

SAS score and GAI score were significantly reduced, indicating that their mental anxiety had been effectively alleviated.

Table 1. SAS and GAI scores of elderly people with mental anxiety in nursing homes before and after intervention

Evaluation time	Before intervention	After 3 months of intervention	After 6 months of intervention	After 9 months of intervention
SAS score	64.37±5.07	56.14±4.68	52.69±5.13	47.69±5.11
GAI score	18.24±1.16	12.01±0.89	9.94±1.08	7.52±0.93

Note: Compared with that before implementation, * $P < 0.05$.

Conclusions: The living situation of the elderly with mental anxiety in nursing homes is not very optimistic. Therefore, on the basis of giving the elderly basic elderly care services and meeting their daily life needs, we should also accurately evaluate and analyze their mental anxiety symptoms. Intervention measures can significantly alleviate the mental anxiety of the elderly and improve their mental health level.

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META ANALYSIS OF THE EFFECT OF EXERCISE ON COGNITIVE FUNCTION IN PATIENTS WITH ALZHEIMER'S DISEASE

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Background: Cognition is the process in which the human brain receives external information, processes it, and transforms it into internal psychological activities, so as to obtain knowledge or apply knowledge. It includes memory, language, visual space, execution, calculation, understanding and judgment. Cognitive impairment refers to the impairment of one or more of the above cognitive functions, which affects an individual's daily or social ability, and can be diagnosed as dementia. There are many reasons. Except for organic diseases, most of them are caused by mental diseases. Such as neurasthenia, hysteria, hypochondriasis, climacteric syndrome, depression, obsessive-compulsive disorder, Alzheimer's disease, schizophrenia, reactive psychosis, paranoid psychosis, mania, manic depression, etc. The human brain involves a wide range of cognitive functions, including learning, memory, language, movement, thinking, creation, spirit, emotion and so on. Therefore, the manifestations of cognitive impairment are also diverse. These manifestations can exist alone, but they often appear at the same time. Cognitive impairment is a common neuropsychological symptom in patients with stroke, brain injury and various dementia. In the rehabilitation process of patients with brain injury, cognitive impairment is an important factor that hinders the improvement of limb function and activities of daily living. Paying attention to the clinical manifestations of various cognitive impairment, timely examination and diagnosis will help to treat cognitive impairment in time, shorten the rehabilitation process of patients with brain injury and promote the rehabilitation of brain injury. Rehabilitation training plays an important role in alleviating symptoms and delaying the progress of symptoms. Training includes attention training, memory training, calculation training and perceptual obstacle training.

Alzheimer's disease (AD), also known as Alzheimer's disease, is a degenerative disease of the central nervous system. It has a hidden pathogenesis and chronic progression. It is the most common Alzheimer's disease. It is mainly manifested in neuropsychiatric symptoms such as progressive memory impairment, cognitive impairment, personality change and language disorder, which seriously affect social, professional and life functions. The etiology and pathogenesis of AD have not been clarified, and its characteristic pathological change is the formation of amyloid deposition B Extracellular senile plaques, neurofibrillary tangles formed by hyperphosphorylation of tau protein, and neuronal loss caused by glial cell proliferation. The disease may be caused by a variety of social (heterogeneous) factors. From the current research, there are more than 30 possible factors and assumptions of the disease, such as family history, female, head injury, low education level, thyroid disease, high or low childbearing age of mother, virus infection and so on. The following factors are related to the onset of the disease: family history, physical diseases, head trauma, etc. In terms of clinical manifestations, the onset of this disease is slow or hidden. Patients and their families usually don't know when to start. This is more common among people over the age of 70. The symptoms of a few patients quickly become clear after physical disease, fracture or mental stimulation. There are more

women than men (the ratio of men to women is 3:1). The main manifestations are the decline of cognitive function, mental symptoms and behavioral disorders, and the gradual decline of daily living ability. It is divided into three periods according to the deterioration of cognitive ability and physical function. In terms of examination methods, it mainly includes neuropsychological examination, hematological examination and neuroimaging examination.

At present, the clinical treatment of ad is mainly drugs, but the progress of drug research and development is very slow. Some studies have shown that non drug intervention can improve cognitive function. Epidemiological investigation shows that routine exercise can reduce the decline rate of cognitive function. Exercise can improve cerebral blood flow velocity, nerve connection, maintain and increase brain volume, and promote nerve regeneration and vascular regeneration. However, clinical randomized studies have not determined the effect of exercise on improving cognitive function. Some clinical studies believe that exercise can improve cognitive function, while others believe that exercise can not improve cognitive function. The reason may be related to the small sample size and the short intervention time. In other words, whether the effect of exercise on cognition is effective in clinic is controversial. Therefore, this paper makes a meta-analysis on the role of exercise in improving cognitive function of ad disease.

Objective: Through the evaluation method of meta-analysis, this paper defines the impact of exercise on cognitive function of AD patients, in order to provide evidence-based basis for clinical intervention.

Research objects and methods: Search databases such as PubMed, Web of Science, evidence-based health care database (JBI), Cochrane Library, EMBASE, EBSCO, Ovid, CNKI, Wanfang, VIP and CBM. The retrieval time limit is from the establishment of the database to December 2021, and trace its references. Finally, 6 literatures were included (all randomized controlled trials). The experimental group was given exercise therapy, and the control group was given routine intervention (the control group was given foot bath or plantar massage, and the control group was given game intervention); The baseline of the experimental group was similar to that of the control group, and there was no significant difference between the two groups before intervention; Combined with the mini mental state examination scale (MMSE, used to evaluate cognitive state, the total score is 30 points. The higher the score, the better the cognitive function).

