Chinese Ancient Poetry Art Songs for College Students' Mental Health Development

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Abstract

In modern society, college students face various forms of pressure and challenges, and physical and mental health problems have gradually attracted people's attention. Poetry and music, as an important part of traditional Chinese culture, have a positive influence on the physical and mental health development of college students. This thesis explores the role of ancient Chinese poems and art songs in promoting the mental health of college students, and proposes corresponding cultivation methods and suggestions. The study aims to combine Chinese ancient poetic art songs with college students' mental health, to explore the application of Chinese ancient poetic art songs in college students' mental health education, and hopes to drive the overall development of college students' mental health. It discusses the cultural value of ancient Chinese poems and art songs, the current situation and problems of mental health education, and provides theoretical support and guidance for subsequent research.

Keywords: Ancient Chinese Poetry Art Songs; College Students; Mental Health; Cultivation Methods

Introduction

In recent years, the seriousness of the mental health problems of university students in Chinese colleges and universities has attracted widespread social attention. According to data released by the National Bureau of Statistics, the trend of successive increases in suicide rates has caused serious concern, especially on university campuses (Luo, 2020). This trend suggests that the mental health of college students has become an urgent and pervasive public health problem in the face of multiple pressures, including academic pressure, employment competition, interpersonal relationship challenges, and self-identity. As a precious heritage of Chinese traditional culture, ancient poetry and art songs have a unique artistic charm. In recent years, the active advocacy of government policies and the social concern for cultural heritage have led more and more schools and institutions to integrate ancient poems and art songs into the mental health education of college students (Cao, 2019). Through the dissemination and promotion of ancient poems and art songs, it can help college students better regulate their emotions, relieve stress, and improve their self-knowledge and aesthetic quality in various aspects. Therefore, exploratory research on the application of ancient Chinese poetry and art songs in college students' mental health education is of very practical significance and application value. This study explored the application of Chinese poetry and music as a medium in the mental health education of college students (Wang, 2017). It is not only of great significance to the personal mental health level of college students, but also has a profound positive impact on social stability and harmony. Traditional methods of mental health education can no longer meet the diversified needs of college students, especially with the increase of various pressures in society. Therefore, this study provides a new mental health

education tool, Chinese ancient poetry art songs, to better meet the mental health needs of college students and improve their mental health. The results of this research are not only of great value to the theory and practice of college students' mental health education, but also help to promote and facilitate the further development and improvement of college students' mental health education.

Research Objectives

This paper investigates the impact of ancient Chinese poems and art songs on the mental health of college student groups.
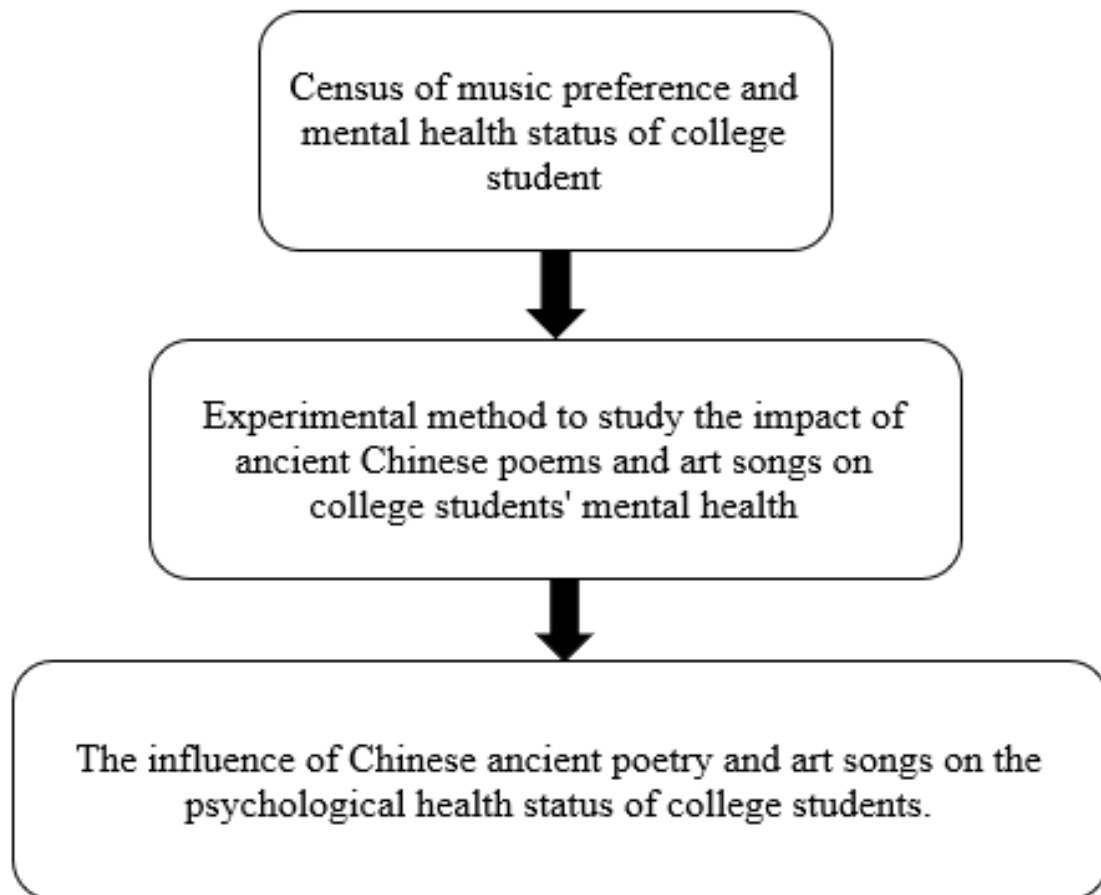
Research Methodology

