Editorial Board

Editor-in-Chief

Prof. Maria Alessandra Ragusa
Università degli Studi di Catania
Italy

Editorial Board Member

International Journal of Mathematics and Systems Science

Editor-in-Chief

Prof. Maria Alessandra Ragusa

Università degli Studi di Catania,

Italy

International Journal of Mathematics and Systems Science

Contents

Original Articles

Bridging the Gap: Continuity and Integration of Mathematics Education from High School to College

Aijia Chen

Shanghai Maritime University, Shanghai 201306, China.

Abstract: Mathematics education is a comprehensive scientific system that holds significant importance in studying the seamless integration between university mathematics education and secondary mathematics education. This research paper delves into the challenges encountered during the transition from high school to university mathematics and offers analytical strategies and recommendations for both teachers and students. The objective is to enhance the continuity and coherence of mathematics education. Furthermore, tailored recommendations are provided to bridge the gap between high school and university mathematics education, taking into consideration the unique characteristics of students from different provinces and cities.

Keywords: High School Mathematics; College Mathematics; Continuity; Connection

1. Introduction and Background

This study adopts a student-centered perspective to visually represent the challenges students may face during the transition from secondary mathematics to university mathematics. By directly addressing and categorizing these issues, the study offers practical and tailored solutions for both teachers and students. The objective is to facilitate a seamless and efficient transition for students from high school to university, ultimately ensuring their academic success.

The issue of articulation between secondary mathematics and university mathematics, although seemingly minor, is of paramount importance and often overlooked. A smooth transition from secondary to university mathematics is pivotal in establishing the groundwork for students' academic journey and plays a crucial role in the identification and cultivation of exceptional talent[1]. Through thorough investigation and data analysis, the following problems have been identified:

1)Lack of alignment between high school and university textbooks

2)Disparity in educational standards across regions affecting mathematics instruction

3)Variations in the quality of mathematics education across different regions

3) Adaptation to changes in learning approaches:

4) Differences in thinking patterns between higher-level and elementary mathematics:

Effectively addressing the articulation problem between university and secondary mathematics is essential for helping freshmen adapt to university learning, thereby preventing feelings of fear and discouragement. It also enhances students' self-directed learning abilities, equips them with a solid foundation of mathematical knowledge, and lays the groundwork for their future study of mathematics and subsequent specialized courses at the university level.

2. Research Method

In-depth research: We conducted in-depth research using various methods such as interviews, online questionnaires, and literature review to gain a comprehensive understanding of the key issues. Our investigation focused on the learning experiences of students in different majors, including maritime studies, science and engineering, and business management, during their first year of university.

We specifically examined the challenges that arise when transitioning from secondary to university mathematics education in these majors.

Data analysis: Through meticulous analysis and organization of the collected data, we created informative tables for visual analysis. Taking Shanghai Maritime University as an example, we delved into several crucial aspects related to the continuity and articulation process from secondary to university mathematics education. By thoroughly studying these issues, we could better identify the challenges that students might encounter during the articulation process, and we give targeted advice.

3. Research Result and Evaluation

3.1 Research Result

After a year of meticulous data collection and comprehensive research, we have successfully categorized and organized the gathered data. Taking Shanghai Maritime University as a case study, we have made it readily available to teachers and incoming freshmen to effectively address the curriculum articulation challenges stemming from regional disparities and incomplete reform in high school and university textbooks.

To begin with, we have conducted a thorough analysis of the curriculum articulation issues in the transition from secondary to university mathematics education.Furthermore, we have conducted strategic analyses to address other curriculum articulation issues and provided practical recommendations for both teachers and students.

3.2 Analysis of Strategies

3.2.1 Recommendations for Students

3.2.1.1 For Shanghai Students

First of all, Shanghai students do not learn derivatives in high school. However, in the "Advanced Mathematics" and "Linear Algebra" in universities, the basic nature and application of derivatives are regarded as the content already mastered by default, while candidates from other provinces and cities have mastered derivatives and comprehensive derivatives in high school, and the study of college mathematics is also a good connection[2]. In Advanced Mathematics, the first chapter is about functions and limits. According to the syllabus and the interview with the merchant Marine students, the concepts of mapping and functions will be briefly discussed in class, and the concept of mapping has not been discussed in the class of Shanghai high school. Therefore, it is suggested that students in Shanghai use the summer vacation to learn the basic knowledge of derivatives by themselves, such as the basic concepts of mapping and function, the definition of derivatives, and the rules of derivatives. If there is no connection process in advance, it will sound difficult or difficult to keep up with the pace of the class.

Secondly, Shanghai students are less involved in parametric equations and polar coordinates. However, the basic concepts of parametric equations and polar coordinates in college are the ones mastered in high school by default, which will be directly used as a tool. Therefore, it is recommended that students in Shanghai lay a solid foundation for this part in advance.

3.2.1.2 For Students from Other Provinces

We focus on Anhui examinees, which have the largest number of school enrollments. The contents of inverse trigonometric function and matrix and determinant are not included in the national paper examination outline. In Advanced Mathematics, the inverse trigonometric function will be regarded as a known content to directly conduct derivative, integral, etc. Therefore, it is recommended that students from other provinces who have not come into contact with the inverse trigonometric function preview its function image and characteristics in advance, so that it is easier to understand in class. Matrix and determinant are important test points in Linear Algebra, so it is suggested that students learn this part of the content in advance during the summer vacation, which will play a good role in connecting, and it is easier to keep up with the teacher's ideas in college classes.

Furthermore, regardless of whether students are from Shanghai or other provinces, it is crucial to develop self-discipline and study habits. The learning patterns in university are significantly different from high school, as there is no constant supervision or guidance. Independent learning, self-discipline, and diligence are essential for success in university.

3.2.2 Recommendations for Teachers

Organize Teaching Content Appropriately and Pay Attention to Students' Past and Future

For disconnected knowledge points, it is important to smoothly introduce them based on students' existing knowledge to achieve effective articulation. University teachers should not only be familiar with university textbooks but also understand high school mathematics textbooks and syllabi. They should identify the similarities and differences between the two and address issues related to content omission and repetition. University teachers often assume that students have already mastered content that was not covered or emphasized in high school, such as inverse trigonometric functions and sum-difference product formulas, which are less emphasized in most provinces. In such cases, teachers can use these foundational knowledge points as an introduction during new lessons and review them to solidify understanding[3]. For example, in the case of derivatives, students from Shanghai have not been exposed to them in high school, while the difficulty and coverage of derivative topics in other provinces and cities vary significantly.

Infiltration of Teaching Philosophy

University mathematics requires students to undergo a significant transformation and enhancement in their thinking abilities compared to high school mathematics. Teachers need to cultivate students' ability to think and learn independently in a subtle and integrated manner during the teaching process. By giving students the autonomy to explore and learn, teachers can promote the development of students' logical thinking skills and foster their independence and autonomy in learning and thinking. For instance, in teaching objectives such as Cauchy's Mean Value Theorem and Taylor's series, the focus should not only be on students' ability to apply the conclusions to problem-solving but also on their understanding of the proofs and derivations of these theorems and formulas[4]. This allows students to appreciate the mathematical ideas and investigative approaches embodied in the exploration process.

Encouraging Students to Develop Good Study Habits

Teachers, as knowledge providers, also play a crucial role in supervising the learning process. The learning mode in high school is significantly different from that in university, where teachers provide more hands-on guidance. Therefore, students entering university may experience some difficulties in adapting. In this transition process, university teachers play an important role in helping students adjust to the new learning mode and ensuring a smooth transition. Teachers can effectively supervise students' learning through various means, such as monitoring homework completion, attendance, and classroom participation. Each assessment criterion can carry a different weight, aiming to cultivate students' good study habits, such as completing assignments on time and attending classes punctually.

The following table compares the differences in thinking between high school and college mathematics subjects .

Table 1 Specific Differences in Thinking Approaches Between Higher-Level Mathematics and Elementary Mathematics.

High school	University	Differences in thinking styles
Definite integral of a function of one variable	Calculus of multivariate functions	

Constant mathematics of uniform finite variation	The mathematics of non-uniform and infinitely varying variables	

4. Conclusion

From the perspective of students, the research is based on the problems that students will encounter in the learning process from high school mathematics to college mathematics. It is practical to start from the problems, visualize the problems, classify them according to the problems, and put forward corresponding solutions, which is more targeted and convenient for students to complete the transition from high school to college.

References

[1] Zhang Y. Research on the connection between college mathematics and middle school Mathematics teaching[J]. Modern education,2020.

[2] Huang CH, Qi L. Take the derivative teaching as an example to discuss the connection between high school mathematics and university mathematics[J]. Mathematics study and research, 2020(2).

[3] Wang MC, Pan WX, Guo GY. Research on the connection between college mathematics and middle school Mathematics teaching content[J]. Advanced Mathematics Research, 2010, 13(05): 11-13.

[4] Ma R. Discussion on the connection between college mathematics and high school mathematics based on core competencies[J]. Science and Technology Information, 2020, 18(28):89-92.

The Dilemma and New Changes of the Western Capitalist System Today

Guangxin Zang
Yunnan University, Kunming 650000, China.

Abstract: The Western capitalist system is an important part of the economy and society of the contemporary world, and it has played a huge role in the past few centuries. Nonetheless, with the continuous development of globalization, technological revolution and social change, the Western capitalist system is also facing a series of difficulties and new changes. This paper aims to explore the dilemma facing the Western capitalist system today, and to analyze and discuss the new changes.

Keywords: Western Capitalism; Institutional Dilemmas; New Changes

Introduction

The capitalist system is based on the market economy, private property and free competition, and regulates the allocation of resources and economic activities through market mechanisms. It has driven scientific and technological innovation, economic growth and social development over the past few centuries, creating great wealth and opportunities for people. This paper intends to explore the dilemma and new changes facing the Western capitalist system today. The Western capitalist system has long been the dominant force in economic, political and social development, however, over time, this system has also faced a series of challenges and changes.

1. The dilemma of the capitalist system

1.1 Income inequality and widening of the gap between rich and poor

One of the core principles of the capitalist system is the protection of individual liberty and private property rights. This provides a broad space and opportunity for individuals to pursue economic interests and realize their personal dreams. Individuals in a capitalist economy can pursue wealth and success through effort, entrepreneurship, investment, etc. However, it is this mechanism of freely pursuing economic interests that has also led to income inequality and the widening gap between rich and poor. The capitalist economy encourages individuals and businesses to increase their wealth by accumulating capital and pursuing profits. Large corporations and wealthy people tend to have easier access to capital and resources, which in turn leads to higher returns. This accumulation effect leads to the concentration of wealth and exacerbates the gap between the rich and the poor.

1.2 Weakening of social mobility

The capitalist system is often considered to be an economic model with high social mobility, that is, everyone has the opportunity to improve their own economic situation through effort and talent. However, in the current situation, social mobility is gradually weakening, and mobility between social classes has become more difficult. This makes poverty and inequality more difficult to address. In a capitalist economy, the unequal distribution of resources and opportunities is one of the main reasons for the weakening of social mobility. The rich and large corporations have more resources and opportunities and easier access to high-quality education, investment, and entrepreneurial opportunities. Poor people face greater difficulties in improving their economic situation due to lack of resources and opportunities.

1.3 Market competition and economic fluctuations in the capitalist system

Market competition and economic fluctuations in the capitalist system often lead to economic instability and uncertainty about employment. Market competition is one of the core mechanisms of the capitalist system, which encourages competition between enterprises and promotes economic development and innovation. However, market competition and economic volatility also often lead to economic instability and employment uncertainty, which in turn triggers public dissatisfaction with the economic and political system. Capitalist economies often experience cyclical expansions and recessions. The volatility of the economic cycle leads to erratic economic growth, fluctuations in market demand and investment levels, which affect corporate profits and jobs. During a recession, businesses are under pressure to lay off workers or stop expanding, leading to massive job losses and economic instability.

1.4 Environmental and resource pressures

For a long time, the core goal of the capitalist system was to achieve economic growth and maximize profits. To achieve this, many businesses and individuals pursue short-term economic benefits while ignoring the long-term impact on the environment. This has led to problems such as overexploitation of natural resources, environmental pollution and ecological damage. Overexploitation and depletion of resources, capitalism's pursuit of economic growth and profit maximization, leads to overexploitation of natural resources. This includes the overexploitation of mineral resources, deforestation, and overutilization of water resources. For a long time, this overexploitation has put many resources at risk of depletion and depletion, bringing severe challenges to sustainable development in the future.

In order to pursue economic benefits, many enterprises emit large amounts of pollutants and waste in the production process, resulting in the pollution of air, water and soil. At the same time, large-scale industrial and urban development has disrupted the balance of ecosystems, leading to species extinction and ecological environment degradation. These environmental problems pose a major threat to the sustainable development of human society and ecosystems.

The high energy consumption and carbon emissions of the capitalist economy have led to an increase in greenhouse gases in the atmosphere, exacerbating the problem of climate change and global warming. This has led to an increase in extreme weather events, rising sea levels, and destruction of ecosystems, with major impacts on human society and ecosystems. The growing severity of these environmental problems has led to an awareness that the capitalist system needs to focus more on sustainable development. In order to solve these problems, it is necessary to pay more attention to environmental protection and sustainable use of resources in economic development, promote the development of green technology and renewable energy, and strengthen environmental supervision and the formulation of laws and regulations to achieve dual sustainable development of economy and environment. At the same time, global cooperation and joint efforts are needed to address global environmental challenges.

2. Emerging changes

In the current Western capitalist system, there are also some emerging changes, which provide some hope and opportunity to overcome the above dilemma.

2.1 The rise of social entrepreneurship

More and more entrepreneurs and businesses are incorporating social responsibility into their business objectives, reflecting the rise of social entrepreneurship and the focus on sustainability. These companies not only pursue economic profits, but also strive to make a positive impact on society and the environment. First, these companies promote social innovation and social entrepreneurship. Social innovation refers to solving social problems and challenges through innovative methods and models, while social entrepreneurship refers to entrepreneurship with a sense of innovation and social responsibility. These entrepreneurs pursue social and environmental win-wins in their business operations, solving social issues in innovative ways. Second, these companies fulfill their social responsibility by launching innovative products and services that solve social problems. They use social issues as business opportunities to develop products and services related to environmental protection and social welfare. These products and services meet market needs and have a positive impact on society. For example, some enterprises have developed environmentally friendly products, clean energy solutions, social welfare platforms, etc., to contribute to society.

In addition, these enterprises are actively involved in social welfare. They participate in social welfare projects such as education,

health, poverty alleviation and environmental protection through donations, volunteer services and partnerships. They recognize their role and responsibility in society and promote social progress and sustainable development through active participation in social affairs. The rise of this trend is closely related to the public's expectations and needs for businesses. There is a growing focus on corporate social responsibility and sustainability, questioning purely economic profit centered business models. At the same time, companies are aware that actively fulfilling their social responsibilities has an important impact on their sustainable development and reputation.

2.2 Sustainability concerns

In today's society, the emphasis on environmental sustainability is increasing, which reflects the increased awareness and concern for environmental issues. Governments, businesses and the public are beginning to recognize and act accordingly on the importance of protecting the environment, reducing carbon emissions, promoting renewable energy and sustainable development. First, governments play an important role in environmental protection, and some countries have developed stricter environmental regulations and policies to limit and reduce negative impacts on the environment. These policies include reducing carbon emissions, improving energy efficiency, and promoting renewable energy. The government has also established environmental protection departments and agencies to regulate and manage environmental issues, and provide corresponding support and incentives.

Secondly, enterprises are becoming more and more aware of the importance of environmental protection and have adopted a series of environmental protection measures. Some businesses have developed sustainability strategies that integrate environmental sustainability into their business objectives and values. They promote the efficient use of resources, reduce the emission of waste and pollutants, and actively seek environmentally friendly production and business practices. Companies are also investing in research and development and adopting renewable energy technologies to reduce their reliance on traditional energy sources. In addition, public awareness and awareness of environmental issues have gradually increased. People are becoming more and more aware of the threats to human life and health caused by environmental pollution and climate change. The public expresses their support for environmental sustainability by participating in environmental organizations, participating in environmental actions and supporting environmentally friendly products. They have become a force for environmental protection and sustainable development, and have a higher degree of recognition for environmental initiatives and environmentally friendly products.

2.3 Development of the digital economy

The rapid development of digital technology has indeed had a profound impact on the economic and social landscape. The internet and digital platforms offer new opportunities for entrepreneurs and innovators, promote the development of new industries, and create new jobs. At the same time, the digital economy also provides more opportunities for society to connect and participate, and promotes the inclusiveness and participation of society. First, the emergence of the Internet and digital platforms has provided a broader stage for entrepreneurs and innovators. Through the Internet, entrepreneurs can more easily communicate and cooperate with the global market. Digital platforms such as e-commerce and sharing economy platforms provide entrepreneurs with low-cost and efficient business models. This convenient entrepreneurial environment has promoted the rapid development of emerging industries, such as e-commerce, online media, digital payment, artificial intelligence, etc., bringing new growth points to the economy.

Second, the development of digital technology has created a large number of jobs. The rise of new industries has driven the demand for related jobs, such as digital marketing, data analysis, software development, etc. At the same time, the application of digital technology also brings transformation and innovation opportunities for traditional industries, prompting them to adapt to the requirements of the digital era. This provides more employment opportunities in the labor market, driving economic growth and social development. In addition, the development of the digital economy has brought more opportunities for social connection and participation. The popularity of the Internet has made the spread of information more rapid and widespread, and people can access all kinds of information anytime, anywhere.

2.4 The rise of social finance and investment

In recent years, more and more investors and financial institutions have begun to pay attention to the social and environmental impact of enterprises, reflecting the rise of social finance and sustainable investment concepts. Traditionally, investors have focused primarily on the economic returns of businesses, but now they are aware of the impact of corporate social responsibility and

sustainability on long-term value.

Social finance refers to the methods used to achieve social goals and solve social problems through financial instruments and investments. Sustainable investing refers to the integration of environmental, social and governance (ESG) factors into investment decision-making in pursuit of long-term sustainable development. The promotion of these concepts has prompted investors to focus not only on the financial performance of a company, but also on its social responsibility and sustainability. Investors increasingly recognize that a company's social and environmental performance has a significant impact on its long-term success and returns. Social issues such as environmental pollution, human rights issues, and labor rights not only negatively impact corporate reputation, but also lead to legal risks, supply chain disruptions, and increased operating costs. As a result, investors are beginning to require companies to disclose their performance on ESG to better assess risks and opportunities.

This trend is driving companies to focus more on the importance of social impact. Enterprises realize that actively fulfilling social responsibilities and pursuing sustainable development will not only help to gain recognition and support from investors, but also improve employee satisfaction, enhance brand value, gain consumer favor, and gain advantages in market competition. As a result, companies are beginning to integrate social impact into their strategies and business objectives and take steps to drive sustainability goals.

3. Conclusion

To sum up, in the context of globalization and technological progress, the dilemmas and changes faced by the Western capitalist system have become more complex and urgent. Despite the great success of the capitalist system over the past few centuries, it also faces a series of challenges and problems. By recognizing and responding to these dilemmas, and taking advantage of new changes, we can create a more inclusive, sustainable and innovative capitalist system that can make a positive contribution to the development of human society.

References

[1] Zhao JJ. The Dilemma and New Changes of the Western Capitalist System Today[J]. *World Socialist Research*, 2022, 7(12):78-86+131.

[2] Wei XZ. Cooperative Economy and Science and Technology, 2019, (04):156-157.

[3] Xu GX. "The Establishment and Development of Modern Western Capitalist Political System"[J]. *Middle School Political History (Gao Chinese Comprehensive)*, 2016, (10):37-41.

[4] Du WN. Analysis of the Trend of Party System in Contemporary Western Capitalist Countries[J]. *Chizi(Shangzhong)*, 2015, (11):13.

Focus on Children's Standpoint and Build Experience Scenes——Practical Research on Morality and Rule of Law Classrooms in the Lower Grades of Primary Schools

Ling Cao

Suzhou Canglang New Town Fourth Experimental Primary School, Suzhou 215000, China.

Abstract: Life experience and moral practice are the most important ways of moral learning and moral implementation. In the teaching of lower grade morality and rule of law courses, the students are connected with the reality of life, and the teaching content is carefully designed, starting from the students' life experience and learning interests, to explore and provide time and space for students to explore and experience independently, and to guide students through exploration and learning. Interaction, experience and perception, to obtain their own emotional experience. At the same time, it deepens students' intimacy to the learning content, inspires students' curiosity, and exerts students' subjective initiative, so as to determine students' dominant position in the classroom.

Keywords: Children; Experience; Morality

1. Preface

The unified edition of primary school morality and rule of law textbooks carries on the basic idea of "return to life" in the moral education curriculum reform in the new century, pursuing a moral education classroom that connects with life, gets close to life and walks into life. In recent years, as an important part of our primary school education, morality and rule of law curriculum is the key to implement the fundamental task of moral and cultivating people, and occupies a prominent position in the national curriculum. Teachers should consciously undertake the educational mission entrusted by The Times, focus on the actual life and psychological needs of primary school students, and help students solve the relationship between themselves, others, the collective, the state and society through moral and rule of law courses, so as to promote the healthy growth and all-round development of students.

For the discipline of morality and rule of law in primary school, the sublimation of students' spiritual and moral fields is an important goal to be achieved. This spiritual and moral pursuit is difficult to achieve without the accumulation of children's life experience. This means that children's experience itself is an important teaching resource in the teaching of morality and rule of law in primary schools. How to integrate the curriculum content effectively according to experience directly affects the realization of the educational goal of moral and legal discipline. The best classroom comes from life, allowing students to discover, experience, understand and feel in real life situations, which can make them get more profound impression. Not long after the unified edition of Moral and Rule of Law textbooks was put into use, the exquisite illustrations, vivid stories and interesting life scenes in the new textbooks are very popular with students, and most of the contents in the lower years are closely related to students' study and life. How to make good use of teaching materials to make students more interested in moral and rule of law classes, so that they can gain something in every moral and rule of law class and bring this gain to life is worth every moral and rule of law teacher's constant exploration and research.

The author finds that, since the use of the unified edition textbooks, constructing real life situations and creating vivid experience scenes for students in Daoism classes, so that they can learn from experience, can best stimulate their interest in learning. Students are

willing to learn in a relaxed atmosphere, and can put what they learn into practice, realize the unity of knowledge and practice. Therefore, teaching based on children's life experience is particularly important in the moral and rule of law classroom. The author combined with the usual teaching practice, carried out the following aspects of exploration:

2. Life experience, let classroom teaching reflect the childlike innocence

Morality exists in children's life, and in every aspect of children's life. The formation of children's moral character mainly comes from their experience, understanding and perception of life. Only educational activities derived from children's actual life can trigger their inner moral emotion rather than surface moral experience and moral cognition rather than false. Therefore, good character formation must take place in the course of a child's life, not outside of it.

In moral and rule of law textbooks, there are many examples close to children's lives. Teachers can adjust and optimize these examples according to students' learning conditions and psychological characteristics in classroom teaching, so that students will be more interested in learning and willing to apply what they have learned to life. Make the classroom and life more closely connected. The author tries to start from the actual life of students, according to the actual needs of students, create close to students' life experience situation, to provide students with a different kind of real experience. For example, the lesson "Flowers and Grass Are Really Beautiful" in the second volume of the first grade coincides with the school's spring social practice activities, which can organically combine the teaching content with the spring social practice activities. This semester our spring social practice activities are arranged in Taihu Luguang Happy Farm, which is a place with lush flowers and beautiful environment. There are many beautiful plants in the farm for everyone to watch, and there are a lot of places to pay attention to when watching, such as caring for flowers and trees, to protect their own safety, and so on, which are in line with the learning content of this lesson. Therefore, in the design of the teaching plan, we can list the examples of students' visit to Taihu LuguangHappy Farm. Students experienced real play scenes and had real play experience, which narrowed the distance between them and the textbooks, ignited their interest in classroom learning, and internalized the theoretical knowledge learned in class into their own moral experience. Finally, this is not only a lesson on morality and rule of law, but also a lesson on life experience. When students encounter similar situations in life, they will also apply what they have learned to real life situations to realize the integration of knowledge and practice. Also such as in the teaching of second grade volume 13 lesson "my hometown mountains and water" a period, before class layout of a preview homework, while the National Day period walk your hometown, take a look at the natural environment of home, feel the unique beauty of your hometown in your eyes. Therefore, in the teaching of this lesson, the students are eager to speak, you introduce the characteristics of their hometown to the students, showing the love of their hometown in the words, internalize what they have learned in class.

3. Situational experience makes the teaching process full of childlike interest

Guiding children to love life and learn to be a man is the core of moral and rule of law curriculum. The curriculum of lower grade should lay a good foundation for children to form a positive attitude towards life and practical survival ability through the profound, moral, scientific and life enlightenment education. In the teaching of ethics and rule of law, creating positive and appropriate situational experiences for students will help them to generate learning motivation in a relaxed and refreshing environment. Therefore, in the design of teaching, we can combine the content of teaching materials with the actual life of students to create a real and vivid situation experience, and through practical activities such as watching movies, role playing, simulation of the situation, let students be in the middle of it.

For example, when designing the teaching of the second volume of the first grade, Don't Do "Little Sloppiness", the author took advantage of the fact that most teachers of morality and rule of law were full-time teachers in addition to language number. Before the study of this course, the author organized a discipline exercise and asked students to correct the exercise by themselves and analyze the advantages and disadvantages of the exercise independently. At the same time, according to the practice of organizing class exchange, let the good students say how to do the problem is to do, the performance is not ideal when the students do the problem is how to do, compare the difference between the two, and then lead to the theme of this class - do not do "little sloppy". In the implementation of this teaching link in class, students from the beginning to see the worry of the practice, to the analysis of the gains and losses of the practice, and finally to know the teacher's intention, in this emotional transition, students gain a lot and leave a deep impression. In the lesson of "We have Spirit", the teacher can make a video of each class doing morning exercises and activities between classes, and

then ask the students to compare in class, which class looks the most spirit, which class looks the least spirit, what is the reason, how to achieve spirit. As the material comes from life and is closely related to each student, the students were very active in participating in the discussion and expressed that they should be full of spirit when doing morning exercises in the future. Through the real representation of one situation, let the students feel the same, and gradually understand the truth in the situation experience. For another example, when teaching Lesson 10 "We don't Throw Away" in Volume 1 of Grade 2, ask students to look at a group of photos of the campus, the same place, one group is clean, one group is messy, and then say their feelings. In addition, students were asked to observe and compare photos of clean and dirty public places such as neighborhoods, parks and movie theaters to describe the different feelings of being in the two environments. Through teaching activities, students can realize the importance of not littering and caring for public environmental health, and understand that maintaining public health is a responsible and civilized performance. Students can find uncivilized phenomena in life from different angles and Spaces, maintain environmental health related to study and life, and help students develop good public health habits.

4. Game experience makes teaching design full of innocence

The lower grade of primary school is the visual stage of the development of action thinking, and the lower grade students' ability of language expression and abstract thinking is very limited. Therefore, in teaching, traditional teaching methods are difficult to attract students, unable to obtain the ideal educational effect. The author believes that games are an effective way of learning, which is very useful for cultivating children's emotions, allowing children to experience the fun of collective life, understanding rules and learning scientific knowledge, etc., so that students can learn by playing and playing in school. At the same time, through the innovation of game activities, students can experience the fun of "re-creation", so as to stimulate students' desire to learn.

For example, in the first class of the second volume of the teaching of the first grade "We love to be neat", let the "left hand seven, right hand seven, two small hands compare" children's song, into a small mirror, through this mirror, to find the untidy places around us, such game activities greatly stimulate the interest of students, so that students have a great enthusiasm in the learning process. I learned how to be consistent. Another example is the lesson 13 "I want to Play with you" in the second volume of the first grade. Games can be used for classroom teaching. At the beginning of the class, students were allowed to combine games freely, and then they were allowed to talk about their feelings and experiences. The teacher instructed why some groups played happily and some groups played unhappily. Then again, let the students freely assemble the game, and let them communicate different feelings after they finish. Through communication and experience in the game, students can know how to get along with classmates, but also can feel the happiness of group activities. There is no boring lecture in such class, so that students learn how to play games happily, and impact the sparks of wisdom in the game, show the nature of life. For example, in the sixth lesson "Class Life has Rules" in the first volume of the second grade, students are asked to design civilized chess in groups. Students determine which belong to "reward forward", which belong to "punishment backward", which belong to "stop playing once" and so on according to their usual behavior. After the design, the group as a unit to play games together. After you play, continue to talk about what you learned during the game. Such a design, starting from students' favorite games, not only stimulates students' interest in learning, but also makes students realize the importance of rules in the game. In addition, especially in the process of making civilization chess, students carry out effective learning through DIY, group cooperation, access to information and other ways. This learning is based on students' life experience and social experience, and based on students' independent thinking, which has direct significance for the improvement of their learning ability.

5. Practical experience will make Daoism courses full of children's love

Moral learning is the psychological basis for establishing moral learning curriculum model, the core value of experience, and the spiritual path for the formation and development of experience. If we only pay attention to classroom teaching, students will only stay at the superficial level of learning, for the internalization of ideological and moral quality is not much help. Therefore, teachers should, on the premise of ensuring safety, organize practice outside the classroom, lead students out of the classroom, into life, participate in various practical activities in the society, expand the vision of students in the practical experience, so that they get true knowledge and feel happy.

For example, the author in teaching the second grade volume of the third lesson "Happy Celebration of National Day" this lesson, assigned a question after class, ask to find people around how to build our country, how to celebrate the festival. The teaching also

designed a questionnaire, let the students with the content of the questionnaire, find around people from all walks of life, can be doctors, drivers, sanitation workers and so on, learn about their work and their National Day plan. After visiting and investigating, students learned that people in these special positions do not have a holiday or rest for the construction and development of the motherland, they celebrate the National Day in their own unique ways. Through practical experience, students' admiration for workers struggling in the front line rises. After the author taught Lesson 16 "New Changes in Hometown" in the first volume of the second grade, teachers could assign homework to students after class, so that students could record the "new changes in hometown" in their eyes from four aspects: clothing, food, housing and transportation. Students carry out the project investigation activities with the practical assignment list, driven by the task objective. During the investigation, the students exercised their abilities in interview, investigation, writing and other aspects. While deepening their understanding of the teaching content, they also had a profound perception of the rapid changes in their hometown, which aroused their affection for their hometown. For another example, in the second grade of teaching volume 11 lesson "Everyone line up", according to the content of the simulation exercise. Four scenes of museum, subway entrance, escalator and supermarket were designed. Ten students were invited to participate in each scene. Let the children know that there are different ways to queue in each scene: children in a hurry can pass quickly on the left side of the escalator, line up at the gate of the museum according to the order of first come, line up at the subway station scattered at different doors, line up at the supermarket checkout consciously according to their own way. Through field exercises, students know that the seemingly simple queuing also contains deep truth. In the simulated queuing, they can find and solve problems.

6. Conclusion

The teaching of morality and rule of law is a process to help students internalize the knowledge they have learned and put it into practice. It is also an important way to promote students to form good moral character. The moral and rule of law class in the lower years of primary school creates a vivid learning atmosphere for students, creates a real experience scene, and guides students to actively participate in learning, be willing to explore, and be diligent in doing things, so that they can get the most authentic experience. At the same time, through the construction of experience scenes, students can strengthen the ability to collect and process information, acquire new knowledge independently, analyze and solve problems, communicate and cooperate, experience scientific processes and methods, cultivate the spirit of innovation and practical ability, and let students experience the sense of the body, the sense of the heart, the sense of understanding, sublimation in the perception. So as to achieve the teaching effect of empathy and follow one's heart, so as to make the moral and rule of law classroom more down-to-earth and childlike.

References

[1] Jiao X. Taking Students' Individual Experience as the Starting point of Learning -- The Chief Editor of the Newly compiled Textbook on Compulsory Education Morality and Rule of Law answers questions from Journalists [J]. People's Education, 2016 (18).

[2] Cai YZ. Application of Situational Experiential Teaching in the Course of Morality and Rule of Law in Primary Schools [J]. Chinese Teachers, 2020(14).

[3] Liu Q. Life-oriented Teaching in Elementary School Moral and Rule of Law Classroom Practice [J]. Science and Technology Information, 201,19(03):160-162.

Research on the Design of Primary School Chinese Homework Under the Background of "Double Subtraction"

Xiuying Chen

Kunshan Huaqiao International Business City Huaxi Primary School, Kunshan 215300, China.

Abstract: In order to effectively reduce the workload of primary and secondary school students and the burden of off-campus training, and promote the effective improvement of the teaching and education level of schools at all levels and types, the General Office of the Central Committee of the Communist Party of Opinions on Students' Homework Burden and Off-campus Training Burden" (referred to as "double reduction"). Students' homework practice is a supplement and continuation of classroom teaching, which can consolidate and promote the quality of students' learning. This paper analyzes some problems in the design of primary school Chinese homework from three aspects, such as homework volume, homework type, and homework arrangement, and puts forward corresponding strategies for the optimization path of primary school Chinese homework design under the background of "double reduction".

Keywords: Primary School Chinese; Homework Design; Existing Problems; Coping Strategies

Introduction

As a supplement and continuation of classroom teaching, homework exercises can consolidate and promote students' learning quality. However, in the concrete teaching practice, many teachers devote themselves to the exploration of classroom teaching curriculum reform, while students' homework does not give due attention, sometimes it seems to be only a kind of ornament and decoration. The form of students' homework is single, the content is narrow, seriously divorced from the reality of pupils' life. Some Chinese teachers sometimes "assign homework to meet the teaching inspection" and students "complete homework to meet the teacher's task". Homework seems to be an insignificant teaching link between students and teachers. With the growth of pupils' age and mental development, teachers should pay attention to the cultivation of students' awareness of learning responsibility. Students should be urged to form a good habit of completing homework. Under the guidance of the concept of curriculum reform and under the background of "double reduction", what characteristics should the design of primary school Chinese homework present? How to reduce the total amount and time of students' homework and reduce the heavy homework burden of students?

1. The shortcomings of primary school Chinese homework design

1.1 The total amount of Chinese homework is moderate, but the total amount of homework is ignored

On July 24, 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in Compulsory Education, clearly proposing to strictly control students' study time and homework amount in school. Primary school students should spend no more than six hours in school, and fifth - and sixth-grade students should have no more than one hour of homework a day. However, although the amount of Chinese homework in primary schools around the country is moderate, the total amount of homework is large, and the average completion time is about three hours, much more than the regulations of relevant departments, which is not conducive to the healthy development of pupils' physical and mental health.

1.2 Single type of Chinese homework, but ignore students' interests

Homework is the teacher in the classroom after the student training, consolidation activities, its purpose is to review the students just learned Chinese knowledge. Generally speaking, teachers are used to assigning assignments based on mechanical transcription to students in lower grades, which is monotonous in form and boring in content, and completely fails to reflect the unity of humanistic and instrumental Chinese learning. In addition to transcribing, the homework of other grades is mainly written work of sentence extraction, paragraph recording, enlargement, imitation and writing fine sentences, etc., while for some oral, operational, practical (such as extracurricular reading, film and television, visiting, sightseeing) homework rarely involved. Chacha City these unwritten assignments, often can arouse great attention and interest of students. Teaching practice shows that when students' homework fails to gain students' love and recognition and arouse students' interest, such homework will affect students' learning efficiency of the subject to a large extent.

