

STUDY ON TEST ANXIETY SYMPTOMS AND MITIGATION COUNTERMEASURES OF DANCE CANDIDATES

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SUMMARY

Background: With the change and development of society, the pressure generated by social activities began to gradually spread to university education, and the phenomenon of learning anxiety of college students also showed more and more phenomena. As an incidental intervention in the process of education, sports activities can alleviate students' learning pressure and improve students' comprehensive quality at the same time.

Subjects and methods: 200 Dance Majors in a university were assessed with the self-rating anxiety scale. Using principal component analysis, this paper analyzes the influencing factors of psychological anxiety of dance students, and evaluates the importance of different influencing factors. 200 students participating in the experiment were randomly divided into control group and intervention group. The control group adopted the conventional dance psychological anxiety relief strategy, and the intervention group adopted the improvement strategy formulated in this study.

Results: The intervention comparison results showed that the score of the intervention group decreased from 66.72 ± 2.16 before teaching to 37.81 ± 1.63 after teaching, while the score of the control group decreased from 66.38 ± 2.37 before teaching to 49.79 ± 1.71 after teaching. The intervention effect of the intervention group was better, and the data difference between the two groups had statistical significance ($P < 0.05$).

Conclusions: After analyzing the factors of students' test anxiety and the application effect of corresponding countermeasures, the results show that the intervention methods proposed in the study can help students continuously reduce anxiety, and the intervention effect is remarkable. In view of college students' psychological anxiety at the beginning, it is necessary to formulate targeted measures to alleviate students' anxiety, so as to improve students' comprehensive ability.

Key words: dance education - examination - psychological anxiety - mental disorder

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INTRODUCTION

With the development of society, colleges and universities pay more and more attention to students' comprehensive quality and ability, that is, the teaching quality management of colleges and universities in the new era is not only the evaluation of students' professional achievements, but also the evaluation of students' comprehensive quality (Yu et al. 2020). In the cultivation of students' comprehensive quality, dance major, as a discipline to improve students' physical coordination ability, can promote students' positive psychological development such as self-confidence while helping students improve their physical function (Hoyt et al. 2020). However, in college teaching, most students are prone to test anxiety, which is also reflected in Dance Majors. The test anxiety of dance majors will also hinder the normal growth of students (Kwan & Joyce 2020). In order to deal with the test psychological anxiety of students in dance teaching, it is also proposed to use dance teaching optimization to promote students' growth (Li et al. 2020). Some studies have also applied educational psychology to teaching planning. However, from a large number of teaching practices, it can be found that in dance teaching, the mechanism of test anxiety of dance majors is still unknown (Mousavi et al. 2021). Therefore, in order to alleviate the test anxiety of dance majors in colleges and universities, this paper puts forward the anxiety relief countermeasures by

analyzing the causes of students' test anxiety, in order to provide a reference path for the cultivation of students' comprehensive quality (David et al. 2020).

Taking nursing students as the research object, Janine and others compared the differences of learning and examination anxiety among different students from the aspects of student anxiety and mental illness, and put forward the importance of early recognition and customization of students' learning (Janine et al. 2020). Khan a team studied the mediating effect of positive psychological advantage of Nigerian college students on daily skill learning and test anxiety. The results showed that there was a direct relationship between daily skill learning and test anxiety. The mediating effect of positive psychological intensity is very significant (Khan 2020). Paulus team assessed the correlation between anxiety sensitivity and students' drinking behavior and suicide risk. The results showed that excessive drinking was a significant predictor of suicide risk, and the correlation between students' psychological anxiety sensitivity was significant (Jin et al. 2021). Used the machine learning prediction algorithm to determine the best weight combination, and analyzed the effect of different trait factors on patients' anxiety and depression symptoms. The results showed that the age of onset, income, physical diseases and other factors had a significant impact on patients' anxiety and depression symptoms (Paulus et al. 2020).