The research in this paper is divided into two steps, the first part is to conduct a census of music preference and mental health status of college student groups in three grades in Chongqing City Management Vocational College, to understand the current mental health status and music style preference of college student groups, and to lay the foundation for the next part of the research.

The second part of the study builds on the first part by selecting college students with mental sub-health conditions from the mental health census, a group of college students who have some background in music and mental health, but who have not received similar music training or mental training methods.

152 college students from the Chongqing City Management Vocational College, Chongqing Teachers' College, Chongqing Three Gorges College, and Chongqing College of Arts and Sciences were finally identified as the study sample. These included 73 males and 79 females.

In this paper, we used the experimental method to study the impact of ancient Chinese poems and art songs on college students' mental health, and the main steps of implementation are as follows. First, to determine the objectives of the experiment, a clear definition of the research problem is the key starting point of the study, which helps us to determine the direction and content of the research more clearly in all stages of the study, so as to carry out the research work in a more targeted and systematic manner. Secondly, determine the experimental site and tools, rent the experimental site in advance and prepare the tools used in the experiment. Third, train the experimental staff, recruit the staff to conduct the experiment, and further select them after training to ensure the professionalism of the staff to conduct the experiment. Fourth, to start the implementation of psychological experiments, four psychological intervention treatments for college students participating in the experiment, and record the changes in their mental health status before and after the experiment. Fifth, to do a good job of quality control during the implementation of the experiment, to ensure that there are no other interfering factors affecting the experimental results during the experiment. Sixth, the experiment should be evaluated to evaluate the process of experiment implementation as well as the effect of the experiment. Finally, the questionnaire data collected through the psychological experimental method should be compared and analysed to explore the influence of Chinese ancient poetry and art songs on the psychological health status of college students.

Research Conceptual Framework

Figure 1 Research Conceptual Framework

Research Findings

After the psychological experiment, this paper collated the results of all the questionnaires of the Chinese College Students' Mental Health Scale collected in the course of the experiment, and firstly analysed the situation of each student in the experimental group, and evaluated the effect of the experiments before and after the experiments on the groups of college students in the experimental group in terms of dimensions as a whole, and then analysed the changes affecting the degree of influence of the Chinese ancient poetic and artistic songs on the mental health of college students in terms of gender, major, and so on. To analyse and explore the conditions of use of Chinese ancient poetry and art songs for curing mental illnesses.

Overall from the comparison of the individual's psychological situation, the experimental college students in the mental health level than the experimental mental health level is higher, only the experimental group of college students each person suffered from the degree of healing is different. Through the analysis of the psychological problems of the students of Chongqing City Management Vocational College in the preliminary stage, it was found that depression, anxiety and obsessive-compulsive problems were more common among the college students, and by contacting the psychological counselling agencies of different institutions, the experiment finally identified 152 college students from Chongqing City Management Vocational College, Chongqing Normal University, Chongqing Three Gorges College and Chongqing College of Arts and Sciences with the above mentioned psychological problems as a sample for the study. They included 73 males and 79 females.