1.3 Chinese homework design is agreed, but students' differences are ignored

At present, most of the primary school Chinese homework is still the traditional unified design, unified requirements, no stratification, no gradient. In real life, every student's intellectual development and personality characteristics are different, and their thinking ability and understanding ability also have obvious differences. However, our teachers ask all the students in the class to complete the same homework. The design and arrangement of Chinese homework do not vary from person to person. They teach students according to their aptitude. For students with poor learning basis, if the difficulty of the homework is too high, it will undoubtedly increase their fear of the homework, and then prompt them to give up the behavior. When controlling the teaching progress, teachers should pay attention to observe the intellectual factors and non-intellectual factors of students, and carefully design scientific and reasonable homework that is conducive to the development of students at all levels.

2. Primary school Chinese homework design strategy

Primary school Chinese homework design can use the following strategies

1. Make the homework design into life, so that the Chinese homework becomes the motivation for students to pay attention to life.

Mr. Tao Xingzhi has long put forward the educational thought of "life is education". Education comes from life. Our education is to let students better adapt to life, into life, create a new life. Therefore, teachers should try their best to explore the rich educational resources in students' life, so as to improve the students' language learning and application level, so that everyone can understand the truth of being a man for learning. "Compulsory education Chinese curriculum standards" pointed out that students should work "from the perspective of students familiar with life and in line with students cognition, choose the students around, interested in things as material, let students do the master of learning, choose their own level of work to practice to think, so as to stimulate students' interest in learning and motivation, enhance the confidence of students to learn mathematics".

For example, there was a public welfare advertisement in the TV program: a primary school student saw his mother washing feet for his grandmother, so the primary school students also learn to play a pot of water to wash feet for his mother... Teachers on the basis of this educational resources cleverly designed a homework: to go back to mom and dad or grandparents and so on to wash a foot, and then on the basis of this to write a "foot washing" as the title of the observation diary.

This kind of Chinese homework for students to put forward specific life homework, in addition, teachers can also assign students to use the library or the Internet after class to look up the relevant knowledge learned in class, expand the scope of students' knowledge in practice. Students experience in life, acquire knowledge in games, explore and learn in cooperation, appreciate the ancient and modern times in reading, visit mountains and rivers in travel, travel through time and space on the Internet... Far more interesting than just a written assignment.

Take the intensive reading text Egret in Unit 1 of Volume 1 of Chinese in Grade 5 of Primary School as an example, the Egret written by Mr. Guo Moruo is both in quality and beautiful. In Mr. Guo Moruo's vivid description, egret is a poem. Its proper color, exquisite figure, and charm when foraging, roosting and flying all show the author's love and praise for it. Our school is located in Jiangnan water town, lakes dotted, rivers and ports crisscross the roost with many small fish and shrimp for food egrets. After

compiling the first volume of the fifth grade "Egret" text, in the course of homework, teachers can ask students to go back to look for observation egret flying, hunting scene and take mobile phone photos (or video or photos), at the same time search the Internet related to egret pictures and ancient poems to share and read with students. We showed strong interest and enthusiasm for such Chinese homework which is full of life interest. When reporting their completed work, some showed their photos of egrets flying elegant posture; Some recited the ancient poem they had collected: "Egrets fly in front of the Xisai mountains, peach blossoms stream mandarin fish fertilizer." ", "Two orioles singing green willow, a line of egrets on the blue sky. If you like painting, you can draw a picture of an egret flying across the water. Such homework design is static and dynamic, so that every student can find a platform to play their own strengths, show their unique talents.It effectively inspires their love of life, love of nature, love of wild animals.

2. The precision of homework design makes Chinese homework a paradise for students to reduce burden and increase efficiency

The requirement of the national "double reduction" policy is to "categorize and clarify the total amount of homework", so the restrictions on the total amount of homework for primary school students can undoubtedly effectively reduce the workload of students. The first and second grade pupils are not required to assign written homework, but can only arrange some consolidation exercises after school; For written work in grades three through six, the average completion time is required to be no more than one to two hours (increments).

When designing Chinese homework, Chinese teachers should consult with all teachers in the class in advance. First, they should ensure that the teaching progress is not affected. Second, they should ensure that the time for students to complete all the homework cannot exceed the required time. In addition, all teachers can jointly discuss a "no homework day". If there is a lot of homework in other subjects, Chinese homework can be reduced or not assigned accordingly, not only to reduce the homework burden of students, but also to balance the homework time of students.

The precondition for the control of the amount of work is not to lower the academic performance of students. In order to achieve this goal, teachers should do something about the quality of homework, do "reduce the quantity" and not "reduce the quality", and work hard on the precision of homework design.

The core mechanism of homework design precision is measurement assisted learning. The development and popularization of modern society informatization provides strong technical support for the precision of homework design management for primary school students. We can make use of big data to make the data recording and statistics generated in the process of students' homework more accurate and reliable. After assigning homework, teachers can accurately identify each student's demand for homework quantity and completion characteristics through the collection and analysis of the whole process of students' homework data, which lays a foundation for the precision of primary school Chinese homework design.

The precision of job design is firstly reflected in the accurate grasp of learning situation. If the understanding of students' learning situation is not clear, the teacher can not determine the key and difficult points of teaching. The precision of job design is based on less but better. In the concrete practice process, teachers can encourage students to design their own homework, which is to achieve precision through individuation in a sense. Students give themselves whatever homework they want.

For example, after teaching three ancient poems in Unit 1 of the second volume of the fourth grade edition, teachers delegated the right to independently design homework to students. Teacher: We finished learning Yang Wanli, Fan Chengda, Xin Qiji after these three ancient poems, we are going to give themselves a design of what homework? A: I want to copy these three ancient poems and then recite and write them by heart. B: I want to write these three ancient poems in modern language. C: I'd like to draw them on the basis of these three ancient poems. Ding: "Four Hours of Pastoral Miscellany" is a set of poems. I want to collect other poems of this poet to look at. Shenge: I like Yang Wanli's poems, especially the poem "Xiaochi". My mother let me recite it when I was a child. I want to find out all the similar poems... Teacher: Students, the homework designed by ourselves is more wonderful than that designed by the teacher. After finishing the homework designed by yourself, please choose one or more homework designed by other students that you like and are interested in. There is no limit to the number. You can finish the homework together with the designer, or you can improve the homework of the designer.

Such Chinese homework is the most natural state of learning in the minds of students, truly reflects that students are the subject of learning, to achieve individualized teaching, personality development, so that every student can gain success in learning, experience

happiness, and then fall in love with Chinese.

3. The homework design is stratified, so that the Chinese homework becomes the attempt of students to publicize their individuality

Each student's physical and mental development characteristics are different, their thinking ability, listening and speaking ability and reading and writing ability also have obvious differences. Therefore, Chinese teachers must pay attention to the diversified needs of different students, explore and practice in various ways, and try their best to explore the potential language ability of students, so as to realize the diversification of talent training. Therefore, in the process of hierarchical design of Chinese homework, we must design different forms and contents of homework for different students, so that primary school Chinese homework wonderful "layer", no longer single.

In order to enable all students to make progress and improve from hierarchical assignment, teachers can divide all students into three levels: layer A, layer B and Layer C according to their usual academic performance, classroom performance and possible learning potential. Among them, students at level A have high IQ, flexible mind, strong receptivity, a wide range of reading, independent learning, problem analysis, problem solving ability; The students in Layer B have certain language application ability, medium learning attitude and weak learning initiative. The main reasons for the unsatisfactory performance of these students are poor non-intellectual factors and lack of hard work spirit in study. On the other hand, the students of Layer C are obviously at a relatively low level of intelligence and non-intelligence factors, with average acceptance ability and difficulty in completing daily homework. Then, assignments of different difficulty are designed for students at these three levels, with A as extension level, B as improvement level and C as foundation level. For extension level students, we can appropriately reduce the amount of objective homework, so that they can have more spare time, participate in social practice activities, increase the amount of extracurricular reading, solve the problem of "insufficient food", forage for food by themselves, and realize their own creative development. In addition to completing the learning objectives of their own level, the students should also try their best to achieve the A-level goals. For students at C level, the amount of homework should be reduced or the difficulty of homework should be reduced, and they should do some simple repetitive and interesting homework such as copying words and words, reciting and writing. Make these "poor students" easy to learn, happy to learn, solve their "can't eat" problem. Encourage them to strive towards Level B while completing the most basic learning tasks.

For example, the fourth grade edition of the second volume of the "little hero rain" lesson after the completion of the teaching task, the teacher can design three kinds of homework: first, copy the little hero rain to brave words. Second, read the text with expression and tell the story of rain to the students. Third, according to the story, write a paragraph "rain and I compared childhood". The first type of work is the accumulation of language; The second kind of homework is oral training; The third assignment requires students to learn the writing skills of the text, connect with their own life creation, improve the written expression ability. The difficulty of these three types of questions gradually increased, respectively adapted to the learning needs of students at three different levels. In this way, Chinese teachers are required to use scientific methods to design hierarchical homework, taking into full consideration the individual differences of each student. Chinese hierarchical homework should be able to mobilize the learning enthusiasm of all students, so that students at every level can be promoted and developed through hierarchical Chinese homework.

Conclusion

The optimal design of primary school Chinese homework under the background of "double minus" needs to establish a large view of Chinese learning. Teachers should let students out of the school gate, out of the classroom, out of the book, into life, to nature, to self, this is not only the basic idea of curriculum reform, but also the basic path of education to realize humanization, naturalization, life. In this context, Chinese teachers must pay attention to life, precision and stratification in homework design. On the premise of ensuring the quality of Chinese homework, they should reduce the number of homework and enrich the forms of homework, so that students can complete their homework in a lightening and efficient manner, consolidate knowledge and improve ability.

References

[1] Bai YH. Thoughts on Reducing the burden and improving the efficiency of Primary School Chinese Homework [J]. Journal of

Learning: Early Days, 2014 (3): 117-117.

[2] Song KP. On How to Do a good Job in Primary School Chinese Homework Design under the New Curriculum Concept [J]. Journal of Chinese: Higher Education Edition, 2014 (2) : 147-148.

[3] Wen XM. Practice Research on Chinese Homework Design in Primary Schools [J]. Chinese Journal, 2010, 14:107.

[4] Wang F. Exploration of Chinese Development Homework in Primary Schools [J]. Chinese Construction, 2013 (5) : 38-40.

[5] Ren M. Research and Implementation of Optimizing Chinese Homework Design in Primary Schools [D]. Nanjing Normal University, 2008

[6] Weng MD. Study on the Current Situation of Chinese Homework and Its Implementation Strategy [J]. Chinese Academy of Sciences; 2009-10 Education and research Forum; April 2008:134-135.

[7] Zhang Y. Let the children like to do Chinese Homework -- on the Diversity of Primary School Chinese Homework [J]. Friends of Students (Primary School version); Issue 8, 2013:141-142.

[8] Chen GX, Chen GX. The Research of Chinese Homework in High School [J]. Journal of Anhui University of Science and Technology; Composition teaching research; Issue 02, 2004:106-107.

[9] Lai LB, Li ZH. The Research of Chinese Homework in High School [J]. Journal of Anhui University of Science and Technology; Teaching Monthly (primary school edition); Issue 07, 2006:138-140.

[10] Yang BX. Take the opportunity to face the topic of Common Education -- the Enlightenment of a homework to Me [J]. Educational innovation; March 2006:18-19.

Current Situation of English Language and Literature in English Teaching in Higher Vocational Colleges

Yujie Chen

Jingxi college of applied technology, Ganzhou 341000, China.

Abstract: With the gradual acceleration of China's adaptation to the global environment, the country's demand for English talents is growing. In recent years, with the continuous innovation of the education system, English education in higher vocational colleges is also undergoing optimization and innovation. Language and literature are closely related. English language and literature education in higher vocational colleges aims to cultivate high-quality talents who can flexibly use English language and literature for communication. It can be seen that teachers in higher vocational colleges need to focus on cultivating students' application ability of English language and literature in the teaching process. By analyzing the current situation of English language and literature teaching in higher vocational colleges, this paper expounds its significance and puts forward corresponding countermeasures, hoping to promote the development and progress of English language and literature education in higher vocational colleges.

Keywords: Higher Vocational Education; English Language and Literature; English Teaching; Present Situation

1. Introduction

The traditional English teaching mode often focuses on the teaching of English language theory and use skills. However, as a humanities, English language needs students to have a clearer understanding of society and life in the process of learning. Therefore, in the process of English language and literature teaching in higher vocational colleges, we should fully show the humanistic materials of the subject and make it applied to the greatest extent. According to the current teaching situation, there are still many factors that hinder the development of English language and literature education. Therefore, college educators need to timely understand and improve the teaching mode, and vigorously promote the application of English language and literature in English teaching.

2. The significance of English language and literature education in higher vocational colleges

2.1 It is conducive to stimulate students' interest in learning

Compared with other subjects, English language and literature courses are more difficult for teachers to teach and less acceptable to students. In the teaching process, teachers can enrich the classroom content and quickly stimulate students' interest in English language and literature courses by adding appreciation of English literary works, displaying literary works and sharing their feelings between teachers and students.

2.2 It is beneficial to train students' thinking ability

In the process of teaching English language and literature, teachers carefully select English literature works and design different scenes accordingly, which can help students effectively understand English knowledge and effectively complete classroom teaching tasks. In the classroom scene designed by teachers, students constantly find, think and solve problems, quickly exercise their thinking ability, and feel the charm of English language and literature, in order to improve their ability to solve problems independently.

2.3 It is conducive to cultivating students' learning autonomy

In recent years, the reform of the teaching system has penetrated into various disciplines. Therefore, the teaching mode of traditional English language and literature has also changed. In the past, in the teaching of English language and literature, teachers paid more attention to the teaching of theoretical knowledge. The teaching mode is single, and teachers usually give priority to teaching, which is difficult to meet the development needs of students. Nowadays, in the English language and literature classroom of higher vocational colleges, teachers guide students' autonomous learning through English situational teaching method, which can not only consolidate students' basic theoretical knowledge, but also respect students' ideas and give full play to their autonomy in the learning process.

2.4 It is helpful for higher vocational students to establish a scientific and correct concept of English language learning

Setting up English language and literature courses in higher vocational colleges is very important for students' English learning. In the whole teaching process, we follow the law of human acquisition and internalization of knowledge, and teach the essence of English language and theoretical knowledge system as the key content. In the process of learning, higher vocational students can correctly grasp the laws of English language, so as to have their own understanding of the internal relationship between knowledge, which is helpful to improve the learning effect and help themselves establish a scientific and reasonable concept of English language learning.

3. Problems in English language and literature teaching in higher vocational colleges

3.1 Single teaching mode

At present, when teaching English language and literature, most teachers in higher vocational colleges still focus on the traditional teaching mode, that is, the teaching focuses on the teaching of theoretical knowledge, and only requires students to recognize or recite words, sentences and texts. They usually pay less attention to the usage of words in the teaching content and the grammar knowledge involved in the texts, even directly ignore. This kind of "indoctrination" teaching method based on textbooks, which is difficult to improve students' interest in learning. Despite the popularity of multimedia equipment, teachers in many schools still can't use multimedia teaching equipment reasonably and efficiently.

3.2 Teachers ignore emotional teaching

At the present stage of English language and literature teaching, many teachers in higher vocational colleges pay too much attention to the teaching of knowledge and skills and ignore emotional teaching. They do not regard the transmission of emotion and values in the teaching process as a teaching goal. At the same time, for the learning of non-native languages, students often completely separate them from their later life and work. They think they have no connection and are difficult to take the initiative in teaching. This is also because teachers do not pay attention to the creation of bilingual environment and ignore cultural teaching.

3.3 Teachers ignore pertinence in teaching

For higher vocational colleges, there are certain differences in the quality of teachers and students compared with key colleges and universities. Students entering higher vocational colleges have different interests in English learning, learning foundations and degrees of effort... All these require teachers to have a certain understanding before class and then prepare lessons for teaching. However, many teachers in higher vocational colleges do not understand the specific differences of students before formal teaching. They only use the same teaching method in the classroom, resulting in a large gap in students' performance and difficult to improve the teaching quality. Therefore, students lack the enthusiasm of learning English language and literature.

4. Effective measures to improve English language and literature teaching in higher vocational colleges

4.1 Making rational use of multimedia equipment to carry out teaching

Aiming at the problem of single teaching mode, teachers in higher vocational colleges can carry out teaching through rational use of teaching tools or objects in the process of English language and literature teaching, and present abstract knowledge concepts to students through vivid and interesting videos and pictures, so as to help students more clearly grasp the knowledge points of language and literature and clarify the relationship between knowledge points, forming good logical thinking. Among them, multimedia teaching equipment is worthy of teachers' in-depth research and rational use. For example, when teaching interpretation knowledge, teachers use multimedia equipment to play relevant videos for students, and present a vivid and real scene for students through the combination of picture and sound to attract students' attention in class. When teachers need students to complete exercises independently, the use of modern teaching tools can better stimulate students' interest in learning. Classroom independent access, countdown software and small games can quickly shorten the distance between teachers and students, complete teaching tasks and improve teaching quality. It can be seen that multimedia teaching equipment plays an inestimable role in the teaching of English language and literature. Higher vocational teachers need to clarify the dominant position of students, make full use of it to guide students' learning, and improve the boring and single teaching form of traditional classroom.

4.2 Infiltrating emotional teaching and stimulating students' thirst for knowledge

In the teaching of English language and literature in higher vocational colleges, teachers need to take cultivating students' correct values as one of the teaching objectives, rather than only paying attention to the teaching of knowledge. At the same time, teachers should fully stimulate students' thirst for knowledge and fundamentally help students appreciate the charm of English language and culture. Therefore, in the teaching process, teachers can join English classic novels that are close to students' life and can show their emotions and values to discuss with students. Themes close to life can quickly attract students' attention, while some students of classic novels may know something and be more able to participate in the classroom. Teachers can arouse students' curiosity and thirst for knowledge by explaining classic clips, video display and students' interactive interpretation. It is self-evident and meaningful for the values conveyed by the novels. Such a classroom not only has a harmonious atmosphere, students can learn valuable knowledge, but also promote the previous feelings of teachers and students.

4.3 Teaching students in accordance with their aptitude and designing teaching situations in combination with specific conditions

Only by approaching and understanding students can we design a good class. As the main body of the classroom, the learning situation of students needs to be mastered by teachers in advance, and the teaching objectives, teaching methods, teaching difficulties and so on are designed accordingly. For students at different levels, teachers need to ensure that the difficulty of teaching design is appropriate, and the learning task includes both consolidating knowledge and raising difficulties. At the same time, the teaching scene design should be rich and colorful, which is related to students' study and life, and within its acceptance level. For example, when teaching Sino US cultural exchanges, teachers can create different scenes of gift giving between China and the United States, guide students to feel the differences in gift giving concepts between the two countries, and help them understand the different cultures of China and the United States. Creating scenes is the key to the classroom, which needs higher vocational teachers to study and explore to improve students' interest in learning.

Conclusion

In a word, English language and literature teaching in higher vocational colleges needs to be fully integrated with English teaching activities, combined with the current teaching situation, and innovate the classroom teaching mode. In the process of teaching, teachers need to approach students in a reasonable way, create teaching situations and infiltrate English language and literature knowledge in combination with students' life reality, so as to help students fully understand English language and literature, feel its charm, in order to form correct emotions and values for English and improve humanistic quality.

References

[1] Yang C. Current situation of English language and literature in English teaching in higher vocational colleges [J] Chinese and foreign entrepreneurs2020;(06):215-216.

[2] Fu Y. The cultivation of students' language ability by English language and literature in higher vocational colleges [J] Overseas English2021;(18):94-95.

[3] Li K. Exploration on the construction of English language and literature major and talent training [J] Campus English 2018;(30):61.

[4] Gao J. On the penetration of English language and literature in English teaching in higher vocational colleges [J] E nglish square 2021;(17):104-107.

Teaching Reform and Practice of "C Language Programming Fundamentals"

Liping Cui

Xinxiang Medical University, Xinxiang 453003, China.

Abstract: Since my country entered the era of Internet economy, the scale of the software industry is gradually expanding, and programming language, as an important tool and idea for software development, is a necessary skill for every development practitioner. Among them, C language, as the basic language of computer software programming, is also an important basic course for cultivating students' computer application ability in science and engineering majors in colleges and universities. This paper mainly studies the teaching reform of C language programming courses and proposes corresponding optimization measures, so as to lay a solid foundation for the continuous improvement of students' learning quality of C language courses and the continuous strengthening of programming ability.

Keywords: C Language; Teaching Reform; Teaching Practice

Introduction

As a high-level computer language in the field of application and programming, C language is a programming skill that every computer student must master. Through the study of this course, students can not only master the idea of C language programming, the foundation of programming and the process of programming, but also master the method of problem analysis through language application, improve the level of problem solving, and provide students with relevant fields for the next stage. A solid foundation for programming learning. At present, the national education has made clear indicators for the reform of teaching in colleges and universities. The relevant programming courses headed by C language programming need to improve the quality and efficiency of teaching through continuous innovation, so that students can carry out C programming in a more active state in the learning process. Self-directed learning of language programming. This paper mainly solves the problems in the teaching reform, and urges teachers to use new teaching methods to improve the teaching content of this programming language course, so as to meet the students' professional learning needs.

1. The significance of the teaching reform of "C language programming foundation"

"Basics of C Language Programming" is the first programming language course for students majoring in medical information engineering in our school. So as to accumulate certain experience and knowledge for the next stage of relevant language learning and software project development. However, with the rapid development of the Internet industry, the traditional teaching content and steps of basic language programming can no longer meet the needs of industry development in the current era. make changes. By improving teaching methods, perfecting teaching systems, and innovating teaching content, we will cultivate more programming talents, provide more high-quality employees for the society and related software development companies, and further promote the pace of my country's development in this field, thereby enhancing its competitiveness with foreign countries. The strength of high-tech enterprise competition.

2. Summary of the teaching reform of "Basics of C Language Programming"

2.1 Students lack interest in computer programming learning

As an important element to guide students to improve their enthusiasm for learning, interest will greatly affect the quality and effectiveness of students' learning. Many students who choose computer program development are only interested in the computer as a multimedia device. With the deepening of teaching, they find that the overall difficulty of learning C language is relatively high, so they give up the study of this course, which leads to the efficiency of students' C language learning. further decline.

The main reason for this situation is that students have no knowledge of the subject and lack of interest in related subjects before entering the major of computer science in colleges and universities. As the gap between students of different professional qualities further increases, students with poor academic performance will further reduce their confidence in professional courses due to the lack of learning interest, causing students to fall into a vicious circle of learning and further reducing students' interest in learning, so that students give up themselves in the next stage of learning the basics of computer C language programming, unable to develop their potential.

2.2 The C language teaching method is single, and the teaching content is boring

Although the country has made clear indicators for the reform of professional course teaching in the field of college education, under the influence of traditional educational ideas, most computer basic language teachers in colleges and universities only focus on teaching content and teaching steps in the actual teaching process. Certain improvements have been made, but in terms of teaching methods, traditional indoctrination education ideas are still used to educate and guide students. In the actual teaching process, teachers still use scripted methods to describe the content of professional courses, which will not only reduce students' interest in learning, but also , it will also cause students to fail to understand the content of what the teacher is talking about under the overly specialized explanation.

The main reason for this situation is that teachers pay too much attention to the main body of teaching in the teaching process, and are unwilling to let students learn autonomously, emphasizing the rapid completion of teaching tasks. There is no analysis and discussion on various problems that students may encounter in the process of learning "C Language Programming". When students encounter problems, they can only ask teachers to answer them one by one, which further increases students' dependence on teachers. Once they encounter related problems in the actual work process, it is difficult to solve them independently, which will have an adverse impact on students' programming development and personal development in the next stage.

2.3 The basic design of C language programming for students is too theoretical

As we all know, programming language teaching is a course that attaches great importance to students' practice, but at this stage, most teachers in the teaching field of colleges and universities only pay attention to the explanation of students' programming theoretical knowledge. programming operation. This kind of learning method like a cat and a tiger will make students reduce the frequency of thinking and reduce the opportunity to solve problems on their own. Once separated from the guidance of teachers, it is likely to fall into a situation of confusion and inability to operate, which will have an extremely adverse impact on the development of students' personal ability in the future.

The main reason for this is that students do not pay enough attention to the course and do not work with social enterprises, resulting in students lacking programming work and programming project experience. Once students enter the society, they find that there is a big gap between actual work and school teaching, not only will increase the cost of students' learning, but also will make students' self-confidence suffer.

3. Teaching reform and optimization of "C Language Programming Fundamentals"

3.1 Stimulate students' interest in learning and improve students' enthusiasm for learning

In order for students to quickly grasp the content of the basic course of C language programming, they must stimulate their enthusiasm for learning, improve their interest in learning, and make students pay attention to autonomous learning, autonomous problem exploration and autonomous problem solving in the learning process. This can not only reduce the teaching pressure of teachers, but also help students develop the habit of independent thinking in the learning process, which will play a certain role in promoting students' work development in the subsequent stages and solving real programming problems.

In order to achieve this goal, teachers should pay attention to the improvement of teaching content, and integrate more life elements into the actual teaching process to make it closer to the life of students. On this basis, put forward different problems for students to solve, and use competitions to mobilize students' enthusiasm for learning, so that students can complete the questions given by teachers with the fastest speed and high quality in the learning process, and maximize the C language programming. The effect of basic teaching.

3.2 Improve teaching methods and make teaching more interesting

In the current teaching process of C language programming in colleges and universities, the teaching methods of teachers will greatly affect the learning effect of students. Teachers need to change their teaching thinking and return the dominant position of the classroom to students, so that students can give full play to their abilities in the classroom, improve their thinking level, so that they can solve various programming problems in a timely and effective manner, and exercise their own skills.

Teachers should fully play an auxiliary role in the teaching process of professional courses. Through the effective application of different innovative teaching methods such as group teaching method, layered teaching method and game teaching method, they should fully mobilize the interest of students. According to the students' learning quality and professional level arrangement of different teaching contents and adjustment of teaching plans, so that each student can achieve common progress, common development, and common improvement of their programming level in the learning process.

3.3 Carry out school-enterprise cooperative teaching to help students accumulate programming project experience

In order to ensure that students can quickly connect to relevant programming work after graduation, schools should connect with relevant programming companies, and through school-enterprise cooperative teaching activities, introduce corporate employees with actual programming work experience, and combine the teaching work of relevant professional teachers in the school. During the learning process, students can improve their comprehensive quality through the integration of theory and practice, and lay a solid foundation for students to quickly enter the working state and accumulate programming project experience in the next stage.

To this end, the school needs to select excellent enterprises, establish cooperative teaching relationships with them with the help of the regional government, hire enterprise software engineers with teaching experience to educate and guide professional students, improve students' comprehensive quality of programming, strengthen their programming ability, and Introduce simple enterprise development projects for students to practice, so as to help students accumulate work experience and increase employment rate.

4. Conclusion

To sum up, in order to ensure the further manifestation of the teaching reform and practical effect of "C Language Programming Fundamentals", teachers need to stimulate students' interest in learning, improve students' learning enthusiasm, improve teaching methods, and improve teaching fun, carrying out school-enterprise cooperative teaching, helping students to accumulate programming project experience and other measures are effectively applied, improving the quality of teaching, and laying a good foundation for the enhancement of students' comprehensive programming quality and personal level in the next stage.

References

[1] Sun X. Teaching reform and practice of "C Language Programming" based on PTA platform. Journal of Shenyang Normal University (Natural Science Edition) 2020; 38(04): 377-380.

[2] Ge X. Teaching reform and practice of modular design based on Micro-lessons——Take "C Language Programming" as an example. Computer Knowledge and Technology: Academic Edition 2020; 16(24): 3.

[3] Ma X. Teaching reform and practice of "C Language Programming" in application-oriented universities: Taking Hulunbuir University as an example. Journal of Hulunbuir University 2021; 29(06): 64-68.

Variational Pragmatics —— Meaning, Theory and Development

Jiaqi Deng

Yunnan Normal University, Kunming 650500, China.

Abstract: The number of domestic studies on "variational pragmatics" (Ren Yuxin, Chen Xinren, 2012) is very limited. The research scopes are also relatively limited, which has not yet attracted the attention of more researchers. Therefore, based on this book *The Routledge Handbook of Second Language Acquisition and Pragmatics*, this paper aims to sort out and summarize the development trend of pragmatics from the meaning, goal and theory of variational pragmatics, and then put forward suggestions for future research.

Keywords: Pragmatic Variation; Variation; Pragmatics; Goal; Theory; Development Direction

1. The meaning of pragmatic variation?

"Pragmatic variation", the another word in *The Routledge Handbook of Second Language Acquisition and Pragmatics* is "variational pragmatics". The difference between the two is probably like the relationship between education and pedagogy. The pragmatic variation is a kind of phenomenon, variational pragmatics is a discipline of studying pragmatic variation. This part of the book *The Routledge Handbook of Second Language Acquisition and Pragmatics* about pragmatic variation is all about the key word "regional pragmatic variation". Regional pragmatic variation and pragmatic variation are different, before understanding their differences, there is a need to make clear what is pragmatic variation, variational pragmatics is a new field of pragmatic, it refers to the pragmatic variation problem due to regional and social space changes. Specifically, the research on variational pragmatics mainly focuses on the changes within a language caused by different macro-social factors such as region, gender, age, ethnic identity and social economic class. However, the field of pragmatic variation is more about the pragmatic differences caused by the regional level.

In this book, the definition of regional pragmatic variation is described as follows: Intralingual regional pragmatic variation is defined as pragmatic variation within a single language where variation according to region is seen on a number of levels, including a national level. We have all learned the two words: interlingual error and intralingual error. Interlanguage errors emphasize the errors between two languages, usually the mother language and the target language, while intralingual errors emphasize the errors happening within a language, using the word "intralingual" to define "regional pragmatic variation" is mainly to emphasize that pragmatic variation occurs in the same language. It is different from cross-cultural pragmatics. For example, if people want to compare the pragmatic differences between Chinese and English, then this is called cross-cultural pragmatics, but if people want to study the pragmatic differences between German and Austrian, this will be called variational pragmatics.

2. The theory of variational pragmatics.

It is a new field of pragmatics, because the term "variational" was firstly formally introduced at the 9th International Pragmatics Conference held in Italy in 2005.[1] In 1999, He Ziran firstly translated the item "pragmatic variation" in one of his papers. Until 2012, the Chinese translation of this term "variational pragmatics" first appeared in our domestic literature.[2] Domestic research on variational pragmatics is also limited. The reasons may be as follows：Firstly, in the classroom of language learning, the teachers generally use simplified, standardized language rules, and not start to learn some local, difficult expressions; Secondly, the pragmatic researchers ignore that there are differences among native speakers from different regions, although they speak the same language, but their social characteristics are different. Thirdly, pragmatic researches have always been based on the assumption that pragmatic variation caused by macro-social factors is absent. For these reasons, variational pragmatics is an emerging research field of

pragmatics with quite few research results.

But pragmatic variation is also gaining increasing attention from researchers, because some immigrants and foreign language learners will come to live in the target language country, they may travel to or live in different regions. As a result, they will find that the standard pragmatic methods they learn in their own countries does not apply to the areas they are now in. Secondly, language use is very flexible, which is not only influenced by the internal factors "context internal", but also by the external environmental factors "context external". It may be difficult to deal with different real communicating contexts if only learning standard pragmatic methods.[3]

What does the study of variational pragmatics mainly focus on? It focuses on the pragmatic variation caused by the five macro factors of region, gender, age, ethnic status and social class or economic status. Therefore, examining the similarities and differences within the same language caused by these variables is the core content of variational pragmatics research. Of these five, most of the researches focused on "regional variation" caused by geographical differences, just as discussed above. Of course, there are a small number of studies focusing on other factors, such as gender differences, and some papers are focusing on the differences of Chinese men and women in expressing complaints. Wang Chuanmei from Northeast Normal University in her paper studied on gender differences in language uses.

In addition to examining pragmatic variation based on the above five macro factors, pragmatic variation can also be analyzed from the following five specific levels: Language form level: mainly examining vocabulary, phrases, syntactic forms, etc., such as discourse markers, fuzzy restrictions, additional questions, etc. This is also the main level to be discussed later. Speech behavior level: mainly investigate the implementation of speech behavior. Interactive level: mainly focusing on the discourse sequence, such as adjacent pairs, verbal behavior sequence, session start sequence and session end sequence. Topic level: It mainly involves the discourse content and social topics, such as the choice of topics, topic introduction, expansion and termination. Discourse organization level: mainly investigating the transformation of speech rounds, such as possession of the right, distribution of speech etc.[4] From the perspective of regional language variation, the region can be divided into the following five levels: the "supranational level", like the differences between the English-speaking countries in Northern Europe and the English-speaking countries in North America; the "national level" countries, like the UK and Ireland; "subnational level", the different states of a country; the "local level", such as Beijing and Shanghai; the "sublocal level", for example, Chenggong district and Guandu districts in Kunming, China.

3. Some examples about pragmatic variation.

Now, let's analyze the example of regional pragmatic variation given in the book *The Routledge Handbook of Second Language Acquisition and Pragmatics*, Irish English. Ireland is a country next to the UK, and the official language is English, which corresponds to the definition of pragmatic variation. Before that, we need to understand two important words: "variety-specific variation" and "variety-preferential variation". "variety specific variation" means that only one language has this pragmatic feature, while "variety-preferential variation" refers to this pragmatic variation existing in both languages, but it's more frequently used in one of them. After understanding these two items, we can better understand the following examples. The word "no" has two special functions in Irish English: "hedging now" and "presentative now", which are not used in British English, which belongs to "variety specific variation". "hedging now" refers to the use of "no" to reduce the threat of discourse, can make the tone more moderate, it's used when challenging others' ideas, commanding others, such as these examples: "That's not fair now." "You can't say that now." "Hold on a minute now." And "presentative now" means "no" has the function of reference. There is a case: *Speaker 1: How much is that? Speaker 2: One fifty. Now. Thanks.* In this case, "now" is used to refer to the item.

And there is another example about "like", and Irish English uses "like" more frequently than in other regions, which is the "variety preferential variation". "Like" can be placed at the beginning of a sentence or at the middle and at the end, "clause-medial like" means "like" in the middle of the sentence, and "clause-final like" means "like" at the end of the sentence. In standard English, "like" is generally placed in sentences, which is also known as "globalized clause-medial like", but in Irish English, not only will it use "like" in the middle of the sentence, but also the special use of "like" at the end of the sentence, which is not a habit in other areas, so this is at the "variety specific variation" level. Some scholars have found that the Irish capital, Dublin, uses the standard "like" usage, which means putting "like" in the middle more frequently than the rest places of a sentence, and people in southern Dublin put "like"

in the middle more often than the rest of Dublin. Such pragmatic differences show not only the impact of the region, but also the impact of the socio-economic class. Because Dublin is the capital, its general economic situation is certainly better than other regions, it will be more international, and the southern part of Dublin is richer than the rest of Dublin, because there are more upper people in the south and more workers in the north. So in addition to geographical factors, socioeconomic status will also affect pragmatic uses.

4. The Development of variational pragmatics.

Current pragmatics has a clear research scope, rich research contents and diversified research methods, but many aspects need to be further strengthened. We can develop variational pragmatics from the following aspects:

4.1 Strengthen the theoretical discussion, and further clarify its discipline identity and value

First, further systematic studies on gender, age, ethnic identity, social class / economic status, etc. The distinction and connection of variables in variational pragmatics need to further clarify the subject identity. Secondly, it is necessary to strengthen a deeper explanation of the reasons behind the pragmatic variation caused by the above five macro factors. For example, a certain type of verbal behavior caused by regional differences show differences due to regional or deeper reasons, this point is rarely systematically expounded in the existing studies of variational pragmatics.[5]

4.2 Expand the research content and topics

As mentioned above, the existing research examines the five macro factors, in addition to further expanding the regional factors, more consideration should be given to gender, age, ethnic identity, social class / economic status, and urban-rural differences, educational background differences, occupational differences and so on. It is necessary to strengthen the research on the interaction level, topic level and discourse organization level. In addition, we need to expand the focus on other speech behaviors and multicenter languages. For domestic researchers, more attention can be paid to the pragmatic variation of the Chinese language. [6]

In conclusion, this paper introduces the meaning, theory and development course of it, sorts out the main contents and topics, and makes a brief analysis of the current research status, clarifies some aspects to be strengthened in the future. It is hoped that in the future, more researchers will focus on the research of variational pragmatics to deepen people's understanding of language use from a new perspective.

