

Analysis of character shaping and mood intervention under higher education

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Background. College education plays an important role in moral development and values, but some students may face mood disorders. Interventions in educational psychology can help students overcome obstacles and achieve well-rounded development.

Subjects and Methods. Students at one university were selected for the study, and data were collected using questionnaires and tools such as the Stanford Acute Stress Response Questionnaire (SASRQ) and 3-Minute Disorder Assessment Scale (3D-CAM). The experiment focused on students' moral judgment, behavior, sense of burnout, sense of self-responsibility and emotional state. The data were processed by State statistical software.

Results. The results show that there are some differences in moral judgment and behavior of the students. Some students show burnout, lack of self-responsibility and emotional instability. Specific data are as follows: The mean score of moral judgment was 3.82 (SD =0.56), the mean score of behavioral performance was 4.05 (SD =0.61), the mean score of burnout was 2.94 (SD =0.72), the mean score of self-responsibility was 3.17 (SD =0.68), and the mean score of emotional state was 2.75 (SD =0.59).

Conclusions. The application of educational psychology in college education can take intervention measures. Developing educational programs and activities aims at character development to enhance moral judgment and behavior. For students with mood disorders, psychological counseling and support are provided to help overcome burnout, enhance the sense of self-responsibility, and adjust emotions. The Stanford Acute Stress Response Questionnaire (SASRQ) and 3-Minute Disorder Assessment Scale (3D-CAM) can assess mood disorders and psychological states and provide a basis for intervention.

Psychological anxiety on the stability of piano players with mood disorders

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Background. Mood disorders are important factors affecting the performance stability of piano players. The purpose of this study

is to explore the influence of psychological anxiety on the stability of competition performance.

Research objects and Methods. Piano players with different mood disorders were selected as research objects. The Stanford Acute Stress Response Questionnaire (SASRQ) and a similar 3-minute Disorder Assessment Scale (3D-CAM) were used to assess the participants' state of psychological anxiety. By collecting the data before and after the competition, BMDP statistical method was used to compare the performance stability of piano players under different mood disorder levels.

Results. The results showed that before the competition, the piano players in the high mood disorder group exhibited higher levels of psychological anxiety (SASRQ score of 7.8 on average), while the low mood disorder group had relatively lower levels of psychological anxiety (SASRQ score of 3.2 on average). After the competition, the high mood disorder group had lower performance stability (mean score 6.5), while the low mood disorder group had relatively higher performance stability (mean score 8.9).

Conclusions. The results show that mood disorders have significant effects on the level of psychological anxiety and the stability of piano players in competition. Players with high levels of mood disorders may be more susceptible to psychological stress during competitions, which can affect the stability of their performance. Therefore, psychological support and intervention measures should be provided to piano players to help them overcome mood disorders and improve the quality of performance during competitions.

Innovative education on students' anxiety from ideological and political perspective

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Background. Ideological and political education, as an important part of cultivating students' correct world outlook and values, has attracted much attention. However, there is a lack of sufficient research into the influence of first-class ideological and political education courses on students' learning anxiety.

Research objects and Methods. This study took the first-class curriculum innovation of ideological and political education as the research direction, selected students receiving ideological and political education as the research objects, and used tools such as Stanford Acute Stress Response Questionnaire (SASRQ) and 3-minute Disorder Assessment Scale (3D-CAM) to assess students' learning anxiety symptoms. The State statistical analysis method was used to compare the changes of learning anxiety symptoms of students before and after receiving ideological and political education.

Results. The results showed that before receiving ideological and political education, students had more common symptoms of learning anxiety (SASRQ score was 7.2 on average). After receiving ideological and political education, students' learning anxiety