potential relationship between college students' mental health education and ideological and political education, understands the impact of college students' mental health education and ideological and political education on college students' mental health through correlation analysis, and puts forward new ideas to improve the level of college students' mental health. This study uses correlation analysis to explore the relationship between college students' mental health education and ideological and political education in educational objectives and teaching modes, deeply excavates the correlation between college students' mental health education and ideological and political education, and analyzes the role of college students' mental health education and ideological and political education in college students' psychological intervention.

Results: The impact of college students' mental health education and ideological and political education on the development of college students' mental health is shown in Table 1.

Table 1. The influence of mental health education and ideological and political education on the development of college students' mental health

Test dimension	Psychological anxiety	Psychological depression
Mental health education	3.4	3.1
Ideological and political education	3.2	3.2

Conclusions: College students' mental health education and ideological and political education are important means of college students' psychological intervention. They have something in common in teaching objectives. The combination of college students' mental health education and ideological and political education can effectively reduce students' anxiety and depression and promote the cultivation of students' mental health. Therefore, in college education, colleges and universities need to make comprehensive use of ideological and political education and mental health education to provide a reference path for the positive development of students' values.

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THE INFLUENCE OF THE TRAINING MODE OF ART DESIGN TALENTS WITH THE INTEGRATION OF INDUSTRY AND EDUCATION ON ALLEVIATING STUDENTS' EMPLOYMENT ANXIETY

Chen Yang[1,2]

[1]*Zhoukou Vocational and Technical College, Zhoukou 466000, China*
[2]*Bangkok Thonburi University, Bangkok 10700, Thailand*

Background: Anxiety refers to the negative and complex emotional states such as tension, uneasiness, worry and worry caused by possible dangers, losses and threats in the future. Its main clinical manifestations include panic disorder, such as sense of impending death, sense of loss of control, sense of mental breakdown, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, vertigo, followed by generalized anxiety disorder. It is divided into mental anxiety, somatic anxiety and motor restlessness symptoms of nerves and muscles. From the perspective of progressive chemistry and neurology, the objective purpose of anxiety is to guide individuals to take measures quickly, such as urgently mobilizing various value resources or taking necessary actions, so as to effectively prevent the serious deterioration trend of the value characteristics of real or future things, so as to change the objective development direction of things and avoid danger or loss. Anxiety is divided into realistic anxiety and pathological anxiety. The former represents the emotional response caused by specific practical problems, while the latter refers to the uncontrollable tension and anxiety without specific reasons. Anxiety itself is a normal emotional reflection of human beings, but excessive anxiety or too weak anxiety will form emotional or physiological diseases.

On the one hand, the integration of industry and education is widely used in the teaching of engineering majors in higher education, and has a good effect in promoting students' employment, which is related to the purity of engineering majors and industries. For art design majors, due to the low purity of the industry, the wide range of knowledge involved in the learning content, the relatively vague correlation between

colleges and industries, and the high correlation between teaching achievements and students' individual psychological state, the integration of industry and education is more complex than that of engineering majors. On the other hand, because there are few jobs in art design major, most of the students in this major have a certain degree of employment anxiety. Therefore, this study attempts to integrate the production education integration education model into the talent training of art and design specialty, in order to explore its impact on students' employment anxiety.

Objective: To analyze the integration of production and education into the talent training of art and design specialty, and explore its impact on students' employment anxiety through social experiments and questionnaires, so as to provide some practical reference for improving the employment situation of art and design students in China and regulating the employment anxiety of this group in the future.

Subjects and methods: Collect domestic and foreign academic literature on anxiety disorder, employment anxiety and industry education integration, and summarize the appropriate industry education integration mode of art design specialty. Then a social experiment based on comparative experiment and SAS (Self-rating Anxiety Scale) questionnaire is designed to verify the effectiveness and feasibility of the proposed fusion model. 200 art and design majors who are willing to participate in the experiment and suffer from varying degrees of employment anxiety (judged by SAS evaluation results) were randomly selected from an art university in China as the research objects. The research objects were divided into intervention group and control group, with 100 people in each group. The intervention group was taught the integration of industry and education course according to the model proposed in this study, and the teaching process of the control group was not interfered. The experiment lasted for 6 months. After 6 months, SAS questionnaire survey was conducted on the two groups of students again. Note that in order to make the two results comparable, the teaching course contents of the two groups must be consistent.

Results: After the experiment, python2.0 programming language carries out statistical analysis on the effective questionnaire to obtain the SAS score data of students before and after the experiment, as shown in Table 1 note that all measurement type features in the study are displayed in the form of mean ± 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.

Table 1. SAS score data of two groups of students before and after the experiment

Investigation time	Intervention group	Control group	*t*	*P*
Before experiment	57.2±2.3	57.4±2.2	1.205	1.338
After the experiment	48.0±2.4	56.9±2.0	0.427	0.001
t	0.452	1.146	-	-
P	0.001	0.853	-	-

According to Table 1, there is no significant difference in SAS scores between the two groups before the experiment ($P > 0.05$). After the experiment, the *P* value of *t*-test of SAS scores of the intervention group and the control group is 0.001, which is far less than the significance level. Specifically, the average SAS scores of the two groups are 48.0 and 56.9 respectively, the former is 8.9 lower than the latter, and the overall anxiety level of the intervention group is reduced.

Conclusions: Aiming at the problem of different degrees of employment anxiety among college students majoring in art and design, this study designed and carried out a teaching experiment based on questionnaire survey on the basis of analyzing and sorting out a large number of relevant literatures. The teaching experiment results show that there is no significant difference in SAS scores between the two groups before the experiment ($P > 0.05$). After the experiment, the *P* value of *the t*-test of SAS scores of the intervention group and the control group is 0.001, which is far less than the significance level. Specifically, the average SAS scores of the two groups are 48.0 and 56.9 respectively, and the former is 8.9 lower than the latter. The experimental data show that the integration of industry and education is helpful to reduce the employment anxiety level of art and design students.

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THE INFLUENCE OF TRADITIONAL MUSIC EDUCATION REFORM IN COLLEGES AND UNIVERSITIES ON STUDENTS' EMOTIONAL DISORDER

Jie Yang