References

[1] Liu WJ, Li L, Ren W. Variational pragmatics in Chinese social media requests: The influence of age and social status[J]. Journal of Pragmatics.

[2] Sedaghatgoftar N, Karimi MN., Babaii E, Reiterer SM. Developing and validating a second language pragmatics aptitude test[J]. Cogent Education.

[3] Alessandro C. The pragmatics of quotation, explicatures and modularity of mind[J]. Pragmatics and Society.

[4] Scott K. The pragmatics of rebroadcasting content on Twitter: How is retweeting relevant?[J]. Journal of Pragmatics.

[5] Raymond WG. Stability and variability in linguistic pragmatics[J]. Pragmatics and Society.

[6] SHIINA M. Positioning and functioning of vocatives: a case study in historical pragmatics (2)[J]. Hosei University Repository.

Improve Teachers' Curriculum Leadership Based on Observation——Taking the Small Class Life Course "Toilet Secrets" as an Example

Yan Geng, Wei Wang
Zhenjiang City government Central Kindergarten, Zhenjiang 212000, China.

Abstract: China's famous educator Mr. Tao Xingzhi once said that "education is the first, observation first", only scientific and effective observation can change the teachers' narrow understanding of kindergarten curriculum. From the observation record to the derived "Little Secrets in the Toilet" garden-based course, the original is just an ordinary life segment, become warm, have curriculum awareness. With an observational perspective, the teachers capture the interests and needs of the children in their lives, understand their experience levels, and provide valuable learning growth points. At the same time, in the activity, teachers reflect on their own educational content, organization mode and environment creation, and make dynamic adjustment and transformation, which promotes the development of children and improves teachers' leadership in the curriculum.
Keywords: Kindergarten Curriculum; Observation; Teacher Curriculum Leadership

1. Preface

"Observation" as one of the first round of Jiangsu Province curriculum gamification six support, its importance is self-evident. Mr. Tao Xingzhi, a famous educator in China, once said that "education is the foundation and observation is the first". Only scientific and effective observation can change teachers' narrow understanding of kindergarten curriculum. In the observation, recording and evaluation of children, the role of teachers has gradually changed from designers and organizers to observers and recorders. Observation and record are the most important judgment basis for understanding children's behavior. Through observation, the organization form of activities can be constantly improved to support children's development to a higher level.

2. Cases and reflections

As a teacher, how to timely use observation to constantly adjust and follow up, so as to promote children's independent learning and growth? How can we improve our curriculum leadership based on observation and evaluation? Here, I would like to share some thoughts from my observation to the generation of this course "Toilet Secrets" :

Case review: When organizing a small class of new kindergarten children to go to the toilet, teacher Wang accidentally found that the girls in the class Qiqi and Coco pulled the toilet paper behavior. (random observation record 1) Qi Qi will not pull, pull out how much do not know, cocoa strength, all of a sudden pulled out a lot, and very "skilled" in the hand around a few circles, pull out the paper is not much also did not care, two children did not pay attention to the rest of the paper roll tube was pulled to the ground.

This casual observation made Teacher Wang pay more attention to the behavior of children using paper in the toilet. Through a period of fixed observation, it was found that the roll of paper in the toilet was pulled by children very messy, sometimes dragged to the ground, and the children had no concept of the amount of paper used for urinating and defecating in the toilet. Every time after going to the toilet, the nurse aunt had to rearrange the roll of paper for half a day, and sometimes had to tear off the roll of paper that had been torn and dipped into the ground, which was a waste of a lot. (Fixed point observation Record 2)

Thinking 1: In our daily ordinary life, it is often the day after day ordinary life can not be ordinary. There are many times when a child's behavior is very ordinary in the eyes of adults, and we don't find what we consider to be a "wonderful" moment. For example, we often see a child in the art area constantly pushing the colored clay into the small star mold, compacting, pouring, mumbling in his mouth; In the construction area, children constantly play with building blocks and various small boxes, repeating the process of pushing, rebuilding, pushing and rebuilding; Children go in and out of the bathroom. Where are the "highlight" moments when the smallest everyday actions make us feel worthless?

In fact, the record of daily observation is not to open our eyes to the so-called "dazzling" things, not to let us "wait" for the so-called truly valuable, meaningful moment to come. The purpose of teachers' daily "observation wall" is to ask, "What do I see? What are the children doing?" , use descriptive vocabulary to record, use the most objective expression to reproduce the scene, to capture, judge, identify, and collect the clues of children's development, which is the most core skills of preschool teachers. In this case, the teacher, based on observation, found that there were individual differences between the newly admitted children in the process of "going to the toilet". Then, the teacher observed their behaviors in a purposeful and planned way, so as to provide judgment for understanding the children's existing "going to the toilet" experience. Next, the teachers discussed and analyzed children's existing "potty" behavior. What is the value of such a situation for children's learning and development, and what lessons can they learn from it? To continue with the case "A Little Secret in the Toilet" :

Case review: In the discussion, teachers believe that children can get the following experience:

1. Daily life is the whole experience of children in a day in kindergarten, the process of children's life enrichment and display, and the process of "individuals in participation, experience and creation, using the environment to renew themselves". Integrating education into daily life is the rule of early childhood education and the principle that scientific early childhood education must follow. (Although most of us agree, for many people, such cases are too common)

2. It is proposed in the "Regulations" that "all aspects of education should be reasonably organized comprehensively and infiltrated into the activities of children's daily life, so as to give full play to the interaction of various educational means". "Create a good environment suitable for education and provide children with opportunities and conditions for activities and performance." "Kindergarten daily life organization should proceed from reality, establish necessary and reasonable routine, adhere to the principle of consistency, consistency and flexibility, and cultivate children's good habits and initial self-care ability."

3. Mathematics in life: From the process of children pulling paper, it can be found that some children have observed the dotted line division on the roll of paper, and the number will be unconsciously counted in the process of winding by hand.

4. Action development: Some children in the process of pulling paper, will use both hands to roll and wind each other up, some children will fold upward according to the dotted line, some children are twisting twist.

5. Social development: Some kids see too much pulling and say, "You're pulling too much. It's a waste of paper." "My mother said to tear the paper from the line (the dotted line) so it wouldn't break."

Thinking 2: Based on the meaning analysis or value judgment of the "situation" seen, the teacher needs to make further action decisions: "Do I intervene?" Not every situation requires intervention or "guidance" from teachers. However, not all teachers wait and see and let the child explore the problem. Most of the time, we know that "a day in life is a lesson". Life here is not only about children's play and study, but also their eating, sleeping and sleeping. But we always pay attention to their games and learning, racking our brains to find their "wonderful moments", it seems that if we do not dig out wonderful stories in these links, our professionalism will be questioned, and those little things will be left to the care of the nurse or mother. In fact, in kindergartens, those children who can go to the toilet by themselves, wait in line to drink water, use public articles of daily use, tidy up their clothes independently to play games, and wash their hands without wetting their clothes, their "life skills" or "life knowledge" will not only give them convenience in life, but also make them more positive self-awareness and personal achievement. More stable mood and self-confidence, more mobile and adaptive ability. These good habits and ways of thinking will provide favorable conditions for them to form a sound personality, and also become an important part of their learning quality. With this judgment of action, the teacher returned to the class and took advantage of the talking time to chat with the child.

Case review:

Back to the class, Mr. Wang on the matter just discussed --

Teacher: "Just now, why did the roll of paper drag to the ground?"

Chen Zitong: "I just pulled the strength is too much, roll out a lot of paper, dragged to the ground."

Teacher: "Then, if the children need to roll paper, what should they do to avoid such problems?"

Ji Shuran: "I know, gently pull down."

Chen Yunjin: "Be careful and pull slowly."

Teacher: "What's wrong with rolling paper and dragging it to the floor?"

Tang Shiyang: "What a waste."

Zhang Jiayan: "Drag the paper to the ground will become dirty, there is dust on the ground."

Weil: "There are germs on the floor. Wiping your butt with dirty paper gives you a stomachache."

Teacher: "Do you use the same amount of paper for defecating and urinating?" ...

Thinking three: if we find that children do encounter problems in life, game activities, and these problems do need the guidance or help of teachers, we can take appropriate ways and methods at the appropriate time to intervene. This is the purpose of observation. Teachers need to actively find and understand the details of children's thinking in children's daily behaviors, find the password to interpret children, and find the basis for supporting, helping and guiding children's learning and development.

3. Class activity plan and implementation

Next, the teacher discussed how to follow up and support. The cognition of the children who just entered the kindergarten about "going to the toilet" remained in the consciousness of adult companionship and help. How to let the children explore, discover and learn by themselves? The teacher began to generate the class book activity. Taking "A Little Secret in the Toilet" as an example, the teachers designed and implemented the following activity plan:

3.1 Touch, play, know the roll of paper

The next day, the teacher prepared a roll of paper. The children touched and played with it and made some small discoveries.

Ji Shulan: "The paper roll is round and can be rolled on the table."

Kao Shengjie: "My roll has a tube in it, Coco's roll doesn't."

Liu Zhenrui: "The roll of paper feels soft."

Teacher: "Why should the paper be soft?"

Chen Zitong: "I know, teacher, wipe buttocks can not use hard paper, otherwise the buttocks will hurt."

The children dropped a few drops of water on the clay board, and wiped the water on the clay board with one section of paper, one section of paper folded in half, two sections of paper, two sections of paper folded in half, and two sections of paper folded in half, respectively. They found that a section of paper folded in half wiped the water, and the water was completely printed on the hands; a section of paper folded in half wiped the water, and the water was not printed on the hands. The children concluded that it was appropriate to drag two sections of paper, fold them in half twice and wipe their buttocks without getting their hands dirty or wasting paper.

3.2 Fold, tear, learn to tear roll paper

Zhang Zisho: "Teacher, there are sections on the roll of paper. Come and have a look."

Teacher: "Do you know what this section is for?"

Wu Kexiao: "I know, is to tear the paper from this place."

The children practiced tearing rolls of paper. Most children can tear a piece of paper in one piece.

Teacher: "How can I tear the paper without tearing it?"

Ma Yiming: "Slowly tear along that line."

Teacher: "Then, girls urinate, tear a few sections of paper is more appropriate?"

"One section", "two sections", "I think three sections"... The children were chattering and gesturing with their hands.

In order to know how appropriate it is for girls to wipe their buttocks with a few pieces of paper after urinating, the teacher

organized children into groups to do a small experiment.

The teacher also prepared some paper tearing materials for the children in the art area. The children had a lot of fun. In order to let the children remember these, teachers and children together also made up a rhyme: "need to roll paper gently pull, find two sections gently pull, fold in half and then fold in half, save paper I am the best!" The children practiced tearing the paper and folding it in half while reading the rhymes. They did very well. "It's fun to tear paper," said Chen Zitong as he tore it.

3.3 Measure, compare, guide to save paper

Hanging roll paper in the pull need half squat to see very clearly, how to save time, quickly know the roll paper pull to which position is OK? The children thought for a long time did not want to come out, at this time, a child proposed: can we let the elder brother and sister to help us think of a way?

So invited a few next door big five class brothers and sisters to help think of a good way.

Brother: "I thought we could pull out two sections of the roll and put a little decal on the wall to mark it. Or you can draw a picture of a little friend on the wall with his finger pointing at the roll of paper, telling people that you can stop where you point."

Sister 2: "Hey, you see there is a hole under this paper drum, I think you can tie a rope, that is, tie a rope, and then tell you to pull the paper to this place can stop, do you think this method is good?" The children on the sidelines clapped in agreement.

Brothers and sisters to help think of so many good ways, which method is good? The children took a vote.

Finally, choose the way to tie the rope.

Thinking 4: At this stage of the case, the problems appeared in the previous observation seemed to be solved. With the support of the teacher, the children improved their "potty" ability in practice, discussion and practice. However, the teacher also needs to reflect on the process after observation and intervention, including "Did my actions work? Is it appropriate?" "How can it be improved?" "Are the materials provided appropriate?" "Is there something wrong with the environment I created?" Teachers still use the perspective of observation to conduct behavior evaluation. In their observations, the teachers found that the children in the bathroom talked about a variety of things: "Why poop is different?" "Why are there so many holes in the toilet, and where does the poop go?" "What if you can't wipe your butt?" "Where does the water come from?" And so on, small and large class teachers immediately followed up on the concerns of the children and made plans from the perspective of the curriculum.

4. Conclusion

From a short observation record to the derived "Little Secrets in the Toilet" kindergarten-based course, the original is just an ordinary fragment of life, become warm, curriculum awareness. Teachers use the perspective of observation to capture the interests and needs of children in life, understand their level of experience, and provide valuable learning growth points. At the same time, in the activity, the teachers reflected on their own educational content, organizational mode and environment creation, and made dynamic adjustment and transformation, which promoted the development of children, but also improved the teachers' leadership of the curriculum, so that the teachers realized that the observation of temperature should not only be studied from the perspective of technology, but should be considered from the perspective of education and curriculum.

References

[1] Liu Y. Observation: The discovery of complete and unique children [N] China Teachers' Journal,2015-07-22 (8).

[2] Ye XH. Break through the bottleneck of improving kindergarten teachers' Observation Ability [J]. Preschool Education,2018(10):19-23.

[3] Ye XH. Toward Visual Integration -- Thinking and Exploration on the Cultivation of Preschool Teachers' Observation Ability [J]. Preschool Education,2017(06):43-46.

[4] Yu YP. Space and Possibility of expanding Kindergarten Curriculum [J]. Education Guide (the Second half of the month),2021(05):5-8.

[5] Ji RR. Practice and thinking on the cultivation of children's observation ability in planting activities [J]. Child and Health,2022(01):32-33.

[6] Zhou Z. Research on Early Childhood Education Reform under the Background of Curriculum Gamification [J]. Navigation

of Arts and Sciences (Middle), 2022(08): 82-84.

[7] Qian MJ. Gamification of Curriculum: Playing the March of Kindergarten Reform -- The Way of gamification of Curriculum Practice [J]. Happy Family, 2021(19): 121- 122.

Research and Practice of Diverse Classroom Observation Methods

Xiaofang Gu

Meiyan Kindergarten, Wujiang 215200, China.

Abstract: In order to continuously improve the level of kindergarten education and teaching, we use classroom observation to carry out diversified research and practice: in the classroom observation process, strict requirements: pre-class meeting, in-class observation, after-class reflection. Select the record sheet appropriate for the topic. After this set of procedures is fixed, the operation scale is involved. Classroom observation captures the interest of teachers, arouses their enthusiasm, and deeps the understanding of classroom observation. Based on the achievement degree of research objectives, the completion degree of research contents, and the application of various research methods, classroom observation is really implemented.

Keywords: Classroom Observation; A Variety of Ways; Research and Practice

1. Introduction

To understand the basic information of the research and practice of the diversification of classroom observation methods.

1.1 The meaning of classroom observation

Classroom observation. The word "to observe" in the dictionary means to look at carefully, and observation is fundamental to any study. Classroom observation is to observe the daily teaching activities as the object of observation, to observe the teaching behavior of teachers in classroom teaching activities, the occurrence, development and change process of students' learning behavior or teaching events, the interaction between teachers and students, and other aspects of teaching. Classroom observation is a kind of behavior system, a kind of research method, a kind of work flow, and a kind of team cooperation.

1.2 The foundation of the Park in this respect

As an experimental area of classroom observation, our kindergarten has been closely associated with classroom observation for many years. During this process, we have mastered some basic operating procedures from organizing learning theories, participating in classroom observation organized by superiors, organizing in-garden classroom observation, and inviting sister kindergartens to participate in our classroom observation. In order to make classroom observation more effective in teachers' research field, On this basis, we carried out a study on the diversity of classroom observation methods.

1.3 Research value of diversified classroom observation methods

Our experiments have the following characteristics: first, the organizational form of the experiment, our kindergarten gradually transition from "normative classroom observation" to "daily classroom observation", "self-observation" form of practice; Second, the value of the pursuit of effectiveness, the experimental area closely around the pursuit of "effective teaching" constantly reflect on the effectiveness of classroom observation, looking for effective methods to promote the development of teachers through classroom observation; Thirdly, the organization of the process emphasizes norms. Through normative procedures, the classroom observation changes from complex to simple, and a teaching and research group determines a research way to carry out; Fourth, the organization highlights the cooperation, the experimental area in the coordination of the city education Bureau highlights the characteristics of "cooperation". At the present stage, it has the following main research values: (1) Highlight the "professional" guidance. We are always opposed to "specialization" in class evaluation, "professional guidance" is the pursuit of our school to carry out classroom observation.

Classroom observation is a professional behavior. Based on this understanding, it is a professional behavior for teachers to use classroom observation method and carry out research on classroom observation, which can continuously improve teachers' professional quality. (2) Emphasize "cooperation". We are also opposed to listening to the evaluation of the class in the "inappropriate". We appreciate and adhere to classroom observation: the road of teacher professional development based on cooperation, and put "classroom observation" in the pursuit of "cooperative culture". This positioning will become an important feature of our school's classroom observation, and this feature will be highlighted in the practice of diversified classroom observation methods. (3) Emphasize "summary". Our kindergarten attaches great importance to refining and summarizing the experience and procedures of the diversified classroom observation methods, promoting and implementing the simple and easy to operate the diversity of classroom observation methods, making up for the defects of the current classroom observation methods are simple and rigid, and providing theoretical and practical reference for teachers in the same research field.

2. Achievement of research objectives

Research objectives:

(1) Case text data with research value and high quality research programs and teaching papers have been formed in three ways.

(2) Carry out research with the diversified methods of existing classroom observation.

(3) Members of the research group can master classroom observation knowledge and use classroom observation techniques to make observations.

(4) Members of the research group not only have a deep understanding of classroom observation, but also can creatively express their own way of classroom observation. Make the classroom observation method really for my garden teachers. Taking the teaching and research group as the unit, forming a research community can promote the education and scientific research of the whole park.

3. Completion of the Research Content

1. Research and practice of classroom observation methods with the same topic;

2. Follow up the research and practice of classroom observation methods (the research focus is developed in the case);

3. Compare the research and practice of classroom observation;

When comparing classroom observation, members of the teaching and research group first agreed on a variety of comparison implementation methods, and finally reached a consensus and launched a comparison form:

(1) The same teacher uses the same teaching plan to make comparative observation in the two classes respectively, to see the children in the two classes in terms of answering questions, cooperation and communication, classroom behavior, etc., so as to analyze and compare the differences between the two teachers in different classes, using the same teaching plan.

(2) Give the same textbook and let two teachers carry it out, so as to compare the differences in the design of links. Analyze the feasibility of the design scheme. (Teachers at the same level, old teachers and new teachers, etc.)

(3) Can also compare the methods of classroom introduction.

(4) Comparison of whether classroom questioning is effective. (You can extract some of the questions that got you thinking.)

(5) Comparison of students' state of involvement and so on.

4. Application of Research Methods

Research methods:

(1) Observation method: In the natural state or prepared situation, the behavior of the evaluation object or the occurrence of the event is observed on the spot, and the observation records are sorted out and analyzed to make the evaluation. 1

(2) action research method. Special emphasis is placed on the participation of practitioners and the combination of research process and practitioner action process. By carrying out classroom observation, using a variety of classroom observation methods, doing research while doing research, improving behavior in research and deepening research in behavior. In order to improve the quality of classroom teaching, improve their teaching behavior. Cooperate with each other, actively reflect, and finally choose their own classroom observation method.

(3) experience summary method. Summarize the experience related to this subject at any time and share with you through

communication.

5. Analysis of process research data:

(1) In the research process: highlight three major changes.

1. Change in the form of organization.

2. Changes in the field of observation.

3. Changes in operating procedures.

(2) In the research process: to standardize with system, to implement with action.

5.1 Standardize daily classroom observation with rules.

We combined the teaching and research group, centered on the scientific inquiry of the subject, started from tracking young teachers or backbone teachers, and tried to track, compare and observe activities with the same topic in each group. There were strict rules and regulations for classroom observation activities, that is, standardized and orderly operation procedures.

According to my garden design, operation and modification of the daily observation of three records: (teaching and research group leader classroom observation organization record; Classroom observation records for teaching and research group members; Reflection record sheet of observed teachers;) We have also made detailed regulations on the time and content of the three procedures (pre-class meeting, in-class observation and after-class reflection) :

(1) Pre-class meeting: Before class observation, the group leader will discuss with the teachers in the group for about 30 minutes to determine the subject, focus, division of labor, observation seat and other related matters. It provides a platform for the observer and the observed to communicate and facilitate the observer to confirm his observation point.

(2) Observation in lesson: After entering the observation site, the observer shall record the required information according to the plan in advance and the recording method chosen. The observer must comply with the relevant requirements, according to the plan formulated by the pre-class meeting, choose the appropriate observation position, must choose the best position to see the performance of the observed children, quickly enter the observation state, we use the written means, observe and record the typical behavior of children, do a good job in the classroom details of the record.

(3) After-class reflection We have three aspects: a, the observed self-reflection; B. The teaching and research team leader analyzed the observation results; c. All observers communicate and make suggestions for improvement. In order to pursue practical results, we also set a time limit of no less than 30 minutes. Combined with the specific situation of classroom teaching, the observer made self-reflection on the achievement of the goal set by the pre-class meeting. Based on the observation points established in the pre-class meeting, each observer puts forward improvement suggestions and countermeasures according to the information collected from the classroom observation. According to the effect of the development, we determine 2-3 times of observation.

5.2 Pay attention to the communication between teaching and research groups after classroom observation.

During classroom observation, we clearly realize that there are great differences in classroom observation ability, level, analysis and expression of individual teachers. With the guidance of experts, the organization of teams, the participation of key teachers and the grouping activities of teaching and research groups, the classroom observation activities let everyone taste the delicious meals of different flavors. As the saying goes, "sauteed salted vegetables is still salted vegetables. Only when sauteed with bamboo shoots can you taste the delicious flavor in it."

Classroom observation can not be completed by a single person. It represents an active, striving, motivated and cooperative team (organizer, observer, observed, etc.). The organization of classroom observation activities goes far beyond the value of classroom observation itself. It makes me truly feel that teamwork, ideological contact, reflection stimulation and growth promotion are very important.

Therefore, after the classroom observation, we should pay more attention to communication and reflection. We will communicate with the sister garden, groups and groups, coaches and observers about the implementation of observation activities at this stage, and share our experience and understanding of group activities with everyone. We will also organize teacher salon activities on the same

topic. The purpose of communication is to see the advantages of others and improve the shortcomings in my own implementation process. The communication will also give me more suggestions, such as what needs to be improved in the operation process, promoting teachers to analyze problems from multiple perspectives, enhancing teachers' deeper understanding of classroom observation and so on.

After the activity, the teachers sorted out the most common and prominent problems and made them pay attention to the details in the communication, such as:

(1) In the classroom, teachers should give children the opportunity to create bold performance.

(2) In the classroom, every teacher is an independent individual with distinct personality, and teachers should demonstrate their personal art.

(3) In class, teachers should keep in mind the kindergarten curriculum concept of "life-oriented, gamified and integrated".

(4) In the research process: the pursuit of value orientation.

Pay attention to self-observation: After each observation activity, the observed teachers, combined with their team's suggestions and sitting in front of their own class, made self-observation according to the theme, recorded, analyzed and improved.

Phenomenon analysis and research: Every classroom observation should focus on at least three details according to the theme and analyze from different perspectives, such as question design, guide language design and play AIDS application, so as to find out the existing problems of teachers and make diagnosis and analysis.

Teacher behavior improvement: this link focuses on putting forward suggestions and measures to improve from various perspectives, such as: understanding and grasp of teaching materials, improvement of teachers' basic skills, attention to children's answers, grasp the timing or scale of evaluation of children, etc., through the first, second and third times of observation, improve teachers' teaching behavior and promote the development of children.

6. Breakthroughs and innovations of the main views

6.1 Main points

(1) There are a variety of classroom observation methods. No matter what kind of methods are used to carry out the classroom observation, it is necessary to make a thorough plan, observe the discussion, feedback, induction, sorting out the collected data, and communicate with the observed; In analyzing the observations, the observer, acting as an equal, should raise issues for further discussion and areas for future improvement.

(2) The application of classroom observation method should be determined after trying to determine their own.

(3) The classroom observation method must be simple and easy to operate, so as to avoid teachers' fear; The design of many records, the degree of difficulty to grasp moderate; On the basis of not affecting the teacher's perception of the whole classroom teaching, combined with some simple operation scale, focus on capturing the observed information for analysis, research and improvement.

(4) Cooperation should be reflected in classroom observation. Only cooperation can be truly effective. Only when both parties participate in the cooperation as protagonists can they achieve the purpose of learning from each other and making progress together in a real sense, which is also a good way to be created.

6.2 Innovation

(1) Simplified classroom observation methods. In the observation activities, the observation topic is determined, but the teacher can discover, analyze, observe and study from various viewpoints. Each observation topic can be discovered from different observation points. Through practice, the most core problems are selected and highlighted. This way of operation can not only really be used by teachers, but also allow teachers to benefit from it.

(2) Classroom observation, as a kind of research activity, is not limited in the selection of methods, but in the operation procedure, it should be carried out in strict accordance with the scientific research procedure, along the basic formula of "theme-observation - phenomenon - attribution - countermeasure - improvement", according to our classroom observation system to study the problems of classroom teaching and analyze the phenomena. Look for strategies to improve on the next observation.

(3) Different classroom observation methods in different groups are repeated on the existing basis. Teachers are encouraged to make good use of this way, so as to make classroom observation a platform for teachers to improve teaching behavior and promote professional development.

Starting from practical cases, change teachers' teaching behavior, starting from the way of tracking the classroom in our garden.

6.3 "The classroom to you, the observation to me" - small class tracking observation scientific activities "the wheel is missing" published.

In the classroom observation, the classroom is yours, but also the child's, observation is mine, but also everyone's! From the summary of data one by one to the analysis of details one by one, each classroom observation will be a platform building, a group cooperation, a presentation of collective wisdom, a teacher's behavior improvement, and a team's common growth. While handing over the classroom to you, we are destined to improve, harvest and grow together with you in the activities.

With the help of tracking and observation examples, we paid attention to many details in the activity and solved the problems found earlier, thus improving the teachers' behavior -- teachers' improper guidance or handling of problems.

A brief description of the follow-up classroom observation: observed teacher: Mr. He, a new kindergarten teacher; Observed children: all children in the primary class. Observation theme of "children's classroom behavior" content: small class science activity "The wheel is missing"; Observer: all members of the small class teaching and research group; Tracking the classroom observation time for the first time (the first period); Follow-up classroom observation time for the second time (second period); The third tracking observation time (the third time period).

We have tried a new classroom recording method, requiring teachers to record some detail (the detail processing, you think there is a problem, and affect the classroom behavior of children, can be a teacher's question, can also be a teacher and children's interaction, a teaching AIDS designed by the teacher, the teacher's response to children, etc.). Because each teacher observes the same topic, but the observation perspective and analysis perspective are also different. Therefore, we will sort out the details of everyone's observation, and there will be a variety of inconsistent or consistent views.

The after-school meeting should be timely, giving the observing teacher more time to analyze, and also giving the observed time to reflect. Generally, we choose the third day after the activity for communication. Tracking and observation focus on the crux of the problems in the first two times. While finding and giving suggestions, we still analyze the original details after the implementation of the operation: how is the implementation effect after improvement? How do children behave? After three times of tracking, the teachers have gained a lot, experienced the joy of success each time, and felt that every class will have unexpected new problems, so step by step, learn to comb, learn to discover is a kind of progress.

7. Conclusion

Tracking and observation activities not only do the process, but also good at finishing after the activity. In a short period of three weeks, the observed teacher sorted out and compared the record of the class through self-video observation. In combination with the comprehensive opinions of our observers, the teacher grasped some contents that needed to be improved to cause different behaviors of children.

Teachers really regard this kind of tracking observation as a platform to improve themselves. While activities bring pressure to teachers, they also bring more gains to teachers. Only by seizing every opportunity to be "watched" and analyzed can they make themselves better, so as to change teachers' teaching behaviors in a real sense.

References

[1] Wang ZM. Teaching Method of Early Childhood Science Education [M]. Nanjing: Nanjing Normal University Press, 2013.

[2] Chen Y. Approach to Children, Toward a more professional kindergarten classroom Observation [J]. Preschool Education Research,2017(01):30-35.

[3] Jiang XL. "performance" of children's classroom behavior observation [J]. Journal of elementary school science (teachers), 2016 (12) : 189-190.

Play Outdoor Games, Enjoy the Childlike Innocence——Exploration of Organizing Strategies for Garden-Based Outdoor Autonomous Games

Ying Guo
Wuxi Jinma Kindergarten, Wuxi 214000, China.

Abstract: Mr. Tao Xingzhi said: game is a way for children to understand the world, is one of the means of education to children. Game is the basic activity of kindergarten, for children, game is "play", "play" is the pronoun of the game, "play" can make children happy, meet their needs, development, children are living in play, learning in play, growing up in play. Outdoor autonomous game activities are an indispensable part of the kindergarten curriculum system. This paper starts from "combing - self-analysis, facing the problem; Action -- planning and enriching the region; In terms of research -- organization, implementation and continuous adjustment, this paper expounds the experience of using the existing resources of Jinma Kindergarten to reform and attempt children's outdoor autonomous games in the course of curriculum gamification construction.
Keywords: Kindergarten Outdoor Games; Outdoor Autonomous Games; Organizational Strategy

Introduction

Outdoor games are attractive to children, "Kindergarten education Guidelines (trial)" pointed out: to carry out a variety of outdoor games and sports activities, cultivate children's interest in sports activities and habits, enhance physical fitness, improve the ability to adapt to the environment. Outdoor independent game activities are an indispensable part of the kindergarten curriculum system. As children's autonomous and spontaneous activities, there is no mandatory goal, and children are active, active and relaxed during game activities. With the deepening of the reform of early childhood education, in the course of gamification construction, Golden Horse Kindergarten has been adhering to the most fundamental educational concept of "giving children a happy childhood and laying the quality foundation for children's life happiness", and building the theme and guiding ideology of the course with "learning to learn, learning to coexist, learning to do things and learning to survive". Taking the opportunity of the provincial project "Practice Research on the organization Strategy of outdoor independent Games in Kindergartens", we will actively explore the organization strategy of outdoor independent games suitable for Golden Horse Kindergarten, create a free, independent, creative and pleasant outdoor game environment for children, and promote the development of children's physical quality, social communication ability and creative ability.

1. Comb - self analysis, face the problem

Conduct an investigation on outdoor games in kindergartens by means of interview and question consultation, analyze the status quo and sort out problems:

1.1 Idle corner, insufficient use

Traditional outdoor activities are children under the leadership of the teacher to the designated area to start the game, generally divided into two forms of concentration and dispersion. Even in scattered activities, children will not leave the teacher's sight. The activity area is relatively small, and children gather together to carry out games.

1.2 The variety is single and the interest is not strong

Traditional outdoor game materials are generally "homemade toys", such as paper sticks, paper balls, sandbags and so on. Each age level is not obvious, the variety is single, no combination, children almost every week play is the same thing, the interest is not strong, produce a sense of burnout, gradually fade interest in outdoor activities.

1.3 The guidance is weak, lack of depth

Most teachers regard children's outdoor activities as children's free play activities, poor goal awareness, few methods and means, insufficient guidance, and outdoor activities have become the decoration of "looking at stacking sheep". In addition, some teachers attach importance to the form of organizing activities, ignoring the training of children's physical strength and skills. It seems to be hot and noisy, but in fact, it is just a formality.

1.4 Children lack true freedom and autonomy

The idea of "safety above all else" is deeply rooted in the hearts of teachers. They are always worried about children's safety problems when they engage in outdoor activities. These worries bind the hands and feet of teachers and over-protect children. Virtually strangled children's rights of freedom, autonomy and innovation when playing.

It can be seen that whether it is the creation of the environment of the outdoor sports area, the selection and delivery of materials, the organization form, the guidance method, etc., all fail to give children the opportunity to choose, arrange and explore independently, thus affecting children's interest in participation, and the activity effect is greatly reduced.

At the same time, Jinma Kindergarten is located in the rural areas of southern Jiangsu Province. The rapid pace of rural urbanization leads to fewer and fewer natural villages, and the living form of many families has changed from the original single family to high-rise residential areas. Virtually, children have less time to contact with outdoor games and activities, and children often watch TV, play electronic products, play toys and read books at home. Games are rarely played outdoors in the fresh air and full sun.

2. Action -- Rational planning and regional enrichment

2.1 Open up suitable venues for activities

Outdoor space is a place for children to carry out outdoor activities. It is an environmental resource bearing children's development. However, due to the constraints of traditional outdoor activities, Golden Horse Kindergarten has a large lawn, forest, soil slope, sand pond, green area of more than 7500 square meters, which is the advantage of Golden Horse Kindergarten, but they are not fully used. By setting up an "Outdoor game Discussion group", according to the actual situation and conditions of the kindergarten, the kindergarten distributes the parent-child Opinion Consultation Book on Outdoor Game Venue Planning to parents and children. The opinion consultation includes regional creation, material delivery, game play, etc. The discussion group will sort out the opinions consulted, and combine the kindergarten curriculum and children's development characteristics. The overall planning of the outdoor site of the kindergarten is carried out, and eight functional areas are created that combine sports and situation: "life experience area", "creative area", "rope network challenge area", "rolling area", "architecture area", "field area", "construction area" and "sports area". Each district consists of several small projects, such as the "Living Experience Zone" in District 1, which covers cooking, camping, performances, breeding base and other projects. Each area follows the principles of nature and waste, level and development, low structure and openness, and puts a variety of game materials to fully meet the needs of children's age characteristics, movement development and game interests. These areas can accommodate the activities of the whole kindergarten children at the same time, expanding the scope of children's activities, changing the original situation of multiplayer intensive games.

2.2 Provide a variety of game materials

Play with low construction materials. Low-structure materials are more and more recognized by front-line teachers. The reason is that low-structure materials themselves have the stability of materials and the diversity of exploration. It has no specific function and play, and children can freely combine, operate and change it. Golden Horse Kindergarten in each outdoor activity area also put a lot of low structure materials. For example, put in the construction area: milk box, medicine box, tissue box, toothpaste box and other boxes of different sizes, as well as milk powder bucket, iron biscuit box, Wangzai milk can and other bottles and cans of materials, children

of all ages can be combined with life experience to construct. In the activity, children build "home", "city", "campus" and other buildings through continuous combination and innovation, which improves children's creativity and imagination, promotes the development of divergent thinking and compound thinking, and improves children's interest in activities.

Waste materials are used wisely. Every staff member of Golden Horse Kindergarten has been holding the concept of "local materials, make the best use of materials", taking "low cost and high efficiency" as the starting point, to eliminate "fake waste utilization". When putting materials in outdoor areas, they mobilize their parents to recycle waste materials together, including tires, water pipes, cans, oil drums and other waste materials according to the physical and mental characteristics of children of different ages. After a "makeover" into a new, educational value of the activity equipment. For example, tires are painted and turned into beautiful fences, small seats in hammocks; Cans become bowling balls, plum stakes; The oil drum has become an aid on the climbing frame, an obstacle for jumping, and some children can walk freely on the oil drum independently. The integration of waste materials makes the toys in the outdoor activity area more playable, playable and interesting, and the children are fond of it.

