

therapy greatly alleviates depression among college students. It can be used as an auxiliary means for treating depression among college students.

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Cross-cultural human-computer Interaction collaborative translation teaching and mindfulness therapy on college students' learning aversion

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Background. Learning aversion symptoms have become increasingly common among college students, who may lose interest in their studies, lack motivation, and even experience avoidance and aversion to school life. These emotions and behaviors not only affect their academic performance but may also cause harm to their long-term development and mental health. As a psychotherapy that focuses on the present and cultivates self-awareness, and acceptance, mindfulness therapy has shown positive therapeutic effects on various mental health problems. Combining cross-cultural human-computer interaction and collaborative translation teaching may provide a novel approach to treating college students' learning aversion.

Subjects and Methods. The study randomly divided 46 college students with learning aversion into experimental and control groups. The control group received routine treatment; The experimental group conducted cross-cultural human-computer interaction and collaborative translation teaching in combination with mindfulness therapy for treatment. The study used the self-made Academic Negative Emotion Scale to evaluate the academic aversion of college students.

Results. In the measurement before the experiment, all students showed severe aversion to learning, but the difference between the two groups was not significant ($P>0.05$); After the experiment, the level of student aversion to learning in the experimental group was significantly improved and significantly lower than that in the control group ($P<0.05$).

Conclusions. Cross-cultural human-machine interaction collaborative translation teaching and mindfulness therapy can alleviate the degree of college students learning aversion and assist their regular learning and life.

The efficacy of dance teaching reform and CBT in treating recurrent depression among college students

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Background. With the increasing pressure of modern society, the incidence rate of depression among college students is gradually increasing, especially recurrent depression. Currently, Cognitive Behavioral Therapy (CBT) is one of the mainstream treatment methods for depression. At the same time, dance, as a comprehensive physical and mental exercise, has also demonstrated its potential therapeutic value in the field of mental health. This study explores the therapeutic effects of combining dance teaching reform in universities with cognitive behavioral therapy.

Subjects and Methods. The experiment selected 100 confirmed recurrent depression college students from a certain university and randomly divided them into two groups. A control group of 50 individuals only received standard cognitive behavioral therapy; The experimental group of 50 participants participated in a 12-week dance course while undergoing CBT. Treatment effectiveness was evaluated through the Self Rating Depression Scale and Beck Depression Questionnaire.

Results. After the study, both groups showed significant improvement in depressive symptoms. The experimental group showed greater improvement in emotional regulation, self-efficacy, and social skills than the control group. In addition, the recurrence rate of the experimental group was significantly lower than that of the control group.

Conclusions. Dance, as an activity of integrating body and mind, can effectively enhance the therapeutic effect of cognitive behavioral therapy. For the special group of college students, combining dance teaching reform in universities with cognitive behavioral therapy may be an effective strategy, which can improve treatment effectiveness and reduce the recurrence rate.

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Case-based music teaching practice for lower grades: taking SCH patients as an example

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Background. Music education plays an important role in primary and secondary school teaching, not only cultivating students'

artistic appreciation ability, but also having potential therapeutic value. For special groups, such as patients with schizophrenia, music education may provide a way for them to express and communicate, thereby promoting mental health. This study is based on actual cases and discusses the intervention effect of music on mental illness patients in primary and secondary schools.

Subjects and Methods. This study selected 60 primary and secondary school age group schizophrenia patients and designed a specific music education course for 12 weeks. This course includes music appreciation, vocal music, and instrument training. The effectiveness is measured through the Minnesota Multiple Personality Inventory (MMPI), music composition assessment, and feedback from parents and teachers. Statistical analysis was performed on experimental data using SPSS 24.0.

Results. After the course, participants showed significant progress in emotional expression, social interaction, and self-awareness. Music education not only enhances their music skills, but also promotes communication and self understanding with others. Parents and teachers have also reported that students perform more stably and positively in their daily lives.

Conclusions. Case-based music teaching in primary and secondary schools has significant benefits for patients with schizophrenia. Through music education, these students can better communicate with the outside world, express themselves, and have a deeper understanding of themselves. It is recommended to further explore the diverse applications of music teaching in the field of special education.

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Art education on students' ADHD in the era of self-media

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Background. Students cannot concentrate too much in their adolescence. With the popularization of self-media, high school students' attention is attracted by diverse information, leading to the symptoms of attention deficit hyperactivity disorder (ADHD) appearing or worsening among those students. Art education, as a multimodal discipline, has the potential to assist students in directing their attention and mitigating the symptoms associated with ADHD.

Subjects and Methods. The research encompassed 150 high school students diagnosed with ADHD, meticulously selected as participants. These students were subsequently allocated at random into three distinct groups: Experimental Groups A and B, as well as a Control Group, with each group consisting of 50 participants. The Control Group remained devoid of any specific interventions, while Experimental Group A underwent traditional behavioral therapy. In contrast, Experimental Group B received an augmented approach, involving an art-centric

curriculum intertwined with behavioral therapy principles. The evaluation of the intervention's efficacy was undertaken through established ADHD assessment scales and feedback garnered from teachers.

Results. After three months, all groups participating in the treatment showed improvement in ADHD symptoms. Moreover, experimental group B showed significant improvements in attention concentration, impulse control, and social behavior compared to the other two groups. In addition, the academic performance and artistic creativity of experimental group B have also been improved.

Conclusions. In the era of self-media, the role of high school art education takes on a pivotal significance, offering a potent instrument to aid in the concentration of ADHD-afflicted students and improve social skills. The amalgamation of traditional behavioral therapy and art education may provide a more comprehensive and effective treatment plan for this special group.

Educational psychology on the construction of music curriculum system: taking borderline personality disorder and personality splitting students as examples

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Background. Art therapy is a unique and magical psychological treatment method with a particularly significant therapeutic effect on patients with mental illness. Under the pressure of employment and life, many students may experience psychological problems to some extent. And the psychological development of educational teaching methods is the future academic development trend. The research focuses on the music curriculum system, combining it with educational psychology theory to explore teaching paths and teaching courses with drug therapy to assist in treatment.

Subjects and Methods. The study selected 200 college students with borderline disorders and personality split as the subjects and divided them into experimental and control groups. The control group received traditional medication treatment and received routine music education. Based on the control group, the experimental group reformed the music teaching curriculum system to assist in therapy. The treatment cycle is 16 weeks.

Results. The study used the Personality Diagnosis Questionnaire (PDQ-4+) as an evaluation tool and processed the data using SPSS23.0 software. The results showed no statistically significant difference in the baseline PDQ-4+edge subscale scores between the two groups of patients before intervention ($P>0.05$). After intervention treatment, the marginal symptoms of both groups of patients were improved, and the improvement effect of the