

a lower degree may have no impact on their study and life, but those with a higher degree will develop cognitive and psychological disorders, affecting their learning effect and quality of life. Current business administration students face a variety of issues regarding their majors and employment, many of which can be improved by helping students overcome their cognitive mental states. Experiments show that the reform of teaching methods combined with knowledge of cognitive psychology can better improve students' cognitive and psychological barriers, and improve students' learning effect and practical ability.

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## STRATEGIES OF IDEOLOGICAL AND POLITICAL EDUCATION FOR OVERSEAS STUDENTS BASED ON CROSS-CULTURAL PSYCHOLOGICAL ADAPTATION

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**Background:** In the context of the deepening of international exchanges and the gradual advancement of globalization, many students choose to study abroad for further study. For students who have been in the Chinese cultural environment for a long time, studying abroad means entering a new cultural environment, and they have to face the problem of cross-cultural psychological adaptation. The unsuitability and unfamiliarity of the new cultural environment for the first time are likely to bring various negative psychology to international students, a phenomenon called culture shock. If these negative emotions are not intervened in time, international students may develop various psychological problems including anxiety and depression. Nowadays, the number of international students is growing, so it is necessary to study how to improve their cross-cultural psychological adaptability and how to alleviate adverse reactions such as cultural shock. Research in this area can also be used as a reference for international students from other countries.

Due to the special environment in which international students live, and most of them are still at an immature age, studying abroad is easily influenced by other cultures and values. Therefore, there are many problems with traditional ideological and political education strategies for international students. First of all, traditional ideological and political education strategies do not consider the special environment of international students, and generally focus on ordinary domestic students. Secondly, the mechanism of ideological and political education in relevant institutions and departments for studying abroad is not sound and professional. In actual work, the school counselors and other relevant personnel do not have the energy or ability to carry out ideological and political education for international students. Finally, traditional ideological and political education strategies are very low-targeted to international students, ignore many details, and cannot provide help when students face unfavorable ideological and psychological adaptation. Considering the various difficulties that international students may encounter in the cultural environment of other countries, it is necessary to formulate targeted ideological and political education strategies for them based on the knowledge of cross-cultural psychological adaptation.

**Objective:** This paper investigates the cross-cultural psychological adaptation of international students, and explores whether targeted ideological and political education strategies have a positive impact on the cross-cultural psychological adaptation of international students and the acceptance of ideological and political teaching.

**Subjects and methods:** Select 100 students each who plan to study in Japan and the United States, and divide them into 4 groups of 50 students, namely the experimental group in Japan, the control group in Japan, the experimental group in the United States, and the control group in the United States. The experimental group adopts the new strategy of targeted ideological and political education, while the control group adopts the traditional ideological and political education strategy. After a period of time, the cross-cultural psychological adjustment barriers and the acceptance of ideological and political education in each group were observed and compared.

**Research design:** The psychological state of each group was continuously tested 10 days before going abroad, and different ideological and political education was given to the experimental group and the control group within 90 days after going abroad, and the changes in their psychological state were observed. After 90 days, the psychological state of each group was tested again, and their acceptance of ideological and political education was tested for a comparative study. The test tools used in the study were the Symptom Checklist 90 (SCL-90) and the self-designed cross-cultural psychological adaptation test form and ideological and political education effect test form.

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

**Results:** As shown in the table, the cross-cultural psychological adaptation of the experimental group in both countries was significantly higher than that of the control group ( $P < 0.05$ ), but there was no significant difference in the cross-cultural psychological adaptation between different countries ( $P > 0.05$ ).

**Table 1.** Results of cross-cultural psychological adjustment disorder in each group

	Experimental group	Control group	<i>P</i>
The United States	7.80	6.40	0.048
Japan	7.20	5.90	0.032
<i>P</i>	0.084	0.093	-

**Conclusions:** The cross-cultural psychological adjustment problems faced by international students may have a negative impact on their mental health that cannot be ignored. In severe cases, it may cause various psychological problems, such as severe anxiety, depression and emotional disorders. At the same time, the current ideological and political education strategies for international students are also flawed, often unable to solve the special problems encountered by international students in the cross-cultural environment, resulting in poor teaching effect of traditional ideological and political education strategies on international students. Considering these two points, the study explores new strategies for ideological and political education based on cross-cultural psychological adaptation. Experiments show that students who adopt the new strategy show better cross-cultural psychological adaptation, psychological state and acceptance of ideological and political education than students who adopt traditional strategies in different countries.

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## ANALYSIS OF THE INFLUENCE OF STUDENT MANAGEMENT WORK STRATEGY ADJUSTMENT ON RELIEVING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY UNDER THE NEW SITUATION

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**Background:** Due to the psychological pressure brought to the college students by academics, interpersonal relationships, economy and family, there are not many individuals with anxiety and related symptoms in this group. College students with excessive anxiety may have corresponding symptoms both psychologically and physiologically, and their daily life will also be affected. The typical manifestations of anxiety in students are depression or large fluctuations, unwillingness to actively communicate, paranoia, and irregular life. Severe navigators may experience dizziness, nausea and even self-harm and other behaviors. In addition to the students themselves, the excessive anxiety of college students will also have a negative impact on the surrounding people and the social environment, and even endanger the personal safety of others. Therefore, the school cannot ignore the anxiety of students.

The psychological anxiety and other mental health conditions of college students are actually related to the school's student management work. This is because the main environment for college students to study and live is on campus, and the campus student management strategy will directly affect all aspects of college students' daily life. The current management of college students is facing a new situation, mainly including the new situation of social development, the new situation of educational reform and the new characteristics of contemporary college students. In these new circumstances, student management in many schools has exposed insufficient attention to student mental health and no intervention strategies. The mental health departments of many colleges and universities have unclear division of labor and insufficient resources, resulting in difficulties in the operation of the departments, and lack of detection and early warning mechanisms for students' mental health. On the other hand, many schools' mental health education for students is still at the stage of simple theoretical knowledge and elective courses, which makes many college students unable to have a correct understanding of their anxiety. Based on the new situation faced by student management work and the school's concern for students' psychological anxiety