A lot of play makes a lot of fun. It is a good way to train children's divergent thinking and develop children's creative thinking to play more with one thing and create new and unique ways of playing. Let children explore and encourage them to play with new methods. For example, the material "rubber band", some children used to jump, some used to drill. Some children in the senior class of Golden Horse Kindergarten transferred their life experience, tied the rubber band to the tree, and played the game of "wooden people through the infrared ray". They set the rules of the game by themselves, and freely combined the playmates. A simple rubber band became alive in the eyes of the children, the unchanged material and the changeable play inspired the children's desire for further exploration. A thing to play more can be from one person to many people, from disorder to group competition, from a single play toys to two or three kinds of toys combined to play, in short, toys, materials in the hands of children to play "live", also play "fire".

3. Research -- organization, implementation and continuous adjustment

In the process of the organization and implementation of children's outdoor independent games, the teachers of Golden Horse Kindergarten discuss while implementing, constantly adjust and improve the organization strategy, and learn successful experience and methods in the process of trying and exploring.

3.1 Open and independent, create pleasant mixed-age area activities

Guided by the spirit of gamification in the curriculum and relying on the subject research, while making every effort to create a game environment suitable for outdoor activities of children in Jinma Kindergarten, we actively explore the outdoor regional activities of mixed classes and ages with the characteristics of the kindergarten. According to the distribution of outdoor autonomous game areas, we have made outdoor regional planning tables, activity schedules, regional leaders' schedules, etc. The activity classes in each region are arranged according to the proportion of large and small schools, and each class takes turns in eight regions in a one-week cycle. In the activity, the boundaries of age and class are broken, and the outdoor independent games are carried out in the pattern of large, middle and small classes mixed with different ages. The children can freely choose small games in the activity area. Exercise basic motor skills, enhance their own balance, coordination, sensitivity, strength, speed, endurance and flexibility and other physical qualities, in the free control of game materials and the selection of partners in the process, actively explore, imagination, creation, cooperation, problem solving, to meet the needs of children's autonomous spontaneity activities, Fully embodies the spirit of "freedom, autonomy, creation and pleasure", the kindergarten has become a paradise where children come today and want to come again tomorrow!

At the same time, in the organization and implementation of outdoor independent games, the responsibilities are clear and assigned to people. Each grade group is in charge of several large areas, with the grade leader acting as the "district head", and each small game project with a teacher acting as the "instructor". The "district head" coordinates the creation of the large areas, site safety, equipment maintenance, goods arrangement, materials placement, etc. The "instructor" is responsible for the organization of the program, the instruction of the game, and the observation of the children's behavior. At the same time, outdoor regional planning table, entry activity schedule table, regional person in charge schedule and so on were made. Activity classes in each region were entered into the region according to the proportion of large and small schools, and each class took turns in the eight regions in a week cycle.

3.2 Return to nature, return to "farming" breeding activities

Mr. Tao Xingzhi once said, "Education without life as the center is death education; A school without life as the center is a dead school; A book without life at its center is a dead book." It can be seen that education must come from life and be attributed to life. Education without life can only be empty talk and lack of practical significance. As a rural kindergarten, under the guidance of Mr. Tao Xingzhi's education theory, Jinma Kindergarten makes full use of existing resources to carry out various forms of activities to get close to nature and experience life. There are hundreds of trees of different varieties in Jinma Kindergarten, which are children's paradise. During the "Flower Appreciation Festival", peach blossom forest is colorful and pomegranate flowers are red like fire, children play under the trees and take photos. "Picking Festival", osmanthus fragrance orange red, children pick taste, make osmanthus cake, sour sweet is full of the taste of harvest. Each semester, the park also carries out "class tree" adoption activities and parent-child tree planting activities under the theme of "protecting green". Each class chooses class tree to adopt freely, planting trees together with parents for the kindergarten, to better inspire children's good quality of environmental protection, care and responsibility in the love of green and protection of green. At the same time, the kindergarten also makes full use of the advantages of the large outdoor green area to open up the "happy and happy" planting garden and breeding base, and create the outdoor plant corner with class characteristics. Here, the children sow, fertilize, water, catch insects, harvest, feed a variety of small animals, observe and record the growth process and changes of animals and plants. The breeding and breeding activities of returning to nature and "farming" emphasize children's personal participation, guide children to acquire various knowledge and develop various abilities from the most intuitive and vivid nature, so that children can feel leisurely nature and rich life interest in the hands-on experience activities.

3.3 Folk games, highlight activities highlighting local flavor

As we all know, today's children do not worry about food and clothing, parents are most concerned about whether the child is happy and healthy. Therefore, the teachers of Golden Horse Kindergarten collected, sorted, screened, summarized and sorted out the traditional games of the Chinese nation -- folk sports games, and integrated them into each activity area to optimize the content of the activities.

Folk games do not need to prepare a lot of materials, nor do they need a large field, can be carried out anytime and anywhere. The teachers of Golden Horse Kindergarten follow the principle of "anytime and anywhere, playing companion machine, reducing waiting and eliminating burnout" to carry out folk games when organizing children outdoors. Teachers will organize children to carry out games such as "What time is the old Wolf", "lost handkerchief", "eagle catch chicken", "little fish little fish swim quickly", "big saw" and other games.

Folk games not only enrich children's outdoor games, but also develop children's movements such as running, jumping and balancing in folk sports games to promote the development of big muscles. In the folk area of the game to develop children's hand-eye coordination, promote the development of small muscles. Through imitation, coordination and competition, children learn to cooperate with peers and solve problems, and cultivate children's learning qualities of not afraid of difficulties, friendly communication and willingness to help others.

3.4 Outdoor learning, the use of resources into the curriculum construction

Professor Yu Yongping once pointed out that kindergarten curriculum is to do things, do things that meet children's needs, suit children's nature, do things that children can do, children can feel the challenge, children can feel the fun, children can do things with thinking participation. In the process of organizing and implementing outdoor independent games, Golden Horse Kindergarten integrates the development and utilization of outdoor natural and environmental resources in the park into the course construction, creates an educational ecology with garden-based characteristics, and sorts out the outdoor course resources, focusing on the "What do we have? "What has been done? "What else can we do?" These three questions are reviewed in the course to form the characteristic curriculums/projects of the garden. For example, the children plan the layout of the vegetable garden and discuss what to plant in the garden. Which ones are suitable for planting this season? How do these plants grow? The activities of returning to nature and "farming" emphasize the personal participation of children. In the process of sowing, fertilizing, watering, catching insects, harvesting,

raising various small animals, observing and recording the growth process and changes of animals and plants, children can acquire knowledge and experience and improve their ability through personal experience.

Conclusion

In the process of the reform of outdoor independent games, teachers have changed from questioning, worrying and watching to actively trying, from the control of games to learning to let go slowly, "close your mouth and hold your hands, open your eyes and keep your ears open". The concept of gamification of curriculum has gradually penetrated into teachers' teaching behaviors. The state and ability of children are also changing. However, the exploration of outdoor independent games organization strategy is a long and arduous process, and there is still a long way to go in the future. We also need to follow the rules of children's development, adhere to the principle of "children first, teachers last", and improve teachers' ability to organize and implement outdoor independent games in the continuous "leading" and "reflection".

References

[1] Qiu XQ. Preschool Children's Games [M]. Nanjing: Jiangsu Education Press, 2008.13.

[2] Department of Basic Education, Ministry of Education. Interpretation of Kindergarten Education Guidelines (Trial) [M]. Nanjing: Jiangsu Education Press, 2002.2.

[3] Guo N. Research on the Construction and organization Strategy of outdoor independent Games in Kindergartens [J]. Intelligence,2022(07):187-189.

Construction of High-Quality Classrooms in Junior Middle School Sports under the Background of Learning-Practice-Competition Integration

Pingfan Hu

Nanjing No. 39 Middle School, Nanjing 210000, China.

Abstract: Taking learning as the basis, practice as the path, and competition as the promotion. In the process of coordination and unity of learning-practice-competition, it can promote students' learning motivation, strengthen students' practice motivation, and promote students' active performance in competition activities. Under the influence of positive self-efficacy performance, active sense of achievement, etc., it can promote students' interest and experience in sports activities, strengthen students' learning effects, and promote the active construction of high-quality sports classrooms in junior high schools. Next, this article will discuss the effective construction of a high-quality junior high school sports classroom under the background of the integration of "learning-practice-competition" based on its own junior high school physical education teaching practice.

Keywords: Junior High School Physical Education; Learning-Practice-Competition Integration; High-Quality Classroom; Strategy

1. Preface

In the design of the curriculum concept of Physical education and Health in Compulsory Education Curriculum Standard (2022 edition), it is pointed out that in physical education and health curriculum, it should be "based on students' learning needs and interests, for all students, implement the requirements of 'church, practice frequently and play regularly', and pay attention to the integrated teaching of 'learning, practice and play'". In physical education teaching practice, combining with students' interest experience, create a positive learning situation and activate students' learning motivation. On the basis of fully activating students' subjective consciousness, activate students' learning activities, so that students can actively participate in the process of exploring and researching learning activities under the influence of stimulating and driving their independent consciousness in learning. Feel the effect of combining scientific sports knowledge and skills with specific learning activities. In the process of active inquiry practice, students can feel the perceptual effect between knowledge learning and specific operation, and their positive initiative will be effectively stimulated and mobilized in the process of active learning practice inquiry, especially when their own perception and experience with specific learning activities produce positive practical results. Students will burst out of the heart of the infinite dynamic experience. Practice is a process of subjective construction and objective. In the process of practice, students constantly combine the perceptual knowledge and experience gained in the learning process with specific practice activities. In the process of combination, students constantly adjust the methods and skills, correct the wrong methods and techniques according to their actual situation. In the competition activities, in the real activity collision, stimulate students' sense of learning efficacy, promote students' sense of achievement in learning, in the active competition activities experience and practice, promote the effective construction of high-quality physical education classroom.

2. Creative learning, fun practice, game competition

The nature of physical education and health courses is obviously different from that of mathematics, science and chemistry courses. The former is an operational cognition, which directly points to students' actual participation in physical activities and the

practice of forming healthy behaviors, so as to improve students' life, survival and quality of life. The latter directly points to understanding and transforming the objective world. Learning sports and health is closer to life and life, so it is necessary to implement the trinity practice of "church, diligent practice and regular competition". Among them, "church" as the first test of teachers, let students learn the value, principle and method of physical education and health, students form physical education skills and generate learning motivation for physical education and health courses. Here, how to let students learn is the primary problem for PE teachers to think about. In-class learning is the most important way for students to acquire PE knowledge and experience. In the in-class teaching activities, teachers carry out purposeful, planned and regulated teaching implementation for students in combination with students' interest experience and regular characteristics, so that students can effectively activate their interest experience. Actively join in the physical learning practice of the specific process.

Interest is the best teacher. The importance of learning interest for students to learn knowledge is obvious to all, so stimulating students' learning interest will become the basis of building an efficient classroom. Students can learn by playing, master knowledge and experience, get positive discovery and perception, and actively find ways to improve and improve problems in the process of playing. Then through active learning, practice, competition combination, promote the positive presentation of high quality class.

For example, in the teaching design practice of the basketball unit "Dribbling and passing the ball with both hands in front of the chest", the teacher combined with the creative music game "Little Fish Net". First, the running area was divided with markers to emphasize safety matters. Most students played the role of little fish and two students played the role of fishing net, and the fishing net held hands to touch other students running in the prescribed fishing field. Other students dodge, dodge can continue to run in the fishing ground, hiding can not open to join the fishing net, and then chase other running students, and so on four fishing nets, six fishing nets, with the increasing number of fishing nets, the students escape more and more difficult, until the last remaining one player game over.

Through simple games, the students learned how to dodge and dodge between people and how to protect themselves most effectively in a real confrontational environment. On the basis of the motivation of the dodge game, the teacher guided the students to imagine that if they joined the basketball, the students would learn to hide, and to prevent, certainly in a hurry, but at this time and require us to protect the ball, but also to protect themselves, what do we do on the court? At this time, it naturally leads to the need for close cooperation between partners, so as to ensure that the ball is as safe as possible, and organize students to go through the following group training to feel in the real training competition -- while improving their skills, they also need cooperation between teams, so that they can not only teach new knowledge, but also penetrate moral education and cooperation between people. Teamwork is an important factor in winning games. At the same time, in the process of basketball dribbling and passing, as the students on the offensive side, if they want to seize the ball, they must find the loopholes and flaws of the other side, choose the right time, and quickly, mercilessly and accurately receive the ball to their team, which is also closely related to the cooperation of the team.

Arouse students' interest in dribbling and passing in a positive situational experience; In the learning activities, the students studied and studied the technical movements of dribbling and rushing the ball. Two people passed the ball in situ, four people played the ball in situ, and passed the ball after dribbling. In the process of dribbling and passing, the students demonstrated each other, the teachers explained, the students explored and tried again and again, and the joy of success raised the desire of students to further study. On the basis of perceptual learning, teachers introduce the rules of game competition to further enhance students' enthusiasm for learning.

Another example: In the teaching design of learning throwing unit "Throwing solid Ball in front of hands and heads", the teacher assigned students to carry several newspapers and a roll of tape in the first class. The team adopted a circle style and placed a sign pole in the center. Students fold the newspaper into an airplane and see who can fly the airplane farther with one hand and touch the flag on the top of the pole. Secondly, the teacher's demonstration changed from one hand to two hands, from the original paper airplane to paper ball, and then guided the students to practice; With the increase of the number of exercises and newspaper, the students' throwing ability is constantly improved. Finally, the throwing scoring competition is held according to the throwing area drawn by the teacher.

Teachers use newspapers in the first class rather than the traditional sense of directly holding the ball, can arouse students' curiosity, arouse students' interest, and take the initiative to think about the content of the lesson, will be higher concentration in

learning. When flying the paper airplane with one hand, students can realize that if they want the paper airplane to fly far and high (touching the flag on the sign pole), they must shoot fast and at a high Angle, which is also the point we need to pay attention to in the solid ball project. Secondly, when the paper airplane turns into a paper ball and one hand turns into two hands, the feeling of power will be completely different. In addition to speed and Angle, the teacher will give proper guidance in the process of practice, as well as the coordination and power of the whole body. At the end of the shooting exercise, students' mastery of knowledge was tested in the way of small games, and students' competitive spirit was stimulated. The classroom atmosphere was unprecedentedly high. Teachers gradually penetrate knowledge points in the process of games, and students are more willing to accept new knowledge and have higher participation in class.

As can be seen from the above two examples, in the active game competition experience, students are guided to find a strong sense of satisfaction in learning in the process of active knowledge application and practice. Under the action of the internalization consciousness of active motor skills, they can use the knowledge they have learned to win the competition, so as to better promote the effective construction of high-quality sports classroom.

3. Multiple learning, interactive training, creative competition

Students entering middle school have more diversified and rich ways to receive and acquire knowledge. In learning activities, some students complain that the angles presented by teachers in class are not comprehensive enough, or they cannot see clearly in some angles, and they cannot learn new movements quickly and accurately. To this end, the teacher combined with a diversified learning platform, in the form of video to show students standardized and standardized actions. It has to be admitted that the introduction of modern information technology allows students to quickly skim over the content they have mastered while watching sports action skills, and when they encounter sports skills they have not learned yet, they can watch them repeatedly through the mode of pause or loop play. In this way, students' interest in learning is greatly aroused, and they will not feel that learning is a boring thing, but an interesting activity.

On this basis, teachers guide students to achieve the effective construction of high-quality physical education classroom through various ways in specific learning practices, such as interactive practice, interactive practice, creative practice and other forms, under the scientific combination of learning, practice and competition, and on the basis of coordination and unification.

For example, in the study of rhythmic exercises, students combined with the characteristics of rhythmic exercises, through multiple media platforms, search for the music that fits the rhythm of rhythmic exercises, students through repeated combination, find the music that fits the rhythm of rhythmic exercises, and even students modify and adjust some unreasonable places on the basis of multiple exchanges. Of course, with the development of the Internet and the progress of science and technology, many schools have been equipped with large screens on the playground for PE teachers to teach, but there are still some schools unable to provide professional equipment. In view of the characteristics that middle school students are willing to show themselves and hope to be recognized by teachers and classmates, I introduced the "little teacher" in class, that is, select or volunteer 1-2 students with standard movements in each group to lead other students to learn, and the "little teacher" is responsible for guiding other students' movements in the group. Of course, "little teacher" can be rotated. When the students or teachers in the team think that a student's movement is more standard than the "little teacher", he can become the new "little teacher" of the group. In this way, in the classroom everyone will be in order to be a "little teacher" and study hard, and has been successfully elected "little teacher" students in guiding other students to practice at the same time, strengthen the foundation, and help others. Based on this method, the learning atmosphere of physical education classroom is unprecedentedly high, and the students' interest and enthusiasm for learning are also more intense. Everyone changes from forced learning to active learning, learning with enthusiasm, and this atmosphere is bound to greatly optimize the teaching efficiency and quality of junior high physical education classroom.

In the practice activities, students combined with the music situation, interactive practice, interactive practice. Students learn from each other and complement each other's strengths. In the process of positive revision and improvement, students can realize the positive performance of rhythmic exercises. On the basis of the students' effective learning and integration of rhythmic exercises, the team members' learning achievements will be evaluated by taking the opportunity of inter-group competition. It is not only the understanding of the learning situation of the students in this class, but also increases the competitiveness, which helps the students to

improve the collective sense of honor. In addition, active competition can also be carried out in the whole grade. The tension features of the competition will greatly enhance the subjective consciousness of students in learning activities, and students will be more invested in learning, and the cohesion of the class will be more obvious at this time. At the same time, students in the competition have a higher degree of internalization of rhythmic exercises. On the basis of the positive combination of learning and practice, promote the positive embodiment of the efficient competition effect.

4. Independent learning, flexible practice, multiple competition

Under the integrated background of "learning-exercise-competition", the construction of high quality physical education classroom in junior high school changes the traditional passive learning and rigid acceptance of physical education teaching, and enables students to actively and autonomously integrate into learning activities on the basis of fully stimulating their subjective consciousness and fully mobilizing their initiative. In the process of independent learning, active practice and effective reinforcement, In the process of the organic combination of lively sports learning activities and competitions, we can realize the active and effective construction of high quality sports classroom.

For example, in the learning practice of traditional sports events, the school allows students to independently choose the traditional sports events they are interested in based on their interests and characteristics. In the learning activities, students can not only learn and understand the learning objects through learning activities in class, but also visit regional sports celebrities and inheritors of traditional sports events. Or network platform learning and other methods, in the active independent learning practice, to expand the positive knowledge accumulation of learning objects.

Take fitness Changquan and Kick spline for example, students can learn certain content in class, can also enrich themselves through online learning, and even can visit local famous experts during holidays to further improve their knowledge. Through their own knowledge and experience acquired through independent channels, students actively interact and integrate efficiently in the process of interactive learning and flexible practice. At the same time, on the basis of the combination of learning and training, schools can organize school activity league, under the guidance of the sports concept of "One school, one style, one school, one color, multiple development", firstly carry out the knowledge and skills competition of bodybuilding Changquan and kicking shuttlecock within the class, then develop it between classes and within the school.

In the active competition activities, the students will consciously combine the collective honor of the class with the personal gains and losses of honor and disgrace. At this time, their learning is no longer simply a personal thing, the students in the process of practice activities are fully stimulated the sense of responsibility, the students' sense of mission is effectively mobilized. Under the premise that the intrinsic motivation and vitality of the students are effectively stimulated, the students will prepare actively before the sports competition, respond actively and demand themselves strictly in the competition activities, and constantly improve their own sports quality and sports skills. In the competition activities, the students actively involved in, go all out to deal with, in the process of diversified competition interaction, promote the positive construction of high-quality physical education classroom.

5. Conclusion

In a word, learning motor skills is not only to know and understand, but more importantly, to actually use, and whether it is the formation, consolidation, mastery and application of health function and motor skills, all need a lot of practice, in order to achieve proficiency, mastery and even automation. Students' participation in sports practice, participating in various appropriate sports competitions or demonstrations is itself a passionate, dynamic and attractive part of the campus cultural activities. Students' learning, practicing and regularly competing are also the most valuable part in effectively promoting their health and all-round development. Under the integrated background of "learning-exercise-competition", the construction of high quality physical education classroom in junior middle school will combine "learning-exercise-competition" flexibly and effectively on the basis of conforming to students' learning characteristics and development rules. On the basis of the active motivation and activation, it will promote the accumulation of students' effective knowledge and experience, promote the significant improvement of students' skills and technologies, and promote the effective and rich experience of students' practical exercises. Efficient physical education classroom is actively constructed on the basis of the effective integration of "learning-exercise-competition".

References

[1] Li WJ, Liu ZQ. Problems and Strategies of the integration of "Learning, practice, competition and Evaluation" in Physical Education Classroom Teaching -- from the perspective of Structured Teaching [J]. Physical Education Teaching. 2021(04).

[2] Han QM. Integrated Design of "Learning, Training and Competition" from the perspective of Evaluation [J]. Chinese School Physical Education. 2020(07).

[3] Shi J. Practice and thinking on the consistency of "learning, practice and competition" under the requirements of "Three Ones" in textbooks [J]. School Physical Education in China. 2020(02).

To "Good" Growth Embellish "Virtue" to the Future——Integrated Education to Protect the Harmonious Development of Special Children

Jiajia Huang, Hua He
Shande Kindergarten, Wuxi 214000, China.

Abstract: As the saying goes, "There are a thousand Hamlets for a thousand readers." Every child is a different individual, due to the differences in family environment, social relations, education and so on, personality, special skills, needs will also be different. Our garden adheres to the educational concept of "harmony but different harmonious coexistence", to create a warm, comfortable and appropriate educational environment, follow the children as the main body, inspire children to know themselves, adapt to the environment, gradually release their personality, promote the healthy and happy growth of children, get diversified experience, better integrate into the collective life.

Keywords: Integrated Education; Support Policies; Operation Strategy

Introduction

"Good is the root of peace and harmony is the fruit of good." The kindergarten adheres to the cultural concept of "harmony", keeps pace with The Times, actively innovates, and advocates the new concept of education under the cultural background of "harmony" of "kindness is the best treasure, virtue is the good garden". By upgrading the construction of special education development projects, under the guidance of experts, to promote the comprehensive and harmonious physical and mental development of special children, teachers take the road of professional growth, and strive to create a "Lianxin project" with the cultural characteristics of "harmony". What is "lotus heart", that is, every family, every child like every lotus seed in the lotus seed, gathered together, formed the kindergarten this harmonious big family, with our love to care for each child's healthy growth.

1. From "learning" to "growth", uphold the concept of harmony and creation of all things.

"And all living things, endless." My garden to "and" see que, respect children's individual differences, individualized teaching, create inclusive acceptance, love and mutual help of the growth environment, pay attention to every life, pay attention to every involvement, promote children's free growth.

1.1 Focus on growth and set up Lianxin Care Group

In order to respect the individual differences of children, so that all children can get appropriate education, so that each child can get the best growth and the best adaptation to the society, we set up the "Lotus Heart" care group. The group consists of a special working group with the principal as the leader, two deputy principal as the deputy head, the director of the teaching department, and the teachers' representatives, which establishes the work objectives, formulates the relevant system, defines the work responsibilities, and provides care, education and help for the children with special needs and their families. "Lianxin" care group creates opportunities and conditions for every child through half-day activity observation, infant development evaluation, health care knowledge guidance and other ways, to cultivate upward dream, civilized and virtuous, kind and loving, and beautiful and delicious little virtuous angels.

1.2 Focus on survival and create integrated resource room

As the saying goes, "A thousand readers have a thousand Hamlets." Every child is a different individual. Due to differences in family environment, social relations, educational background, etc., there will be differences in personality, expertise and needs. In order to enable children with special educational needs to be taught according to their aptitude, our kindergarten has created an integrated resource room. There are quiet fine motor training areas and rehabilitation areas rich in materials in the resource classrooms of our garden. The whole center embodies aesthetic art, regional self-selection, independent activities, the combination of individual training and intensive training, giving consideration to the private and open pattern, giving special care to children with special needs, but also providing different interactive platforms for other children.

1.3 Focus on your life and create a personality plan

Famous educator Tao Xingzhi put forward: "Life is education, a day of life is a course." Every activity of children from entering to leaving the kindergarten every day is the embodiment of the core value of children's all-round development. Records of exceptional children were established through the Exceptional Child Assessment Scale (ADL). Then, according to the detailed observation and record of children's daily life behavior, the homeroom teacher analyzes the performance and behavior of special children in different links, and sets corresponding long-term and short-term goals according to the development of seven areas, including sensory perception, gross movement, fine movement, self-care, communication, cognition and social skills. Develop a growth plan that highlights individuality and teaches students according to their aptitude. The formulation of individual plan can effectively present the development of children at each stage, which is convenient for teachers to provide more effective teaching strategies through observation, record and summary, and lay a foundation for children to better integrate into group life. Fusion game refers to the game content carried out by the class; Custom games are personalized games based on good physical and mental characteristics. For example, one day I tried the class blowing game. In the game, the teacher found that he could not blow with a straw and his mouth was weak. Therefore, in order to develop customized games, the teacher carried out the game of blowing gloves to exercise the breathing ability and oral strength. Thus it can be seen that customized games are the complement and addition of integrated games, and the two are mutually permeating and inclusive.

2. From "goal" to "demand", clear and gentle course orientation

Our garden actively excavates the educational connotation of "He" culture, and will rely on, promote and co-exist with the "lotus heart" care education activities. With the overall goal of "promoting the harmonious development of children's body and mind", we focus on children's life growth and emotional experience, find the growth code, attach importance to the key experience, and build a gentle "lotus heart" care course.

2.1 Cultural orientation and comprehensive convergence.

In accordance with the characteristics of children's physical and mental development and the spirit of the Learning and Development Guide for Children aged 3-6, the "Lianxin" care and education activities of "affinity, integration and inclusiveness" have been established. The "Lotus Heart" care and education activities of our garden are the core of inheriting the "harmony" and "happy learning" of Confucius. By interpreting the "harmony" culture, tasting the "harmony" culture and enriching the "harmony" culture, the special education activities are cultural, inclusive and diverse, providing conditions and opportunities for every child, highlighting the new form of "lotus heart" care and education activities. Cultivate upward dream, civilized and virtuous, kind and loving, and beautiful and delicious little angels of virtue.

2.2 Effective implementation and diversified development.

Every child is an angel. In order to make them grow up more actively, healthily and happily, our garden makes full use of outdoor natural workshops, creates a variety of indoor areas and rich game materials, pays attention to children's "weak points" and seeks "growth points". Combining task analysis method, game teaching method and sensory teaching method, it forms three practice patterns of "lotus heart" care education activities.

"Pro-nature" independent activities: Professor Liu Xiaodong said: "Children are the children of nature, human is a part of nature,

the most obvious is the nature of children, childhood is the expression of nature." In order to improve the sense of perception, attention, motor ability, emotional adjustment ability, creativity, kindergarten through the reconstruction of the kindergarten outdoor natural game environment to enrich children's outdoor independent activity experience. For example, we construct activity exploration areas such as "Colorful Harmony Garden", "Change Change Mud Garden", "Song Song Sand Garden", "Green Green Grass Garden", "Dense Forest Garden", "Many Fields" and "Glistening Water Garden", explore a variety of natural materials, design a variety of activities suitable for children's learning and playing, enrich children's language, cognitive and communicative abilities, and help children form a learning attitude close to nature. Awaken children's life consciousness.

"Pro-social" experience activities: deeply excavate the human resources of children, teachers and parents, integrate and develop the environmental resources around the kindergarten, expand and use the community cultural resources, establish the theme resource database conducive to the needs of teachers' activity organizations, and support the development of "pro-social" experience activities. Through the establishment of education base outside the park, to carry out a series of social practice activities; Explore the educational value of all kinds of traditional festivals, social commemorative festivals and other festivals, and carry out all kinds of festival education activities; Around the establishment of various activities in Xin 'an Huayuan Community on Xin 'an Street, where the kindergarten is located, various forms of social education activities are carried out in the form of education with small hands and big hands, so that children can adapt to the society with the virtue of "harmony" in the rich and colorful social experience, and obtain diversified development.

"Personally Me" game activity: Create a loose and harmonious class atmosphere, so that children with special needs can gradually adapt to the kindergarten life physically and psychologically. Attach importance to creating a warm and childlike environment to increase the interest of children with special needs in participating in activities. According to children's age characteristics and differences, the language area, education area, art area, construction area, etc., create a rich and colorful platform to show themselves, so that children can personally feel "I can", "I can", "I am great" in the real situation, promote children's self-growth experience, achievement and confidence.

Our "Lianxin" care education activities are still in practice and exploration. According to the development of different children, we continue to simplify, decompose, replace and restructure, and find the "best practice way" to improve the effectiveness of "Lianxin" care activities.

2.3 Multiple evaluation, lift help.

Children, teachers and parents are the researchers, designers and implementers of the activity. In the process of the implementation of the activity, teachers can understand the curriculum implementation and children's physical and mental development level through careful observation in the activity, combining with the Archives of Children's development and Growth, the Observation records of individual children and the Observation Records of Teachers' one-day activities. In combination with "Curriculum Implementation Group Discussion", "Half-day Activity Evaluation" and "Theme Activity Evaluation", conduct evaluation and diagnosis of activities and implementation process, find out the shortcomings of activity setting and implementation process, evaluate the suitability and effectiveness of activities, and give feedback, coordination and adjustment in time. With the help of children's micro expressions, body language and actions, to understand children's ability development level and activity suitability and improve. Parents are the participants, supporters, collaborators and evaluators of the kindergarten theme activities. Parents' evaluation of the activities is diversified and multi-channel. My garden through the trinity of "children's growth file", "activity statement", "site interactive" and other forms, to promote the idea of the activity, objectives, content, etc., to guide parents to use a professional perspective to look at the development of special children.

The kindergarten pays attention to children's "weak points" and seeks "growth points". It makes full use of outdoor natural workshops, creates a variety of indoor areas and rich game materials, so that children can connect and interact with teachers, peers and the environment, highlighting the new form of "lotus heart" care activities, and cultivating virtuous little angels with dreams, civilization, love, beauty and taste.

3. From "dispersion" to "focus", take action strategies of professional research

Our kindergarten actively implements the construction requirements of the Series Assessment Manual for Special Children,

deeply thinks about the integration of kindergarten-based curriculum and "Lianxin" care education activities, strengthens the awareness of "children are the subjects of learning", further defines the concepts of "inclusive and integrated", "respect for individual development" and "child-centered", and combines reading projects, training projects and research projects. To enhance teachers' theoretical knowledge and professional quality, clarify the relationship between development and function, and set the content and objectives of activities scientifically, so as to make "integration + training" integrated and common, and provide support and protection for more children with special needs.

3.1 "Cherish" the reading project

Following the concept of integrated education, the kindergarten attaches great importance to the theoretical accumulation of teachers. At the beginning of the year, the kindergarten makes the advanced reading plan for teachers. Through the activities of "Guiding" reading, "He Hui" library and bookish campus, all teachers have gained broader ideas in the interaction, and learned new knowledge from books through reading, striving to make new breakthroughs in the educational concept.

3.2 "Lian Hui" training program

Focusing on the professional growth of teachers, mining expert resources, combined with the "go out, invite in" learning mode, guide teachers to carry out more efficient "Lianxin" care activities. In 2021, we plan to invite Zou Xiaodong, a researcher from Xinwu District Teacher Development Center, Zhu Yimin, director of Wuxi Early Intervention Center for Special Children, Ding Aiping, a teacher from special School, and other experts to the garden for special training, such as rehabilitation training, psychological navigation, and theory improvement. At the same time, actively participate in the online teacher training of Xitai Integrated Education, master the new educational trends and strategies, further understand the true meaning of education, improve teachers' education and research ability.

3.3 The "Warm" research project

Establish a teaching and research community, carry out various forms of discussion activities, hone and integrate the professional ability of teachers, give play to the leading role of the backbone, and establish the pyramid of teacher professional development. Through activities such as "cooperative learning, case teaching, teaching observation, situational experience, task-driven, extension study, and special lecture", teachers can share experience and inspire each other, so that teachers can root in the children's view, curriculum view and education view under the integrated education concept in the hearts of every teacher through teaching and research forms such as experience, participation, sharing, communication, discussion, and reporting.

Based on the development of teachers under the background of ecological education, with the characteristics of awakening teachers' growth desire and stimulating their growth motivation, and relying on the three-dimensional integrated research strategy, a collaborative teacher team is built to cultivate teachers' practical ability of individualized teaching, their ability to use professional equipment and their ability to implement individualized education plans.

4. From "individual" to "group", construct multi-dimensional support strategy

The activities of the kindergarten are gamified and life-oriented, creating a free and relaxed environment for Pute children to play, communicate freely and develop their nature in group activities and interact with the home, allowing parents to have a deeper understanding of the integrated education curriculum and a more comprehensive understanding of children's personality and characteristics, promoting special children to improve their original level and forming a growth community of group learning.

4.1 Create a peer support ecosystem.

Companion is one of the important others in the process of children's physical and mental development. Our garden adhering to the concept of integration activities put into consideration, respect for differences, encourage children to free combination, in the form of project team to carry out game activities. In such an integrated atmosphere, ordinary children especially accept special children, play, live, exercise and study with them, learn to care about others, and get emotional satisfaction and ability development through mutual help. For special children, they can imitate the object, can carry on simple language communication, can abide by simple rules, enjoy the fun of activities, feel the happy atmosphere of kindergarten.

4.2 Build a joint mechanism for home interaction

My garden through the garden experience, parents teaching assistants, volunteer service, study discussion and other forms, to help parents establish a scientific view of parenting, grasp the correct parenting method, so that the home in the concept of consistency, synchronization in education, the formation of support for special children learning community. Every semester, we invite all kinds of experts and volunteers to carry out "mother class" to provide help and care for Putt children. Through interactive games and individualized training, we can promote the improvement of children with special needs to different degrees and achieve healthy physical and mental development. At the same time, through open activities, ordinary families can have an in-depth understanding of special children, so that families with special needs can integrate into the collective life of the kindergarten as soon as possible

Conclusion

Education for special children is a continuous and invasive process. Our kindergarten will adhere to the philosophy of "kindness is the best treasure, virtue is the best garden", earnestly implement the integrated education policy, fully explore and integrate the internal and external resources of the kindergarten, pay attention to each child, design for each child, with the mentality of "little lotus is dew, waiting for flowers to bloom", and strive to make every child with special needs can achieve development.

References

[1] Shen LY. Exploration and Thinking of Kindergarten Integrated Education [J]. Knowledge Window (Teachers Edition),2021(09):103.

[2] Wei MX. Construction Path of pre-school Integrated education support system from the perspective of Ecological theory [J]. Journal of Weifang Engineering Vocational College, 2021, 34(04): 56-60.

[3] Wang Q. Effective Construction of Preschool Integrated Education Support and Security System -- a dimension of high-quality Development [J]. Education Vision, 2022(16): 32-34.

[4] Yu XM, Ma RM, Tang M. The development status and promotion strategy of preschool integrated education in China from the perspective of quality evaluation [J]. Preschool Education Research,2022(08):1-12.

Research on the Construction of Online + Offline Hybrid Mode in College English Teaching

Xiaojing Huang

Hainan Vocational University of Science and Technology, Haikou 571126, China.

Abstract: With the rapid development of the times, modern educational technology and traditional teaching mode have produced a more effective online + offline hybrid teaching mode in teachers' exploration and innovation. Through this hybrid mode of college English teaching, to a large extent, it can expand the actual classroom, and also enable students to fully carry out English learning outside the classroom, which has a very significant positive effect on college Students' English learning and the construction of college classroom.

