

village were investigated with SAS (Self-rating Anxiety Scale),

28 farmers with a total score of more than 50 in the survey results were identified as the research object. Then the local government introduced modern agricultural production technology and production tools to help these farmers improve their income. Later, it was found that 20 farmers chose to receive assistance and 8 chose not to accept. The former was classified as the experimental group and the latter as the control group. One year later, SAS survey was conducted on the two groups of farmers again. Note that the subjects whose total SAS score is in the range of “50-59”, “60-69” and “no less than 70” can also be further divided into mild anxiety, moderate anxiety and severe anxiety. In addition, all measurement type features in the study are displayed in the form of mean \pm standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for Chi-square test. The significance level of difference is taken as 0.05.

Results: After all the investigation steps were completed, the data were entered into the computer, and the previous SAS scoring data of the two groups of farmers were counted by Python program language and Excel software, and Table 1 was sorted out.

Table 1. Statistical results of SAS scores of two groups of farmers

Test time	Experience group	Control group	<i>t</i>	<i>P</i>
First test	58.2 \pm 3.6	58.4 \pm 4.1	0.841	0.967
Second test	41.3 \pm 3.2	63.5 \pm 3.5	0.359	0.005

“The first test” and “the second test” in Table 1 refer to before the start of the modern agricultural assistance project and one year after the implementation of the assistance project respectively. It can be seen from Table 1 that in the first test, the *P* value of the *t*-difference significance test output of SAS score data between the experimental group and the control group is 0.967, which is greater than the significance level of 0.05. It is considered that the data difference is not significant. In the second test, the *P* value of the *t*-difference significance test output of the SAS score data of the two groups of farmers is 0.005, which is far less than the significance level of 0.05. It is considered that the data difference is significant. Specifically, in the second test, the average SAS score of the experimental group was 41.3, which belonged to the level of no anxiety symptoms, while that of the control group was 63.5, which belonged to the level of moderate anxiety. Moreover, the SAS average score of the control group in the second test was also significantly higher than that in the first test.

Conclusions: In view of the problem that some farmers in China suffer from varying degrees of anxiety due to backward cognition, conservative psychology, fear of difficulties, and other reasons, this study investigated the current psychological anxiety status of farmers and the main causes of anxiety. Then an investigation experiment was designed and carried out. The experimental results show that the average SAS score of farmers in the experimental group receiving modern agricultural technical support and assistance one year after receiving assistance is lower than that of farmers in the control group without assistance, and the overall anxiety level of the former reaches the level of “no anxiety symptoms”, while the anxiety degree of the latter rises to the level of “moderate anxiety”. The experimental results show that allowing farmers to accept the assistance of modern agriculture can not only improve their living standards, but also help to reduce the severity of their psychological anxiety symptoms. This is because after the increase of farmers’ income, most of the reasonable and unreasonable reasons for their anxiety about the future and the current situation no longer exist, and the increased income is enough to cover the risk losses they are worried about in their consciousness.

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RESEARCH ON THE INFLUENCE OF APPRECIATION OF JAPANESE LITERARY WORKS ON ALLEVIATING STUDENTS’ AFFECTIVE DISORDER

Jiao Li^{1,2} & Shifu Huo¹

¹School of Foreign Studies, Xi’an Jiaotong University, Xi’an 710049, China

²School of Foreign Languages, Changshu Institute of Technology, Suzhou 215506, China

Background: Affective disorder, also known as mood disorder, refers to a psychological disease caused by genetic, neurochemical, endocrine, personality, social and other factors, with significant and lasting emotional or mood changes as the main symptoms. The clinical manifestations of the affective disorder are mainly divided into monophasic disorder, which generally refers to depressive disorder. Depressive episode refers to a significant and lasting depression, which may occur from depression to grief, often accompanied by physical discomfort and other symptoms. Manic, refers to the lasting upsurge of emotion and faster-thinking speed than ordinary people. Bipolar disorder has both manic and depressive manifestations, and the two symptoms often occur alternately and repeatedly. At present, the mainstream treatment of affective disorder is drug treatment, psychotherapy and the combination of the two. The prognosis of most patients recovers well, but if the treatment is not timely, the recurrence rate is high. On the one hand, due to many learning contents, difficult learning contents, less free time, narrow social space and other reasons, the overall mental state of middle school students in China has deteriorated compared with their peers decades ago, and some students even suffer from affective disorders. On the other hand, because the Japanese nation has a special historical and cultural background and geographical environment, Japanese literary works are recognized by the world as more delicate emotional expression. Therefore, some scholars propose to let patients with affective disorders read and appreciate Japanese literary works. As a means of treating affective disorders, doctors and scholars in the industry have conducted a lot of relevant research, but it is rare to apply this method to the treatment of middle school students' affective disorders, and carry out case experiments.

Objective: To master the current situation and causes of affective disorders among middle school students in China, then design and carry out treatment experiments, explore the role of appreciating Japanese literary works in treating and alleviating students' affective disorders, and provide some new non-drug treatment methods to improve the mental health level of Chinese students.

