

and anxiety level. There is no correlation between floor height and anxiety level, with a *p*-value greater than 0.05. There is a correlation between bedroom layout and anxiety level, with a *p*-value less than 0.05. There is a correlation between residential orientation and anxiety level, with a *p*-value less than 0.05. There is a correlation between building type and anxiety level, with a *p*-value less than 0.05. Moreover, the anxiety level of residents in residential areas is lower than that of residents in apartment buildings.

Conclusions. Reasonable architectural environment design has a positive impact on individuals with psychological anxiety. By introducing reasonable lighting design, spatial layout, and functional zoning, the tension and anxiety of anxious individuals can be reduced.

Positive influence of teaching models on improving students' anxiety

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Background. The blended teaching model refers to the combination of online and offline teaching methods, using both online platforms and physical classrooms, to provide students with a more flexible and diverse learning experience. The learning experience of online and offline blended teaching mode can help students better adapt to learning pressure and anxiety.

Subjects and Methods. According to the principle of random sampling, 50 freshmen to seniors from a certain university were selected, including 25 males and 25 females. According to the results of the Anxiety Self Test Scale, there were 5 students with severe anxiety, 10 students with moderate anxiety, and 15 students with mild anxiety. A mixed online and offline teaching mode was used to teach students. Six months later, statistical analysis was conducted using SPSS3.0 software based on the results of the anxiety self-test scale.

Results. All students with severe anxiety improved, with 2 showing mild anxiety and 3 showing no symptoms of anxiety. Among students with moderate anxiety, 8 have mild anxiety and 2 have no symptoms of anxiety. Students with mild anxiety have no symptoms of anxiety. The *p*-value of the results before and after intervention treatment is less than 0.05, which is statistically significant.

Conclusions. The combination of online and offline teaching modes has a positive impact on improving students' anxiety disorder. Through flexible time arrangements, diverse learning methods, social support networks, and personalized learning experiences, it can help alleviate students' anxiety symptoms, and improve learning outcomes, and mental health.

Service quality in tourist attractions on tourists' psychological anxiety

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Background. The development of the tourism industry has led to an increasing number of tourists, demanding better service quality from scenic spots. The improvement of service quality in tourist attractions can provide tourists with a safer and more reliable travel environment, reducing their anxiety about risks and uncertainties.

Subjects and Methods. Based on the principle of random sampling, the population aged between 18 and 60 in a certain scenic area were selected and distributed a service quality demand questionnaire. It includes four criteria: safety services, navigation services, employee attitudes, and service processes. The score was filled out on a scale of 1 to 10. The higher the score, the more valued the content is by tourists. A total of 1000 demand forms were distributed, and 985 were actually collected, with a recovery rate of 98.5%. Statistical analysis was conducted on the table data using SPSS23.0 software.

Results. According to the statistical results, there is a negative correlation between the four aspects of scenic area safety services, scenic area navigation services, employee attitudes, and service processes and tourists' psychological anxiety, with a *P*-value less than 0.05, indicating statistical significance.

Conclusions. By providing a sense of safety and security, accurate and complete scenic area information, friendly and enthusiastic service attitude, and convenient and efficient service processes, scenic area managers can reduce tourists' anxiety, and improve their satisfaction and experience.

Acknowledgement. In 2019, the Youth Fund for Humanities and Social Sciences Research of the Ministry of Education (No. 19YJC790043).

Three-dimensional Japanese text translation teaching on college students' foreign language learning anxiety

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Background. The anxiety of college students in learning a foreign language may affect their learning results, so it is very important

to find effective teaching methods to alleviate the anxiety. This study explores the effects of Japanese text translation teaching based on three-dimensional transformation on college students' foreign language learning anxiety.

Subjects and Methods. 100 undergraduate students majoring in Japanese in a university were randomly divided into test group and control group, with 50 students in each group. The test group received Japanese text translation teaching based on 3D conversion, and the control group received traditional text translation teaching. Anxiety questionnaire was used to assess the anxiety level of students, and the data were statistically analyzed by SPSS23.0.

Results. The statistical analysis showed that the level of foreign language learning anxiety of the test group was significantly lower than that of the control group ($t=3.42$, $P<0.05$). Specific data showed that the average anxiety score of the test group was 3.55, and the average score of the control group was 4.27. In addition, students in the test group performed better in translation accuracy (test group: 83%; Control group: 76%).

Conclusions. Japanese text translation teaching based on 3D transformation can effectively alleviate the anxiety of college students in foreign language learning. Through interactive and immersive learning experiences, students can better understand and apply language knowledge, thereby reducing anxiety levels. Adopting this teaching method can improve foreign language teaching and enhance students' learning effect and experience.

Acknowledgement. 2022 Yancheng College of Technology Teaching Reform Research Projects (No.JYKT2022B060).

Alleviating effect of university legal education combined with psychological counseling on students' depression disorder

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Background. Depression is a common problem among college students, which has a negative impact on mental health and academic performance. The study explored the alleviating effects of legal education and psychological counseling on depression in college students and provided evidence for formulating intervention measures in colleges and universities.

Subjects and Methods. 200 students from a university in 2023 were selected to participate in this study. They were randomly divided into experimental group and control group. The experimental group received legal education and psychological counseling, while the control group only received conventional legal education. The degree of depression was assessed by the Self-Rating Depression Scale (DSM-IV). After data collection, SPSS23.0 was used for statistical analysis and T-test was used to compare the differences in depression scores between the two groups.

Results. The depression score of the experimental group was significantly lower than that of the control group, the difference was statistically significant ($t=2.56$, $P<0.05$). The mean and standard deviation of depression scores were 18.32 and 3.42 respectively. The mean depression score of the control group was 21.78, and the standard deviation was 4.12.

Conclusions. The combination of legal education and psychological counseling in colleges and universities can significantly alleviate the depression of students. The results emphasize the importance of mental health intervention. Colleges and universities should strengthen legal education and psychological counseling to help students cope with depression. The study provides scientific basis for formulating effective psychological intervention measures and has positive significance for promoting students' psychological well-being.

Relieving effect of graduation anxiety symptoms based on active employment counseling education

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Background. Graduation anxiety exists widely in college students. Active employment counseling education is considered to be an effective means to relieve graduation anxiety. However, there is a lack of systematic research on the specific effects of such education in alleviating graduation anxiety.

Subjects and Methods. The study took college students as research subjects and divided into experimental group and control group by experimental design, with 50 students in each group. The experimental group received 10 weeks of active employment counseling education, while the control group continued to learn the regular course. SPSS23.0 software was used for data analysis to compare the differences in graduation anxiety symptoms between the two groups.

Results. The score of graduation anxiety in the experimental group was significantly lower than that in the control group, with statistical significance ($t=3.45$, $P<0.05$). Students in the experimental group scored significantly lower than those in the control group in anxiety, depression, and low self-esteem (anxiety: experimental group 3.2 vs. Control group 4.5; Depression: experimental group 2.8 vs. control group 4.2; Low self-esteem: experimental group 3.5 vs. control group 4.8).

Conclusions. Active employment counseling education can significantly alleviate the graduation anxiety of college students. By providing guidance and resources to help students plan their careers, broaden access to employment, and reduce anxiety, depression, and low self-esteem. This research has important theoretical and practical value to the positive employment counseling education of university education institutions and related institutions.