

universities, the number of college graduates is rapidly increasing, and the employment situation is severe. Employment anxiety among college students not only affects their physical and mental health but also leads to difficulties in finding employment and social problems. In response to this situation, we aim to alleviate the employment anxiety of college students from the perspective of the development of innovation and entrepreneurship education.

Subjects and Methods. Taking college students as the research object, a cross-sectional questionnaire survey method was used to explore the impact and mechanism of innovation and entrepreneurship education development on employment anxiety. The development of innovation and entrepreneurship education intervenes with high employment anxiety among college students and tests its effectiveness.

Results. The overall employment anxiety of college students is at a moderate to high level, with a mean of 2.66 and a standard deviation of 0.63. The employment anxiety of students after innovation and entrepreneurship education was significantly lower than before intervention, $P < 0.001$. The employment anxiety value of the post-test intervention group was significantly lower than that of the control group, with $F = 12.046$, $P < 0.001$.

Conclusions. Interventions in innovation and entrepreneurship education have a significant effect on alleviating employment anxiety among college students, and this effect can be maintained within a month.

The impact of the development of smart libraries on readers' social anxiety disorders

Hao Wan

Shandong University of Science and Technology, Qingdao 266590, China

Background. Social anxiety disorder, as a psychological disorder, is often related to the patient's growth experience. Smart libraries utilize the Internet and artificial intelligence to provide readers with a platform for knowledge and spatial exchange, breaking traditional interpersonal communication and providing personalized services and communication for readers with social anxiety disorders.

Subjects and Methods. To study the digital management method based on smart libraries, data were collected from 150 readers with social anxiety disorder in a university's smart library from July 2020 to July 2021, and they were divided into a control group and an experimental group for experimental analysis. We conducted tests using the Communication Anxiety Scale and the Eysenck Emotional Stability Test and analyzed the data using SPSS23.0.

Results. After completing the collection and analysis of data related to readers with social anxiety disorder, compared to the control group, the experimental group had lower anxiety scores on the communication scale ($P < 0.05$) and lower scores on the anxiety level self-evaluation were all below 6 points ($P < 0.001$).

The results indicate that smart libraries can alleviate readers' social anxiety disorders.

Conclusions. Smart libraries reduce communication between patients, managers, and other readers through digital services, creating a more comfortable and relaxed reading space for readers with social anxiety disorders. Therefore, the development of smart libraries can effectively reduce the level of communication among readers with social anxiety disorders and build a more comfortable reading platform for them.

Acknowledgement. The Talents Introduction Research Project of Shandong University of Science and Technology in 2017 (2017RCJJ094).

Study of online business English teaching combined with music therapy to alleviate the bidirectional disorder

Lidan Yu

Henan Mechanical and Electrical Vocational College, Zhengzhou 451192, China

Background. Bipolar disorder challenges bilingual students' oral and written communication skills. Traditional teaching methods may need to be more effective in meeting their needs. Therefore, this study aimed to investigate the effect of online interactive business English teaching combined with English music therapy on alleviating bipolar disorder in bilingual students.

Subjects and Methods. This study recruited 50 students with bipolar disorder as research subjects, and the subjects were randomly divided into an experimental group and a control group. The experimental group received online interactive business English teaching combined with English music therapy for 12 weeks, while the control group only received online interactive business English teaching. A standardized communication disorder assessment scale was used to evaluate the status of the subjects before and after the intervention, and SPSS23.0 software was used for statistical analysis.

Results. The communication ability of the experimental group was significantly improved compared with that of the control group ($P < 0.05$). The experimental group showed enhanced verbal and written communication skills, increased knowledge of vocabulary and grammar, and improved understanding and expression of ideas. The control group also improved somewhat, but less than the experimental group.

Conclusions. Combining online interactive business English teaching and English music therapy can effectively alleviate bidirectional disorder in bilingual students. The inclusion of music therapy in the teaching program positively impacts oral and written communication skills, vocabulary acquisition, and overall thinking skills.