Participants and methods: Collect and study the academic materials and classic Japanese literary works of affective disorder, and place three domestic middle school education experts to understand the current situation of middle school students' affective disorder and various psychological reasons. The research team designed a set of questionnaires to investigate the severity of students' affective disorder symptoms. The subjects with a total score of 100 and a score of "less than 60", "60 to 69", "70 to 79" and "more than 80" can be classified as a non-affective disorder, mild disorder, moderate disorder and severe disorder. Two high schools with enough representative teaching content, teaching mode, student size, and basic information in the country were selected from China. The first questionnaire survey was conducted on the students willing to participate in the research in the two high schools to find out whether they have affective disorders. Then 102 students with a questionnaire score of no less than 60 were selected as the research objects, and they were required to read the designated Japanese literary works, read at least three times a week for at least 20 minutes. After three months, conduct a questionnaire survey on the subjects again, and select some students to conduct interviews to understand their feelings of reading Japanese literary works.

Results: After the experiment, the effective questionnaire data were entered into the computer and SPSS21.0 was used for analysis and statistics, and Table 1 is obtained. Note that the test method for the difference of quantitative data in the study is *t*-test, and the different significance level is set to 0.05.

Table 1. Survey results of affective disorders of subjects before and after the experiment

Investigation time	Mean test score	Overall affective disorder level	Standard deviation of test scores	<i>P</i>
Before experiment	68.2	Mild affective disorder	3.5	0.014
After experiment	53.0	No affective disorder	4.1	

It can be seen from Table 1 that before the experiment, the average score of the emotional disorder test of the research object is 68.2, which can be considered that the whole is suffering from mild emotional disorder. After the experiment, the average score of the emotional disorder test of the students is 53.0, which is considered that the whole has no symptoms of emotional disorder, and the data is significantly lower than that before the experiment. The *P* value of the *t*-difference significance test of the two groups of data is 0.014, which is less than the significance level, it is considered that the data difference is significant.

Conclusions: With the increase of talent competition and incentive in China, middle school students in China are facing more and more pressure on study and life. In this environment, some students even suffer from emotional disorders and mental diseases. This study is after sorting out the data and mastering the current situation of affective disorder of middle school students in China. An experiment was designed and carried out, and some high school students were selected as the research objects. The experimental results showed that the average score of the affective disorder test of the research objects before the experiment

was 68.2, and it was considered that they had mild affective disorder as a whole. After the experiment, their average score of the affective disorder test was 53.0, and it was considered that there were no symptoms of the affective disorder as a whole, and the data difference was significant. The experimental results show that allowing students to read and appreciate Japanese literary works can help alleviate students' emotional disorder, because the emotional expression in Japanese literary works is exquisite, which can appease students' depression, mania, and other emotions, so as to reduce the intensity of their symptoms.

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INTEGRATION OF INNOVATION AND ENTREPRENEURSHIP EDUCATION AND NEW LIBERAL ARTS EDUCATION IN PRIVATE COLLEGES AND UNIVERSITIES UNDER COGNITIVE IMPAIRMENT

Peihua Sun¹ & Feiyue Li²

¹*School of Literature and Journalism, Sanjiang University, Nanjing 210012, China*

²*College of Liberal Arts, Shanghai University, Shanghai 200444, China*

Background: In the process of continuous improvement of social and economic level, in order to meet the changing needs of the development of the times and improve the creativity of national construction, China has put forward the development concept of “mass entrepreneurship and innovation”. The thought of “mass entrepreneurship and innovation” has had a certain impact on the development planning of all sectors of society. The innovation and entrepreneurship education model in colleges and universities has been officially launched and vigorously developed. Moreover, under the background of the new liberal arts construction, the traditional liberal arts education has also undergone corresponding changes. Innovation and entrepreneurship education and new liberal arts education in private colleges and universities should integrate with each other and work together in the cultivation of college students. However, in the actual process of integration and application, there have been a series of contradictions and mistakes. The main reason for this phenomenon is that some students in private colleges and universities who accept innovation and entrepreneurship education and new liberal arts education have certain cognitive obstacles, which makes the integration of the two education modes difficult to carry out smoothly. Cognitive impairment is a multiple mental disease, which is mainly manifested in memory impairment, learning impairment, executive dysfunction and other symptoms. The various symptoms of cognitive impairment are closely related and interact with each other, which will significantly accelerate the deterioration of patients' condition, which leads to cognitive impairment becoming a serious psychological disease that is difficult to diagnose and cure effectively. College students with cognitive impairment will have negative performances such as memory loss, learning ability decline and executive function decline, which will hinder the integration of innovation and entrepreneurship education and new liberal arts education in private colleges and universities. The integration of innovation and entrepreneurship education and new liberal arts education in colleges and universities will react on college students with cognitive impairment and alleviate their cognitive impairment to a certain extent.

Objective: The integration of innovation and entrepreneurship education and new liberal arts education in colleges and universities is closely related to students' acceptance of the two education modes. From the perspective of cognitive impairment, exploring the integration mode of innovation and entrepreneurship education and new liberal arts education in private colleges and the impact on students in the integration process can dig out the influencing factors affecting the effective integration of the two, and then put forward targeted improvement measures, so as to achieve the goal of promoting the integration of innovation and entrepreneurship education and new liberal arts education. Finally achieve the purpose of alleviating students' cognitive impairment.

Research objects and methods: Through random selection, 52 college students were selected from two universities, a total of 104. Under the background of cognitive impairment, all college students receiving innovation and entrepreneurship education and new liberal arts education were given corresponding psychological counseling intervention to explore the improvement of cognitive impairment.

Research design: The duration of the intervention experiment was determined as 5 months. 104 college students were given corresponding psychological counseling for cognitive impairment under cognitive impairment. Before and after the intervention, the level of cognitive impairment was evaluated and analyzed by Mini-mental State Examination (MMSE).

Methods: Before and after the intervention, MMSE was used to evaluate the degree of cognitive