In college study, students will have different degrees

of anxiety during their study, including learning anxiety, life anxiety and examination anxiety. Students' learning anxiety affects students' learning mood in normal learning. Students' life anxiety is an important factor affecting students' college life (Wardenaar et al. 2021). The generation of test anxiety can significantly affect students' recognition of their own ability. Therefore, compared with learning anxiety and life anxiety, students' test anxiety has the most obvious impact on students' comprehensive performance. It is also of great significance to study students' test anxiety psychology (Feng et al. 2020). In psychology, test anxiety generally exists in school teaching. At the same time, it is considered that the generation of test anxiety is a psychological disorder caused by the joint action of multiple factors, which is not only affected by academic performance and parents' expectations, but also affected by personal psychological personality and cognitive style. When patients have test anxiety, they often show emotional excitement and panic, and excessive emotional changes will lead to individual dizziness and other symptoms (Chugani 2020).

In psychological research, it is considered that individual anxiety is the change of psychological emotion caused by the change of environment. In the known research, the anxiety of college students is carefully classified. As the main anxiety problem affecting students' self-confidence, test anxiety has been studied and analyzed by a large amount of psychology. Test anxiety disorder is the fear and anxiety of students when they evaluate the effect after receiving subject education (Jmr & Ref 2021). When students have test anxiety, students have low recognition of the current teaching content and doubt their own ability. At the same time, some studies have directly pointed out that after the generation of test anxiety, students will have mental disorders such as attention disorder and memory disorder, and the generation of mental diseases will further lead to the deterioration of students' anxiety (Chang et al. 2021). In attention disorder, students show perceptual difficulty in examination. The generation of memory impairment will lead to students' slow thinking and confusion. In many studies, it is also pointed out that students' test anxiety is similar to conventional anxiety, and will also be affected by genetic factors to a certain extent (Mars et al. 2021). Generally speaking, after students have test anxiety, they will have a sense of strangeness to the test content in the test process, resulting in students' inability to concentrate on the interpretation of the test content, and finally lead to students' poor test results under test anxiety. Moreover, under the influence of grades, students' psychological quality will be more seriously affected, which will seriously hinder students' further education and learning (Slka et al. 2021). The test anxiety of students in dance teaching is mainly produced by students in dance teaching. Often, the effect of students' dance learning is not ideal, which will produce anxiety for the final exam. In dance courses, first of all, students will have dance anxiety. From the perspective of psychiatry, students'

dance anxiety is a mental symptom of students, that is, dance phobia. In psychiatric research, it is considered that dance phobia is a compulsive idea (Mars et al. 2021). When students have dance phobia, it is difficult to produce emotions other than fear in dance courses, which leads to students' untrue feeling, unable to control posture changes in dance learning, and then the result of physical loss of control and injury. On this basis, students will also have dance test anxiety in the dance test. Test anxiety is a more serious anxiety symptom extended from learning anxiety, which includes students' fear of dance courses and the fear of students' uncertainty about the test results (Katz et al. 2022). Therefore, alleviating the test anxiety of college students in the test can not only help students have better self-confidence in college learning, but also cultivate students' comprehensive ability for future development.

SUBJECTS AND METHODS

Study setting

Social development brings about the all-round development of college students' comprehensive quality in the new era. In college teaching, dance teaching has gradually become an important teaching content in the development of students' comprehensive quality. After a long-term follow-up survey, it is found that in dance teaching, students will not only have serious learning anxiety due to physical disharmony, but also have obvious test anxiety in dance examination due to teaching requirements. At the same time, during the visit to many colleges and universities in the initial stage of the study, it is found that most colleges and universities have taken limited measures for students' dance test anxiety, and from the existing measures, it can be found that the mitigation effect of students' dance test anxiety is still not obvious. In order to help students, realize the development of comprehensive quality, the research makes an in-depth analysis of the collected students' dance test anxiety, understands the causes of students' dance test anxiety, and hopes to put forward solutions on this basis. Therefore, the research puts forward the improvement strategies of dance teaching to improve students' views on dance teaching from students' dance learning, so as to obtain the solution of students' dance examination anxiety and cultivate students' comprehensive quality.

