

proves to be more aligned with the actual developmental needs of students and effectively mitigates cognitive impairments compared to singularly relying on psychological education.

Effectiveness of electronic communication teaching mode in mitigating learning anxiety among university students

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Background. Learning anxiety disorder detrimentally impacts both academic performance and the mental well-being of university students. This study aims to investigate whether the integration of electronic communication technology into teaching methods within universities can alleviate students' learning anxiety and assess the efficacy of this approach.

Subjects and Methods. Participants were selected from a university and divided into an experimental group and a control group. The experimental group underwent classroom teaching using electronic communication technology, encompassing online teaching platforms, virtual laboratories, and other relevant tools. In contrast, the control group received traditional face-to-face teaching. Anxiety questionnaires and academic performance metrics were employed as data collection instruments. Data were analyzed using Stata 8.0 statistical software.

Results. The learning anxiety scores of students in the experimental group were notably lower compared to those in the control group. Specifically, the average anxiety score for the experimental group was 3.82, while the control group had an average anxiety score of 4.96. Statistical analysis utilizing appropriate methods confirmed a statistically significant difference between the two groups ($P < 0.05$).

Conclusions. Empirical evidence from this study substantiates that the integration of electronic communication technology effectively mitigates symptoms of learning anxiety among students and enhances their learning outcomes. Utilizing online teaching platforms, virtual laboratories, and similar tools empowers students to engage in more self-directed and proactive learning, consequently reducing anxiety that may arise from face-to-face teaching scenarios.

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Enhancing students' hyperactivity disorder through physical education classroom design and blended teaching: a research study

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Background. Hyperactivity disorder significantly affects their academic and mental health. The research aims to explore whether the design of physical education classrooms using blended learning can have a positive effect on students' ADHD psychology.

Subjects and Methods. Participants were selected from a school and divided into an experimental group and a control group. The experimental group experienced a blended teaching approach within the physical education classroom, combining conventional sports activities with interactive e-learning resources. In contrast, the control group followed a traditional physical education classroom design. Data collection tools comprised a hyperactivity disorder questionnaire and psychological assessment tools, with Epidata 2.0 employed for data processing.

Results. The scores of hyperactivity disorder in the experimental group were significantly lower than those in the control group. The average ADHD score of the experimental group students decreased from the initial 6.78 to 3.92, while the average ADHD score of the control group students decreased from the initial 7.12 to 6.28. The difference between the experimental group and the control group was verified to be statistically significant using appropriate statistical methods.

Conclusions. The incorporation of blended learning within the physical education classroom design yields a positive impact on students' hyperactivity disorder psychology. The integration of traditional sports activities with interactive e-learning resources establishes a more diverse and adaptable learning environment. This approach enables students to channel excess energy effectively, thereby enhancing their focus and self-regulation capabilities.

Enhancing the impact of children's product design on autism patients: a design psychology perspective

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Background. Autism patients often encounter challenges in social interaction and emotional expression. This research investigates the potential positive effects of utilizing a design

psychology perspective in the creation of children's products for individuals with autism.

Subjects and Methods. A group of autistic patients were selected as the research subjects and divided into an experimental group and a control group. The experimental group used children's products guided by design psychology theory for daily games and learning activities, to improve the communication and emotional expression abilities of patients with autism. The control group used traditional children's products. The study collected autism scale scores and communication observation data as the main research indicators and used Epidata2.0 for data processing.

Results. The autism scale scores of the experimental group of patients with autism significantly decreased. The experimental results showed that the autism scale score of the experimental group patients decreased from the initial 28.6 to 15.2, while the autism scale score of the control group patients decreased from the initial 29.1 to 24.7. The Epidata2.0 method was used to verify the statistically significant differences between the experimental group and the control group.

Conclusions. Designing children's products through the lens of research and design psychology can yield positive outcomes for patients with autism. This approach contributes to the enhancement of their social communication and emotional expression capabilities, thereby fostering their overall development.

Enhancing the efficacy of civic education for alleviating college students' anxiety: an analysis

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Background. The study attempts to optimize the impact of current Civic Education by incorporating the psychological aspects of interpersonal communication. The goal is to assess the comparative effectiveness of different educational approaches in alleviating anxiety levels among college students and to gain insights into the underlying causes of anxiety disorders in this demographic.

Subjects and Methods. The study chose 200 university students with severe anxiety problems for a comparative investigation. Participants were matched on basic demographic variables. Over a three-month period, the 200 participants were randomly and evenly divided into a combined treatment group and a single therapy group. The combined group received Civic Education along with interpersonal communication psychological intervention, while the single group received traditional Civic Education. Data were statistically processed and analyzed using SPSS 23.0.

Results. After the three-month treatment, the number of severely anxious students in the combined group decreased from 100 to 24, while the number of severely anxious students in the single group decreased from 100 to 95. In addition, the mean anxiety score of the students in the combined group before and after the experiment decreased from 28.32 ± 1.84 to 9.24 ± 1.12 , and the mean anxiety score of the students in the single group before and after the experiment did not change much.

Conclusions. Integrating the psychological dynamics of interpersonal communication into Civic Education yields a notable enhancement in alleviating students' anxiety levels.

Enhancing students' learning anxiety disorder through civic reform intervention combined with educational psychology

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Background. Addressing the limitations of conventional Civics instruction, this study integrates educational psychology principles to optimize the teaching approach. The research aims to investigate the impact of this intervention on alleviating students' anxiety disorders.

Subjects and Methods. A questionnaire-based approach randomly selected 100 university students grappling with learning anxiety disorders. These participants were equally divided into two groups: the joint teaching group and the traditional teaching group. The joint teaching group received anxiety intervention through an educational psychology-enhanced Civics teaching method, while the traditional teaching group was exposed to standard Civics instruction. The teaching intervention spanned one semester, and variations in anxiety scores were documented using a self-administered anxiety scale and analyzed using SPSS 23.0.

Results. After one semester of instruction, the number of students with anxiety disorders decreased in both the joint teaching group and the traditional teaching group. The number of students with anxiety disorders in the joint teaching group decreased from 100 to 15, while the number of students with anxiety disorders in the traditional teaching group decreased from 100 to 88.

Conclusions. A comparative analysis of the two teaching methods reveals that Civics instruction enhanced with the insights of educational psychology theory is more effective in mitigating students' anxiety disorders.

Exploring the influence of Marxist ideology on episodes of bi-directional affective illness among undergraduates

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Background. This study aims to address the issue of bi-directional affective disorders among college students,