Keywords: College English; Online + Offline; Hybrid Mode; Teaching Research

1. Introduction

In colleges and universities, by making full use of the network and modern educational technology for English teaching, through the construction of online + offline hybrid teaching mode, students can learn and exercise English better in and out of the classroom to a great extent. The first mock exam is to explore and apply the model to students. By making full use of the rich teaching content, students can learn more in the teaching content and materials, and give them more time to practice oral English and to interact with students in online learning. It can greatly improve students' English practice. Through the use of online + offline hybrid teaching mode in college English teaching, it will play a very good role in promoting students' English comprehensive ability and classroom quality.

2. The positive advantages of online + offline hybrid mode in college English teaching

In College English teaching, through the use of online + offline hybrid teaching mode, English classroom teaching has great advantages. On the one hand, it can strengthen the interaction between teachers and students. In the traditional teaching mode, most of them are teachers explaining the teaching materials and students recording in class. In the process of teacher-student interaction, they only carry out some relatively simple knowledge exchange, but they do not get better guidance and help for students' questions. Through this hybrid teaching, we can give more interaction time and space between teachers and students, leave questions and answer questions through the network, so as to make the interaction between teachers and students more efficient and make the relationship between teachers and students more harmonious. On the other hand, it can improve learning efficiency and classroom quality. In the process of offline teaching, teachers only need a lot of time to explain the teaching materials, which makes the students have the psychological emotion of news. Through the mixed online and offline teaching, we can arrange the preview task or homework online. This can make the offline classroom have more time to pay attention to and guide the students, which can make the students more efficient in learning, and also can make the teacher's classroom teaching more efficient.

3. The concrete performance of online + offline hybrid mode in college English teaching

Through the online + offline hybrid mode of college English teaching, its specific performance is the mixture of three aspects.

One is the mixture of teaching methods. Most of the traditional teaching methods are relatively single. Through teachers' explanation and teaching of teaching materials, students are passive in accepting learning to a large extent. Through the hybrid mode, teachers have more teaching means, thus enriching the teaching mode, which can also better enhance students' interest in learning, and give students more active learning attitude. Second, the mix of teaching resources. Through the use of online teaching mode, teachers can use more multimedia or micro class forms. Compared with offline teaching materials, it can make students pay more attention to learning and give teachers more time to observe students offline. Therefore, teachers can make full use of teaching resources more comprehensively, and students can improve their theoretical study and practical exercise. Third, the mixing of teaching environment. The offline teaching environment is the teacher, while the online teaching environment is the network. Through the combination of the two, we can not only better grasp the time, but also more effectively arrange the space, so as to have a more reasonable allocation of students' learning progress and learning content. Through the complementary and integration of these two different teaching environments, the great advantages of the hybrid mode can be better reflected

4. Construction and application of online + offline mixed mode in college English teaching

4.1 The application of pre-class preview in college English teaching

In the pre-class preview stage of efficient English, teachers can arrange and arrange classroom tasks for students through online mode, and make targeted pre-class preview arrangements for students according to the teaching content and teaching objectives, so that students can preview and understand the basic knowledge and basic tasks of this class through online communication with teachers before class, and students can learn English more autonomously in the process of pre-class preview, which is also conducive to classroom teaching, so as to let the students understand and study the text of the textbook more detailed and in-depth. In addition, teachers can also upload courseware and release preview related content through the education network platform, and teach English through planned, arranged and regulated teaching steps, so that students can have a more detailed understanding of the teacher's syllabus, in order to ensure that every student can learn according to the online teaching plan and syllabus, and enable students to have more initiative to prepare for English preview. In the process of preparation, teachers can also develop the discussion function of the platform, so that teachers and students can also have a discussion about the preview, so as to further improve the preview effect of students.

4.2 The application of English teaching in college

In the process of classroom teaching, teachers have made students have a relatively mature preparation for the classroom through online, so that in the actual offline teaching process, they can further explain the tasks assigned in the preview before class, and carry out English teaching combined with the whole offline classroom. It can not only enable students to further master the online tasks in offline learning, but also improve the efficiency of students in actual learning. Teachers can carry out offline English teaching through multimedia, and test online teaching by asking questions or spot checking the tasks assigned in pre-class preview, so that teachers can better grasp the actual preview situation of students. In the process of offline classroom teaching, teachers can improve students' interest and enthusiasm in English through a variety of teaching strategies, and pay attention to and strengthen students' English learning initiative and ability, so as to further improve the content of pre-class preview and strengthen the actual effect of classroom teaching. In the process of online teaching, teachers can give students more time to discuss with each other, in order to exercise students' practical English practice, and integrate with online task arrangement, so that students can get more comprehensive English learning.

4.3 On the application of college English in the consolidation stage after class

In the consolidation stage of college English classroom, teachers can adopt online + offline two ways. Through the summary of teaching materials in class to deepen students' consolidation after class, we can display and play pictures and videos through the way of multimedia, and further consolidate and expand students' English teaching after class, so that students can have a more comprehensive summary understanding and learning of the text of teaching materials. At the same time, it can also make students learn

more about the background of the textbook text and its related culture in the process of consolidation after class, so as to deepen students' interest and learning. In addition, teachers can also publish homework on the education network platform to consolidate learning after class, and students can complete homework through classroom notes, courseware, and related videos or materials uploaded by teachers after class. Through online English classroom consolidation, students can learn again independently through the search and research of network information, which will improve students' English literacy and comprehensive ability. Through the off-line after-school expansion and on-line after-school homework, the consolidation of teaching for students after class can make this hybrid teaching mode get the maximum play.

5. Conclusion

In a word, through the construction of online + offline hybrid mode in college English teaching, on the one hand, it can give teachers more teaching space, and make teachers pay more attention to students' English learning situation and state in different aspects, on the other hand, it can also give students wider learning space, so that students in the classroom, outside the classroom and on the Internet can carry out English classroom learning and interact with teachers. In the process of classroom construction of this hybrid mode, teachers can carry out English teaching from three aspects: before class, in class and after class, so that they can carry out English teaching more comprehensively and fully, in order to improve students' English ability and the comprehensive quality of the classroom more substantially and efficiently.

References

[1] Zhou Y. Research on the online and offline hybrid teaching mode of college English based on personnel training [J]. The road to success 2020; No.664(36):6-7.

[2] Qian S. Analysis on the construction of Online + offline mixed mode of college English teaching [J]. Shanxi Youth 2020; No.579(07):277-277.

[3] Liu F. Research on the construction of Online + offline hybrid mode in college English teaching [J]. Journal of Jilin Radio and TV University, 2019, 000(009):62-63.

Comparison of Health Service and Management Curriculum: China and UK

Ziling Wu, Jingqiu Li
Hainan Vocational University of Science and Technology, Haikou 571126, China.

Abstract: Management education in health service industry is essential to enhance systems performance and should offer a broad curriculum that contain the context of practice, research awareness and skills of critical appraisal, a grounding in a range of disciplines and a reflective approach towards general management skill. With the improvement of living standard and significant growth of aging population, there is an obvious gap between health service coverage and the demand in China, especially the shortage of workforce with professional health service management knowledge. The objective of this essay is to compare the element of health service management education in China and British.

Keywords: Health Service and Management; Health Systems; Management Skills; Curriculum Design; Employment Status

Introduction

In the past decades, the developing model of China has transferred from focusing on rapid increases of economy to the higher-quality of living standard, while the medicine care system also have changing gradually from the treatment of severe illness to the health service management. However, due to the continuous growth in aging population, the society is facing a series of unavoidable problems, such as the shortage of labor force, the burden from medicine insurance, the high rate of Chronic disease, which affected seriously the process of society. Based on the successful social experience from home and broad, to implement the health service management is seen more effective and direct. Since the 1980s in China, health institutions are depending growing on educational course to ensure administrators who are equipped with management competencies. Obviously, the percentage of health service manager just account for a small part in the labor market of China, which is hard to satisfy the basic demand of market. Therefore, the colleges in China bear the responsibility to train the skill urgent talent.

Making a comprehensive survey, the job demand in health service management in UK market is mature and optimistic. With the emphasis now on providing quality and affordable health care for every British person, market for health service manager is extended continuously. The academic reputation of UK is world-renowned, owning the world-ranked university, systematic teaching structure and innovative teaching method. Therefore, the primary purpose of this essay is to compare the similarity and difference in major of health service management between China and UK, in order to further improve the quality of teaching by drawing lesson from successful experience and find out the merit and limitation of that in China. In this essay, the five common course of health service management will be introduced briefly at the beginning, and then discuss the curriculum in both countries, the comparisons from three different aspects will be summarized in the final part.

1. The five core courses in health service and management

As a new major, health service and management aim to maintain the hospital and doctor's office running, offering the supportive and directive service to make sure the patient receive the high-quality experience by cultivating both leadership and managerial competencies at various levels to satisfy the urgent demand for manager in health care system.

Generally speaking, every college student in this subject may encounter five key common courses: Medical terminology, human

resource, healthcare finance and accounting, epidemiology and healthcare management. The title of these courses may vary from college to college, but the overall core content will offer similarity effect regarding theory and practice. Compare with the general management theory framework, the health service management also highlight the vital impact of human resource, finance and accounting, and management, but also set up its characteristic courses. In detail, Medical terminology as the most essential content, must let the students learn to identify medical terms and understand the significance of various terms. Additionally, epidemiology is seen as the branch of medicine deal with the prevention and control of disease, and how it to be spread in various population or environment, which is indexed into the health service management education.

In both the China and the United Kingdom, the demand of graduate from health service management is increasing significantly. However, despite the similarities in health service need and common course, there are still some distinct differences in practical teaching.

2. The specialized courses in China

The majorities of courses focused on the undergraduate education in medical university and colleges. China's effort to develop nationwide system for standardized residency education began over decades ago. Referring to the personnel; cultivating program in university the students are expected to understand community common health service as an integrated system, consisting of prevention, assessment, treatment, rehabilitation and employment support. The curriculum is designed to equip the student with the skill needed for three aspects:

(1) The health service and management for aging people

In this part, the course mainly concentrates on the psychological communication skill of aging people, how to provide the nutrition and diet for aging and the operation and management of ageing facilities. This kind of graduate will service in community hospitals, ageing market, health promotion and maintenance of functional ability of the elder.

(2) The health service and management for sport

The learner should have a good command of knowledge on sport medicine, exercise measurement and evaluation, and the marking and management in sports industry.

(3) The health service and management for mental

The educator should teach the psychological cathartics technology and application, the health care of Chinese medicine and medical service marketing. The main contents include providing professional training in community mental health service, integration of primary case and mental health service, and management of common mental disorder.

3. The specialized courses in UK

The general curriculum in UK is designed to give the learner a clear understanding about the health service management issue and to develop basic management ability to run the facilities, implement specific partnership project activities and recognize the worker, resources and facilities, which ensuring them impact the appropriate skill to promote new dynamics in normal working.

To be more specific, the main content of health service management courses are as followed:

1.Health system and management: it focused on the operation of management process in health system, identify the significance of leadership and its vital influence on the organization, systematic managing and how to innovate.

2.Planning and implementing: it involves creating objective and setting goal for the health institution, based on the demand, economic trend, government policies and technological advancement.

3.Information management: the students master the skill of health data management, refer to record, stored, retrieve and process the relevant data, to improve the decision making.

4.Human resource: it contains the recruitment and selection of employee, pay and benefits, training and evaluation of staff's working performance.

5.Financial management: teacher should help the students to strategize and address these matters to maintain the viability of finance, recognize the cost factors and clarify the effective measure to achieve saving

Based on the teaching content mentioned before, the following will discuss the different of curriculum in both of China and UK from three aspects:

3.1 The difference in origin purpose of course design

Compared with UK, China clearly identifies the expected result of the education. The students should gain the clear career direction and have capacity for the given job when they have completed the curriculum, understanding the desires result and what the curriculum content, activities and approach.

Chinese government innovated for improved access of aging people to integrated care based on taking the advantage of community-based social and health care system, which could connect to the chronic disease control and prevention. There is a direct link between course setting and national development and strategies, promoting the health of the aging people in rural and urban area. According to the official data shown, the government has offered more 1600 training course to medical personnel and delivered 1200 study courses to over 60000 trainees. This is the main reason why the health service management course in China tends to pay more attention on the theoretical framework of medical and care than that in UK.

3.2 The different emphasis in teaching process

In UK, the design of course targets at the management theories rather than medicine knowledge. Elements of theories and practices for profit-oriented sector management also can be applied to health service even if they are operated as non-profit enterprises. In a word, at each level, management theories have connectivity, including leadership, planning, implement, human resource and evaluation and so on. In detail, the management orientation education can ensure learner to understand well the wider implications of clinical decisions and their duty in assisting the health service system to achieve the target.

In China, the students major in this subject should realize that a health care system is more complex than the direct provision of individual service. In teaching process, the educators prefer to emphasis the medical terminology and epidemiology and healthcare management, which occupied more than one third of the total core curriculum, whereas the basic project management course tend to be categorized as the professional fundamental course.

3.3 The difference of employment status

In China, a majority of graduate work in the community and privacy health institution, so the main working content includes in collecting the relevant health information of citizen in special community. For example, the main job responsibilities for them during the Covid-19 are to explore the resident's acknowledged about epidemic, to sort out and record the situation of vaccination. In addition, the health service worker also need to analysis and make a prediction of the potential risk of disease. Moreover, they also need to formulate the health planning and make archives management, especially the elder, pregnant and lying-in woman, and the patient with chronic disease.

In contrast, the job responsibilities of the health service managers in UK refer to plan, direct, coordinate and supervise the normal delivery of health care in an entire facility or a single department, sever as nursing home administrator, practice administrator or medical record managers. For instance, they have duty to oversee and manage the process of team, formulate and update departmental plans and priorities to address the business problem and deal with the running trouble. They work for the nursing, administrative staff and logistical personnel who encounter problems. Resolving the issue and provide technical guidance for them also could be defined as their job duties. Finally, staying abreast of latest and crucial law, policies, regulations and procedures governing assigned operations is health service managers' responsibilities as well.

Compared of them, the employment status and job responsibilities has significant difference, the former provide citizen and patients with the health service directly, but the latter mainly focus on the management and operation of entitle health institution, managing the finance and the budget of the institution, hire, training and supervise staff and maintain the facility's daily record.

In conclusion, the health service and management in UK aims to support students to develop strong leadership and effective management skills to provide high-quality care through effective organization and management. However, in China, conforming to the trend of times and the demand of society, the curriculum focus on the medical knowledge and skill to serve the residents directly more than professional management skill training.

References

[1] Cecilia M & Effice M."A proposal for health care management and leadership education within the UK undergraduate

medical curriculum". Advances in Medical Education and Practice 2016.

[2] Yi Z. "Towards Deeper Research and Better Policy for Healthy Aging—Using the Unique Data of Chinese Longitudinal Healthy Longevity Survey," China Economic Journal, 5, no. 2-3 (2012): 131-49.

[3] Jing L, Chang WC, Rohrbaugh R, et al. The psychiatry major: a curricular innovation to improve undergraduate psychiatry education in China. Academic Psychiatry, First Online, June 2, 2017.

A Study on the English Translation of Public Signs in Scenic Spots in Colleges and Universities——A Case Study of Public Signs in Scenic Spots in Guang'an District

Xiaorong Li

Guang 'an Vocational and Technical College, Guang 'an 638000, China.

Abstract: Public signs in scenic spots play the role of guidance, instruction and warning, and are of great significance to promote the development of scenic spots. Guang'an District has a strong historical and cultural heritage and the rapid development of tourism, but the English translation of public signs in the scenic spot has become increasingly prominent, mainly including nonstandard translation, spelling errors, logical confusion and grammatical errors. In order to promote the solution of such problems, this paper will analyze the current situation of English translation of public signs in Guang'an scenic spots, and put forward solutions to the problems of English translation of public signs through hiring professional translators, cultural difference training and regional cooperation.

Keywords: Public Signs; Tourist Attractions; English Translation Problems

1. Introduction

As the hometown of great men and the site of the red revolution, Guang'an District attracts many foreign tourists. In this context, most public signs in the scenic spot adopt bilingual signs. However, due to cultural differences and Chinglish problems, many public signs have wrong translation. Bilingual public signs are the business card of a scenic spot and a window for the external display of a scenic spot. Therefore, paying attention to and solving the problem of English translation of public signs is conducive to promoting the rapid development of tourism in Guang'an District.

2. Introduction and current situation of tourist attractions in Guang'an District

2.1 Introduction to scenic spots

Guang'an District of Guang'an City is a famous red tourist attraction in China. There are 27 revolutionary sites in the scenic area, including the former residence of revolutionary leaders, martyr cemetery and so on. Guang'an is strategically located at the junction of Sichuan and Chongqing. In addition to rich red tourism resources, cultural tourism resources and natural landscape resources are also very rich. Forest parks, geoparks, disaster sites, etc. represented by Huaying Mountain area. In short, all kinds of tourism resources meet the viewing needs of different tourists.

2.2 Current situation of the scenic spot

2.2.1 Wrong translation of publicity English

At present, the tourist attraction in Guang'an District is developing well. Whether it is natural and cultural landscape or red cultural resources, it has attracted a large number of tourists, and international tourists account for a large part. Therefore, bilingual public signs in the scenic spot are not only used as route guidance and health warning for tourists, but also play a role in cultural exchange and collision. However, due to cultural differences, regional differences, differences in Chinese and English language thinking, there are many problems in public English in the scenic spot.

Translation is not standardized. Different landscape resources are involved in the scenic area, including landform lava, waterfall, scientific research resources, revolutionary sites, geological disaster sites, etc., some public signs are used as tourist route instructions, and some are used as scenic spots. One scenic spot and one public sign are the consensus of most people. However, in the scenic spot, there are multiple translations of one scenic spot, or one translation represents multiple scenic spots. Therefore, many publicity English brings confusion to people. For example, in the translation of sites, sometimes "site" is used, and sometimes "ruins" is used. However, the emphasis of the two words is different. The former word means ruins and old sites in the dictionary. Therefore, when translating those revolutionary sites in the scenic spot, the formula English should use "site" "ruins" on the top of the dictionary focuses on ruins, that is, those that are completely damaged and have no use value. It can be used in the translation of disaster sites. However, many times in the scenic area, we see a mixture of the two, not only Guang'an District, but also in other areas, such as a scenic area in Ningbo. The translation of Hemudu site is "Hemudu site" and "the ruins of Hemudu". Therefore, the problem of non-standard translation is easy to lead to misunderstanding and is not conducive to publicizing the culture and value of the scenic spot.

Misspelling. The spelling problem of public English is a very common mistake in the scenic spot. Just as Chinese has synonyms, antonyms and near words, they also exist in English language and culture. Chinese characters are relatively easy to distinguish, but English is not necessarily. Sometimes there is only one letter difference between two words, but the meaning is very different. Moreover, in the English language system, proper nouns need to be capitalized, verbs are divided into three tenses, and different tenses should be written in different ways. However, it is easy to ignore this in the scenic spot.

Logical confusion and grammatical errors. When translating the public signs in the scenic spot, the logic is chaotic, and the direct translation is only carried out according to the literal meaning. This is also the origin of many Chinglish. We often see this phenomenon of literal translation in our life. For example, the translation of boiled water by a candidate in CET-4 was embarrassed. This phenomenon also occurs from time to time in the scenic spot. For example, one of the public signs in Chinese is, "take good care of your property and beware of being picked"; Its English translation is as follows, "take care of your property and be aware of everything". This is a word by word translation in full accordance with Chinese habits. But in fact, this translation does not conform to the English translation habit. In English, the awareness of warning usually does not use "take care of", but should be translated as "Beware of pickpockets." Therefore, the English translation of public signs should be carried out in strict accordance with the language habits of English. And when translating, we must pay attention to its tense, otherwise it is easy to make jokes. English pays attention to grammar and tense, and English thinking runs through it. For a simple example, we are used to the normal word order in Chinese, but we prefer inversion in English.

Cultural information mistranslation. As a carrier of cultural exchange and collision, if publicity English fails to pay attention to cultural differences and mistranslates, it is likely to cause cultural conflicts. For example, the public signs such as "special seats for the old, the weak, the sick and the disabled" are a traditional virtue in China. Therefore, the English translation is, "reserved for the old, infirm, sick, disabled and pregnant." However, in western countries, "the old" means old and useless people. This description does not respect their performance. Not only did it not play the role of cultural communication, but also hurt each other's friendship. Therefore, we should pay attention to the cultural differences of public English, so that public signs can become the messenger of cultural communication.

3. Solutions to the problems of English translation of publicity English in Guang'an District

3.1 Hiring professional translators

The reason why there are many problems in the English translation of public signs in Guang'an scenic spot is that on the one hand, the audit is not strict, resulting in errors in the English translation of public signs; On the other hand, the professional knowledge of the personnel responsible for translation is not qualified. Therefore, to solve a series of problems in formula English, including spelling, logic, grammar and so on, only professional talents can be employed. Professional translators have a better understanding of their own culture and Western culture. They will fully consider various details such as thinking and language habits in translation, which is conducive to reducing the occurrence of errors.

3.2 Cultural differences training

The scenic spot is a window for cultural exchange, and the public signs in the scenic spot are cultural business cards. Therefore, before the text translation of public signs, all personnel should be trained in cultural knowledge, including local customs, language habits, thinking habits, etc., in short, it is necessary to achieve the accurate translation of each public English. Only by fundamentally solving the problem can the errors in the English translation of public signs be effectively curbed.

3.3 Regional coordinated development

Guang'an is located at the junction of Sichuan and Chongqing, not far from the surrounding cities. In addition, the connection of various traffic lines is conducive to the combination of golden tourism routes in Guang'an District. We should take ourselves as the starting point, open up the traffic arteries between the surrounding cities and carry out collaborative development with the surrounding areas. Promoting regional coordinated development is conducive to the "going out" of Guang'an District, absorbing excellent cases of other scenic spots, promoting its own development, as well as mutual cooperation among scenic spots and promoting the emergence and development of tourism characteristics.

4. Conception of future tourism development in Guang'an District

At present, although Guang'an tourist attraction has a good development momentum and rich tourism resources, there are still many problems in the development of the scenic spot. First, Guang'an tourism is still in the primary stage and is not mature enough, mainly manifested in the lack of passenger capacity and high reception pressure; Secondly, a large number of scenic spots are in a natural state, and the development and construction are not enough; In addition, the supporting infrastructure of the scenic spot is not perfect; Finally, the characteristic products of the scenic spot have not been developed. In the face of this series of problems, Guang'an District must take measures to improve and solve them. In terms of self-development, accelerate the development of pillar industries in scenic spots and increase the income in scenic spots; Considering tourists, we should establish a large distribution center and speed up the development of supporting infrastructure; From the perspective of culture, we should excavate the characteristic tourism culture and establish a distinctive tourism image; In terms of scenic spot management, we should speed up talent training and introduction, strengthen tourism management, and create a good scenic spot environment for all tourists.

5. Conclusion

In short, the public signs in scenic spots are of great significance. It is not only related to the satisfaction of tourists, but also related to China's international image. We should strive to create a cultural card of public signs and make great efforts in the translation of public signs. In order to translate tourism public signs more accurately. On the one hand, we should optimize translation strategies, expand cross-cultural knowledge and improve cross-cultural awareness; On the other hand, the whole society should work together to create a healthy environment and provide the possibility of a virtuous circle for the translation of public signs. As a famous scenic spot for red tourism, Guang'an District has many revolutionary sites. Therefore, it should set an example, not only solve the English translation errors of public signs in the scenic spot, but also continuously improve and improve various infrastructure in the scenic spot, create a good environment for all tourists in the scenic spot and make its own contribution to promoting cultural exchanges.

References

[1] Wang H. A study on the "going out" of Jiangsu culture and the English translation strategies of public signs——A case study of Xu, Huai and Lian in Northern Jiangsu. Modern Communication 2020; (24): 63-65.

[2] Chen S, Mao Y, Wang N, *et al*. Research and practice on tourism resources translation of Xinbian River scenic spot in Suzhou. Journal of Hebei University of Engineering (Social Science Edition) 2020; 37(3): 102-105.

[3] Wu X. Problems and Countermeasures in English translation of public signs in scenic spots in Hunan Province——Taking Loudi scenic spot as an example. Crazy English (Theoretical Edition) 2017; (1): 131-133.

Research on In-Depth Teaching of Geography in Junior High School under the Guidance of Comprehensive Thinking

Yahui Li

Nanjing No. 12 Junior High School, Nanjing 210000, China.

Abstract: With the deepening of the teaching reform work, the core literacy education concept is deeply rooted in the hearts of the people. While bringing innovative development opportunities and indicating the development direction for the junior high school geography curriculum reform, it also puts forward higher requirements for junior high school geography curriculum teaching activities. Under this situation, junior high school geography teachers should effectively cultivate students' comprehensive thinking ability in the teaching of geography courses, help junior high school students develop their thinking ability, and become qualified socialist builders and socialist successors as soon as possible. Based on this, this paper deeply analyzes the practical strategies for cultivating students' comprehensive thinking ability in the teaching of junior high school geography courses, for the reference of colleagues in the education field.

Keywords: Junior High School Geography Curriculum; Thinking Ability Training; Practical Strategy Analysis

Introduction

In recent years, with the deepening of the core literacy education concept, teaching reform has been carried out in full swing. Geography teachers in junior middle school have innovated the teaching concept of curriculum, focused on highlighting students' main position in the learning process, stimulated students' exploration desire and learning enthusiasm in geography class, and ensured that students take an active attitude to participate in the geography course learning process. Cultivate students' comprehensive thinking ability. In this situation, geography teachers in junior middle school should actively play the advantage and role of geography curriculum in the cultivation of students' spatial imagination ability and logical thinking ability, and scientifically carry out the design of teaching questions, so as to ensure that students participate in geography curriculum learning with a more active and active attitude and help students develop their comprehensive thinking ability.

1. Concept and characteristics of comprehensive thinking ability

1.1 Concept analysis

Comprehensive thinking ability is an extremely high-quality and highly efficient way of thinking, which can accurately peel off elements related to things and connect them to other elements. It is the process of students to complete creative thinking and innovative thinking. Synthesis and analysis in comprehensive thinking ability do not belong to the opposite relationship, let alone the second stage of synthesis on the basis of analysis, but should be carried out on the basis of mastering the overall structure of the overall information level. Compared with the traditional way of thinking, it has a deeper cognitive basis, and it is an advanced thinking ability to analyze and discuss things in depth by combining comprehensive information. Comprehensive thinking focuses on the overall cognition of things as the starting point and premise of analysis, and in-depth analysis of the whole thing can improve the degree of control over things. Comprehensive cognition is taken as the starting point of cultivation of comprehensive dimension ability, and comprehensive thinking can be regarded as the thinking logic that generates new things after comprehensive analysis of things [1].

1.2 Feature analysis

First of all, the analysis object of comprehensive logical thinking is the objective existence of the real thing, the objective thing is regarded as the existence of various interrelated elements, various elements interwoven objective things. Secondly, comprehensive thinking is to obtain accurate analysis results by splitting and combining various approaches and angles. Thirdly, comprehensive thinking is the combination of far-super-large scope imagination, large-span imagination and imagination beyond time and space, which can be understood as the extension of thinking mode. Finally, comprehensive thinking has certain illogicality. Thinking can be a super conventional logical framework or even composed of non-logical elements. To sum up, logical thinking is the integration of various logical activities and multiple logical thinking modes, and it is the thinking mode and thinking process presented by the rational use of multiple thinking modes by human brain. The thinking subject opens holistic thinking and comprehensive consideration to the thinking object, explores the correlation between the system and the environment, and clarifies the objective object. The adjustment made on the basis of cognitive methods can be understood as comprehensive cognition in. After the mode of thinking formally enters a new realm, it can be called comprehensive thinking ability [2].

2. The practice strategy of cultivating students' comprehensive thinking ability in junior middle school geography teaching

2.1 Cultivate students' thinking ability effectively with geographical image thinking as the carrier

In junior middle school geography teaching, geography teachers can introduce typical geographical phenomena at the right time to ensure that students can accurately grasp the essential phenomena hidden behind geographical things, and take it as the entrance to cultivate students' comprehensive thinking ability. At the same time, geographical image thinking can be presented in various forms, with diversified characteristics, and can be applied to a variety of junior middle school geography courses. It can be said that in junior middle school geography teaching, geographical image thinking is everywhere, which is an important resource to cultivate students' comprehensive thinking ability. Therefore, junior middle school geography teachers should pay attention to the recessive educational function of geographical image thinking in daily teaching, cultivate students' thinking ability imperceptibly, and ensure that students can improve their understanding of geographical knowledge and complete the training task of thinking ability under the scientific guidance of geographical image thinking [3].

For example, in the teaching process of Geography course "Superior Geographical Location" in junior middle school, teachers should try to enrich the content of geographical images and present them in various ways, which can be divided into the following three types. First of all, through physical presentation, model presentation, image data presentation and picture data presentation, students can directly observe the geographical image as the first type through the eyes. Secondly, through teachers' scientific explanation, reasonable choice of rich geography teaching language, geography knowledge outline the real situation, this is the second type. Finally, teachers present abstract geographical concepts in a more intuitive, more vivid and more specific way through concise and clear teaching language, geographical maps and geographical lines. This is the third type. All of the above three types play an important role in the teaching of junior middle school geography courses, providing extremely high quality and rich materials for the construction of geographical image thinking, which is an effective help to cultivate students' comprehensive thinking ability.

2.2 Create teaching situations scientifically and stimulate students' desire to explore

Students in junior high school have already possessed certain autonomous learning ability and consciousness. Therefore, geography in junior high school should pay attention to stimulating students' exploration desire and learning interest, so as to ensure that the main body advantage of students can be maximized in the teaching process of geography in junior high school. This is not only the important guarantee of junior high school geography teaching efficiency, but also the key to the cultivation of students' comprehensive thinking ability. Under the scientific guidance and inspiration of teachers, students develop a strong interest in learning geography [4]. In this way, students can benefit a lot in the learning link of geography course and the cultivation of comprehensive

thinking ability. To achieve this goal, geography teachers in junior middle school can reasonably introduce situational teaching method, carry out in-depth teaching for students, construct teaching scenarios related to geography courses, enable students to complete knowledge internalization and knowledge transfer in real situations, effectively stimulate students' inherent knowledge, and ensure that students can apply geographical skills and knowledge learned in specific situations. Complete the problem solving. In order to achieve a good educational effect and stimulate students' desire to explore and interest in learning, teachers should properly integrate interesting elements into the teaching scene to effectively stimulate students' enthusiasm for exploration and desire to learn.

For example, in the teaching process of "Characteristics of Ethnic Distribution", teachers can introduce high-quality teaching resources to effectively mobilize students' current knowledge reserve and help them sort out the structure of geographical knowledge, so as to ensure that students' self-learning awareness and comprehensive thinking ability can be effectively cultivated and exercised. The construction of scientific, reasonable and effective teaching situations can successfully ignite students' desire for knowledge and curiosity, and make junior middle school students with good learning consciousness and ability more active and autonomous. Under the scientific guidance of the teaching situation, students' way of thinking is more active, they can successfully complete the learning task of junior middle school geography, ensure the learning effect of geography knowledge, and significantly improve the comprehensive thinking level of students [5].

2.3 Cultivate students' logical thinking ability according to the characteristics of geography courses in junior high school

Geography in junior middle school is a subject with strong theory and abstractness, which covers a large amount of abstract knowledge and integrates text data and graphic data. Therefore, in the daily teaching of junior middle school geography, teachers should pay attention to cultivating students' exploration desire and learning interest, and give play to students' main advantages, which coincides with the concept of core literacy education. Therefore, during the formal teaching period, junior high school geography teachers can conduct scientific guidance to students from various perspectives. Based on students' interests and characteristics, scientific selection of teaching materials can meet students' individualized development needs and diversified learning needs. For example, playing video materials related to the animal world and tourism for students can effectively stimulate junior middle school students' desire for knowledge and curiosity, and maximize their thinking ability. Students actively participate in the learning process of geography knowledge, improve students' participation in class, give play to students' main advantages, and provide guarantee for the teaching efficiency and teaching quality of junior middle school geography course. In order to achieve this goal, geography teachers in junior middle school should combine the characteristics of geography curriculum, stimulate students' desire to explore, make students learn to think independently, develop correct learning concepts and good learning habits, and effectively cultivate students' awareness of independent learning and good thinking ability imperceptibly, so as to ensure that students can learn through geography curriculum. Mastering various geographical phenomena and geographical things, and clearly presenting the internal relationship between various geographical phenomena and geographical things through refined language, not only helps to cultivate students' knowledge transformation ability and language organization ability, but also helps students develop their comprehensive thinking ability [6].

For example, in the course of the Development and Management of the Yangtze River, teachers can ask students the following questions: "Students, do you know why the longevity tower is built underground? Can you analyze the reasons in detail? What geography does it take to answer this question? If you look at this from a purely conventional perspective, what do you think? What does Marigold Pagoda have to do with geography knowledge in junior high school?" After a group discussion, the students concluded that "because of the heavy weight of the longevity tower, building it nine meters underground can effectively relieve the pressure on the tower body." At this time, teachers should give students scientific guidance: "The longevity Pagoda was originally built on the Yangtze River levee, obviously higher than the river. However, because the longevity tower was built too long ago, coupled with the excessive accumulation of silt in the Yangtze River, the riverbed was constantly raised and gradually exceeded the base. Therefore, in order to effectively protect the tower from river erosion, we chose to lay overlapping bricks around the tower, and over time, the tower sank deeper and deeper." On this basis, junior high school geography teachers can also conduct in-depth analysis of the causes of this problem, and contact the vegetation conditions and water temperature characteristics of the upper, middle and lower reaches of the

Yangtze River, so as to maximize the guiding effect. Students can complete logical thinking through independent thinking and group discussion, so as to help students develop their logical thinking ability.

2.4 Scientific design teaching problems to help students develop creative thinking

In the daily teaching of junior middle school geography teachers should pay attention to the effective training of students' creative thinking. Specifically, combining with the teaching content of geography course, the teaching problems of geography course are designed scientifically, and the students' willingness to learn independently is effectively stimulated, so that students can voluntarily enter the state of deep thinking and deep learning. On this basis, teachers can create teaching situations scientifically, enabling students to complete problem exploration in specific situations, ensuring that students can reasonably apply their geographical knowledge and skills to problem solving, and maximize the cultivation of students' creative thinking ability. However, it should be noted that the thinking ability of junior middle school students has not been fully formed, and their understanding and analysis ability is obviously weaker than that of adults. Therefore, they usually choose to analyze and interpret problems in a single analytical way, and they are always in a state of half-understanding of geographical concepts, and cannot deal with the internalization and transfer of knowledge. In this situation, junior high school geography teachers should guide students to take the exam, and lead students to analyze and answer questions from all angles and levels, instead of focusing on the surface of questions, which cannot guarantee the comprehensiveness and accuracy of answers, let alone cultivate students' comprehensive thinking ability. Therefore, it is crucial to help students change their problem-solving ideas and train students' divergent thinking, which plays an important role in geography classroom teaching in junior middle school [7].