Design

The Self-rating Anxiety Scale was used to evaluate the psychological anxiety of 200 dance majors in a university. Using principal component analysis, this paper analyzes the influencing factors of psychological anxiety of dance students, and evaluates the importance of different influencing factors. According to the grading of the influencing factors causing students' test psychological anxiety, the countermeasures to alleviate students' test anxiety are formulated. 200 students participating in the experiment were randomly divided

into control group and intervention group. The control group adopts the conventional dance psychological anxiety mitigation strategy, and the intervention group adopts the improvement strategy formulated in this study.

In order to alleviate the learning and examination anxiety caused by students' backward teaching, this paper studies the formulation of dance teaching mode in the analysis of the basic influencing factors of students' dance examination anxiety. In dance, the dancer's behavior will have muscle memory in the day after tomorrow's exercise. Under different music, the dance

action presented by the dancer will also directly affect the students' psychology under the influence of the environment. On this basis, it is learned that the factors affecting students' test anxiety include students' personal basic professional ability and psychological literacy, and the environmental factors affecting students' test anxiety include teachers' professional education and students' psychological intervention. Therefore, in order to alleviate the test anxiety of dance majors, a dance teaching plan to alleviate the test anxiety of students is formulated, as shown in Figure 1.

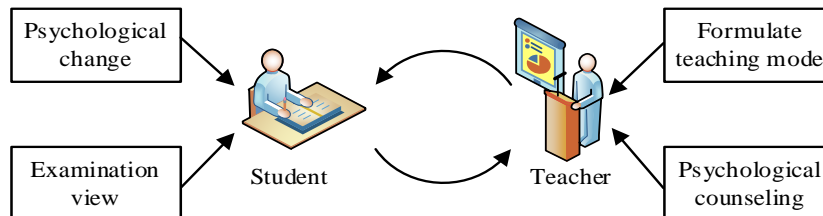


Figure 1. Dance test mitigation plan

As can be seen from Figure 1, the dance teaching scheme based on the premise of alleviating students' test anxiety starts from two aspects: students and teachers. At the student level, analyze the changes of students' psychological activities in dance teaching, and understand the students' views on the test content in the dance final exam, so as to put forward intervention measures for the psychological problems in students' test anxiety. And from the student level, we can not only understand the students' anxiety in the dance examination through the investigation, but also understand the teachers' conventional teaching plan from the students, and obtain the optimization path of teachers' teaching plan with the help of students' psychological activities, which is also of great practical significance to the improvement of teaching quality. At the teacher level, teachers need to always pay attention to the psychological changes of students in the learning process. At the same time, teachers need to formulate an appropriate dance teaching mode according to the psychological changes of students, and conduct psychological counseling for students in the dance examination to alleviate students' psychological anxiety. In addition, as a guide in students' dance learning, teachers have a heavy teaching task. In the teaching process, teachers not only need to pay attention to the changes of students' psychological activities, but also need to formulate certain measures to alleviate students' anxiety. In the dance examination, students' test anxiety is caused by students' lack of understanding of dance and incomplete dance learning. Therefore, teachers need to formulate targeted plans in dance teaching, design teaching modes according to the psychological needs of different students, and set the teaching time to meet the learning needs of different students for dance courses. In the study, the impact of mitigation strategies on students' test anxiety is evaluated by analyzing the correlation between the application effect of dance test

mitigation strategies and students' test anxiety scores, as shown in formula (1).

$$r = \frac{1}{n} \sum \left(\frac{x}{V_x} \right) \cdot \left(\frac{y}{V_y} \right) \quad (1)$$

In formula (1), n represents the number of evaluation indicators; x represents the application effect of mitigation strategy in dance examination, and V_x represents the standard deviation of application effect; y indicates the evaluation of students' test anxiety, and V_y indicates the standard deviation of test anxiety score.

RESULTS

The differences of psychological anxiety and performance changes between the two groups before and after teaching are shown in Table 1.

