefore, the research applies the school psychology theory to the innovation of college ideological and political education curriculum, so as to improve students' learning interest and enthusiasm, so as to give better play to the role of college ideological and political education in alleviating students' anxiety and improving students' mental health level, which is of positive significance to the long-term development of students.

**Objective:** In the learning process, due to the long-term concern about their studies, students will eventually have symptoms such as anxiety and depression. Based on the theory of school psychology, the research innovates the teaching mode of ideological and political education course in colleges and universities, so as to alleviate students' anxiety and improve students' mental health level.

**Research objects and methods:** 80 students with different degrees of anxiety disorder were randomly selected as the research objects in a university. Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS) and Symptom Checklist-90 (SCL-90) were used to evaluate students' mental health. Use the examination results of students' ideological and political education courses to evaluate the teaching effect.

**Research design:** Using the random number table method, 80 students were randomly divided into research group and control group, with 40 people in each group. Among them, the students in the research group used the innovative college ideological and political teaching mode based on school psychology to teach. The students in the control group used the traditional ideological and political teaching mode in colleges and universities. After teaching for a period of time, the anxiety level of the two groups of students and the examination results of ideological and political education courses were compared.

**Methods:** The relevant data were processed and analyzed by software SPSS22.0.

**Results:** After teaching, the degree of anxiety and depression of the students in the study group decreased significantly ( $P < 0.05$ ); The anxiety and depression of the control group had no significant change ( $P > 0.05$ ), and was significantly worse than that of the study group ( $P < 0.05$ ). The changes in depression in the two groups are shown in Table 1.

**Table 1.** Changes of depression in two groups of students

Timing	SDS Score		<i>t</i>	<i>P</i>
	Research group	Control group		
Before teaching	71.9±12.3	72.1±13.1	0.403	0.762
After teaching	52.4±9.6	71.7±13.4	8.452	0.001
<i>t</i>	8.943	0.147	-	-
<i>P</i>	0.001	0.652	-	-

**Conclusions:** In the learning process, due to the fear of poor learning effect and students' self-denial, some students will have a sense of failure and frustration, resulting in students' emotions in a state of tension and fear for a long time, and finally lead to students' symptoms such as anxiety and depression. This paper applies the theory of school psychology to the innovation of ideological and political education curriculum in colleges and universities, so as to improve students' learning interest and enthusiasm. The results showed that the degree of anxiety and depression of the students in the study group decreased significantly after teaching ( $P < 0.05$ ). The anxiety and depression of the control group had no significant change ( $P > 0.05$ ), and was significantly worse than that of the study group ( $P < 0.05$ ). To sum up, the improvement of college ideological and political teaching mode based on school psychology can effectively improve students' learning interest and enthusiasm, so as to give better play to the role of college ideological and political education in alleviating students' anxiety and improving students' mental health level, which is of positive significance to the long-term development of students.

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## THE INFLUENCE OF RADIO, FILM AND TELEVISION EDITING AND DIRECTING MAJOR ON COLLEGE STUDENTS' THINKING, EMOTION AND COGNITIVE IMPAIRMENT UNDER THE MULTICULTURAL BACKGROUND

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**Background:** The individual's cognitive process of knowledge is to receive, process and use the external input information. The individual realizes the internal processing of the received information through the coding, operation and storage of external things or information, so as to complete the cognitive process of external things and knowledge. When the cerebral cortex of the human body is damaged, individuals may have cognitive impairment, such as memory, understanding, perception, reflecting profit and other cognitive functions. Thinking cognitive impairment is a manifestation of human cognitive impairment. When individuals have thinking emotional cognitive impairment, their shallow negative automatic thoughts and deep dysfunctional assumptions have obstacles, which affect the individual's cognitive function of emotion and thinking. The emergence of cognitive impairment of thinking and emotion breaks the cognitive schema and structure established by individuals from childhood, making it difficult for individuals to recall old information with the help of cognitive structure, so as to misjudge thinking and emotion.

With the advancement of globalization, the increasing complexity of human society and the acceleration of the development of information technology, the world culture presents the characteristics of diversification, and the renewal and transformation speed of world culture also shows an upward trend. In the new situation of the changing world, various national cultures are facing different opportunities and challenges, forming a multicultural world situation under the background of the complex social environment. Different national cultures have their own local national characteristics. The development of film and television communication under the multicultural background has important training significance for college students' aesthetic consciousness, and can improve students' sensitivity to multiple information and emotional culture. In the context of the multi-cultural world, the teaching of radio, film and television editing and directing for college students can effectively improve the aesthetic interest consciousness of professional students, and has important therapeutic value for students' thinking, emotion and cognitive impairment.

**Objective:** To study and analyze the background of multicultural development in the world, to explore the therapeutic effect of radio, film and television editing and directing teaching on college students with emotional thinking and cognitive impairment, and to analyze the aesthetic consciousness cultivation mechanism behind the radio, film and television editing and directing teaching by excavating the correlation between radio, film and television editing and directing teaching and the cultivation of students' aesthetic consciousness, to provide a reference for the thinking, emotion and cognitive impairment of therapeutic college students.

**Research design:** The research adopts the method of correlation analysis to explore the relationship between the teaching of radio, film and television editing and directing major and the treatment of college students with emotional thinking and cognitive impairment. The regression analysis is used to study the relationship between the teaching of radio, film and television editing and directing major and the aesthetic consciousness and emotional sensitivity of college students, so as to provide a reference for the treatment of college students' thinking and emotional cognitive impairment. The research makes regression analysis on the relationship between independent variables and dependent variables, estimates the conditional expectation of dependent variables by giving independent variables, and realizes the exploration of the correlation between independent variables and dependent variables. The study also used the experimental method to analyze the therapeutic effect of radio, film and television editing and directing professional teaching on college students' thinking and emotional cognitive impairment. 50 college students with thinking and emotional cognitive impairment were taught radio, film and television editing and directing professional teaching, twice a week, with two hours of professional knowledge and practice. This paper compares the cognitive impairment of thinking and emotion of the research objects before and after the experiment, and discusses the significance of the teaching of radio, film and television editing and directing specialty in colleges and universities in the treatment of college students' thinking and emotion disorder.

**Results:** The investigation results of the role of the teaching of radio, film and television editing and directing in colleges and universities on the cultivation of students' aesthetic consciousness are shown in Table 1. College students have a high degree of recognition for the teaching of radio, film and television editing and directing in colleges and universities on the cultivation of students' aesthetic consciousness. It is generally believed that the teaching of radio, film and television editing and directing in colleges and