Table 1. Descriptive statistics of demographic variables

Variable	Option	Frequency	Percentage
Grade	Freshman	38	25.0
	Sophomore	70	46.1
	Junior	44	28.9
Gender	Male	73	48.0
	Female	79	52.0

As can be seen from the table above, by demographic description of the experimental subjects, 38 of the grade level were freshmen, accounting for 25 per cent of the total, 70 sophomores, accounting for 46.1 per cent of the total, and 44 juniors, accounting for 28.9 per cent of the total; and 73 males, accounting for 48 per cent of the total, and 79 females, accounting for 52 per cent of the total, were of the same gender.

Depression is a state of low mood, loss of interest and vigour, often accompanied by negative emotions such as self-blame, helplessness and despair. Anxiety, on the other hand, is a state of worry and fear about the future that prevents one from relaxing and enjoying the present. Obsessive-compulsive is manifested by obsessive thoughts and behaviours that are impossible to get rid of, seriously affecting daily life. Low self-esteem, on the other hand, is a sense of doubt and denial about one's own value and abilities, making it difficult to be confident and face challenges. And the three emotional factors of depression, anxiety and compulsion are largely concomitant with each other. People who are depressed, in particular, often experience anxiety at the same time, a condition known as bi-directional affective disorder. This disorder causes patients to fluctuate repeatedly between depression and anxiety, seriously affecting quality of life and mental health. Therefore the test focuses on the before and after changes in these three factors, with the other factors serving as references.

The assessment and diagnosis of a subject's mental health is an important basis for psychological research. In this process, mental health factors and normative tests play a crucial role. Mental health is a complex system that encompasses several aspects, such as emotion, cognition, and behaviour. These aspects are interrelated and interact with each other, constituting the mental health status of the subject. In mental health assessment, we often break down the mental health state into multiple factors, such as anxiety factor, depression factor, hostility factor, etc., in order to more accurately assess and diagnose the subject's mental health. These factors have a wide range of applications in psychological research and can help us gain

a more in-depth understanding of a subject's mental health. Through the measurement of the factors of mental health and the comparison with norms, we can more accurately judge the mental health status of the subjects and provide strong support for the subsequent intervention and treatment.

Table 2. Subjects' Mental Health Factors and Normality Tests

Factor	n=152	Norm	t
Somatisation	13.20±2.44	13.27±4.24	-0.367
Anxiety	12.20±3.96	16.60±5.36	-13.706***
Depression	14.72±4.19	16.00±5.37	-3.756***
Low self-esteem	17.05±3.11	15.12±5.15	7.630***
Paranoia	18.23±3.33	15.13±4.95	11.463***
Obsessive-Compulsive	16.35±5.44	18.23±5.32	-4.262***
Social withdrawal	17.64±4.09	15.59±5.57	6.173***
Social Aggression	14.34±1.69	14.27±4.38	0.479
Sexuality	11.70±1.54	11.37±4.01	2.675**
Dependency	11.84±2.26	16.78±5.45	-26.886***
Impulsive	12.18±2.36	14.27±4.49	-10.910***
Psychosis	8.91±1.18	12.00±3.55	-32.426***

, p<0.01；*，p<0.001

As can be seen from the above table, the differences between experimental subjects and norms were compared by one-sample t-test, and there was no significant difference between somatisation and norms after the test, with a test value of t of -0.367 and a significance level of P>0.05; there was a significant difference between anxiety and norms, with a test value of t of -13.706 and a significance level of P<0.05, which was specifically represented by the fact that the experimental subjects were significantly lower than the norms; There is a significant difference between depression and normality, with a test value of t of -3.756 and a significance level of P<0.05, which means that the experimental subjects are significantly lower than normality; there is a significant difference between low self-esteem and normality, with a test value of t of 7.630 and a significance level of P<0.05, which means that the experimental subjects are significantly higher than normality; there is a significant difference between paranoia and normality, with a test value of t of 11.463, significance P<0.05 level, specifically showing that the experimental subjects are significantly higher than the norm; there is a significant difference between obsessive-compulsive and the norm, with a test value of -4.262, significance P<0.05 level, specifically showing that the experimental subjects are significantly lower than the norm; there is a significant difference between social withdrawal and the norm, with a test value of 6.173, significance P<0.05 level, specifically showing that the experimental subjects are significantly lower than the norm; and the test value of 6.173, significance P<0.05 level, specifically showing that the experimental subjects are significantly higher than the norm. Specifically, the experimental subjects were significantly higher than the norm; there was no significant difference between social aggression and the norm, with a test