For example, in the course of geography teaching in junior high school, some students asked the teacher the following question: "The islands in the South China Sea are generally small and surrounded by coral reefs. Is it worth investing in environmental protection for such islands with bad environment?" Simply speaking from the surface, this problem does not have the value of explaining and learning in the geography course, which is a little naive. However, this issue can be introduced into the Law of the Sea Convention, which makes it an excellent teaching material for middle school geography. From the perspective of sanitation alone, islands enjoy the same rights as the mainland. They should not be limited to the problem itself, but need to explore the problem more deeply. They should not be limited to the current cognition and way of thinking, but need to develop the overall cognition of things. To carry out deeper thinking, actively change the way of thinking, improve the degree of cognition of things, can draw more accurate conclusions. By analyzing this question, teachers can answer it to students: "No matter how small an island is, it has untold potential value. Therefore, we should also try to change the perspective of problem thinking." Teaching teaches students the right way of thinking, helps to cultivate students' divergent thinking and creative thinking, and is an effective way to cultivate students' comprehensive thinking ability.

3. Conclusion

In a word, geography course in junior high school is an effective carrier to cultivate students' comprehensive thinking ability, and there are many similarities between them. Scientific teaching of junior middle school geography is helpful to cultivate students' comprehensive thinking ability. On the contrary, students with good comprehensive thinking ability can have more outstanding and bright performance in geography classroom learning in junior high school. Therefore, geography teachers in junior high school should carry out geography teaching in junior high school by scientifically creating teaching scenarios, stimulating students' desire to explore, combining with the characteristics of geography curriculum in junior high school, cultivating students' logical thinking ability, scientifically designing teaching problems, and facilitating the development of students' creative thinking, so as to ensure that students gradually form good creative thinking and comprehensive thinking in problem solving. Actively participate in supporting learning, develop the spirit of exploration and research.

References

[1] Chen Y, Zhang JH. Evaluation of Comprehensive Thinking Ability in Regional Geography of junior high School: A Case study of migration mystery South of the Sahara [J]. Geography Teaching, 2021(22):35-38.

[2] Yang P. On the Application of the Tour Guide in Junior high School Geography Teaching -- A case study of "Using Map" in

Chapter 2 of the Junior High School Geography Textbook of Shanxi Edition [J]. New Educational Times electronic Journal (Teachers Edition), 2019(31):97.

[3] Zhang C. Practice and Exploration on the Cultivation of Geography Core Literacy in Junior Middle School Geography Class -- Taking the Change and Distribution of Temperature in the first class of Human Education Edition 7 as an example [J]. Geography Education, 2022(z1):28-30.

[4] Zhang CS. A Preliminary study on the design scheme of Geography Classroom Learning Task Based on the Cultivation of Higher order Thinking Ability - A case study of the chapter "Regional Differences in China" [J]. Middle school Geography Teaching Reference,2019(14):43-44.

[5] Zhu L. The Teaching design of junior high School Geography pointing to the development of comprehensive thinking Literacy -- A case study of the Yangtze River Delta, the land of fish and Rice in the second volume of the eighth grade of Junior High School Geography [J]. World of Junior High School Students (Research on Junior High School Teaching),2020(12):72-74.

[6] Yao Y, Feng LF. The Cultivation of Junior High School Students' Comprehensive Thinking of Geography Based on Thematic Review: A Case study of "Interaction between Physical Geography Elements" [J]. Middle school Geography Teaching Reference,2019(7):67-69.

[7] Sun CM. Application of Google Earth Software in Cultivating geospatial thinking ability: A Case study of Land and Sea distribution in the world [J]. New Campus (mid-day),2018(11):57.

Primary School Students' Mathematical Abstract Thinking Ability and Its Training Strategy--Taking "Number and Algebra" as an Example

Chunyan Liu

Chongqing Normal University, Chongqing 401331, China.

Abstract: Primary school students are in a period of rapid development of thinking. Primary school mathematics is particularly important for the cultivation of students' abstract thinking ability. The section of *number and algebra* is the most basic and important content in mathematics. This paper takes *number and algebra* as an example to analyze the abstract thinking ability of primary school mathematics and its training strategies, so as to provide some practical guidance for teaching.

Keywords: Mathematical Abstract Thinking; Number and Algebra; Mathematical Thinking; Primary School

Introduction

Mathematics is a scientific language and tool gradually formed by abstract generalization of objective phenomena. It can be seen that mathematics is abstract. It is not only the basis of natural science and technological science, but also plays an increasingly important role in the humanities and social sciences.

For many students, mathematics is the most difficult course in primary school. The cognitive ability of primary school students is mostly in the transition stage from image thinking to abstract thinking. The course of mathematics is highly logical and requires high abstract thinking ability. At this stage, teachers should pay attention to cultivating students ' abstract thinking ability and constantly guide and strengthen it.

Professor Shi Ningzhong believes that the basic idea of mathematics is the idea on which the development of mathematics depends. The development of mathematics depends on three ideas in essence : abstraction, reasoning and model, among which abstraction is the most core. Through abstraction, mathematical concepts and algorithms are obtained in real life, mathematical development is obtained through reasoning, and then the connection between mathematics and the outside world is established through models. [1] It can be seen that the importance of cultivating abstract thinking ability in primary school mathematics. Mathematics has relatively abstract characteristics, so teachers want to systematically cultivate students ' abstract thinking, and a more effective way is to learn mathematics. The core of learning mathematics is to let students learn to master and use mathematical thinking flexibly, and abstract thinking is one of the most important thinking in mathematical thinking.

"Number and Algebra" is one of the most basic course contents in the stage of compulsory education, which runs through the whole process of primary school mathematics learning. This article will take the content of " number and algebra" as an example to analyze the abstract thinking ability of primary school mathematics and its training strategies.

1. Thinking and mathematical thinking

Thinking is the research object of many disciplines. As a psychological phenomenon, thinking is also a high-level form of reactive thinking, which is a dynamic reflection of psychology. Cultivating students ' thinking ability is of great significance in the reform of mathematics teaching in China.

In psychology, thinking is the human brain's generalization and indirect reflection of objective reality, which reflects the essence and internal regularity of things.[2]Mathematical thinking is defined for mathematics, for the scope of mathematical activity. It should

contain the characteristics of general thinking, and should also have special characteristics and relevance different from general thinking. [3]

It is of great significance to cultivate students ' thinking ability in the reform of mathematics teaching in China.

2. Abstract thinking in primary school mathematics

Mathematics is an important part of human culture, and there is mathematics everywhere in life. As one of the important subjects in primary school, the teaching quality of primary school mathematics greatly affects the quality of primary school education.Mathematical literacy is the basic literacy that every citizen should have in modern society. The cultivation of the ten core qualities reflects the importance of abstract thinking both in terms of teaching content and teaching methods.

From the perspective of curriculum content, the essence of mathematics is abstract, and the emergence and development of mathematics is based on abstraction. [4] Cultivating students ' abstract thinking ability is an important goal of primary school mathematics teaching. To cultivate primary school students' abstract thinking ability, through mathematical abstraction, generalization to understand, understand and grasp the essence of things, constantly accumulate experience from concrete to abstract, develop the habit of general thinking problems, and can take the initiative to use mathematical abstraction to solve problems in daily life and learning. [5] From the perspective of teaching, the acquisition of mathematical concepts, the summary of theorems, and the exploration of laws in primary school are inseparable from abstraction.

To sum up, it is especially important to grasp the abstract thinking of primary school mathematics and seize the key period of primary school to cultivate students' abstract thinking ability in primary school mathematics.

3. Abstract thinking ability and its cultivation strategy

The cultivation of abstract thinking ability is carried out throughout the process of cultivating core literacy, which is closely related to the content of learning areas, and the core literacy of number sense, symbolic awareness and arithmetic ability are directly related to the field of "number and algebra".

3.1 Number awareness

Number and number perception are formed in the process of number cognition, which is the basis of mathematics. We can understand from two aspects, one is the process of abstracting the number into the number, and the other is to connect the abstract number with the real situation to understand the meaning of the number.

For example, in the textbook of the Humanistic Teaching Edition, there is no concept of number in the minds of students when they are teaching "Knowledge of 1~5". Although most students know numbers before they start school, it takes a process for students to build up abstract concepts of numbers and relate numbers to the quantities they represent. Teachers use different quantities of objects to stimulate students' interest in learning through the content of the textbook and in the context of reality.

In low-level teaching, the degree of abstraction is low and students are easy to understand. Teachers should combine the learning situation and content to design teaching plans related to life. Students should learn to abstract numbers from specific numbers and exercise abstract thinking ability.

3.2 Number Operations

The operation of numbers is a study based on the understanding of numbers, and the operation of numbers is the operation on abstract numbers.

Students should first understand the arithmetic and grasp the essence of the four arithmetic operations, which should be based on the understanding and understanding of the operation symbols. The symbol is more abstract. Mathematical symbols contain the basic properties of mathematics, are highly abstract, and are the product of mathematical abstract thinking. It can be seen that learning the operation of numbers is of great significance to the cultivation of students ' abstract thinking ability.

For example, in the teaching of " 12 × 3 " in " pen arithmetic multiplication, " teachers can start with simple life problems, turn the color pen into a dot map, and use the dot map and table to guide students to explore the calculation method of " 12 × 4 " independently and deeply, so that students can think independently, communicate and summarize a variety of algorithms. Finally, combined with the difference between the addition formula and the multiplication formula, students gradually clarify the meaning of

each step of the multiplication vertical formula under the multi-angle comparison of the two vertical operations. In the process of independent thinking, students gradually form the abstract thinking of " knowing little things, " which also promotes the integrity of knowledge learning.

3.3 Quantitative relationships

In primary school mathematics, there are two types of important quantitative relationships also known as mathematical models, one is the total model, the other is the distance model.It can be seen that the quantitative relationship is based on the understanding of numbers and the operation of numbers.

The equation is the most abstract concept in primary school. Most textbooks define the equation as an equation with unknown numbers. For this concept, there are two meanings, one is the unknown number, the other is the equality. From number to algebra is a leap in mathematical representation. Number is abstract for the concrete things it represents, and using letters to represent numbers is another abstraction.

For example, in the textbooks of the People's Education Press, in the teaching of " expressing numbers with letters " teachers let students feel the concreteness of " numbers " in the process of counting through the children's songs activities of " counting frogs " that students like and vivid. Students' arithmetic thinking gradually develops into more abstract algebraic thinking, completing the abstraction from quantity to number, and then achieving the abstraction from " number " to " symbol".

4. Summary

As we all know, mathematics is the golden key to cultivating abstract thinking. Teachers should concentrate on teaching. In the classroom of primary school mathematics, they should avoid the use of indoctrination teaching methods. Instead, they should link mathematics with life and inspire students to think independently, which is conducive to the development of students ' abstract thinking ability.

The formation of abstract thinking in primary school mathematics teaching is inseparable from the specific cognition of representation. Through the intuitive perception of image thinking, it finally rises to the understanding of mathematical laws and concepts. In the teaching of primary school mathematics, teachers should make full use of students ' image thinking and present it to students in the form of visualization, so that students can establish a reflection relationship from image to abstract thinking, and their abstract thinking ability can be developed.

No matter what the learning content is, teachers should respect the law of students ' development, design scientific learning tasks, exercise students ' abstract ability, enrich students ' classroom experience, and encourage students to constantly innovate. The cultivation of abstract thinking ability must start from an early age, which can not only provide a shortcut for primary school students to understand mathematics, master mathematics and apply mathematics, but also lay the foundation for cultivating students ' innovation ability, so as to promote the development of students ' core literacy in mathematics.

References

[1] Shi NZ, Introduction to Mathematical Ideas: Abstraction of Quantities and Quantitative Relationships [M]. Northeast Normal University Press, 2008.

[2] Jiang PQ, Li Y. Reflections on Teaching Reform and Cultivation of Thinking Ability [J]. Tsinghua University Education Research, 2000(03):125-133.

[3] Zhao X. A survey study on the quality of mathematical thinking of primary school students[C]. Central China Normal University, 2010.

[4] Wang XJ. Research on the influence of maths culture teaching on primary school students' mathematical abstraction literacy[D]. Southwest University, 2017.

[5] List of core literacy of each subject in general high school mathematics [EB/OL]. (2016-6-23) http://learning.sohu.com/20160422/n445632409.shtml.

Practice and Exploration of "Two-Child Era" Focusing on the Healthy Psychology of big Children

Li Liu

Zhenjiang Experimental Kindergarten, Zhenjiang 212000, China.

Abstract: Since January 1, 2016, the national population and family having two child policy comprehensively, the whole country gradually ushered in the second the arrival of the age of the child, in terms of my garden at this stage, the second child children have been accounted for dominated nearly 1/5 of the total number of children, for big kindergarten children, all of a sudden more than a new member in the home, he (she) to share the love of your family, Let the orderly life become no longer regular, their psychological more or less confused and anxious, this paper will from the perspective of kindergarten teachers in our kindergarten in the "two-child era" background to focus on the health of children's psychological practice and exploration.

Keywords: Two-Child Era; Big Child Psychology; Practice and Preliminary Study

Introduction

Since the National Family Planning Commission fully lifted the two-child policy on January 1, 2016, more and more families choose to add a little brother or sister for the eldest child, some out of response to the policy, some in order to better enjoy the joy of the two treasures brought to the family, more want to add a playmate for the eldest child, so that they feel more of a family... However, while welcoming Xiao Bao, parents may also have some concerns about whether the older child will be happy to accept the baby who will share his love with them. After Xiao Bao was born, whether the parents can criticize and correct the older child openly as before; Whether the love for the two treasures can be shown in front of the elder child; In the end how can we better establish the relationship between the two treasures?

As kindergarten teachers, we found that for older children, in the face of their younger brothers and sisters "running" out of their mothers' belly, many children will be at a loss and show different behavioral differences. For example, kindergarten often sees crying children because their mothers can't hold them while pregnant; Children who refuse to go to kindergarten because they want to enjoy their mother's love and stay with their younger siblings; There are even big children crying for their mothers to accompany them in the kindergarten every day; Some children even show the phenomenon of separation anxiety of the small class just entered the kindergarten again... Such children are not a few, but everywhere, they both let people love dearly, and let teachers, parents worried.

Studies show that if the age difference is less than 18 months, the first child won't be jealous because he hasn't understood what's going on. If the age difference is two years, the competition between children is very strong; Children from 4 to 7 years old, their thirst for knowledge is stronger, and began to think creatively, the people and things around full of curiosity; Between the ages of 3 and 6, the ability to take care of themselves is also improved, freeing up more time for parents to care for younger children. Therefore, as 3-7 years old from the study results or can better accept the arrival of little brothers, little sisters; Moreover, there is also a saying among parents that the difference between four years of two children is the best time whether from the parenting method or psychological construction, but why the kindergarten children can produce such a big psychological gap and behavior? We believe that this is inseparable from the guidance and education of families and kindergartens.

How to let the eldest child feel happy and confident as an elder brother and sister, how to help these non-one-child families get

out of the misery, enjoy the happiness of the two treasures; On the other hand, how to let the older child meet the younger treasure optimistically, accept him (her), accept him (her), enjoy the happiness of having younger brothers and sisters, we think this is a challenge for teachers in the new era. Therefore, through the practical research of teachers, we find that in the kindergarten education activities, we can pay attention to children through the following aspects and psychological construction, in order to better help big children happy, happy to welcome the new members of the family.

1. Environment creation, feel the warmth of love

In kindergarten education activities, environment as a "hidden curriculum", in the development of children's intelligence, promote children's good personality development, more and more children educators attach importance to and resonance. "The Guide" clearly points out: "The environment is an important educational resource, should be through the creation and use of the environment, effectively promote the development of children.

1.1 The creation of reading area guides children to feel the happiness of having younger siblings at home

"Picture books not only help children to read, tell some interesting stories and truth, but also soothe the soul of the education function, good picture instinct let children out of sadness, loneliness, anger, loss and other negative emotions, and constantly improve children's personality system." Fang Suzhen, a famous reading promoter in Taiwan, believes that children today generally have problems such as weak communication skills, weak creativity, poor emotional control, lack of confidence and awareness of rules. These psychological problems are reflected in picture books such as "Feifei is Angry", "Olivia", "Going for a river Swim with Uncle Gamble" and "Awen's Blanket". Children like to read picture books, which have attractive pictures, beautiful language, and more character identification.

Therefore, in the reading area, we can place some picture books about the content of the second child, guide children to find their own shadow in self-reading, dissolve the anxiety in the heart, soothe and shape the truth, kindness and beauty in the eyes of children. For example, the picture book "You Are All My Favorites" tells the story of father and mother Bear, who face the behavior of competing for the attention of three babies, and how to express their love for each of them. This book can let children understand in advance that parents love each child, grow up together can really grow up. Peter's Chair, from the perspective of Peter, to look at the great changes in the family after the arrival of the two treasures. The author's psychological grasp of children is very good, can guide a child who has been loved by parents, to love others, love the ability of younger brothers and sisters. "I Want a Brother" is based on the famous series "Different Carmela," which tells the story of an older brother's expectations for a younger brother, only to receive a younger sister. But later, brother and sister get along very well. Children can be easily persuaded by books that amuse them.

At the same time, teachers can organize group activities about these picture books to let children speak freely, express their most authentic ideas in a relaxed and warm atmosphere, and share their little secrets with teachers and peers. Through purposeful and planned picture book activities, teachers can sublimate the collective emotions, children's emotions and the longing for younger brothers and sisters in the collective atmosphere. At the same time, through the transfer of emotions, we can understand the preciousness of family affection and enjoy the happiness of family in the stories. These picture books are not only the books for children to read independently in the reading area of kindergarten, but also good models for collective activities and parent-child reading.

1.2 "Doll Home" game creation, encourage children to learn to care

"Dollhouse" is one of the most popular games for young children. During the game, teachers and children can create various situations close to children's living environment together, so that children can creatively express themselves in free role-playing activities. Whether it is a small class, or a large class of children to this game are happy to hear music. "Doll Home" game for children's physical and mental health as well as emotional, ability development has a variety of effects.

How to receive a lovely brother and sister psychologically, for kindergarten children may be to become a doll home game in the "love little master". For example: small class and class doll home, the teacher can provide some simulation doll, simulation of some life scenes, provide bottles, small towels, diapers and other baby supplies, guide the children to help doll feeding, diaper change, bath,

in the small scene of life to encourage children and baby feelings, let them feel a baby family is interesting, fun; For the children in the big class, you can provide more materials in the living area, such as small clothes, small socks, small books, guide the children to try to take better care of the baby, in improving the child's self-care ability at the same time, let the child know capable of their own, think that they are able to take care of their brothers and sisters, so more willing to participate in the growth of the baby, change resistance to look forward to.

On the other hand, the cultivation and internalization of good social behaviors such as friendly communication, cooperation, communication, sharing and humility among peers in "doll home" will help them grow into people with good adaptability and social communication ability. Most of today's children are the only child in the family, no partner to play with him, no younger siblings to take care of him, parents to him as the center, the home things are also his choice. Some parents do not pay much attention to children's emotional and social education, only pay attention to intellectual development, accommodate children's incorrect behavior, and even instill the idea of egoism to children.

If the children in this environment are not correctly guided, they can only make the exclusive consciousness of the growing expansion, coupled with their lack of collective coexistence experience, will not deal with the relationship between themselves and others, such as: unwilling to share toys with peers, in the game rules, do not know how to humility. For such children, it is more necessary for us to guide children's social communication correctly and help them establish correct communication attitude. Therefore, we can integrate the concept of sharing in the doll's home and discuss with them the rules of the game in the doll's home, such as: Reasonable distribution of the doll's work, share the doll's tools and food, let them know that in a parent's life, every family member is our good friend and collaborator, in the doll's home games with peers to establish a good interpersonal relationship, promote the development of children's social communication.

2. Mixed age activities to promote the sharing of love

Long-term educational observation has found that children of the same age tend to have aggressive behavior when they are together, while children of different ages, due to the role of sense of honor, sense of competition and sense of social responsibility, older children will show a relatively high level of consciousness and will behavior, gradually learn to coordinate their different understandings with others, learn to understand and help others. In the mixed-age education activities implemented in kindergartens, we find that older children are more willing to take the initiative to stand back and wait patiently for their younger brothers and sisters. For example, in the game of balance beam, they always wait for their younger brothers and sisters to walk across the single-log bridge before starting out. When pushing tires, they always take the initiative to help their younger brothers and sisters roll tires. When there is a conflict in sharing toys with them, I am more willing to take the initiative to be humble and not dispute, and enjoy the fun and responsibility of being an elder brother and sister. By interacting with older children, young children's ability to understand, observe and imitate has been enhanced, and they also fully feel the caring relationship and incentive from being younger brothers and sisters, so as to learn to care for others. In this way, in mixed-age education activities, the bad behaviors and characters of the only child, such as selfishness, strong dependence, poor independence and low communication ability, have been improved and corrected, which helps them to form good sociality.

Many second-child families will have a psychological gap after entering kindergarten, he or she will suddenly find that how others (only children) can have their parents' love alone, but they should share the love with their siblings? Therefore, kindergartens can also take advantage of some opportunities to add mixed-age sharing activities to help non-only children extend the awareness of "sharing" from home to kindergarten. Such as at the beginning of the school, please big class children to small class brother and sister feed; In the spring outing, let the big class children holding the small class children's hand together outing; For example, in the activity area time, unfold the character game with the plot of brothers and sisters, etc. Through such mixed age games, guide and promote children to share love.

3. Home construction, balance the balance of love

Through the observation and discovery of the eldest child, the communication with the children, the communication and understanding of the two treasure families, we found that in fact, many eldest children in non-one-child families are easy to form psychological confusion. The main reason is the sudden change of the past living habits and the family's inappropriate words and

evaluation caused by the psychological fluctuations. Therefore, we interact with parents in the form of parent school, hoping that through our home construction, parents can better understand their children, so that older children can readily accept the new members of their family in anticipation.

3.1 Change "suddenly" to "ready" and love with the older child.

We suggest that parents inform older families of the changes before they plan to have two children. It not only makes the older children understand the decision of their parents and feel respected, but also helps the parents to adjust the birth time appropriately according to the older children's reaction. Once you notice that the older child has a strong resistance, you can first find the reason (or did you hear what the other person said? Reluctant to socialize? Or other...) Then targeted communication and guidance, so that the big child "relief" after pregnancy.

Parents can invite older children to participate in the mother's birth examination. In the intuitive feeling of feeling the big belly, listening to the fetal heart sound, watching B-ultrasound images and so on, older children can enhance the pride of being a big brother (sister), increase the expectation of baby's birth, and understand the mother's hard work in the process of pregnancy. At the same time, in this process, parents can also talk more about the mood of the mother when she was pregnant with him, so that the older child knows that the parents are the same joy for the birth of every child.

3.2 Formulating family conventions and unifying educational concepts.

At present, due to the pressure of parents' occupation and the current social situation, it is common for three generations to live under the same roof. In many families, grandparents are also involved in the growth and education of children. In the communication with the children, we found that when the double treasure family is looking forward to the arrival of the two treasure, parents still have a very strong sense of balance of the double treasure, but the grandparents did not conceal their love for a child, they will say to the big child "you are not obedient, we like little brother do not like you" "mother's belly has little brother, you do not disturb the mother rest"...... These words upset the emotional balance of the family that the parents had constructed. Therefore, at this time, it is necessary to reach a consensus before the intervention of all educated people in education, even if it is not absolutely fair, but also to leave an eye, not too biased. Where conditions permit, certain family conventions may be formulated. Not saying "I don't like you" in front of the kids. At the same time, in addition to the mother and the elderly are responsible for the growth of children, the father should also unify the concept of education, participate in the sharing of housework, child care, education guidance action.

3.3 Do not favor, do not spoil, establish credibility.

Many parents will find that the older child, who at one time was eager for younger siblings and helped his parents take care of the baby when he was born, suddenly becomes cranky. In fact, this is because at the beginning of the big child has not really realized what the arrival of his own brother and sister means, just want to have a playmate, but when this playmate from the "light sleep" baby, into the "walk and snatch" "competitor", the two treasure contention, fighting contradictions will be increasingly prominent.

Therefore, we suggest that parents, not only should set up "every child has his own shining point" education concept, but also to do a good example, even if the big child always make mistakes, also want to seize the opportunity to praise him, affirm him, to ensure the big child's mental health. Parents should also pay special attention to strengthen the special caress to the elder child during each special physiological period. During that time, the topic can be put on the elder child after work every day, "Is there anything interesting in kindergarten?" "Are you happy to be a big brother or sister?" Let the older child feel that he or she has not "lost" the love of his or her parents even though there is an extra person in the house. This kind of care and warmth is very important for children to build self-confidence and grow up healthily.

Everyone grows up in the conflict of thinking with others. When the eldest child and the second child live together, there will be more conflicts. At this time, the parents should also try to let the child learn the ability to solve problems and temper their character, so that the eldest child will be more leadership, more understanding of others and adapt to socialization in advance. It also gives parents credibility with their children for being impartial.

Conclusion

Every child is different, and there is no one answer to any parenting style. Only by reading the child's voice can we truly

understand and support them and become the people who untie each other's "heart knot". Similarly, as long as you enter the child's heart, share, encourage and explore with each other, and combine the power of kindergarten, family and social resources, I believe that the big child's family will be able to compose a harmonious "concentric" happiness.

References

[1] Wang ZY. Child Psychological Development Theory (2nd Edition) [M]. Shanghai: East China Normal University Press,2016.

[2] Adele F, Elaine M. How to Speak Only Children will listen, How to listen only children will speak [M]. Beijing: Central Compilation Publishing House, 2014.

[3] Gandini, Forman, Edwards. One Hundred Languages for Children [M]. Nanjing: Nanjing Normal University Press, 2021.

Research on "Zhejiang Paradigm" and Countermeasures of Sustainable Development of Rural Museum

Qian Liu, Ziyi Deng, Jiayao He, Yuchen Li, Manqun Tang
Zhejiang International Studies University, Hangzhou 310023, China.

Abstract: As the most basic cultural venue and an important public space in rural areas, the rural museum is not only an important carrier to realize the national strategy of rural revitalization, but also a key link to open up the "last kilometer" of spiritual prosperity in the common prosperity between urban and rural areas. As one of the three pilot provinces for the construction of rural museums under the State Administration of Cultural Heritage, Zhejiang Province has listed rural museums as one of the top ten practical matters for people's livelihood, and took the lead in issuing the Zhejiang Provincial Rural Museum Construction Guide (Trial) at the national level. The construction of rural museums in Zhejiang province has entered a new stage. The paper extracts and summarizes the common problems, successful experiences and typical cases existing in the actual development process of Zhejiang rural museums, and constructs the "Zhejiang paradigm" for the sustainable development of rural museums with promotion value and demonstration significance, providing Zhejiang experience for the sustainable development of national rural museums.
Keywords: Village Museum; Zhejiang Paradigm

1. The development overview of rural museums

1.1 Origin and connotation of rural museums

Museums are the condensation of the essence of human cultural heritage and the display of the overall wisdom of civilization[1]. As the most basic public cultural venues and an important condensation of regional culture, rural museums will protect, reflect, and display rural dwellings, traditional life styles and natural history and folk customs[2], Reflect the level of social and economic development and industrial and cultural characteristics of towns and towns, and help to cultivate cultural identity and cultural confidence[3].

1.2 The Development course of Zhejiang Rural Museum

Zhejiang provincial government attaches great importance to the rural culture protection heritage. In 2022 and 2023, the provincial government work report included the construction of rural museums in the practical projects for people's livelihood. Zhejiang Provincial Rural Museum Construction Guide (Trial) clarified the construction target of 1,000 households during the 14th Five-Year Plan period. By the end of March 2023, Zhejiang Cultural Heritage Bureau has announced a total of 464 provincial rural museums in three batches, distributed in 11 prefecture-level cities (Table 1.1).

Table 1.1 Number Distribution of Zhejiang Provincial Rural Museums (as of 2023.03)

Cities	The first batch	Second batch	Third batch	Total
Ningbo City	4	36	6	46
Wenzhou City	8	40	0	48
Shaoxing City	3	23	0	26
Huzhou City	15	42	6	63
Jiaxing City	3	25	3	31
Jinhua City	6	58	3	67
Quzhou City	2	26	0	28
Taizhou City	4	37	0	41
LIshui City	6	51	0	57
Zhoushan City	1	13	0	14
Total	56	389	19	464

Data source: research group collation.

While making development achievements, the rural museums in Zhejiang have superficial problems such as fuzzy understanding, single function, homogeneous content, and inconvenient visit to varying degrees. At the same time, they hide deep problems such as unclear confirmation of property rights, lack of operation power, marginalization of discourse power, and dislocation of assistance resources[4].

2. Successful experience and innovation of Zhejiang Provincial Rural Museum

This paper conducts research on rural museums through various aspects, and then summarizes some successful experiences and innovations of rural museums:

2.1 Grasp the policy tilt

General Secretary Xi Jinping has pointed out that "after the national poverty alleviation, priority should be given to the implementation of the rural revitalization strategy, and make rural revitalization a common action of the whole Party and society." First, simplify the approval procedures and create a green channel. Second, the government will increase the intensity of tax and subsidies, and give preferential policies to rural industries.

2.2 Open up capital channels

The government has ensured and encouraged the operation of museums through measures such as assessment standards, star evaluation and replacing subsidies with awards. Private capital participates in the operation of the museum by taking shares and shares.

2.3 Composite space function

While building a cultural storage space, rural museums create derivative industries such as cultural and creative space. Through landscape renovation and functional area upgrading, it will provide a recreation place for the nearby residents, or provide an educational place for the government and schools to carry out teaching activities.

3. Current situation and difficulties of Zhejiang Provincial Rural Museum

Due to rural museum geographical factors, some rural museums are faced with the phenomenon of "busy, quiet and quiet", and at the same time, the phenomenon of "one thousand museum" in rural museums is frequent[5]. In addition, there is a lack of mutual communication between rural museums, and in some areas with similar cultures and customs, there will even be repeated construction of pavilions with similar themes[6]. Under the guidance of interests, the display and performance of local cultural knowledge are not closely related to the local people[7]. However, in the large museums built by the government in the countryside, many museums do not extensively collect the cultural relics owned by the local people and dig deep into the local folk art and culture[8].

The team summarized the following problems and difficulties based on the study findings:

3.1 Main problems

1. Some rural museums are wooden structures, with long and steep stairs and high entrance thresholds, which are prone to safety problems.

2. Most rural museums are scattered in towns and villages, and the exhibits and contents are simple.

3. There are few surrounding tourist facilities, which are unable to meet the needs of tourists.

4. Most rural museums tend to be exclusive but less useful, with low utilization rates.

5. Part of the land of rural museums is leased, and the funds of the museum are funded personally and the property rights are unclear.

6. The future planning of some rural museums is unclear, and there is no clear development goal.

7. Lack of overall management, the staff in the museum is not fixed, and the work content of the staff is not clear, and there is a disorderly development to a certain extent.

8. Some museums are originally built on the original site of ancient buildings, and the protection of ancient buildings.

9. The cognition of rural museums is relatively vague, and the functional cognition is relatively obscure.

3.2 Facing difficulties

1. The area of the village museum is limited, and the exhibition space is small.

2. Sample rural museums generally have less passenger flow, and have a fixed tourist reception group and time.

3. The phenomenon of "one thousand museums" occurs frequently in collective rural museums.

4. The enterprise-oriented museum develops well, and its own enterprise income generation provides funds, so it faces less or even no difficulties.

5. Personal-oriented rural museum is invested and built by personal feelings, with a single investment subject and a lack of guidance and support from all aspects.

4. Countermeasures and suggestions for sustainable operation of Zhejiang Provincial Rural Museum

4.1 Explore local characteristics and focus on special exhibitions

Rural museum is an important public service place to display and protect rural culture. It is an exploration way to "be close to reality, close to life and close to the masses"[9], We should dig deep into the local characteristics of folk customs, not only blindly copy, copy the advanced experience of other places, the phenomenon of a thousand pavilion[5]. Reasonably plan and browse the route and content, hold a theme exhibition to display cultural relics, so that tourists can fully feel the characteristics of folk customs.

4.2 Ensure the source of funds and maintain the operation

Rural local activity is the process and place of rural production and consumption. When tourists place in the rural cultural space, they need to obtain intuitive and personal cultural experience through the material environment[10]. The government coordinates various special funds to provide subsidies to museums. Private capital participates in the operation of the museum through investment and participation; establishing practice and practice bases or adopting joint application of horizontal projects to obtain certain financial support.

4.3 Establish the mode of "local + volunteer service + professional guidance" to give full play to the value of personnel

Retired cadres, retired teachers, college students and other people who have leisure time and have a certain culture will be organized to ensure the daily operation of the village museum. The actual benefits received by the museum are related to the interests of the villagers to improve the participation of the villagers[11].

4.4 Create a new rural cultural space

The practice of rural museums has a positive significance in protecting cultural heritage, improving village environment, and realizing multiple benefits of economy, culture and society[4]. We should make the museum not only a museum, but also combine the life of the local villagers.

4.5 Pay attention to the integration of rural museums and the cultural and tourism industry

Cooperate with travel agencies to introduce rural museum tourism routes to tourists to attract surrounding residents. The data of rural museums should be connected to the digital platform to explore the cultural value, and the construction of the digital asset system of cultural tourism IP can be realized from the aspects of digital cultural tourism, public trust traceability and industrial empowerment.

4.6 Develop a variety of exhibition modes and provide a variety of play directions

Visiting museum exhibits is the main way of activities for museums[12]. Based on the current situation of rural museums, the mode of "viewing + experience" can be carried out. Open an experience hall near the museum, taught by local craftsmen, to increase the diversity of play.

4.7 With the help of the network platform, vigorously promote the culture

In the context of museums, the restoration of heritage, the publicity of the media and the improvement of accessible conditions are all the process of cultural display[7]. Videos, micro films and other works can be produced and released on social platforms to improve the popularity of rural museums and rural culture.

4.8 Jointly work with local villagers to deepen their cultural identity

The form of immersive "rural rambling" is adopted to introduce the rural characteristics with memories, give the villagers a "sense of need" with the interest of tourists, and awaken their identity to their own culture.

References

[1] Shan JX. Social responsibility and Social education in museums [J]. Southeast Culture, 2010 (6): 9-16.

[2] Xu XY. Research on the definition of rural museums and their social value [A]. Museology Professional Committee of China Museum Association.2016.

[3] "Research on Social Value of Museums" of Museology Professional Committee of Chinese Association of Museumsgather [C]. China Bookstore, 2016:76-82.

[4] Chen HY. Regional cultural excavation practice of rural museums —— Take the Folk Museum of Anguo Town, Pingliang City as an example [J]. China National Expo, 2019 (03): 221-223.

[5] Li Z. Investigation and thinking on rural revitalization [N]. Jinhua Daily, 2023.1.

[6] Wang LL. Analysis of the future trend of rural Museum [J]. China National Expo, 2018 (04): 222-223.

[7] Xie T. Research on the construction and development mode of rural museums in the public cultural service system [J]. Humanistic World, 2019 (05): 55-58.

[8] Du YH. The smooth practice of rural museums under the perspective of new museology [J]. Cultural Heritage, 2021 (01): 102108.

[9] Jia M.Exploration and research of the New Era Museum to Help the Implementation of the Rural Revitalization Strategy [J].Hakka Wenbo,2020 (01):63-68.

[10] He CK. My views on the development of rural museums [J].New Western Region (Theoretical edition),2015 (21):117+116.

[11] Zhang Q, Xu WM. Contact zone: How do rural museums carry homesickness?[J]. Journal of Southwest University for Nationalities (Humanities and Social Sciences Edition), 2022,43 (08): 33-42.

[12] Wu HD, Wang L, Huang X, Guo HY. Research on the construction and development of rural museums under the background of cultural and tourism integration——Take Langjia Village in Chongqing as an example [J].Rural Economy and Science and Technology, 2021,32 (03): 81-82+100.

Research on the Theme Activities of Kindergarten Drama Based on Children's Standpoint——Taking the Drama Theme "Good Soup" as an Example

Shasha Liu

Nanjing Lianhua Beiyuan Kindergarten, Nanjing 210000, China.