It can be seen from Table 1 that the psychological scores of the control group students under the routine dance teaching psychological anxiety intervention measures have been significantly reduced, but from the decline range of scores, it can be seen that the anxiety scores of the intervention group students have decreased more significantly. From the changes of anxiety scores of the two groups of students, it can be seen that under the psychological intervention of routine dance teaching, the average score of students' anxiety only decreased to less than 50, indicating that some students are still in a mild anxiety state at this time. Under the influence of improvement strategies, the average anxiety score of students in the intervention group decreased to less than 40, indicating that the psychological anxiety of most students in this group was gradually relieved. Comparing the anxiety psychological changes between the two groups, it can be found that the psychological activities of the students in the intervention group tend

to be more positive in dance teaching, while the psychological activities of the students in the control group are only conventional learning psychology and do not show strong enthusiasm. In addition, from the changes of students' scores, it can be found that the intervention group of students with optimized dance teaching test anxiety mitigation strategies show more significant differences in the changes of professional scores before and after teaching. From the changes of students' scores, it can be clearly found that the average

score of students in the intervention group increased from 64.12 to 73.72 after the intervention of improvement strategies, while the score of students in the control group only increased to 67.26 after the intervention of conventional teaching programs. By comparing and analyzing the scores of the two groups of students after the intervention, it can be found that the rising range of students' scores in the intervention group is 9.60, while that in the control group is only 3.09. The data difference is statistically significant.

Table 1. Changes of students' anxiety and achievement before and after intervention

	Project	Anxiety score	Professional achievement
Control group	Before teaching	66.38±2.37	64.17±5.62
	After teaching	49.79±1.71	67.26±5.71
Intervention group	Before teaching	66.72±2.16	64.12±5.59
	After teaching	37.81±1.63*	73.72±7.37*

Note: * indicates that compared with the control group, $P < 0.05$.

Secondly, the 0-5 score system is used to quantify the application effect of the mitigation strategy of dance teaching proposed by the research, in which 0 represents the ineffective application of the strategy, 1 represents the slight effect, 2 represents the general effect, 3 represents the obvious effect, 4 represents the higher effect, and 5 represents the best effect. The correlation between dance education and students' test anxiety is shown in Figure 2.

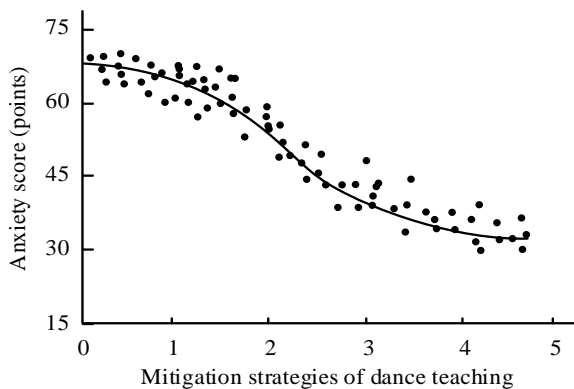


Figure 2. Correlation analysis between mitigation strategies and students' test anxiety

As can be seen from Figure 2, in the study of analyzing the correlation between dance teaching mitigation strategies and students' test anxiety, it is found that students' test anxiety is significantly affected by teaching mitigation strategies, and with the continuous improvement of the application effect of dance teaching mitigation strategies, students' anxiety scores also show a decreasing trend. It can be seen from the curve change that under the gradual influence of dance teaching mitigation strategies, the speed of students' test anxiety decreases first fast and then slow. In the early stage of dance teaching, students' psychological emotion is affected by early teaching, so the mitigation effect of students' test anxiety under the

influence of mitigation strategies is not obvious. With the deepening of teaching mode, students are more and more affected by teaching mitigation strategies. Under the influence of mitigation strategies, students' dance test anxiety shows a significant decline. Finally, with the strengthening of dance teaching strategy intervention, students' anxiety is reduced to the lowest point, and most students' test anxiety is mild or no anxiety at this time. Finally, when the application effect of dance teaching strategy reaches 5 points, the students' test anxiety score is reduced to about 30 points. Finally, it analyzes the long-term impact of anxiety mitigation strategies on students' comprehensive quality. The index evaluation includes students' psychological tolerance, students' positive learning psychology and students' recognition psychology of dance courses, as shown in Figure 3.

