

Results. The HAMD scores of the control group and intervention group before the experiment were 7.86 ± 1.36 and 7.06 ± 4.59 , respectively, and after the experiment were 8.15 ± 2.34 and 9.56 ± 2.86 , respectively. In the Yang's Mania Rating Scale score, the control group and intervention group achieved 3.26 ± 2.15 and 3.78 ± 1.06 respectively before the experiment, and 4.26 ± 2.06 and 5.02 ± 1.01 respectively after the experiment.

Conclusions. Music education courses that incorporate ideological and political thinking are more effective in improving the condition of patients with bipolar disorder.

Optimization of mathematics teaching and learning for the treatment of anxiety disorders in college students

Zhanchen Liu and Haiyong Yin*

Cangzhou Jiaotong College, Cangzhou 061199, China

*Corresponding author.

Background. The study attempts to integrate Civic and Political Psychoeducation to optimize the teaching content of traditional mathematics courses in colleges and universities, in order to alleviate college students' anxiety in the process of mathematics learning, as the difficulty of mathematics courses in colleges and universities increases.

Subjects and Methods. As subjects for this study, 120 students majoring in Mathematics Applications at one of China's universities were chosen. The 120 college students were randomly and equally divided into two groups, the control group and the experimental group, with 60 students in each group. The students in the experimental group were taught utilizing the Civic Psychology intervention in their mathematics courses, whereas the students in the control group were taught using the usual mathematics lecture approach. The trial ran for a semester. After one semester, the students' anxiety psychological ratings under various instructional approaches were compared. The data changes during the experiment were recorded and analyzed using SPSS23.0.

Results. The study's findings demonstrate that after one semester of mathematics instruction, the average anxiety level of the experimental group dropped from 28.56 to 5.21, whereas the average anxiety score of the control group did not change appreciably. It can be demonstrated that the experimental group's teaching style can more successfully ease college students' anxiety during the arithmetic learning process.

Conclusions. A college mathematics teaching strategy that mixes ideological and psychological education can successfully reduce college students' anxiety during the mathematics learning process.

Psychological intervention combined with civic education on students with autism

Xiaoqin Pang^{1*}, Xiyun Zhong¹ and Yimin Xiao²

¹Hainan University, Haikou 571737, China and ²Hainan Vocational University of Science and Technology, Haikou 571126, China

*Corresponding author.

Background. In response to the phenomenon of autism and autism in the socialization process of students in higher education, this study attempted to combine Civic Education and Cognitive Psychological Intervention Therapy (CPIT) with the aim of alleviating the symptoms associated with students with autism.

Subjects and Methods. Thirty students with autism from five colleges and universities in a city were selected as subjects for this study. The 30 autistic students were randomly and equally divided into the control group and the intervention group. The students in the intervention group were treated with Civic Education combined with Cognitive Psychological Intervention Therapy, and the students in the control group were treated with Civic Education only. The whole course of treatment lasted for 3 months. The data generated during the experiment were analyzed and recorded using SPSS23.0. Self-made autistic psychological scale was used for assessment, and the higher the score of the scale, the more serious the autistic psychology of the students.

Results. After 3 months of treatment, the mean Autism Psychological Scale score of the students in the intervention group decreased from 9.85 to 2.35, while the mean Autism Psychological Scale score of the students in the control group decreased from 9.24 to 8.65.

Conclusions. In conclusion, it can be concluded that Civic Education combined with Cognitive Psychological Intervention Therapy can be more effective in alleviating students' autism.

An investigation of the effect of industry-teaching integration and civic education on students' job anxiety

Rong Qian

Jiuzhou Polytechnic, Xuzhou 221116, China

Background. Aiming at the current situation of employment anxiety disorder of students in higher vocational colleges and universities, this study integrates the idea of integration of production and education into the ideological education of higher vocational colleges and universities, so as to optimize students' employment anxiety.

Subjects and Methods. In a higher education setting, 100 students with employment anxiety disorder were chosen as study

participants. The 100 participants in the study were randomly divided into two groups: the integrated teaching group and the standard teaching group. Civics education was combined with the integration of business and education for students in the integrated teaching group, while only Civics education was used for students in the traditional teaching group. A self-made employment anxiety scale was used to assess each student's level of anxiety following a month of teacher training. Using SPSS23.0, all experimental data for this investigation were statistically evaluated.

Results. After one month of training, 32 students in the integrated group changed from severe to mild anxiety, and 18 were no longer anxious. In contrast, only five students in the traditional teaching group changed from severe to mild anxiety, while the others still had severe employment anxiety.

Conclusions. Integrating the idea of integration of production and education into the ideological education of higher vocational colleges and universities can effectively alleviate students' employment anxiety.

Behavioral psychology combined with Morita therapy for the treatment of anxiety disorder in library administrators

Jiangping Ouyang

Inner Mongolia University of Technology, Hohhot 010051, China

Background. Anxiety disorders are a common mental health problem, especially in highly stressful work environments, such as librarians, who need to cope with large amounts of information and the population. Librarians are important players responsible for organizing and managing library resources, and they face many challenges, including handling complex tasks, meeting user needs, and interacting with different individuals. Because of these professional characteristics, librarians may face persistent stress and anxiety.

Subjects and Methods. Librarians who met the study criteria were recruited from different libraries as study participants, and participants were randomized into the experimental group and the control group. The experimental group received behavioral psychology and Morita treatment intervention, while the control group received conventional treatment or waiting treatment. Finally, the effects of behavioral psychology and Morita treatment on anxiety levels were analyzed using the SPSS 23.0 software.

Results. The analysis found that the incidence of anxiety disorders decreased by 45.87% after receiving the behavioral psychology intervention and Morita therapy intervention. 73.23% of the patients showed significant disease improvement. In the control group, only 22.36% of participants with anxiety disorders improved. It was 20.87% lower than the experimental group.

Conclusions. During the treatment, the therapist works with the librarian to develop an individualized treatment plan and provide support and guidance. This integrated treatment approach can help librarians establish healthier mental states and coping mechanisms. Through cognitive reconstruction, exposure exercises, behavioral experiments and other methods, they can gradually face and deal with anxiety triggers and develop more positive and adaptive coping strategies.

The role of education models under the red sports culture in attention deficit disorder students

Nan Su

Inner Mongolia Minzu University, Tongliao 028000, China

Background. Although physical education is considered to be beneficial for attention deficit disorder students in general, the therapeutic role of physical education models based on red sports culture optimization for this group has not been extensively studied. Therefore, it is important to further explore the physical education model optimized by red sports culture for the therapeutic effect of students with attention deficit disorder.

Subjects and Methods. The study first let a proportion of participants receive the physical education model intervention under red sports culture optimization. The intervention includes the following aspects, individualized exercise program selection, individual guidance and coaching, focus training, emotion regulation skills, etc. The intervention can be conducted through classroom teaching, group activities, individual instruction, and other forms. Control participants received the traditional physical education mode, and the data were analyzed using 3D-CAM during the experiment.

Results. The analysis found that the participants had different degrees of improvement in their attentional control, motor coordination and emotional regulation after receiving the physical education model intervention under the red sports culture optimization. Meanwhile, the results showed that 84.3% of attention deficit disorder students improved their social skills.

Conclusions. This study provides guidance and reference for improving and optimizing the physical education model to better meet the needs of students with attention deficit disorder. The findings will provide practical application value to educators, medical professionals and parents to help them better support and promote the development and adaptability of students with attention deficit disorder

Acknowledgement. The scientific research fund of Inner Mongolia University for nationalities, No. NMDYB20013.