results, the study designed optimization plans from the aspects of human resource strategic planning system, salary and welfare management system, and teacher career management system. At the same time, the study also established relevant implementation guarantee measures based on the optimization plan to ensure the feasibility of the optimization plan for the human resource management system.

Conclusions. The study analyzes the relationship between human resource management system and teachers' psychological pressure in colleges and universities, puts forward the optimization plan of the management system from three levels, and ensures the effective implementation of the optimization plan through the actual work, which is of certain practical reference significance.

English classroom immersion learning on language barriers in autistic students

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Background. Language is an important tool for human thinking and communication, and language disorder is one of the core symptoms of autism. This paper aims to examine the effects of English full immersion use in an English classroom learning environment on facilitating language acquisition performance and language disorders in autistic students. In addition, the paper also seeks to analyze the potential impact of immersive learning on their language ability and communication skills.

Subjects and Methods. 60 autistic students from a school in Chengdu were randomly selected, and 30 were randomly assigned to the experimental group and the control group. The experimental group used English classroom immersive learning, while the control group adopted the traditional bilingual teaching mode. The whole experiment lasted for 32 weeks, and the spontaneous language frequency and semantic accuracy of autistic students were recorded in both groups.

Results. According to the pre-post recording, the spontaneous language frequency and semantic accuracy rate of the students in the experimental group were significantly different from the comparison before the experiment ($P<0.05$), and there was no significant difference between the results in the control group ($P>0.05$).

Conclusions. The spontaneous language frequency and semantic accuracy of autistic students with English classroom immersive learning improved significantly one week after the beginning of the experiment, and were significantly higher than that of traditional bilingual teaching in the first week. Explain that immersive learning in English class has a potential positive impact on language barriers in autistic students. The findings of this study promise to improve educational and therapeutic approaches to promote language development of students with autism.

Intervention study of visual communication design based on emotional interaction for emotional understanding in autism

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Background. Emotional understanding deficit is one of the core symptoms in people with autism. In intervention studies of emotional understanding in people with autism, the visual communication design of emotional interactions can enable autistic people to better experience and understand the emotions of others and enhance their emotional comprehension ability.

Subjects and Methods. Three autistic children in a school in Shanghai were selected, and all three children were insensitive to identifying the emotions of others. The study used the single subject method in the variable passive design, with the visual communication design as the independent variable and the facial expression recognition ability as the dependent variable. In addition, round teaching for the subject intervention was used in this study.

Results. After 28 weeks of visual communication design based on emotional interaction, the three autistic children had different degrees of recognition of happiness, fear, anger, and sadness. The happy expressions in the image were learned by the three children first, followed by anger, and finally, two negative emotions: sadness and fear. This shows that visual design can improve the recognition ability of facial expressions by autism.

Conclusions. The visual communication design based on emotional interaction promotes the emotional comprehension ability of autism, making it easier for autistic children to understand and learn. This design also gives timely feedback to help autistic children understand and adjust their emotions. It can even migrate to psychological theory, social skills and other fields to improve the comprehensive development of autistic children.

Efficacy of atomoxetine hydrochloride combined with illustration design for visual communication with ADHD

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Background. Patients with Attention Deficit Hyperactivity Disorder (ADHD) are often treated with the western medicine of

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.

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.

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.