

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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