

atomoxetine hydrochloride. Although this drug can treat the symptoms of patients with ADHD, it is easy to produce drug resistance and adverse reactions in the long run. A safer and more effective treatment is needed. As a new psychotherapy method, visual communication has been gradually applied in the field of medical education. This study explores visual communication based on atomoxetine hydrochloride combined illustration design in patients with ADHD.

Subjects and Methods. 102 ADHD patients admitted to a hospital in Beijing from July to December 2022 were selected as research subjects and randomly divided into an experimental group and a control group, with 51 patients in each group. The control group was treated with atomoxetine hydrochloride, and the experimental group was designed for visual communication treatment with atomoxetine hydrochloride combined with illustration. Treatment effects were analyzed using the SNAP scale.

Results. The SNAP score decreased after treatment and before treatment, and the score of the experimental group was lower than that of the control group, and the difference was statistically significant ($P < 0.05$, $P < 0.01$).

Conclusions. Using atomoxetine hydrochloride combined with illustration design visual communication to treat patients with ADHD can not only improve their attention and concentration, but also relieve their symptoms, help them to understand and remember information more easily, and improve the treatment effect.

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Virtual reality ideological and political games on students' anxiety disorders

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Background. Anxiety Disorder (AD) is a disorder characterised by excessive fear anxiety and related disturbing behaviour. Virtual reality (VR) technology has been applied in many fields because of its multi-sensory, visualisation and immersive interactivity. Therefore, the study proposes to combine VR technology with Civic Education and help students to better improve their anxiety disorders by designing Civic Games under VR experience.

Subjects and Methods. Students suffering from anxiety disorders were taken as research objects and randomly divided into an experimental group (VR teaching experience group) and a control group (conventional Civics teaching group). Both groups of patients were guided by classroom education to control students' psychological conditions and emotions. In the experimental group, VR teaching is assisted by VR games or VR scene experience. The experimental intervention time was six weeks, and the experimental data were statistically analysed with the help of the Self-Assessment Scale of Anxiety (SAS) and the Hamilton Anxiety Scale (HAMA). The difference was statistically significant at $P < 0.05$.

Results. After the experimental intervention, it was found that there was a significant statistical difference in SAS scores between the two groups of students ($P < 0.05$), and the relief of anxiety disorder symptoms in the experimental group was significantly better than that in the control group.

Conclusions. The use of VR technology has broad development prospects. It can effectively help students alleviate their anxiety state, and its combination with ideological and political education also enables students to have a clearer understanding of their emotional changes.

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Intervention of industry education integration on students' burnout in Japanese learning

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Background. Learning burnout refers to the behavioural states of boredom, frustration and depression that occur when students are not interested in learning behaviours but are unable to avoid them. It is influenced by learning attitudes, motivation and methods, and personality traits. Differences in language learning habits and the difficulty of learning Japanese vocabulary make students show more negative emotions when learning Japanese online and offline. Therefore, the study proposes a new way of teaching based on the perspective of industry-teaching integration to help improve the situation of learning burnout.

Subjects and Methods. This study takes Japanese language students with burnout as the research object. The subjects were divided into a teaching improvement group (regular classroom + industry-teaching integration mode) and a teaching routine group (regular teaching mode). The improvement group is a combination of Japanese language learning and social field practice projects. Data were collected on students' burnout and emotions in the two teaching modes with the help of the Scale for the Evaluation of Mental Health (SCL-90) and the Learning Burnout Scale for University Students (LBUS).

Results. After the experimental intervention, there was a statistically significant difference in the burnout scale scores of the two groups of students ($P < 0.05$), and the improved teaching model (regular classroom + industry-teaching integration mode) effectively alleviated the students' burnout in Japanese language learning.

Conclusions. The teaching mode under the perspective of industry-teaching integration can effectively combine classroom teaching with professional practice, improve students' learning burnout, and realize the regulation of their mental health.