

Traditional arts and crafts elements and modern art design teaching relieve student attention deficit

Hong Tai^{1*} and Xiate Zhao²

¹Chifeng Industrial Vocational Technical College, Chifeng 024000, China and

²Qingdao Municipal Center for Disease Control & Prevention, Qingdao 266033, China

*Corresponding author.

Background. In modern society, the issue of student attention deficit is becoming increasingly common, posing challenges to education and teaching. From the perspective of educational psychology, the integration of traditional arts and crafts elements into modern art design teaching may have a positive impact on students' attention deficit. This study aims to explore the impact of integrating traditional arts and crafts elements with modern art design teaching on students' attention deficit, and provide corresponding teaching strategies.

Subjects and Methods. This study adopts a combination of quantitative and qualitative research methods, selecting 300 students from three different art colleges as the research subjects. These students were randomly divided into an experimental group and a control group, with 150 students in each group. The experimental group was taught the integration of traditional arts and crafts elements with modern art design, while the control group was taught conventional modern art design. During the process, the SNAP-IV-18 scale was used to evaluate the status of students before and after the intervention. Statistics on data were performed by using SPSS24.0 software.

Results. The research results show that the experimental group of students showed significant improvements in attention concentration, sustained attention, and attention transfer. At the same time, they also scored high in creativity, critical thinking, and problem-solving abilities.

Conclusions. Research has shown that the integration of traditional arts and crafts elements with modern art design in teaching from the perspective of educational psychology can help alleviate students' attention deficits, and improve their creativity and critical thinking abilities.

Integrating the history of rule of law with ideological and political education to alleviate student anxiety

Hongjun Pan

Sichuan Changjiang Vocational College, Chengdu 610000, China

Background. In the current educational environment of universities, students' mental health issues are increasingly receiving

attention. Anxiety disorder, as one of the common mental health problems, has brought many troubles to students' learning and life. This study aims to explore the effectiveness of integrating the history of the socialist rule of law into ideological and political education in alleviating students' anxiety disorders.

Subjects and Methods. This study selects 1202 students from five different universities in a certain region as the research subjects, and they were randomly divided into an experimental group and a control group, with 601 students in each group. The experimental group adopts the ideological and political teaching mode that integrates the history of the socialist rule of law, while the control group adopts the traditional ideological and political teaching mode. Students' anxiety symptoms before and after intervention were evaluated by using the Self-Rating Depression Scale (SDS) and Self-Rating Anxiety Scale (SAS); All results were statistically analyzed by using SPSS22.0 software.

Results. The research results show that the experimental group of students showed significant improvements in anxiety levels, learning motivation, and satisfaction with ideological and political education; The anxiety level of students has decreased by about 30%, with a significant effect.

Conclusions. This study indicates that the integration of the history of the socialist rule of law has a positive effect on alleviating students' anxiety disorders, providing a new path for ideological and political education in universities. It is recommended to further explore and improve this integration model in the future to meet the needs of more students.

Combining humanized education management with psychological education on the intervention of depression in students

Qiang Sun

Yantai Vocational College, Yantai 264670, China

Background. This study aims to evaluate the intervention effect of the Vocational College's Personalized Education Management and Psychological Intervention on students' depression. Depression among students is a significant concern in educational settings, and proactive measures are needed to mitigate its impact.

Subjects and Methods. This research engaged a cohort of 200 vocational college students, aged between 18 and 22, who were initially screened for signs of depressive symptoms through the utilization of the Beck Depression Inventory (BDI-II). The participants were then divided equally into two groups: the experimental group (n=100) and the control group (n=100). Within the experimental group, students received individualized educational guidance and psychological interventions delivered by the vocational college. Conversely, the control group participants were subjected to standard educational protocols over three months. The extent of depression was evaluated using the Hamilton Depression Rating Scale (HAM-D) before and after the intervention.