

THE INTERVENTION STUDY OF LONG-TERM DANCE EXERCISES ON JUVENILE DEPRESSION

Lina An

Academy of Art, Northeast Agricultural University, Harbin 150030, China

Background: As a special group of teenagers, their rapid physical and psychological development makes them encounter great difficulties in the process of growing up. They encounter various life events, such as frustration, stress, and misfortune, and are more likely to suffer from emotional depression and depression than adults. Decline, produce pessimism, and even commit suicide. Frequent depression during this period is regarded as a “growth storm” or “growth pain”, and it has become a common problem among teenagers. The etiology and pathological mechanisms of depression in adolescents are extremely complex, and are affected by personal genetics, personality, attribution methods, family factors, social support, and peer relationships. According to statistics, the global incidence of adolescent mental disorders has increased substantially in the past 30 years. Depression is one of the most common mental disorders, and the prevalence of adolescent depression is as high as 18%. When encountering setbacks and misfortunes in daily life, some teenagers will be emotionally depressed. In the process of depression, they will be pessimistic and even commit suicide.

Objective: Juvenile depression is a common psychiatric illness, manifested by a series of symptoms such as low mood, decreased energy, pessimism, hopelessness, and helplessness. If mild depression is not intervened, it will lead to severe depression and may even lead to long-term physiological, Psychological and other problems. Therefore, this study aims to explore the psychosocial influencing factors of depression in adolescents, and to further explore the intervention of long-term dance exercises on depression in adolescents.

Subjects and methods: Dance are a kind of kinesthetic art, which is characterized by the interaction of body and mind, involving the interaction of three levels of action perception and behavior. Compared with daily movements, dance provides a new and rich paradigm of body movement. 500 adolescent depression patients were selected as the research objects, from July 1 to September 30, 2021, for a period of 12 weeks. Divide them into an experimental group and a control group, and compare and analyze the experimental data before and after the experiment. The questionnaire survey method was used to conduct two mental health questionnaire surveys on 500 adolescent depression patients before and after the experiment. In the survey results, five levels from 0 to 4 are used to quantify the impact of specific factors. 0 means irrelevant, 1 means slight influence, 2 means normal influence, 3 means obvious influence, 4 means sufficient influence, in order to reduce the impact Individual subjective causes large errors. After taking the test values of 500 adolescent depression patients, the average is selected, and the result is determined by rounding.

Study design: (1) Before the experiment, conduct a mental health questionnaire survey on the experimental group and the control group;

(2) Start the experiment and train the experimental group for dance practice, while the control group does not have any dance practice;

(3) Twelve weeks after the implementation of the experiment, conduct a second questionnaire survey on mental health to find out again about the depression in the experimental group and the control group;

(4) Compare the data before and after the experiment, and analyze the difference between the experimental subjects before and after the experiment;

(5) Conduct interviews with individual typical subjects in the experimental group.

Methods of statistical analysis: The SPSS software was used to count and analyze the original data of the two questionnaires to test the changes in depression emotions in the experimental group and the control group before and after the experiment.

Results: Comparing the psychological and emotional differences between the experimental group and the control group before and after the experiment, the experimental results of the average score are shown in Table 1.

Table 1. Comparison of psychological emotions between the two groups before and after the experiment.

Group	Before and after the experiment	Upset	Physical weakness	Inferiority complex
Test group	Before the experiment	0	0	0
	After the experiment	4	3	3
Control group	Before the experiment	0	0	0
	After the experiment	1	1	1

Before and after the experiment, the psychological mood of the experimental group showed significant changes. According to the change of the mean, the teenagers' depression symptoms were relieved. Through dance practice, communication with classmates gradually increased. Soothing music also played a certain psychological comfort. During the 12-week dance practice, the young people's mood improved significantly, their physical fitness also improved, and their low self-esteem mentality weakened.

Conclusions: Dance involves complex emotional factors, so long-term dance training may be an effective intervention for adolescent depression. At the same time as dance practice, it is necessary to intervene the psychology of adolescent depression in the early stage. The specific countermeasures are: 1. Family therapy. This method of treatment is carried out through changes in the way family members interact in response to the patient's symptoms. By improving the bad interaction patterns between family members, it increases the trust of young patients in the family and promotes their communication, so as to achieve the purpose of alleviating depression. 2. Cognitive behavioral therapy. This method is also the most researched treatment method so far. In cognitive therapy, it is necessary to help patients recognize pessimistic and negative thinking, and prompt them to recognize their neglected achievements. 3. Interpersonal psychotherapy. In view of the psychological characteristics of adolescents, interpersonal psychotherapy for adolescents can effectively promote depression caused by interpersonal relationship problems. For adolescents facing parental separation, interpersonal role conflict and peer tension, etc., select the more prominent issues as the focus of attention. Continuous follow-up and resolution can effectively alleviate the depression of teenagers and improve their interpersonal skills.

* * * * *

THE FEASIBILITY OF INTEGRATING CHILD AND ADOLESCENT PSYCHIATRY INTO PRESCHOOL EDUCATION CURRICULUM

Hai Liu^{1,2} & Xiaoping Yang²

¹*College of Overseas Education, Chengdu University, Chengdu 610106, China*

²*Faculty of Education, Southwest University, Chongqing 400715, China*

Background: Currently, approximately 4.5 billion people worldwide suffer from mental illness. According to estimates by the World Health Organization, mental illness ranks first in disability-adjusted life years, exceeding the impact of physical diseases such as the cardiovascular system. The development of psychiatry originated more than 100 years ago. The field of psychiatry research has made rapid progress in the past 30 years. The current four main research directions include child and adolescent psychiatry, molecular genetics, neuroimaging research, and diagnosis and classification. Standard research. Among them, the research of child and adolescent psychiatry is combined with the other three research directions, dedicated to the pathogenesis, disease classification, diagnosis and treatment of neurodevelopmental disorders and other mental disorders.

Under the requirements of modern education, preschool education must not only develop children's intelligence, but also cultivate children's healthy psychology, help children establish the correct three views, and lay the foundation for children's future growth. In the process of building and developing a socialist country, in order to cultivate more high-quality talents who meet the requirements of modern society and can promote social progress and development, it is necessary to start with preschool education and integrate child and adolescent psychiatry into preschool education. Through the integration and application of child and adolescent psychiatry, the effect and level of preschool education will be comprehensively improved, so that children can develop good moral qualities and ideas while developing their intelligence. With the progress and development of society, my country's educational model, thought, and concept have also undergone certain changes. In order to adapt to the requirements of modern education, preschool education has carried out corresponding reforms and innovations.

Objective: Preschool education can develop children's intelligence and improve children's brain functions, and has a great role in promoting children's future growth and development. Under the requirements of modern education, preschool education should not only focus on increasing children's intelligence, but also cultivate children's correct values, outlook on life and world outlook. For this reason, child and adolescent psychiatry can be integrated into preschool education. This article has made relevant elaboration and analysis.

Subjects and methods: Child and adolescent psychiatry includes examination of mental symptoms, speech and language development disorders, behavioral disorders, and anxiety disorders. The learning of these contents can effectively improve the cognitive ability of preschool children, cultivate an optimistic