value of t of 0.479 and a significance level of P>0.05; there was a significant difference between psychosexual and the norm, with a test value of t of 2.675 and a significance level of P<0.05, which is specifically shown by the fact that the experimental subjects were significantly higher than the norm; and there was a significant difference between dependence and the norm, with a test value of t is -26.886, significance P<0.05 level, specifically showing that the experimental subjects are significantly lower than the norm; there is a significant difference between impulsivity and normality, with a test value of t of -10.910, significance P<0.05 level, specifically showing that the experimental subjects are significantly lower than the norm; and there is a significant difference between psychopathology and normality, with a test value of t of -32.426, significance P<0.05 level, specifically showing that the experimental subjects are significantly lower than the norm. 0.05 level of significance, as shown by the fact that the experimental subjects were significantly lower than the norm.

The 152 experimental subjects were randomly divided into two groups, the experimental group as well as the control group, each with 76 subjects, and the experimental group was subjected to the experimental intervention for a period of time (how long).

Mental health pre-test refers to a series of psychological assessments of the subjects before the start of the experiment, aiming to understand the basic situation of the subjects in terms of psychological characteristics, psychological state, psychological needs and other aspects. Through the pre-test, we can screen out subjects who meet the requirements of the experiment and improve the reliability and validity of the experiment. At the same time, the results of the pre-test can also provide an important reference for the subsequent mental health intervention.

In psychology experiments, the experimental and control groups are set up to explore the effects of a certain psychological intervention or psychological characteristics on the subjects. Therefore, it is crucial to test the differences between the experimental and control groups on each factor of the mental health pre-test. There are many ways to test for differences, such as independent samples t-test, ANOVA, and chi-square test. The independent samples t-test was used because the data were normally distributed and the sample size was large.

Table 3. Test for differences between the experimental and control groups for each factor of the subjects' pre-test of mental health

retest factor	Experimental group n=76	Control group n=76	t
Somatisation	13.09±2.88	13.30±1.92	-0.531
Anxiety	12.62±4.24	11.78±3.64	1.314
Depression	14.64±4.36	14.80±4.04	-0.232
Low self-esteem	16.78±3.52	17.32±2.64	-1.069
Paranoia	18.37±3.67	18.09±2.98	0.510

Factor			
Obsessive-Compulsive	16.17±5.79	16.53±5.11	-0.401
Social withdrawal	17.57±4.72	17.71±3.37	-0.217
Social Aggression	14.29±1.82	14.38±1.56	-0.336
Sexuality	11.61±1.64	11.80±1.43	-0.790
Dependency	12.04±2.50	11.64±2.00	1.075
Impulsive	12.49±2.55	11.87±2.14	1.621
Psychosis	8.88±1.25	8.93±1.10	-0.275

From the above table, it can be seen that by independent samples t-test to compare the experimental subjects mental health pre-test of each factor in the experimental group and the control group, the test of the various pre-test mental health factors between the experimental group and the control group are not significant differences, the significance of the P>0.05 level, indicating that the two groups are homogeneous.

Table 4. Tests for differences between pre-test and post-test for each factor of mental health in the experimental group

Factor	Experimental group pre-test	Experimental group post-test	t
Somatisation	13.09±2.88	13.01±2.62	0.903
Anxiety	12.62±4.24	10.89±2.52	5.689***
Depression	14.64±4.36	12.99±3.22	5.351***
Low self-esteem	16.78±3.52	16.00±2.96	5.558***
Paranoia	18.37±3.67	17.84±3.62	1.058
Obsessive-Compulsive	16.17±5.79	13.21±3.42	6.159***
Social withdrawal	17.57±4.72	18.08±3.97	-0.775
Social Aggression	14.29±1.82	14.16±1.66	0.451
Sexuality	11.61±1.64	11.54±1.54	0.253
Dependency	12.04±2.50	12.22±2.26	-0.432
Impulsive	12.49±2.55	12.43±2.46	0.126
Psychosis	8.88±1.25	8.82±1.08	0.356