Abstract: Drama is a comprehensive art that integrates multiple disciplines. Every child's body contains the potential of drama. Based on the development of children's drama activities under the theme background, children can be guided to actively interact with each other to build their own knowledge and experience, participate in the selection, design, acting, organization, display, sharing and comment of drama, and construct drama creation and expression based on experience. Taking the theme "Delicious Soup" as an example, the author explores how to support children in drama activities to create drama-themed courses that meet their interests and development needs, so as to promote children's healthy and comprehensive growth.

Keywords: Drama Education; Position on Children; Picture Books

1. Sources and perspectives of kindergarten drama themed activities

1.1 Respect the characteristics of development and move towards the position of children

Children naturally like performing, listening to stories and being attracted by others. In drama activities and performances, children can deepen their self-cognition, use body and voice expression and communication, exercise communication skills and improve their comprehensive quality. The influence of drama on children is reflected in many aspects, such as cognition, language, art, emotion and sociality. To do children's own drama is to follow children's drama nature to carry out drama education, so that drama activities can become their own activities and become their unique way of life and learning. Kindergarten drama education must respect the characteristics of children's physical and mental development, attach importance to the accumulation of children's drama experience, cherish and effectively mobilize children's existing experience, teachers grasp the macro, appropriate guidance, in order to make drama creation possible.

1.2 Understand the value orientation and choose the theme of the play

We find that scripts are not the only source of drama themed activities. Picture books, children's songs, nursery rhymes, cartoons, and topics that children are interested in can all become the source of drama themed activities. When choosing the theme, we not only follow the interests of children and get close to their lives, but also pay attention to the development value of the theme for children of different ages.

Picture books come from life, filled with love and imagination, but also vividly express the wisdom of life. Picture books are in line with children's interests, and their unique expression techniques and styles deepen the love of teachers and children. Picture books are consistent with drama education activities. Some picture books are full of interesting stories, which are suitable to evolve into children's drama education activities and are the best materials for children's drama education. Picture books are a static form, which

can be created and edited into a dynamic form of drama. Children can understand the essence of picture books through drama and grow up in all aspects. The combination of real performance and a variety of senses makes children more intuitive to understand the content of picture books, so as to understand the truth in picture books, and then achieve the integration of various fields to promote the comprehensive development of children.

1.3 Determine drama content based on experience

A script is the beginning of a dramatic performance, and the content of the script can be taken from a picture book. In the selection of picture stories, based on children's experience, respect children's ideas. For example, before the theme is carried out, "parent-child reading punching activity" can be carried out to accumulate experience for picture book selection and promote parent-child relationship through reading. Then guide children to recommend their favorite picture books and analyze the picture books to see what characters, dialogue language and plot development of the story are in the picture books. Finally, the children were asked to vote for their favorite picture stories. In the process of observing and guiding children to perform picture plays, we find that picture stories suitable for children's performance usually have distinct characters, with 3-7 characters and no more than 8 characters. The plots are similar, and the characters in each story have dialogues. The content of the story is suitable to be expressed by actions. And the specific characteristics of the story are different for different ages. Picture stories suitable for children in small classes usually have 3-5 main story characters, simple and repetitive dialogue, and a single plot. For example, in the picture book "Delicious Soup", a group of cute animals are willing to share their favorite food with everyone, so that everyone can experience happiness in the process of collective sharing of soup cooking - soup drinking! "Who's making the soup?" ", "Put a fish in it, it must be delicious" dialogue, simple, clear, and repetitive, very suitable for small class children to perform. Suitable for middle school children to perform the story, the role can be increased to 4-6, the story plot, role dialogue can be slightly more complex. Suitable for children to perform the story role can be increased to 5-7, the story can have the ups and downs of the plot, the dialogue can also be relatively complex.

2. Approaches and strategies of kindergarten drama themed activities

The organization and implementation of children's drama activities should let children experience, try and discover, pay attention to the germination of emotions, guide children to use drama language (symbols) to express themselves, think and understand the world around them, so as to become open, cooperative and creative people.

2.1 Play games beneficial to children's theatrical experience accumulation

For young children, dramatic games are the accumulation of scattered dramatic experience and small game activities permeated in daily life. Dramatic games are loosely structured activities that are often used as transitions in daily activities. Time freedom, can be long or short, do not need too much material preparation, immediate start immediate end. Experience in dramatic games can help children accumulate rich experience in dramatic activities, such as relaxation games, perception games, imagination games, imitation games, control games, focus games, acting games, etc. For example, the game of "looking in the mirror", can be combined in pairs, one person to do the action, one person to observe and imitate the mirror, as one person's movement direction, amplitude and speed change, The former requires constant visualization, design and performance, while the latter requires careful observation, quick reaction and control of their actions. Such a game is not subject to too many conditions, can be random development, convenient and flexible. Little by little, accumulated over time, to children bring a subtle impact.

2.2 Drama-themed activities pointing to the integration of children's drama experience

For children, drama themed activities are the accumulation of three-dimensional drama experience and the integration of multiple fields, multiple dimensions and multiple resources. In the part of drama creation, teachers adjust the content of the activity at any time according to children's ideas and requirements. Children are the main body of the drama creation, teachers provide assistance and support, and step down as far as possible, so that children can present their own preferences, views and methods. And encourage children to use their own favorite way or choose their own way to express.

In order to better integrate children's drama into kindergarten education and teaching, the structure of picture books can be

analyzed according to the five fields of kindergarten, and drama activities can be designed. The storylines, dialogues and role design of picture books are taught in different fields, so that children can feel, examine, appreciate and create beauty in different activities. For example, the theme of the drama "Delicious Soup" is designed according to the characteristics of the five areas of kindergarten and children's daily life.

Drama activity design Case: Delicious Soup

Picture book analysis:

This is a story full of childlike interest and warm. A group of cute little animals are willing to share their favorite food with you, so that you can experience happiness in the process of collective sharing! The story also contains knowledge in the field of cognition, so that children can learn quantitative relations and understand the food that small animals like to eat in the process of reading the picture book. How can we use educational drama to explore, feel and experience a story that teaches children to share, connect and know? What is there in this picture book worth children's thinking and creation? The teacher design is as follows:

	Activity arrangement
Monday	Language activity: Read "Delicious Soup" together (What is delicious soup) Reading area: Put "Delicious soup" teaching book, encourage children to broadcast stories. Performance area: Create a performance area, put small animal headdress, clothing, etc.
Tuesday	Generating activity: How do small animals cook soup (pay attention to the details of the picture) Pre-dinner conversation: Watch the animation "Delicious Soup" to further familiarize yourself with the plot of the picture book and the dialogue between characters.
Wednesday	Social activities: Make a pot of soup (played by the doll family) Independent game: Put real soup cooking tools for children to play independent games. Pre-dinner conversation: Teachers and children discuss the ingredients and tools needed to cook vegetable soup, how to cooperate and what they can do.
Thursday	Scientific life: What do small Animals Eat Life Gallery: Vegetable soup Science area: Launch "What I like to Eat" game to guide children to understand the habits of animals.
Friday	Music activity: Make soup Performance area: Round dance board, rattle, tambourine, self-made sand hammer and other Musical Instruments are placed for children to perform independently. Art area: Put the steps of making food clay, three-dimensional small animal making drawings, etc.
Homebreeding	1. Familiar with the plot of "Good Soup" with children, try to perform the picture book with children. 2. Guide children to understand the real process of soup cooking and the materials needed, so as to accumulate experience for children to carry out life hall activities.

Performance area: Round dance board, rattle, tambourine, self-made sand hammer and other Musical Instruments are placed for children to perform independently.

Art area: Put the steps of making food clay, three-dimensional small animal making drawings, etc.

1. Get familiar with the plot of "Delicious Soup" with children, and try to perform the picture book with children.

2. Guide children to understand the real process of soup cooking and the materials needed, so as to accumulate experience for children to carry out life hall activities.

The above activity design combines picture books with the five fields and daily life to meet the needs of both teaching and drama. This requires teachers to break out of the confines of thinking, to step out of the "comfort zone" of education, and to really play like children. Here, we need to emphasize the following points:

(1) The overall development of children should be considered in the activity design. Activity design in different fields is not single, independent, each activity must be connected and integrated. There is no absolute language teaching, music teaching, science teaching, of course, there is no absolute drama teaching. Every field of design has a relationship with inclusion in fine art

In the activity, children will make their favorite soup, imitate the dialogue in the game, and feel the mood of the character in the situation... All activities designed are to enable children to experience the role they imagine more deeply and more finely, to lay the foundation for children's drama performance, and to develop children's imagination in this process, to get solutions to problems in the situation, to learn to cooperate with others, and ultimately to achieve the purpose of education.

(2) The process development of children should be considered in activity design. The order and form of activities need to be varied and adjusted to the interests and experiences of young children. The design of children's drama activities is not like traditional education and teaching, which sets specific development goals for children in advance, but focuses on process goals and leads children to carry out drama teaching in a gamified way. When children produce new interest in a certain activity, the teacher should adjust the life at any time Moving direction, in order to grasp the enthusiasm of children in activities.

(3) The comprehensive application of drama elements should be considered in activity design. The activity design in all fields serves for the creation of children's drama, so it is necessary to infiltrate the drama elements into the activity design. Including role play, line expression, action practice, situation experience, props production...... This requires teachers to have basic drama literacy, complete the practice process of various drama elements in teaching activities, so that children can "perform" happily.

3. Create drama theme environment for children's active learning

The curriculum of drama themed activities also needs to plan the environment and other various areas, to create a platform for children to learn and show, and to provide children with time, space and materials for continuous exploration and creation of themed activities.

Theme wall and regional environment creation: establish the basic layout first, and then add content around the development of theme activities. The theme wall can present the source of the theme, the theme network diagram, the activity photos of different stages of the theme activities, the children's art works, the picture materials, the discussion records in the creation, etc.

Records of performance activities shall show the scripts created by teachers and children, the records of pre-performance role division and independent role selection of children, and the photos of rehearsals, previews and formal performances, theaters and posters.

Setting of regions In addition to arranging the activity content of each region, there should also be the release of materials related to the theme of the drama. Such as: language area and theme related audio and video materials, books and pictures; Materials related to the theme will be put in the art area, so that children can create scripts, make props, design and make character costumes, make scenes, etc. Performance areas generally provide props, costumes and other performance materials for children.

4. Promote the participation and evaluation of children's drama creation and performance

The role participation of teachers (or "teachers in drama") means that teachers participate in drama activities as roles, explore the connotation of drama events together with children, fully grasp the situation, guide activities, control the speed, timely guide or provide more appropriate language, attitude and action for children's reference, and facilitate children to obtain pleasant and efficient learning experience. In the process of the activity, teachers flexibly participate in the performance as a role or "consultant" to promote the in-depth development of drama activities. For example, in the early stage of the drama performance of "Delicious soup", teachers enter the performance as the role of "pig" who wants to cook soup, better grasp the transition of the drama performance, and help children get familiar with the plot of the play. In the process of further performances and rehearsals, teachers participated as "consultants" and continued to act as propagandists for garbage classification in the plot expansion "Garbage classification", giving timely suggestions to children's problems in the performance and assisting them to perform smoothly.

Evaluation also plays an important role in the development of children's drama. When children make creative behaviors, teachers should not evaluate children's works according to adult standards. Teachers should make more use of the language of appreciation and affirmation to encourage children, fully mobilize and arouse their creative enthusiasm. At the same time, they should also pay timely attention to children's difficulties in activities, and choose appropriate methods for guidance, so as to promote the continuous improvement of children's comprehensive ability of drama.

5. Enrich the resource utilization of children's drama experience expansion

Resources are related to whether the development of a drama theme activity is smooth, in-depth and effective. Therefore, teachers should be good at using and mining the resources of the community and parents to serve the implementation of drama-themed activities. For example, when carrying out the drama themed activity of "Delicious soup", teachers can lead children to understand the real soup making process, the materials needed and the treatment methods of the ingredients, and also lead children to watch real stage plays, etc., which will pave the way for the creation and performance experience. Parents' understanding and attitude towards drama education are very important. The consistency of home education can promote the smooth development of drama themed activities. In drama performances, parents often hope that their children can play an important role and get more opportunities to perform. Therefore, teachers should guide parents to understand that drama is a product of cooperation, no matter how big or small the role is, no matter how serious the task is, everyone is indispensable, and they should affirm and respect the role and task chosen by children in drama activities. That's what drama education is all about. When parents understand the importance of drama education to young children's development, they will take the initiative to provide rich resources for drama-themed activities.

Conclusion

In short, resources can escort the development of drama-themed activities. The richer the resources, the more in-depth and wonderful the themed activities are likely to be. Of course, not all resources can be used, teachers have to learn to sift. In the theme of drama, education is the content, drama is the form, experience is the core, picture book is the carrier; We do not require children to "perform", we want to let children "become", so that children better face the future!

References

[1] Zhang JM. Kindergarten Drama Education Curriculum [M]. Nanjing: Nanjing Normal University Press,2014.

[2] [Norway] Silwu Wodmutland. Drama Education in Norway [J]. Early Childhood Education (Science of Education), 2009(10).

Teaching According to Aptitude Varies from Person to Person——A Research on the Design of Mathematical Hierarchical Homework in Senior Grades of Primary Schools

Lianhua Lu

Huaxi Primary School, Huaqiao International Business City, Kunshan 215300, China.

Abstract: Homework is an indispensable basic link in classroom teaching, an important link in the consolidation of knowledge after class, and an important way for students to understand knowledge, digest knowledge, and improve their problem-solving ability. In the practice of mathematics teaching in primary schools, attention should be paid to the effectiveness of homework assignments in different links before, during and after class, and the content of homework should take into account the reality of students at different levels. This paper expounds the strategy of hierarchical design of mathematics homework from the aspects of the hierarchical design and arrangement of mathematics homework in the upper grades of primary school, aiming to effectively improve the quality of mathematics classroom teaching in the upper grades of primary school.

Keywords: Primary School Mathematics; Senior Grades; Hierarchical Homework

Introduction

Scientific and reasonable homework design is conducive to meeting the characteristic needs of students' development, improving students' mathematical thinking, so that students can get the fun of learning and the feeling of success. The design of hierarchical homework should be implemented according to students' learning status and teaching requirements. According to the characteristics of students' physical and mental development, mathematical learning ability, basic knowledge level and other hierarchical homework requirements, so as to promote students of different levels to achieve balanced development and steady improvement on the basis of their original mathematics, realize the effective value and significance of mathematical homework in a real sense, and lay a solid foundation for students' learning and growth.

1. Elementary school mathematics hierarchical homework design basic principles

Elementary school senior mathematics hierarchical homework design can be based on the following basic principles.

1.1 The principle of hierarchy

Primary school is the basic level of compulsory education. After several years of mathematics curriculum learning practice, senior primary school students gradually diverged in problem-solving ability, knowledge level, practical application and other aspects, showing different gradients. Mathematics hierarchical homework design is helpful for students of different levels to master the knowledge points, so that they can obtain a successful experience and harvest suitable for their learning ability. Avoid uniform homework some students do not have enough to eat, some students can not eat. Not to be able to meet the thirst for knowledge of some students, and seriously bruise some students' confidence in learning.

1.2 The principle of openness

"All roads lead to Rome." For the same mathematical problem, can be analyzed from different angles, with different angles, can

get a variety of completely different answers. In the process of hierarchical homework design, we should fully understand the teaching syllabus, dig deep into the elements of educational value contained in the textbook, and design open exercises tailored for students based on their different knowledge levels and existing mathematical life experience, so as to cultivate their creative thinking. In addition, the design of reference answers to open-ended exercises should leave enough room for possible creative sparks. Teachers should encourage students to put forward the solution ideas and results, as long as it is reasonable, even beyond the common sense of life, should be affirmed, to protect students' different thinking.

1.3 The principle of fun

Interest is the best teacher. The design of math homework for senior students in primary school should be interesting, and we should try our best to avoid giving students some boring exercises. In the design process of mathematics homework, the same teaching content should be presented to students in a multi-dimensional way as far as possible. In class, extracurricular homework layout form, can use the combination of text and text. In terms of content, the content that is closely related to students' real life is selected to arouse students' interest in homework.

1.4 The principle of diversity

Each pupil's intellectual development and characteristics are not the same, their mathematical logic thinking ability, understanding ability is also more or less obvious differences. Therefore, mathematics teachers must pay attention to starting from multiple aspects, multiple practices, as far as possible to fully tap the potential mathematical ability of students, to realize the diversification of mathematical thinking. Therefore, in the process of hierarchical homework design, different training forms should be designed for different students, and different training exercises should be arranged, so that senior math homework is no longer monotonous.

2. Hierarchical design strategy for mathematics homework in senior primary schools

2.1 To understand the students and find out the foundation is the premise of hierarchical homework

2.1.1 Understand students' existing knowledge base

Students' good mathematical foundation is the cornerstone of improving teaching effect. Mathematics subject has a strong logic, mathematical knowledge is linked, if the previous study of addition and subtraction did not master, then the study of multiplication and division will certainly not understand. Even if a teacher asks a student to learn the multiplication table by heart, if a multiplication formula pops up in the middle, the student will have a hard time calculating the result. On the contrary, if the student has a good grasp of the previous knowledge, when he is faced with the same question, he can completely calculate the correct answer. In other words, as long as students' "basic knowledge" structure is intact, it is easier for them to learn new knowledge on this basis, and they have a strong interest in and confidence in further learning new knowledge.

In order to make students make progress from hierarchical homework, teachers can divide students into three levels according to the actual situation of basic mathematical knowledge and their learning potential: layer A, layer B and layer C. Among them, the students in layer A have high IQ, flexible mind, strong response ability, fast problem-solving speed, independent exploration and analysis of problems, problem-solving ability, etc. B layer students have a strong level of intelligence and learning ability, learning attitude is not general, the academic performance is unstable, the main reasons for this kind of students' unsatisfactory performance lies in the non-intellectual factors, such as the lack of hard work, lack of motivation, lack of "ambition"; On the other hand, the students of Layer C are at a low level of intelligence and non-intelligence factors, poor cognitive ability and acceptance ability, and it is difficult to complete daily homework independently. On the basis of students' stratification, homework stratification design has the target and the basis of implementation. At the same time, it also effectively stimulated students' interest in mathematics. Students in the classroom exercises to consolidate the just learned math knowledge, improve the ability to understand the problem. By inspecting the students' exercises in class, the teachers timely grasped the students' understanding of the content of the textbook and the teaching effect of the course.

2.1.2 Understand the ecological environment of students' families

Family is the most influential place for children's growth, parents are the children's initial enlightenment teachers. The stratified assignment of students' homework should take into account the educational level of parents. Parents' attitude towards knowledge and learning also has a deep influence on children to a large extent. Parents have different levels of education, and the education students receive at home, both in terms of content and methods, also presents a world of difference. Different family education children, their learning ability and learning habits are also very different. Knowing the students' home environment, teachers can make the right remedy and avoid placing too high expectations on students with poor home environment. Students at the same learning level cannot simply assign homework at the same level because of their different family environments. Such as parent-child interaction class math homework, some families can not effectively cooperate to help children complete.

2.2 The content difficulty level of math exercises is the key to hierarchical homework

In order to treat and separately meet the learning needs of students at all levels, we must not only satisfy the flourishing thirst for knowledge of excellent students, but also promote students with learning difficulties to meet the minimum requirements of teaching objectives. This is a seemingly irreconcilable contradiction. To deal with this contradiction in mathematics teaching, we must do a good job in the classification of the content difficulty of mathematics exercises. Only through different levels of exercise requirements, can be able to meet the learning needs of children at all levels, truly vary from person to person, individualized teaching, promote the harmonious development of the whole class, overall progress, to achieve differentiated development.

In the face of the objective reality of the differences in all students' mathematical foundation and learning ability, teachers can not avoid, but can only deal with it correctly and actively, understand the "nearest development zone" of students at all levels, customize and clarify the corresponding development goals for them, and design math homework for them with the corresponding difficulty level. Let the students fit into the position and choose the questions independently. According to the development level of the students, the three indexes are determined as A expansion, B improvement and C foundation. The students at level C are required to achieve the most basic learning objectives and try their best to complete the improvement objectives. For B level students to achieve the improvement of learning objectives, try to complete the expansion objectives; For students at level A, we can actively guide them to complete exercises with high exploratory difficulty, including imitative exercises, developmental exercises and variable exercises, etc., so as to realize leapfrog development.

The three types of questions are as follows: the first type is inquiry questions and innovation questions. The purpose of this kind of exercises is to train students' ability of comprehensive mathematical knowledge and test whether students really grasp the new knowledge of high difficulty, so as to achieve the effect of "flexible" application. This kind of exercises are challenging and exploratory. The main layout for A level of mathematics excellent students answer. The second type is to improve the problem, choose to do the problem. This kind of exercises is an improvement of the relevant teaching content in the textbook, which is a simple enhancement on the basis of the original examples in the textbook, and guides students to think and solve problems from a multi-dimensional perspective. Its main purpose is to let students master the basic knowledge of mathematics, at the same time, it can also test the application level of students. The main purpose is to students' mathematics foundation "tamping" degree. These questions are generally suitable for students at A and B levels. The third category is basic and required questions. The difficulty of this kind of exercises is close to typical examples in the textbook, which is relatively simple and easy to solve. As the teacher in the classroom this kind of exercise has spoken deeply and thoroughly, suitable to follow the example. Through classroom exercises and homework, students can strengthen their understanding of knowledge related to such exercises and improve their basic application ability. This kind of exercise is suitable for all students, the most suitable for the C level of students board, can also be promoted to A, B level.

For example, after finishing the teaching of surface area and volume of a cylinder, the teacher can ask the students of Level C to do the routine exercises in the textbook, that is, to find the volume, surface area or weight of a cylinder according to the different conditions provided by the topic; In addition to proficiency in the above exercises, students at Level B are required to give selective answers such as: "A cylindrical warehouse full of wheat has a bottom surface of 12 meters in diameter and a height of 8 meters inside

the warehouse. The stevedores have removed 70 percent of the wheat. How many trucks would it take to carry the rest of the wheat in 8.85 cubic meters per truck?" Such comprehensive problems; Level A students can decide whether or not to do basic routine exercises, but must use a variety of different solutions to comprehensive problems. It can not only strengthen the application awareness of mathematics knowledge for A-level students, but also cultivate their ability to solve problems.

For another example, in the homework design of "division with remainder", teachers can design three sets of question types respectively according to the actual situation for students of different levels to choose. The third basic question is a must for every student: $49÷4=$ ()...... (); $61÷7=$ ()...... $55÷$ () $=13$...... $÷5=6$...... 4. The first is the inquiry question: $76÷$ () $=8$...... () The goal of the required topic exercise is the basic goal of teaching. Ask the students to find the dividend according to the given divisor, quotient and remainder. The inquiry questions are more difficult, requiring students to calculate the divisor and remainder based on the dividend and quotient given. Students at the three levels can choose the questions themselves. Each time they answer a question correctly, they will mark the level they have reached on the corresponding "progress card" according to the difficulty of the question.

Teachers should guide students to complete exercises of different difficulty levels according to their real level. In the process of solving problems of students at all levels, teachers can give timely guidance, especially for those students with learning difficulties at level C, they should pay more attention to, strengthen guidance, improve their learning methods, stimulate their interest in learning, and improve their learning ability. For some typical question types, teachers should perform them in class and sort out scientific problem-solving ideas with blackboard writing, so that students of all levels can improve their ability to solve mathematical problems.

2.3 The amount (time) control of math exercises is the basis of hierarchical work

In addition to classroom work, math homework for students in the upper grades of primary school also includes some extracurricular (home) work. In the current educational background of "reducing burden and increasing efficiency", it is also necessary to assign some basic exercises appropriately, so that students can consolidate the basic knowledge and basic skills learned in class. This involves the amount of math homework (time). The hierarchical requirement of mathematical work volume is also reflected in the time. The poor students spent much more time to solve the same basic problems than the excellent students. Teachers' regulation should ensure that students with learning difficulties can "eat". For good students can require "Tang Qing", that is, daily homework can be completed in class, without extracurricular homework, so that they have more time to expand outside the classroom; For medium students can be "every day clear", "Zhou Zhou clear". Students with learning difficulties can be separately tutored after class "every day clear".

Excellent students can choose some extended exercises after finishing the basic exercises. They have a choice about that. Appropriate and timely homework requirements can effectively help students to have a successful experience and develop confidence in learning.

For example, after learning the Problem of Planting Trees, the teacher can design a set of exercises: (1) A square stadium with a circumference of 880M is equipped with a lamp every 8M. How many lights can be installed in total? For a square stadium with a side length of 220M, one light should be installed every 8M. How many lights can be installed in total? (3) In a square stadium with a side length of 220M, there is an electric pole every 8M, and two underground lamps are installed between each pole. Q: How many underground lamps can be installed in total? Such hierarchical work effectively reduces the amount of homework, but also allows the training of students of different levels to be in their proper place.

3. Conclusion

To sum up, teachers should reflect the hierarchical work design of mathematics in daily class work, extracurricular work, written work and activity work, so that students at different levels can benefit from their own work fields. Of course, the design and guidance of stratified homework requires teachers to pay more efforts. Only by careful research, in-depth study and careful screening, can we design stratified homework suitable for students, effectively enhance the interest in mathematics learning and improve the teaching efficiency of mathematics classroom.

References

[1] Song XC. Hierarchical Assignment: An Effective Strategy for Hierarchical Design of Mathematics Assignment in

Micromathematics [J]. Chinese teachers, 2017 (S1) : 83.

[2] Xu CS. Elementary school mathematics homework layered design based on learner differences in action research [D]. Huaibei normal university, 2021.

[3] Ma XY. Analysis on Hierarchical Design of Mathematics homework in middle and high grades of primary schools [J]. Talent,2020(08):3.

[4] Zhang CP. Research on multi-level teaching of primary school Mathematics under the background of Core Literacy [J]. Scientific Consultation (Science and Technology·Management), 2020(09):288.

[5] Zhou LN. Research on Implementation Strategies of Mathematics Hierarchical Homework in Senior Primary Schools [D]. Northeast Normal University, 2012.

[6] Chen LQ. Research on Current Situation and Optimization Strategy of Mathematics Homework in Senior primary Schools [D]. Shandong Normal University, 2017.

[7] Chen YJ. How to Reduce the Burden of Homework in Mathematics Study [A]; The Annual Conference of Jiangsu Education Society in 2006 [C]; 2006.

[8] Lu N, Rui ZC. Practice and Thinking on Reducing the burden and increasing the efficiency of Primary School Mathematics under the Background of "Double Minus" [J]. Teaching and Management, 2022(14):47-51.

[9] Chen HK. Senior mathematics stratified job design series[J]. Journal of quality education in the west and 2022, 8 (4): 196-198.

Innovative Practice of College Students' English "Building Morality and Cultivating People" Education from the Perspective of Multiculturalism

Ling Ma

Foreign Language College, Shihezi Unversity, Shihezi 832000, China.

Abstract: China's rapid development in modern times has become an important country in the world. Therefore, the cultures of various countries continue to cross and integrate in China. Language is the carrier of culture. Under the function of language, international culture is constantly spread and exchanged. As an important part of basic education, language education, especially college English education, significantly contains multiple international cultures. From the perspective of multiculturalism, the development status of college English teaching reflects the importance of multicultural infiltration. The following explores college English teaching strategies from the perspective of multiculturalism from three aspects: establishing "double qualified" teachers, paying attention to mother tongue and cultural differences, establishing diversified teaching concepts and establishing teaching culture evaluation system.

Keywords: Multiculturalism; College English; Teaching Strategies; Building Morality and Cultivating People

1. Introduction

English is widely used as an international language. In China, English teaching is also used as basic education, which has been included in learning since the stage of compulsory education. English has the characteristics of application-oriented. The goal of English teaching is to cultivate compound talents who can communicate daily in English and transmit subject information. However, in the current teaching mode, English learning is often bound by exam oriented education, and students have many deficiencies in English learning. With the influence of examination oriented education from the stage of compulsory education, Chinese students often obviously reflect the phenomenon that English learning is separated from cultural infiltration when entering college English learning. How to study college English from the perspective of multiculturalism, finally obtain the correct English learning path and become a compound talent in line with the requirements of the new era is very worthy of serious exploration.

2. The current situation of lack of cultural infiltration in college English education

As an important subject in college learning, English is obviously reflected in the examination rules. Due to the establishment of CET-4 and CET-6, many students' college English learning still continues the exam oriented English learning mode in the stage of compulsory education. In terms of teaching arrangement, due to class hour constraints and other factors, college English teachers adopt a relatively single form in teaching, mainly focusing on traditional models such as vocabulary, grammar and article analysis. Their awareness of infiltrating cultural learning in English learning is very weak. On the other hand, China's universities and colleges are large and widely distributed. Universities in various places have some local regional characteristics. English learning is involved in all majors in the university, and English learning also undertakes the characteristics of discipline teaching objectives of various majors. Therefore, the learning of college English teaching in different regions and majors in China should have different teaching objectives and processes, but most universities, no matter which major, arrange their English learning with roughly unified syllabus and

objectives, which can not reflect the differences in English learning and penetrate the influence of different subject cultures on English learning. Students in the results of English learning can not achieve the special knowledge objectives required by the major. Another phenomenon is that the cultural infiltration in English learning is too single. Some teachers pay more attention to the cultivation of students' ability and pay attention to the teaching of students' flexible use of English. However, the teaching of cultural infiltration is often limited, and the multicultural quality of teachers themselves is not high, which leads to the concentration of cultural infiltration teaching on some single culture, resulting in the deviation and lack of students' understanding of cultural knowledge.

3. Exploration and research on the strategies of college English teaching from the perspective of multiculturalism

3.1 Paying attention to the cultivation of teachers' own quality and establishing "double qualified" teachers

As the main transmitter of college English teaching, college teachers' important actions are self-evident. To learn college English from a multicultural perspective, first of all, college teachers need to adjust and arrange students' teaching from a multicultural perspective. College students need teachers to effectively control the learning direction of English. However, most college English teachers in China lack their own multicultural literacy, and their awareness of multicultural teaching is also relatively weak. Therefore, building teachers' own multicultural literacy is the primary task of learning college English from a multicultural perspective.

For example, the increase of multicultural literacy of university teachers can be promoted by the University. The school should establish "double qualified" teachers, that is, they should have professional English teaching ability and the teaching ability of other subject cultures. The school can establish a discipline exchange learning team, build a learning and communication bridge between English teachers and teachers of other disciplines, and provide English teachers with access to other knowledge. We should strengthen the assessment and hierarchy system in daily work, add the investigation of English teachers' multicultural literacy to teachers' rating and assessment, and guide and check teachers' comprehensive quality. The school should also provide English teachers with a channel for school enterprise cooperation, so that English teachers can plan to integrate the practical knowledge of English majors required by enterprises into daily teaching, and cultivate compound talents who can adapt to the social market.

Starting with teachers' own multicultural awareness, we should improve teachers' comprehensive quality training and establish "double qualified" teachers, in order to effectively promote college English learning from the perspective of multiculturalism.

3.2 Mother tongue culture is as important as cultural differences

The real multicultural perspective should not only include the concept of international culture. First, when learning this language, we should be familiar with the cultural connotation of the mother tongue country, so as to expand the culture of other countries on this basis. There are great differences in global cultures. In English learning, we should adhere to the basis of our own culture, and the intake of other cultures should not be single. Many teaching methods confine cultural infiltration only to individual English speaking countries, while ignoring the problem of international cultural differences. The examination of college students' English ability is often through the medium of English to examine students' knowledge of humanities, science and technology, politics, history and other aspects. These problems are global, and the cultural links between countries are inextricably linked. Language is only a carrier. If the reading and analysis of an article can be based on cultural familiarity, it will get twice the result with half the effort in learning and analysis.

For example, the teaching of reading in college English often involves a lot of humanities content, "Door Closer, Are You?" This text not only analyzes some philosophical theories through Xiang Yu's story, but also complements some experimental analysis of the story of Chinese historical figure Xiang Yu by Dr. Arelli of MIT, and jointly expounds what meaningful doors we should choose to open and which doors we should close in life to obtain more opportunities and happiness. In the teaching of this article, the division of class hours should reduce the contents of vocabulary and grammar to a certain reasonable range, because college students have a good foundation of English, and the learning of vocabulary and grammatical structure needs to cultivate the awareness of self-study and research. The combination of ancient Chinese culture and foreign culture contained in the article needs to spend more class hours to

expand college students, make corresponding analysis of the drawn Chinese history knowledge, and then deepen the philosophical theory through some examples of foreign scholars, so that students can learn how to explain and express humanistic philosophy in English in this article, which is the key to teaching.

3.3 Establishing a correct teaching concept and establishing a new teaching culture evaluation system

To integrate multiculturalism into college English learning, schools and teachers need to grasp the correct teaching concept of college English, always separate English learning from the foundation of exam oriented education, and permeate the inheritance and exchange of culture. We should correct the direction of learning from the perspective of concept, and there needs to be a certain evaluation from the perspective of results in order to make the learning process have a correct direction. Therefore, grasping the correct teaching concept and establishing a teaching culture evaluation system is the key to learning college English from a multicultural perspective.

For example, when learning the college English text "Five Famous Symbols of American Culture", teachers should always have a correct concept of multicultural integration when grasping the teaching direction. In addition to the foreign cultural symbols mentioned in the text, such as the goddess of liberty, bison nickel, Gothic, Barbie doll and Uncle Sam, teachers should expand and compare the main symbols of Chinese culture to students, Such as the Great Wall, Terracotta Army, the Imperial Palace, tea culture and so on. In the evaluation system of teaching culture, the school can evaluate students' daily learning in stages. For example, to break down the knowledge of various cultural types into various stages of the semester, the integrated evaluation of philosophy and culture, humanities and history, political science and other contents in each stage is incorporated into the student evaluation system, as the promotion and test of students' comprehensive cultural literacy.

4. Conclusion

China needs to cultivate college students with comprehensive quality and meet the needs of market development. English, an international language, as a medium of various scientific, technological, cultural and economic exchanges, must be mastered by compound talents. The study and mastery of English should not be limited to the content of books. It has the integration of multiculturalism and the penetration of expanding disciplines. Therefore, contemporary college students and teachers need to make real-time adjustments in the learning cognition of this discipline, and look into the infiltration of diversified culture and discipline content, so as to truly grasp the knowledge energy brought by this discipline.

References

[1] Huang L. Innovation of college English education and teaching from the perspective of multiculturalism. Scientific Consultation (Education and Scientific Research) 2021; (11): 43-45.

[2] Maier D. Discussion on innovative measures of college English education and teaching from the perspective of multiculturalism. Campus English 2020; (43): 46-47.

[3] Chen X. Infiltration of cultural background of college English teaching from the perspective of multiculturalism. Farm Adviser 2019; (11): 230-231.

Distribution Characteristics and Influencing Factors Analysis of China's 5A-Level Scenic Spots

Liying Mo, Shanshan Hu, Wenqi Cai, Yu Zhong

Union College of Angers University, Ningbo University, Ningbo 315000, China.

Abstract: Based on the research on 31 provincial-level administrative regions at the end of 2022, we used the geographic concentration index, geographic imbalance index, SPSS and ARCGIS spatial analysis techniques to study the spatial distribution, distribution factor correlation, and accessibility of national 5A-level scenic spots. The research results show that the overall distribution of my country's 5A-level scenic spots is unbalanced, with a low degree of concentration, showing a pattern of denseness in the east and sparseness in the west, with large inter-provincial differences. The density of traffic highways is positively correlated with the distribution density of 5A-level scenic spots. The traffic lines in the central and eastern regions are dense, and there are a large number of 5A-level scenic spots, especially the Beijing-Tianjin-Hebei region, the Yangtze River Delta region, and the middle and lower reaches of the Yangtze River and Yellow River. Therefore, the spatial distribution of China's 5A-level tourist attractions is mainly affected by the interaction of economic, transportation and social factors, among which GDP, transportation network and attraction of scenic spots are the most critical factors. These research results can provide a reference for optimizing the spatial layout of China's scenic resources and promoting regional socio-economic development.

