

one lecture per day and five classes per week, with a treatment cycle of four weeks. The analysis tools used in the study include the Children's Autism Rating Scale, Symptom Self Rating Scale, Comprehensive Quality of Life Rating Scale, and SPSS23.0.

Results. The results showed that after treatment, the scores of loneliness and symptom self-evaluation in children showed a significant decrease, with a significant difference compared to before treatment ($P<0.05$), and the treatment group showed the most significant decrease. In addition, after treatment, the children's quality of life scores showed a significant improvement ($P<0.05$), and the treatment group showed the most improvement.

Conclusions. From this, it can be seen that immersive learning in English classrooms is beneficial for language disorders in children with autism.

Effect of cross-cultural education combined with music therapy on anxiety disorders

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Background. Anxiety disorder usually refers to anxiety disorder. Common anxiety disorders include social phobia and separation anxiety disorder. Different anxiety disorders have different incidence rates. At present, the pathogenesis of anxiety disorder is not yet clear, but its common causes include genetic and psychological factors. Music therapy treats diseases from both physiological and psychological perspectives.

Subjects and Methods. In order to analyze the relief effect of cross-cultural education combined with music therapy on academic anxiety disorder in university students, the study selected 80 students with anxiety disorder. They were randomly divided into two groups, the observation group and the control group, with 40 students in each group. Among them, the control group only received cross-cultural education, while the observation group received music therapy based on cross-cultural education. Both groups were treated three times a week for a total of 8 weeks. After the treatment, the study evaluated the treatment results using the Self Rating Anxiety Scale, Self Rating Depression Scale, and SPSS23.0.

Results. The results showed that there was a significant decrease in anxiety and depression scores between the observation group and the control group students after treatment, and there was a significant difference compared to before treatment ($P<0.05$). In addition, after treatment, the anxiety and depression scores of the observation group students decreased more than those of the control group, and the difference between the two was significant ($P<0.05$).

Conclusions. In summary, the combination of cross-cultural education and music therapy in universities has a certain alleviating effect on students' academic anxiety disorder.

The therapeutic effect of ceramic art healing design combined with drug intervention on menopausal depression

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Background. Menopausal depression is a depressive disorder that occurs during menopause, characterized by symptoms such as low mood and difficulty falling asleep. In addition, the etiology of menopausal depression may be related to endocrine and gonadal dysfunction. There are many therapeutic drugs for this disease, such as fluoxetine and paroxetine. The common starting point of ceramic art healing design is to provide people with a way to promote physical and mental health and recovery.

Subjects and Methods. In response to the therapeutic effect of ceramic art healing design combined with drug intervention on menopausal depression, 120 patients with menopausal depression were selected and randomly divided into two groups, the experimental group and the control group, with 60 patients in each group. Among them, the control group only used fluoxetine for treatment, while the experimental group used some ceramic artworks with healing design based on drug treatment. The treatment period for both groups of patients was 6 weeks. In addition, to evaluate the treatment effect, the study used the Hamilton Depression Scale, Pittsburgh Sleep Quality Index, and SPSS23.0.

Results. The research results showed that both groups of patients had a significant decrease in their depression scores after treatment ($P<0.05$), and the magnitude of the decrease in the experimental group was significantly greater than that in the control group. Meanwhile, the sleep quality index scores of both groups of patients after treatment showed a significant increase ($P<0.05$), and the increase in the experimental group was significantly greater than that in the control group.

Conclusions. In summary, the combination of ceramic art healing design and drug intervention has certain benefits for menopausal depression.

Behavioral intervention in preschool art education for children with autism

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Background. In recent years, the world has increasingly focused on a specific group of children with autism. With the rapid

development of special education in China, behavioral intervention and rehabilitation training for children with autism have become an important challenge in the field of special education. Many experts and scholars at home and abroad have researched the treatment of autism from various fields, proposing the possibility that art education can provide behavioral intervention for children with autism.

Subjects and Methods. Individual and collective interventions were conducted on 5-year-old children with autism as experimental subjects. The individual intervention plan utilizes the round-robin teaching method in Applied Behavioral Analysis (ABA) to teach painting skills to children with autism. The collective intervention involves integrating children with autism into a class of 40 children for art teaching. And use the Autism Treatment Evaluation Checklist (ATEC) to evaluate pediatric patients before and after art education behavioral intervention.

Results. The ATEC scores of patients before art education behavioral intervention were 18 for language disorders, 33 for social disorders, 21 for perceptual disorders, and 33 for physical behavioral disorders. The ATEC scores of patients after art education behavioral intervention were 12 for language disorders, 24 for social disorders, 19 for perceptual disorders, and 29 for physical behavioral disorders.

Conclusions. The ATEC score results before and after art education behavioral intervention showed a significant decrease, indicating that early childhood art education behavioral intervention targeting autistic children has a positive effect.

The relief effect of teacher oral corrective feedback on English learning anxiety symptoms of vocational college students

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Background. For second language learning, students generally experience symptoms of learning anxiety. As a complex emotional variable, learning anxiety not only has an impact on students' psychological feelings but also leads to students' aversion to English learning in severe cases, thereby affecting learning efficiency.

Subjects and Methods. In order to explore whether teachers' oral corrective feedback has the effect of alleviating students' learning anxiety, the study focuses on two classes in vocational schools. Two classes each have 45 students, divided into an experimental class and a control class. The experimental class increases the teacher's oral corrective feedback during normal teaching, while the control class follows the original teaching mode for normal teaching. The Foreign Language Listening Anxiety Scale was used to test students from both classes before and after the teaching experiment.

Results. Before the teaching experiment, the English learning anxiety of the students in the experimental class and the control

class was at a moderate level, with values of 3.5294 and 3.5061, respectively. After the teaching experiment, there was a significant difference in the English learning anxiety results between the experimental class and the control class, with values of 2.7451 and 3.5347, respectively.

Conclusions. Overall, strengthening the interaction between teachers and students in English teaching and providing appropriate oral corrective feedback have an alleviating effect on the anxiety symptoms of vocational college students in English learning.

Innovative college English teaching models in cognitive linguistics on students' attention deficit

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Background. In college English classrooms, some students may experience distractions such as unconsciously deserting and being absent-minded. The symptoms of this type of attention deficit are generally formed from a young age and do not disappear with age. The concentration of attention in English learning plays a crucial role in improving learning efficiency. Therefore, it is particularly important to study the positive effects of innovative college English teaching models in cognitive linguistics on students' attention deficit.

Subjects and Methods. In order to verify the effectiveness of the innovative college English teaching model in cognitive linguistics, the study used two classes as experimental subjects. One of them was the experimental class using the innovative college English teaching model for teaching, and the other was the control class using conventional teaching. Observe and analyze the classroom distraction time of the two classes in teaching.

Results. There is a significant difference in the distraction time between the two classes, with the average distraction time of the experimental class being 13.09 min, while the average distraction time of the control class is 18.69 min. The distraction time of the experimental class has decreased by 29.96% compared to the control class.

Conclusions. The attention of students in the experimental class is more concentrated compared to the control class, so the innovation of college English teaching mode in cognitive linguistics has a positive effect on students' attention deficit.

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