

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