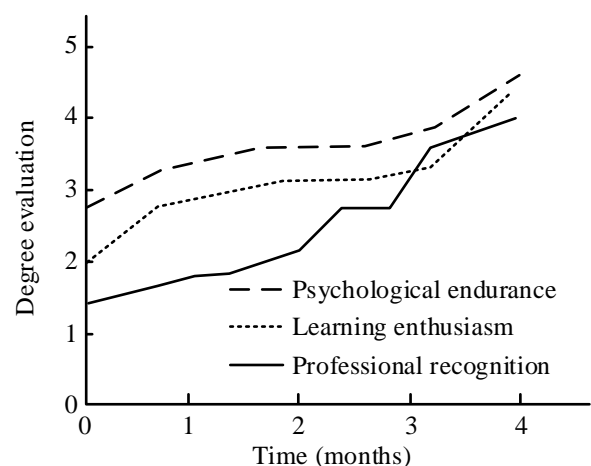


Figure 3. Long term effect of dance test anxiety relief strategies

As can be seen from Figure 3, in the evaluation of students' psychological endurance, students' positive psychology of learning and students' recognition psychology of dance courses, the evaluation is graded

according to grade 0-5. From the long-term follow-up results, it can be seen that under the influence of dance test anxiety mitigation strategies, the evaluation of students' indicators shows a phenomenon of continuous improvement. From the long-term change of the curve, it can be found that students' psychological endurance increases slowly, but it can also be seen that students' psychological endurance rating score gradually increases from 2.74 to 4.61. The fastest rising index is students' recognition psychology of dance teaching courses. Because the research adopts the dance teaching mode based on students' anxiety relief, for students, this mode can better meet their psychological needs and promote students to improve their positive psychology of dance learning, so as to enhance students' recognition of dance courses. The premise of students' dance course recognition is the improvement of students' learning positive psychology. From the curve change, it can be seen that under the influence of dance examination anxiety mitigation strategies, students' positive psychological evaluation score in dance course teaching gradually increased from 1.98 at the beginning to 4.29 after teaching. The score difference is significant, and the test shows that the data difference is statistically significant. The above results show that under the intervention of test anxiety mitigation strategies, students' comprehensive ability can be significantly improved, which is of great significance to students' growth.

CONCLUSIONS

The anxiety of college students is the main factor that hinders the improvement of students' performance and the development of psychological quality. Among them, examination anxiety will seriously reduce students' learning self-confidence. How to alleviate college students' examination anxiety is the key concern of colleges and universities. In the research, this paper analyzes the current situation of examination anxiety of dance majors in colleges and universities, analyzes its causes, and puts forward some measures to alleviate students' examination anxiety. Students majoring in dance in colleges and universities are selected to evaluate the impact of test anxiety mitigation strategies on students' test anxiety. The results show that with the deepening of the intervention of dance test anxiety mitigation strategies, students' anxiety scores in the test continue to decline, and in the long-term intervention, students' comprehensive psychological quality can also be significantly improved, including students' psychological endurance, positive learning psychology and curriculum recognition psychology. Therefore, under the anxiety mitigation strategy of dance examination, the impact on students is not only reflected in the change of anxiety score, but also reflected in the change of students' daily learning ability. To sum up, in order to alleviate college students' test anxiety, we should appropriately optimize the college teaching mode and alleviate students' test anxiety by improving their

comprehensive psychological quality.

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Conflict of interest: None to declare.