***，p<0.001

As can be seen from the above table, the paired samples t-test to compare the differences between the experimental group's mental health factors in the pre-test and post-test, the test anxiety pre-test and post-test there is a significant difference, the test value of t is 5.689, the significance of the P < 0.05 level, which is specifically expressed in the post-test scores significantly lower; depression pre-test and post-test there is a significant difference, the test value of t is 5.351, the significance of the P < 0.05 level, which There is a significant difference between the pre-test and post-test for low self-esteem, with a t-value of 5.558 and a significance level of P<0.05, which means that the post-test score is significantly lower; there is a significant difference between the pre-test and post-test for obsessive-compulsive behaviour, with a t-value of 6.159 and a significance level of P<0.05, which means that the post-test score is significantly lower; and there is no significant difference between the pre-test and post-test for any of the remaining mental health factors. posttest are not significantly different from each other, with significance P>0.05 level.

Table 5. Tests for differences between pre-test and post-test for each factor of mental health in the control group

Factor	Experimental group pre-test	Experimental group post-test	t
Somatisation	13.30±1.92	13.32±1.88	-0.163
Anxiety	11.78±3.64	12.00±3.27	-1.851
Depression	14.80±4.04	14.82±3.15	-0.063
Low self-esteem	17.32±2.64	17.21±2.59	1.424
Paranoia	18.09±2.98	18.42±2.85	-0.701
Obsessive-Compulsive	16.53±5.11	16.38±4.64	0.992
Social withdrawal	17.71±3.37	17.13±4.15	0.976
Social Aggression	14.38±1.56	14.20±1.61	0.722
Sexuality	11.80±1.43	11.55±1.49	1.061
Dependency	11.64±2.00	11.68±2.06	-0.115
Impulsive	11.87±2.14	11.88±2.23	-0.039
Psychosis	8.93±1.10	8.74±1.20	1.028

As can be seen from the above table, the difference between the pre-test and post-test of each factor of mental health of the control group was compared by paired samples t-test, and it was tested that there was no significant difference between the pre-test and post-test of any of the factors of mental health of the control group at the level of significance P>0.05.

Table 6. Tests for differences between the experimental and control groups for each factor of the subject's mental health post-test

retest factor	Experimental group n=76	Control group n=76	t
Somatisation	13.01±2.62	13.32±1.88	-0.817
Anxiety	10.89±2.52	12.00±3.27	-2.335*
Depression	12.99±3.22	14.82±3.15	-3.537***
Low self-esteem	16.00±2.96	17.21±2.59	-2.680**
Paranoia	17.84±3.62	18.42±2.85	-1.095
Obsessive-Compulsive	13.21±3.42	16.38±4.64	-4.795***
Social withdrawal	18.08±3.97	17.13±4.15	1.438
Social Aggression	14.16±1.66	14.20±1.61	-0.149
Sexuality	11.54±1.54	11.55±1.49	-0.053
Dependency	12.22±2.26	11.68±2.06	1.538
Impulsive	12.43±2.46	11.88±2.23	1.453
Psychosis	8.82±1.08	8.74±1.20	0.426

*, p<0.05; **, p<0.01; ***, p<0.001

As can be seen from the above table, through the independent samples t-test to compare the experimental subjects' mental health post-test of each factor in the experimental group and the control group, after testing the anxiety post-test between the experimental group and the control group there is a significant difference between the test value of t-2.335, significance of P<0.05 level, specifically expressed in the experimental group is significantly lower than that of the control group; depression post-test between the experimental group and the control group there is a significant difference, test value of t is -3.537, significance P<0.05 level, specifically showing that the experimental group is significantly lower than the control group; there is a significant difference between the experimental group and the control group in the post-test of inferiority complex, with a test value of t of -2.680, significance P<0.05 level, specifically showing that the experimental group is significantly lower than the control group; there is a significant difference between the experimental group and the control group in the post-test of obsessive-compulsive, with a test value of t of -4.795 , significance P<0.05 level, specifically showing that the experimental group is significantly lower than the control group; while the rest of the post-test mental health factors between the experimental group and the control group are not significant differences, significance P>0.05 level.