Methods: RevMan5.3 statistical software was used for meta-analysis.

Results: Figure 1 shows the forest diagram of the effect of exercise on cognitive function in patients with AD. As shown in Figure 1, exercise can improve the cognitive function of AD patients, and the difference is statistically significant (MD = 2.72, 95% CI: 1.19-4.25, $P < 0.05$).

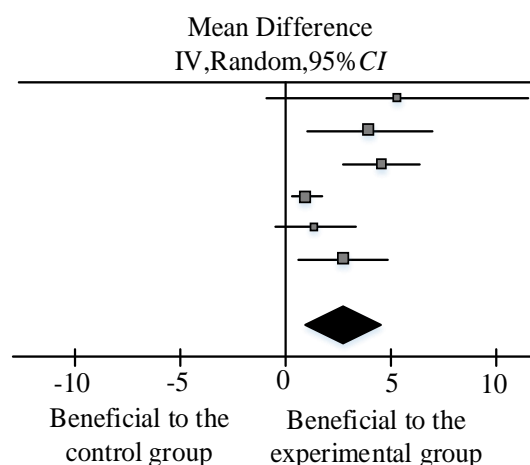


Figure 1. Forest diagram of the effect of exercise on cognitive function of AD patients

Conclusions: Exercise can improve the cognitive function of AD patients. As a new type of patient intervention model, exercise therapy is the future treatment direction of AD patients by reconstructing the intervention structure, integrating advanced information technology, taking patients as the center, paying attention to the awakening of patients' potential, actively guiding patients to actively receive treatment and comprehensively exercising patients' cognitive function.

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INFLUENCE AND EXPLORATION OF COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: The anxiety of college students is a common phenomenon in college learning. The main reason for students' anxiety is that students' psychology cannot adapt to the college environment. In college learning, learning tasks and learning requirements have been qualitatively improved compared with middle school teaching, which requires students to achieve more satisfactory results after teaching, but the increase of learning pressure also further increases students' psychological pressure, when students cannot meet the learning tasks issued by teachers and cannot meet the learning requirements required by teachers, they will have anxiety. In psychology, psychological anxiety is defined as a short-term negative emotion, which is easy to breed under the influence of the outside world. Generally, it will only affect students' psychological activities in a short time. However, when patients with anxiety disorder have long-term anxiety, they often have anxiety. In the face of real life, it is difficult to express their true feelings, and it is never easier to have doubts and uneasiness about the unknown, resulting in serious mental damage. The treatment of students' psychological anxiety in colleges and universities is mostly concentrated in routine teaching. Through course teaching and after-class communication, we can understand students' psychological anxiety, help students solve their own anxiety problems, and keep students in good psychological mood in daily learning.

In order to alleviate the psychological anxiety of college students, colleges and universities began to apply educational psychology to education and teaching. The main content of educational psychology is to formulate the teaching plan through the psychological feedback of students or teachers, and optimize the teaching plan through the psychological changes of students or teachers in the follow-up teaching process. Educational psychology is one of the main research contents in psychology. Its core idea is to carry out educational reform from the perspective of psychology. Educational reform includes the college teaching system, teachers' teaching plan and students' school strategy. Under the category of educational psychology, the purpose is to deeply grasp students' learning psychology by analyzing students' psychological behavior, stimulate students' motivation in the learning process, induce students to actively give full play to their self-study ability in learning, and then improve the learning effect. In addition, educational psychology can also make the teaching plan more scientific by grasping the psychological changes of teachers. For college teachers, according to educational psychology, teachers can be fully encouraged to use innovative teaching methods to exercise students' learning thinking, effectively alleviate students' learning pressure and reduce students' psychological anxiety. Therefore, the research takes educational psychology as the main breakthrough point to innovate the teaching mode of colleges and universities, and uses the teaching innovation mode to teach students in order to improve students' psychological anxiety.

Objective: This paper discusses the significance and value of educational psychology in college education and teaching reform, and analyzes the specific impact of college teaching reform on students' psychological anxiety from the perspective of educational psychology.

Study design: Using the literature method to collect the research status of teaching reform in colleges and universities using educational psychology, and using the principal component analysis to extract the content of educational psychology with important significance, so as to construct the teaching innovation scheme of colleges and universities. Taking a university as the research object, the number of students with psychological anxiety in the university was counted, and the anxiety status of all students was measured by self-rating anxiety scale. Innovative programs were adopted for all students to teach, and the changes of students' anxiety in the teaching process were evaluated by SPSS22.0 for statistical analysis, $P < 0.05$ is statistically significant.

Results: According to the statistics, the number of students suffering from anxiety in a university before teaching is 276. All anxiety students are taught with innovative programs. The results are shown in Table 1. Table 1 shows that through the innovative program teaching under educational psychology, the number of students with anxiety has been significantly increased, resulting in a significant decrease in the average anxiety score of 276 students, and the difference between before and after data is statistically significant ($P < 0.05$).

Table 1. Changes of students' anxiety

Project	Before teaching	After teaching	<i>P</i>
Anxiety number	276	123	<0.05
Anxiety score	66.2±2.05	36.37±1.19	<0.05