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STUDY ON PSYCHOLOGICAL RESILIENCE OF ACTORS AND ARTISTS' DEPRESSION SUICIDE

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SUMMARY

Background: Depression is an emotional change caused by the social environment and physiological effects. It is a group of diseases with high incidence rate, high recurrence and high suicide rate characterized by low mood, slow thinking and decreased interest, which seriously affects the social function of patients. Research shows that the psychological elasticity of patients with depression is significantly lower than that of healthy controls. Good psychological elasticity can reduce the risk of depression in adulthood for individuals who have suffered trauma in childhood. Many actors and artists look bright and have a rich life, but as public figures, there is no place to express their depressed emotions. They have been in a depressed state for a long time. They accumulate more and more things in their hearts, gradually lose interest in everything, and finally choose death to free themselves. Some scholars pointed out that the probability of suicide in patients with depression is 33 times that of ordinary people, and more than 90% of patients with depression have committed suicide. Suicide begins with suicidal ideation, that is, there is suicidal intention. The more frequently patients have suicidal ideation, the higher the possibility of suicidal behavior.

Subjects and methods: Questionnaires were distributed to 200 performers with depression, and 180 valid questionnaires were collected to analyze whether psychological resilience is an effective protective factor for implicit and explicit suicidal ideation. The questionnaire includes Beck Suicidal Ideation Scale (BSICV), Hamilton Depression Scale (HAMD), Psychological Resilience Scale (cd-RISC) and implicit suicidal association test (ISAT). The relevant data adopts Excel software and SPSS17.0 software, Pearson correlation analysis and logistic multiple regression analysis were carried out.

Results: Among the respondents, the explicit suicidal ideation (78%) was significantly higher than that without explicit suicidal ideation (22%), and the difference was statistically significant ($P < 0.01$).

Conclusions: There is a significant negative correlation between psychological resilience and implicit suicidal ideation and explicit suicidal ideation. Its optimism is an important protective factor of suicidal ideation.

Key word: actors and artists - depression - suicide - psychological elasticity

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INTRODUCTION

Many actors and artists look bright and prosperous, but there are still some actors and artists who choose to commit suicide and end their short lives. This is mainly because they are different from ordinary people. As public figures, they have nowhere to express their depressed emotions and have been in a depressed state for a long time. Actors and artists can't be themselves like ordinary people. They may have nowhere to talk about their inner unhappiness. The more things accumulate in their hearts, it's not so easy to untie their heart knot. Secondly, the life pressure is too great, and they may suffer from severe depression. Actors and artists usually dare not live a normal life, suppress themselves everywhere and dare not reveal their hearts. They are in a state of psychological depression for a long time. In the long run, they will suffer from severe depression. They gradually lose interest in everything and finally choose death to free themselves (Apfelbaum et al. 2017; George & Brown 2019). Some actors and artists suffer from depression without timely treatment, which makes them unable to return to normal life, and finally the whole person collapses (Monira et al. 2020). According to statistics, more than 280000 people commit suicide in China every year, and more than 2 million attempt suicide (Chang et al. 2020).

Research shows that among suicide deaths, people

with psychological diseases or a history of psychological diseases account for 95% of the total number of suicides, among which depression is the most common psychological disease leading to suicide (Xu et al. 2019). Some scholars pointed out that the probability of suicide in patients with depression is 33 times that of ordinary people, and more than 90% of patients with depression have committed suicide (Alexandrino-Silva et al. 2019). Suicide begins with suicidal ideation, that is, there is suicidal intention. The more frequently patients have suicidal ideation, the higher the possibility of suicidal behavior (Avasthi & Grover 2018). At present, the commonly used explicit measurement tools to evaluate the severity of suicidal ideation mainly include Beck suicidal ideation scale and suicidal risk assessment scale. In recent years, more and more scholars began to use Implicit Association Test (IAT) to indirectly measure suicidal ideation. Some foreign studies have shown that IAT measurement is effective in assessing suicide risk and behavior prediction, and implicit connection can predict patients' suicide attempt after 6 months (Ford & Almeida 2017). Some scholars have also obtained the identity of implicit and explicit thoughts of suicide through research, and the results obtained after passing the Single Category Implicit Association Test (SC-IAT) also show that the explicit and implicit measurement results are moderately consistent (Bornstein et al. 2021). However, the relationship between implicit and explicit