The differences between the experimental group and the control group on each factor of the pre-test of mental health were compared through a rigorous independent samples t-test, and the results showed that the healing method of Chinese ancient poems and art songs has a significant effect on improving the psychological problems of college students. In order to assess this effect more specifically, by comparing the differences in scores between the experimental group and the control group on various factors of mental health, we found that the experimental group showed significant advantages on a number of factors. For example, on the anxiety factor, the experimental group's scores were significantly lower than those of the control group; on the depression factor, the experimental group's scores also showed a

significant improvement trend. These results fully prove the effectiveness of the Chinese ancient poetry art song healing method in improving the psychological problems of college students.

Discussion

The study of ancient Chinese poems and art songs promotes college students' physical and mental health In college life, mental health is closely linked to academic achievement, interpersonal relationships, and future career development. College students are at a critical stage of their lives, facing multiple challenges and pressures, such as heavy academic tasks, future career planning, and complex social relationships. Against this background, how to effectively promote the mental health of college students has become an integral part of higher education that cannot be ignored (Chen, 2023). In recent years, the application of Chinese ancient poems and art songs in college students' mental health education has gradually attracted attention and become a creative and effective way of mental health education.

With its unique charm and profound cultural connotation, Chinese ancient poems and art songs provide a platform for college students to express, regulate and communicate their emotions. Poetry contains rich emotional elements and life philosophies, and through the carrier of music, it can stimulate the emotional resonance of college students, so that they can feel soothed and nourished in their appreciation and learning (Wang, 2004).

Firstly, Chinese ancient poetry and art songs can cultivate college students' emotional expression ability. In the process of learning and appreciating poetry music, college students can not only appreciate the rhythmic beauty of poetry, but also express their emotions through music, thus improving their ability to express their emotions (Sun, 2022). The improvement of emotional expression ability not only helps college students to communicate with others better, but also enhances their self-confidence and self-esteem.

Secondly, Chinese ancient poetry and art songs have a significant effect on improving college students' emotional intelligence. Emotional intelligence refers to an individual's ability in emotion management, interpersonal communication and stress response. Through in-depth study and appreciation of ancient Chinese poems and art songs, college students can better understand their own and other people's emotions, master the skills of emotion management, and improve the ability of interpersonal communication. These improvements in emotional intelligence will help college students better adapt to college life, better manage interpersonal relationships, and better face future challenges.

Finally, Chinese ancient poetry and art songs can also enhance the emotional stability of college students. Pressure and frustration are inevitable in university life. When facing these challenges, a stable emotional state is crucial for college students. With its beautiful melodies and profound connotations, Chinese ancient poetry art songs can help college students regulate their emotions, relieve stress and maintain emotional stability. The enhancement of this emotional stability will help college students better cope with various challenges in life and maintain a positive mindset.

To sum up, Chinese ancient poems and art songs play an important role in the mental health education of college students. Through in-depth study and appreciation of ancient Chinese poems and art songs, college students can cultivate their ability of emotional expression, improve their emotional intelligence, and enhance their emotional stability, thus benefiting them in many ways (Wang, 2020). Therefore, colleges and universities should

strengthen the application and promotion of Chinese poetry and art songs in mental health education, so that more college students can benefit from this creative and effective way of mental health education.

Recommendation
1. Practical Recommendations
Start with a comprehensive literature review and theoretical framework, then clearly define your research objectives and methodology, targeting a diverse group of college students. Use pre- and post-intervention measures with standardized mental health assessments, and gather qualitative data through interviews or focus groups. Ensure ethical considerations, such as informed consent and confidentiality, are met. Analyze data using appropriate statistical and thematic methods, and develop practical applications like workshops or courses. Collaborate with campus services for implementation and share findings through academic publications. Continuously evaluate and seek feedback to refine the program, considering long-term follow-up studies to assess lasting impacts. Seek funding and utilize university resources to support your research.

2. Recommendation for future research
For future research on the impact of Chinese Ancient Poetry Art Songs on college students' mental health, it is recommended to explore long-term effects through longitudinal studies, investigate specific elements of the poetry and music that contribute most to mental health improvements, and expand the demographic scope to include diverse student populations from different cultural backgrounds. Incorporating advanced technology, such as neuroimaging and biofeedback, could provide deeper insights into the physiological and neurological impacts. Additionally, comparative studies with other forms of art and cultural interventions can help contextualize the unique benefits of Chinese ancient poetry art songs. Finally, interdisciplinary collaborations with experts in psychology, music therapy, and cultural studies can enhance the depth and breadth of future research.

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