

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

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**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

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**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

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