Keywords: 5A-Level Scenic Spots; Distribution Characteristics; Multi-Scale; Influencing Factors

1. Research Background and Research Objectives

As a new growth point of the regional economy under the new normal, the tourism industry has strong compatibility, great driving force, and extremely wide coverage. Its vitality and good development trend are expected to further optimize the industrial structure of various regions, stimulate the endogenous driving force of economic development, and promote An important engine for improving people's livelihood. [1] The impact of 5A-level scenic spots is unmatched by general tourist attractions. [2]At present, although compared with the rapid development of high-level scenic spots, the research and analysis of 5A-level scenic spots is still relatively backward, but there are still some scholars who have conducted appropriate research in this area. For example, in terms of spatial analysis, Li Chunlei studied the spatial distribution characteristics of 3A-level and above scenic spots under the influence of population, terrain and transportation methods. In terms of accessibility analysis, Yang Zhiwei and others studied the spatial distribution characteristics and accessibility measures of A-level tourist spots in Guangdong Province in 2010, and Ji Renke analyzed the 3A-level tourism spots based on the traffic accessibility research model and regional spatial structure theory. The traffic accessibility of the tourist attractions above and above has been studied and suggestions have been put forward.

Therefore, this article will analyze the distribution characteristics of national 5A-level scenic spots and study related influencing factors by obtaining existing data and referring to the theoretical basis of many scholars. Through such research, we can understand the spatial layout of the current 5A-level scenic spots, and put forward suggestions to optimize the spatial layout of my country's high-level scenic spots, so as to promote the development of all-for-one tourism across the country, and realize the coordination and adaptive transformation of land resources and economic development. .

2. Data Sources

This study takes 31 provincial-level administrative regions at the end of 2022 as the research object, excluding Hong Kong, Macao and Taiwan. According to the list of 5A-level scenic spots published in the "China Tourism Statistical Yearbook" and "China Tourism Scenic Spot Development Report", use the Baidu coordinate picker to obtain the geographical coordinates of each scenic spot, and use ArcGIS to establish a national 5A-level tourist attraction resource point database and spatial distribution map . The study will consider the proportion of the tertiary industry in GDP, the density of the traffic network around the scenic spot, and the kernel density value of 5A-level scenic spots, and comprehensively analyze the scenic spot rating data of Ctrip to reveal its distribution characteristics and influencing factors.

3. Spatial distribution of national 5A level scenic spots

3.1 Macro distribution

As far as the overall national pattern is concerned, the overall distribution of my country's 5A-level scenic spots is relatively unbalanced, with a low degree of concentration, showing an unbalanced state, large inter-provincial differences, and a pattern of denseness in the east and sparseness in the west. The number of scenic spots in the eastern coastal areas is significantly more than that in the central and western inland areas, reflecting the influence of factors such as economic development level, transportation convenience, and market demand. The middle and lower reaches of the Yangtze River are the main clusters of national 5A-level tourist attractions, accounting for nearly one-third of all scenic spots, reflecting the richness and diversity of tourism resources in the region. North China and Southeast China are also important distribution areas of national 5A-level tourist attractions. The number of scenic spots in Southwest China and Northeast China is relatively small, mainly distributed in Sichuan, Yunnan, Heilongjiang, Jilin and other provinces and cities. "Reduced to 300 words.

3.2 Geographic Concentration Index Analysis

The calculated G value is 4.56, a difference of 13.4 from 17.96, indicating that the uneven geographical distribution at the provincial level is more significant. This difference may be related to various factors such as the size of the region, differences in the distribution of natural resources, traffic conditions, and policy support. Therefore, we will further investigate and study these related factors in order to better understand and explain the formation mechanism of this regional difference. Through in-depth analysis and exploration, we can reveal the role of different factors in the uneven geographical distribution, and provide strong support for formulating more effective regional development policies and measures.

3.3 Geographic Imbalance Index

The calculation result of the S value is 0.34, indicating that the provincial distribution is relatively balanced across the country, but compared with the imbalance index in previous years, it has increased, indicating that the current distribution imbalance is more serious than before, and more attention should be paid to it. Among them, there is also an obvious imbalance in the eastern and western parts of the central part, with an S value of 0.21, and the number in the eastern part is 137, far exceeding the 89 in the central part and 74 in the western part.

4. Analysis of Influencing Factors of Spatial Distribution

4.1 GDP Correlation Analysis

Economic scale is the threshold for the operation of 5A-level scenic spots. Using SPSS software, conduct a Pearson correlation analysis on my country's 5A-level scenic spots and the GDP value of each province in 2022, and generate a scatter plot to study the impact between them. The results show that the number of scenic spots is positively correlated with the GDP value, and provinces with high GDP usually have more scenic spots. The correlation coefficient between the number of scenic spots in each province and GDP is 0.746, which has a strong correlation after a correlation test of 0.001.

Further analysis finds that provinces with high GDP tend to have more economic resources and tourism infrastructure, which may be one of the main reasons for having a large number of scenic spots. These provinces usually have rich natural scenery, historical and cultural heritage and tourism resources, attracting more tourists and investment. Therefore, building more scenic spots in these areas is

a feasible business strategy. Among the top 10 provinces in terms of GDP, 7 provinces have top 10 5A-level scenic spots, such as Zhejiang, Jiangsu, Sichuan and Hubei. The development of regional economy will affect the travel level of local residents, which in turn will affect the tourist reception of scenic spots.

The discovery of this correlation provides an important reference for relevant government departments and tourism practitioners. When developing the tourism industry and planning scenic spots, the economic strength and population base of the region should be considered in order to use resources more effectively and improve the attractiveness and competitiveness of scenic spots. At the same time, for areas with low GDP, the construction and development of scenic spots can be promoted by promoting economic development and improving tourism infrastructure, so as to achieve economic growth and sustainable development of the region.

4.2 Spatial location analysis of scenic spots and main traffic lines

In order to further analyze the relationship between the transportation network and the distribution of 5A-level scenic spots, this study uses ArcGIS to analyze the buffer zone of expressways and main railways in my country, and establishes buffer zones with a radius of 10 km around the expressways and main railways.

The data results show that the density of traffic highways is positively correlated with the distribution density of 5A-level scenic spots. The central and eastern regions have dense traffic lines and a large number of 5A-level scenic spots, especially the Beijing-Tianjin-Hebei region, the Yangtze River Delta region, and the middle and lower reaches of the Yangtze River and Yellow River. The 5A-level scenic spots in these areas show a trend of agglomeration and distribution in the traffic line buffer zone. The distribution of 5A-level scenic spots in the central and western regions is also obviously distributed along the traffic roads. It can be concluded that the accessibility of national 5A-level scenic spots is significantly different, showing obvious traffic directionality.

The areas with the worst traffic accessibility are mainly concentrated in Tibet, Xinjiang, Qinghai and other alpine deserts or remote border areas. There are very few 5A-level scenic spots in these areas. The provinces and cities with strong accessibility are mainly distributed in the coastal areas and the central and eastern regions, and the number of scenic spots in these areas accounts for more than 80% of the national total. Other areas such as Heilongjiang, Inner Mongolia, Gansu and Sichuan are generally accessible, and the number of 5A-level scenic spots is relatively small.

In the Beijing-Tianjin-Hebei region and the Yangtze River Delta region, the distribution density of railways is high, and the transportation is convenient. The distribution of railways has spatial differences. To sum up, there is an important connection between the distribution of 5A-level scenic spots and traffic lines, and most 5A-level scenic spots are distributed along traffic lines. The denser the traffic arteries, the more 5A-level scenic spots, which shows that the transportation network plays an important role in the spatial distribution of 5A-level scenic spots. Scenic spot clusters are mostly located in areas where transportation hubs are located, because convenient transportation allows tourists to reach their destinations quickly. The transportation network near the scenic spot has been gradually improved, forming a backbone traffic framework embellished with scenic spots.

5. Conclusion and Outlook

The distribution of the number of 5A-level scenic spots in China is related to factors such as location, number of traffic roads, GDP differences among provinces, and tourist evaluation. It is dense in the east and sparse in the west. Beijing-Tianjin-Hebei, the Yangtze River Delta, and the Pearl River Delta are dense areas. There are also many 5A-level scenic spots in developed areas such as along the river and coast, and there are fewer in the west. Regions with developed economy and profound history and culture usually have more scenic spots. However, the overall is not enough to meet the huge domestic tourist base and demand. Future research can explore more influencing factors in depth, such as the increase in regional consumption power may increase the number of scenic spots and affect the national distribution. The cultural tourism industry is shifting towards high-quality development, and experiences with IP attributes are attracting attention. Scenic spots should integrate marketing and adapt to changes in demand. Driven by market demand, political performance demand, investment choices and industrial transformation, it is expected that more scenic spots will emerge in the Midwest. Government support, border development and tourism resources attract investors and provide opportunities for 5A-level scenic spots. In short, China's 5A-level scenic spots have broad prospects and need further research and promotion to meet tourism needs and promote industrial prosperity.

References

[1] Wang F. Research on the Network Spatial Pattern of Tourism Information Flow of 5A Scenic Spots in Mainland China Based on Baidu Index [D]. Nanjing Normal University, 2015.

[2] Duan QL, Xue MY. Research on the spatio-temporal distribution of 5A tourist attractions in my country [J]. Journal of Mianyang Normal University, 2019, 38(08): 122-127.

An Introduction to the Material Painting of Anthony Tapiés

Changchang Qian, Qianhui Hou

College of Art Zhejiang Normal University, Jinhua321004, China.

Abstract: António Tapiés is considered a master artist in Spain with the same influence as Picasso, Miró and Dali. Throughout his artistic career, Antoni Tapiés has formed distinctive and personal artistic expression characteristics and forms of expression in his continuous development and changes. The development and aesthetic habits of contemporary art have also been influenced by his work. When we combine his creative background and learning process, we can more accurately analyze his mysterious artistic characteristics and unique forms of expression. When we combine the background and study process of Antoni Tapiés, we can more accurately analyze his mysterious artistic expressions and unique forms of expression.

Keywords: Anthony Tapiés; Material Painting; Expression

1. Background of the Times

Born in Barcelona, Spain, in the 1920s, António Tapiés lived through the Spanish Civil War and the Second World War, and was a child of war，This background led to a deep understanding and reflection on human nature, society and the state, which would always influence him in his later artistic creations.

2. Early Artistic Explorations of Antoine Tapiès

As a young man, Tapiés made numerous copies of the works of the great masters of art and, notably, studied the philosophical aspects of music. In the 1940s, Tapiés set up a studio and began to study painting independently.Tapiés' early artworks always show some special and incomprehensible symbols and imagery. This is due to the fact that Tapiés experienced a car accident in his past, so Tapiés could always think or dream of many strange ideas or symbols, or some things that are not real, and this became the foundation of Tapiés' early stage of artistic exploration.It was the use of these surreal and mysterious symbols and images, as well as the contemplation of them, that led Tapiés to study this subject matter in greater depth.

Tapiés said this: "I began to feel my way out of this suffocating life full of meaning in life." It is because Tapiés was influenced by the factors of his environment and felt the exile and disintegration of his friends and their families around him under the oppressive rule of Franco's regime. Therefore, Tapiés' paintings reflect a depressed mood, and we can read Tapiés' disappointment and helplessness towards life. During a period of time, Tapiés gradually began to pursue the expressive function brought by painting and the social value presented by painting. In visiting various exhibitions and observing a large number of art works in the society, he found that the artworks at that time generally had a strong commercial atmosphere.In his search for the art he wanted to pursue and the expression of the art he aspired to, Tapiés began to read various books and contact with the pioneering art of his time, and also began a series of studies on the history of philosophy, and he studied artists such as Picasso and Matisse, who were clearly expressive and strongly personal, and copied their paintings.At the same time, Tapiés took some painting courses at the University of Barcelona, during which he practiced a lot of portraits and self-portraits. Tapiés always believed that drawing was the basis of painting, but due to financial constraints, he had to practice a lot of self-portraits on himself, and he also met the famous critic and Seibei Mariye, which also had an important influence on Tapiés. All in all, this period of Tapiés' artistic exploration laid a solid foundation for his later work in mixed media.

3. Anthony Tapiés Artistic Expressions

Tapiés' artworks have a wide variety of expressions, from easel painting to mixed media, from ceramic sculpture to installation art, all of which have their own distinctive artistic characteristics. Regardless of his artistic expressions and modes of expression, his works are based on a great deal of thinking about society, culture, philosophy and art, which is one of the reasons why his works have their own unique artistic temperament.Tapiés uses a number of unique techniques to express and express himself in his material compositions. The first is his thinking and use of the relationship between color and material. Tapiés focuses on finding the inner color to express his works, mostly using gray tones as the main theme of the picture, together with the use of black to emphasize the language that the picture wants to express. Such a single color makes the work more focused on the use and expression of materials, and for the connoisseur will pay more attention to the readability of the materials to make a deeper reflection.On top of this, Tapiés also usually outlines the picture or strips the material. For example, in Figure 1-1, "Large Gray Series No. 3," the work is large, nearly two meters in height, but there is no excess color in the entire work, and the mottled texture of the material is accentuated by the large area of high-grade gray. At this point, the viewer's attention is focused on the interpretation of the material, on top of which Tapiés outlines the picture.For example, the crosses appearing in the picture, outlined in white, are very prominent in the picture, which is exactly what Tapiés wants to convey, like writing, like some special symbols and some special imagery. At the same time, these outlines do not occupy a large proportion of the picture, which also shows that Tapiés pays much attention to the simplification of colors in his works, thus highlighting the subjectivity of the material and the spirituality of the communication.

In Figure 1-2, "Gray Door", the different materials used in the different areas of the painting are particularly effective, from the recessed areas on both sides to the seemingly smooth door in the middle, to the four recessed geometric shapes on both sides of the door, all of which have been carefully arranged by Tapiés. The interplay of these areas in the picture gives the picture a sense of deep oppression, which is precisely the deep, oppressive, and non-free feeling that Tapiés wants to convey to the viewer through the use of materials.

Figure 1- 1 "Big Gray Series No. 3   Figure 1- 2 The Gray Door
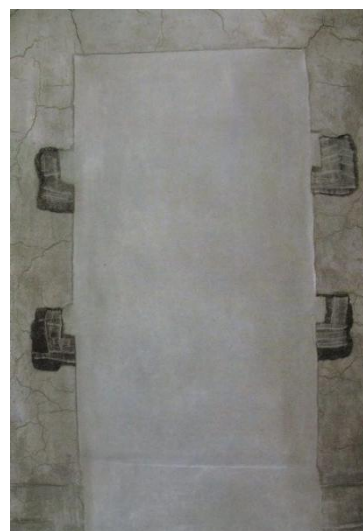
Figure 1-3 "White Oval" clearly shows Tapiés' exploration of materials, with the use of clay as the main focus, creating different degrees and sizes of cracks through different thicknesses of clay. attention can be focused in the oval. While the combination of uniform color and simple composition makes the picture simple and atmospheric, it also lacks readability, but when the natural crack texture appears in the picture appropriately, the picture immediately adds a lot of readability and interest, proving that the expressive effect of the picture that Tapiés wants to express is correct.

In the installation "Iron Canvas Roll with Red Cloth" Tapiés' use of materials is more pure, focusing more on the function of the materials and the materials themselves. In his work, he replaces the materials with iron wire and oil canvas fibers, and uses wooden strips in the center of the canvas, interspersed with strips of red cloth, as if he is thinking about and expressing the relationship between painting and politics.

Figure 1- 3 "The White Oval

4. Summary

From his early flatness to his later conceptual art, Tapiés has given us a new perception and understanding of art, and we can feel his gradual understanding and love of materials, starting from the materials we can see in our daily life. Tapiés' works make us think about the relationship between materials and art, and we can feel the atmosphere and pulse of the times more and more in his works.

References

[1] Layard G. The life and autobiography of Tapiés [J]. World Art, 1988.

[2] Georges L, Wen H, Lou G. A few thoughts on Tapiés' works [J]. World Art, 1988.

[3] Zhu WM. Contemporary Spanish Art Master Tapiés [J]. New Art, 1995.

[4] António Tapiés. Memoirs of Tapiés [M]. Hunan Fine Arts Publishing House, 1997.

[5] Che JQ. Modern Painting Materials Research [M]. Jiangxi Fine Arts Publishing House, 2003.

[6] Yang BB. Research and Interpretation of the Art of Anthony Tapiés [D]. Jiangsu University, 2015.

Exploration on the Integration of Ideological and Political Education into Professional Curriculum Teaching in Higher Vocational Colleges——Taking the Course of Intelligent Electronic Technology as An Example

Jie Ran

Wuhan Vocational College of Software and Engineering, Wuhan 430205, China.

Abstract: Ideological and political education is not only a basic course to cultivate students' moral quality, but also an important part of modern education outline. The current intelligent electronic technology course should strengthen the gradual integration of curriculum and ideological education. Under the background of the new era, the state pays more attention to education, aiming to integrate the concept of ideological and political education into the classroom to effectively improve the effectiveness of comprehensive education for students. The course of intelligent electronic technology should integrate ideological and political education resources and innovate educational means from teachers to classrooms. This paper analyzes the principle of Integrating ideological and political education into intelligent electronic technology curriculum, and hopes to put forward constructive suggestions on the research and innovation path.

Keywords: Higher Vocational Colleges; Ideological and Political Education; Intelligent Electronic Technology

1. Introduction

With the rapid development of society, educational reform is also continuously promoted. Under such a cultural background, higher vocational colleges should put ideological and political education in an important position and deeply implement the concept of building morality and cultivating people into the teachers' team. The course of intelligent electronic technology should not only strengthen professional learning, but also adhere to moral training, and cultivate students' patriotism and cultural self-confidence based on socialist core values. At the same time, ideological and political education should aim at building morality and cultivating people, make professional learning go hand in hand with value understanding, and do a good job in the top-level curriculum design, so as to promote the shaping of students' value and the cultivation of social talents.

2. Principles of integrating ideological and political education into intelligent electronic technology curriculum

2.1 Adhering to the dominant position of students

The construction and development of ideological and political education is not only the internal requirement of the development of intelligent electronic technology curriculum education, but also the specific development content of national education reform and development. In the curriculum, we should shift the focus from teachers' teaching to students' learning. Students are always the goal, object and subject of teaching, and teachers can only play the guiding and leading function. Under the guidance of the national development strategy, we should provide the society with specialized personnel training in electronic technology, meet the needs of the social market for talents, and strengthen the construction of ideals and beliefs, in order to cultivate high-quality talents, promote the

integration of ideological and political elements in the course of intelligent electronic technology, improve the pertinence and theory of ideological and political classroom, and strengthen the top-level design.

2.2 Adhering to the leading role of correct values

In classroom construction, teachers should first strengthen the construction of teachers' style and the cultivation of teachers' morality, so as to set a learning example for students. At the same time, we should also strengthen our own ideals and beliefs, adhere to the socialist core values and morality, so as to guide students to learn to be teachers, and take morality as our behavior requirements under the guidance of the current trend of the times. We should guide students to achieve the unity of personal interests and collective interests, establish a correct outlook on life, values and world outlook, and cultivate noble moral sentiment. We should also make their professional knowledge of intelligent electronic technology play a greater role in social practice, carry out relevant theoretical research to play a strong joint role, in order to make the curriculum construction and talent cultivation of data major more accurate and effective.

2.3 Adhering to the combined effect of curriculum and ideological and political education

To inject ideological and political elements into the professional learning of intelligent electronic technology course is to adhere to the same direction of curriculum ideological and political and ideological and political courses. The two have contradiction and identity, which are not only different in concept, but also related to each other in educational content and function. The course focuses on "ideological politics", paying attention to the values and ideological learning tasks taught to students in the classroom; The ideological and political classroom will focus on the classroom, pay attention to improving the ideological and political course content, teaching means and methods, and implement the practical teaching of the concept of building morality and cultivating people. The construction of "curriculum ideological and political" is to provide conceptual support, ideological guidance and intellectual support for "ideological and political classroom"

3. Ways of integrating ideological and political education into intelligent electronic technology curriculum

3.1 Strengthening the value guidance of students' daily ideological and political education

In the new era, students are surrounded by miscellaneous information. Therefore, schools should improve the content of ideological and political education and actively integrate ideological and political education into the professional learning of intelligent electronic technology.

For example, when learning the development process of intelligent electronic technology, the school can excavate relevant construction tasks, set up moral slogans or hold relevant lectures for knowledge publicity and value guidance, and take students' moral construction as the starting point and foothold of ideological and political education, in order to cultivate students' rigorous scientific spirit from discipline practice; We should strengthen the education of personal and social values, cultivate patriotism, and improve students' professional quality in intelligent electronic technology work. Schools should think about "who to carry out ideological and political education, how to carry out ideological and political education, and how to carry out ideological and political education". The education of intelligent electronic technology curriculum should also focus on "publicizing and exchanging ideas", so as to promote the realization of the goal of ideological and political education while professional learning. Ideological and political education permeates all aspects of data major learning and is presented to students through various cultural carriers. Under the background of educational reform, the scope of social practice of intelligent electronic technology course is widened, and students unify professional learning, practical activities and ideological construction in the process of professional learning. The penetration of educational activities also establishes a perfect and scientific education system to enable students to receive ideological education in the process of electronic technology practice, so as to have a deeper understanding and understanding of professional beliefs, be internalized in the heart and externalized in the practice.

3.2 Strengthening the cultivation of teachers' ethics, style and ability to educate people

Teachers should not only pay attention to the teaching of knowledge, but also pay attention to the ideological cultivation of students. Having effective educational ability is an important requirement for comprehensively promoting the ideological and political construction of the curriculum.

The professional learning of intelligent electronic technology course should formulate relevant plans to cultivate teachers, and open online learning courses for teachers, so as to encourage teachers to exchange and learn trial lectures, and carry out professional training for teachers, providing on-the-job training for teachers majoring in data technology and improving the teaching and research system. Teachers themselves should also strengthen self-awareness and self-supervision, set an example for students and play an exemplary role. The integration construction and development of ideological and political courses is the specific development content of higher vocational colleges to implement the national education reform and development. In the process of the integration of ideological and political elements in the curriculum, the focus is transferred from teachers' teaching to students' learning. Students are always the goal, object and subject of teaching, and teachers can only play the guiding and leading function. We should guide students to achieve the unity of personal interests and collective interests, establish a correct outlook on life, values and world outlook, and cultivate noble moral sentiment, to make their professional knowledge play a greater role in social practice. Under the guidance of the national development strategy, we should provide professional talent training for the society, meet the needs of the social market for talents, strengthen the construction of ideals and beliefs, and cultivate high-quality talents. The professional training goal of intelligent electronic technology course is to provide technical support and talent guarantee for the development of China's electronic technology industry. At present, China's intelligent electronic technology is still in the development period, which requires professional students to actively devote themselves to the field of technology construction in China. In the study of intelligent electronic technology course, teachers should not only cultivate students' rigorous and hardworking professional spirit, but also cultivate students' innovative spirit of daring to be the first, strengthen patriotic education and establish students' ideals and beliefs.

3.3 Improving the mechanism of education, promoting innovation and organizational leadership

The professional construction of intelligent electronic technology course should be through institutional reform, improve the incentive mechanism based on the reality of professional development, build a team of teachers with clear rights and responsibilities, and strengthen organization and leadership.

Teaching achievement award, excellent classroom award and excellent teacher award can be set up within the specialty of intelligent electronic technology course to improve teachers' enthusiasm for the construction of Ideological and political course. At the same time, we should also strengthen the assessment and evaluation system. On the one hand, we should strengthen the assessment and evaluation of the classroom, on the other hand, we should encourage teachers to conduct self-evaluation, enrich the classroom teaching content, and innovate the teaching content and classroom teaching mode. We should improve the supervision and inspection mechanism, take the ideological and political construction as the important content and main index of school assessment, so as to improve teachers' educational ability and students' cultural quality, cultivate noble moral sentiment, and finally make the construction of ideological and political education achieve practical results. At the same time, the competition of intelligent electronics specialty is fierce, and the development of social economy has led to the rising competitiveness of market talents, which puts forward higher requirements for students' knowledge level and personal ability. The integration of ideological and political education enables students to improve their self expectations, set higher goals, and urge self-progress and reflection, so as to strengthen personalized development, promote students to more actively accept new ideas, and cultivate innovative spirit and exploration spirit.

4. Conclusion

The integration of ideological and political education into the teaching of intelligent electronic technology in higher vocational colleges not only leads students to establish correct three views, but also strengthens teachers' ideological and political teaching level

and teaching education level. We should comprehensively promote the construction of ideological and political courses in higher vocational colleges, and form the educational concept based on "building morality and cultivating people", in order to provide professional technical guarantee for the development of electronic technology, and provide more high-quality talents for social and economic development.

References

[1] Wang M, Gu W, Yang B. Research on the practical strategy of integrating ideological and political education into professional courses in Higher vocational colleges. Journal of Changzhou Information Vocational and Technical College 2021; 20(1): 46-50+55.

[2] Ge H. Research on the path of integrating education into professional teaching in higher vocational colleges under ideological and political curriculum.Technology Information 2020; 18(9): 237-238.

Teaching Practice of High Frequency Electronic Circuit Course Driven by New Technology

Chaoxia Song

Wuchang Institute of Technology, Wuhan 430065, China.

Abstract: With the rapid development of modern science and technology, various new technologies have also emerged. In this environment, new requirements are put forward for the teaching of high-frequency electronic circuits. It is necessary to keep up with the development trend of the times and carry out course teaching reforms.

Keywords: New Technology; High Frequency Electronic Circuit; Course Teaching; Practice

Introduction

High-frequency electronic circuit is a basic course offered by communication engineering, electronic information science and technology majors. After the study of this course, students can master the basic theories and concepts of high-frequency electronic circuits, and lay the foundation for the study of subsequent courses. In recent years, with the development of various technologies, curriculum teaching should seize the opportunity to speed up the reform of curriculum teaching.

1. High frequency electronic circuit course teaching

1.1 Teaching content

High-frequency electronic circuits have undergone a long period of change, and they cover a lot of teaching content, including the basic circuit power supply, communication indicators and performance of devices. With the development of new technology, the corresponding curriculum system has also changed. Under the new technology, the original teaching content should be reformed to meet the teaching needs.

1.2 Teaching principles

First, a main line. In the teaching of high-frequency electronic circuits, the principles and functions of wireless communication systems and unit circuits should be regarded as the main line. The basic structure of the wireless communication system and the basic principles of functional circuits are described, and then the functional principles of each unit are systematically described. When describing this part of the content, it is necessary to analyze its role in the overall system and the impact on each indicator. Under the condition of mastering the basic principle of each unit's functional circuit, the advantages and disadvantages of each system are commented.

Second, five links. According to the relevant investigation and research, the teaching of high-frequency electronic circuit courses in major vocational colleges is mainly composed of basic theoretical knowledge teaching, practical teaching, and curriculum design. The training of basic concepts, principles, skills and various abilities of the curriculum is integrated into all aspects of teaching in a targeted manner.

Third, two abilities. In the teaching of high-frequency electronic circuit courses, attention should be paid to the cultivation of students' ability to analyze and solve problems. At the level of course assessment, the assessment system should include two parts: theoretical and practical assessment. At the extracurricular practice level, students should be supported and encouraged to participate in

electronic design-related competitions. Through competitions, students' ability levels should be cultivated and students should be guided to solve problems with the knowledge they have learned.

2. Teaching practice strategies of high-frequency electronic circuit courses driven by new technologies

In the teaching of high-frequency electronic circuit courses under the new technology, it is necessary to comprehensively consider the technical innovation of the physical layer, the changes in the basic broadband, the technical characteristics of electronic equipment and the new technology of information reception. Among them, the new physical layer technology includes radio frequency and base band smart antenna technology, TURBO channel coding technology, etc. Driven by new technologies, electronic equipment has the following characteristics: computer-aided design; intelligent testing; low-loss compact assembly process. Driven by new technologies, the teaching of high-frequency electronic circuit courses can start from the following aspects:

2.1 Optimizing theory teaching

First, to grasp the whole. In the theoretical teaching of high-frequency electronic circuit courses, teachers should grasp the whole, optimize and integrate the theoretical knowledge involved in the course, so that students can have a systematic understanding of the content of the course and determine the direction of subsequent learning.

Second, we must highlight important and difficult points. The high-frequency electronic circuit course covers a lot of content. In order to let students understand the content of the course, teachers must summarize the key and difficult knowledge, highlight it, systematically analyze it, and run it through the whole process of course teaching. When speaking, teachers can first give simple examples to let students have a preliminary understanding of the concept of modulation and demodulation, then introduce its principles, and finally describe the modulation and demodulation circuits. In addition, when describing the performance indicators of each part of the circuit, the content of formula derivation should be reduced.

2.2 Update teaching content

In the new technology environment, the previous circuit teaching based on discrete components has been unable to meet the current development requirements of electronic technology. Many electronic devices are now integrated, such as high-frequency power amplifiers, angle modulation and so on. Therefore, when conducting high-frequency teaching, new technology content or more classic integrated circuit modules can be added to the existing teaching content to enrich students' knowledge reserves.

2.3 Flexible application of various teaching methods

2.3.1 Increase the application of multimedia and network teaching technology

In the new era, network information technology is widely used in various fields, and the teaching field is no exception. The promotion and application of multimedia and network teaching technologies have injected new vitality into the traditional single course teaching. Combined with the characteristics of high-frequency electronic circuit courses, multimedia video animations can be used scientifically to demonstrate complex circuits in teaching, so that students can understand abstract circuits. The process has a systematic understanding. At the same time, teachers can also make effective use of online platforms, such as Learning Link. To communicate and interact with students, teachers can upload the teaching video materials prepared before teaching to the learning website, which is convenient for students to review after class, discover problems in their own learning, and discuss with students and teachers on the online platform. In addition, an online question bank can also be set up on the network platform, which is convenient for students to learn, so that students can check and fill in the gaps and ensure the learning effect.

2.3.2 Effective application of simulation software

The experiment of the test box is based on the circuit system, which is integrated, and there are few parts that students can operate, which is not conducive to the cultivation of students' innovative ability. Therefore, simulation software such as multisim and EdA can be applied to the teaching process. Through simulation design, students' understanding and understanding of knowledge can be strengthened, and students' ability to analyze and solve problems can be improved.

2.3.3 Further strengthen the application of new technologies and new products

The development speed of electronic technology is relatively rapid, especially in the advent of the 5G era, the requirements for course teaching are gradually increasing. As a high-frequency electronic circuit teacher, we must keep pace with the times, effectively apply various new technologies and new products to the course teaching, mobilize the enthusiasm of students to participate in the course learning, and let the students experience the course in real life. specific application and value. For example, when the frequency synthesis technology is described, the application of digital direct synthesis technology in various fields such as communication can be introduced, so that students can continuously extend and expand their knowledge according to the needs of social development.

2.4 Strengthen practical teaching and improve practical ability

The high-frequency electronic circuit itself is more practical. Practical teaching is a very key teaching link. It is an effective way to promote students' theory to practice and improve students' practical ability and innovation ability. In order to innovate the traditional single practical teaching method, the practical teaching of the high-frequency electronic circuit course can be divided into basic verification experiments, comprehensive design experiments, and electronic competitions. According to the specific situation of students' learning, teachers carry out relevant experiments from simple to complex. For example, the basic experiment of LC series resonance can be done at the beginning, so that students can master the function of series connection and the value of the application of modern technology, and then conduct experiments related to integrated frequency modulation, transmission, etc., and finally do experiments on radio kit assembly and debugging, and students participate in the experiment. You can learn more about the application of high-frequency electronic circuits in reality. Regarding the design of courses, teachers should guide students to use different design schemes, and design tasks should leave room for students to think so as to mobilize students' innovative thinking. At the same time, it is necessary to strengthen the skills training of students, and improve students' innovative ability and level by arranging students to participate in electronic design competitions.

2.5 Innovative assessment methods

In the past, the examination results were mainly written examinations. Although the assessment standard is usually 30%, experiments account for 20%, and exams account for 50%, but mostly stay on paper documents, including homework, laboratory reports and test papers. This kind of assessment form cannot reflect the real level of students, nor does it meet the teaching purpose of the course. Therefore, it is necessary to innovate the assessment method. For example, comprehensive design can be added to the experimental item, and it is not limited to the classroom. Students need to complete it after class to increase their practical ability. Usually, you can also use learning software and other teaching software and increase the practice after class. Through these methods, understanding and supervising students' mastery of theoretical foundations and skills acquisition can also allow students to discover problems in students' learning or in their own teaching in time, and make corrections in time to ensure the effectiveness of course teaching.

3. Conclusion

All in all, the high-frequency electronic circuit course is an abstract and complex course. Under the traditional teaching mode, the teaching effect is not good. As a course teacher, we must recognize the importance of course teaching reform, optimize theoretical teaching, update teaching content, and be flexible. Use a variety of teaching methods. At the same time, it is necessary to innovate the assessment method to better achieve the goal of curriculum reform.

References

[1] Yang L, Xu Z. Research on the theoretical teaching reform of high-frequency electronic circuit courses based on the perspective of classroom interaction. Chinese Journal of Multimedia and Network Teaching (Electronic Edition) 2017; (3): 177-178.

[2] Zhou H. The practice and exploration of the task-driven teaching mode of the course "High Frequency Electronic Circuits". Curriculum Education Research 2017; (50): 199.

[3] Qin D. Exploration and practice of "high frequency electronic circuit" distributed teaching mode based on flipped classroom. Heilongjiang Education (Higher Education Research and Evaluation) 2017; (7): 8-9.

[4] Zhang Y. Research on the curriculum reform of high-frequency electronic circuits under the background of new engineering. Contemporary Educational Practice and Teaching Research 2020.

[5] Tang W. The application of virtual instrument technology in the teaching of high-frequency electronic circuits. China New Communication 2020.

Multi-Curriculum Illuminates the Background Color of Life

Qiuxia Song[1], Yan Li[2]
1. Taizhou Jiangyan District grain kindergarten, Taizhou 225300, China.
2. Taizhou Jiangyan District Guanzhuang Kindergarten, Taizhou 225300, China.

Abstract: How will children now stand in the world in the future, as a preschool teacher, what can we do? The author thinks that only by relying on multiple courses to constantly cultivate, cultivate and forge children, can they become the pillars of the country with high aspirations, equal attention to virtue and ability, common sense and practice, and the courage to explore!

Keywords: Multi-Curriculum; The Science of Uniting The; Self-Restraint

Introduction

Liberate children so that they have hands ready to work, feet ready to fly, eyes ready to observe, ears ready to listen, mouths ready to communicate, brains full of creativity, and hearts ready to be grateful to others. This is the image of Chinese children that Mr. Tao Xingzhi desired [1].

"The young people of today should have the ideals and convictions to follow the theme of The Times in the same direction, and have the courage to shoulder the historical responsibilities entrusted by this era."

Children in the future how to stand in the forest of nations become pillars of the country? The author thinks that "the nine-layer platform, from the base of earth", in the preschool stage to rely on a variety of courses to imperceptibly cultivate, cultivate, forge children.

1. Game course -- practice in play

1.1 Division of labor and cooperation in corner games

In today's society, most of the only children, six adults around a child, children used to be arrogant, once they can not meet the requirements, they will roll around, do not give up. Corner games can not only cultivate children's autonomy, but also help cultivate children's quality of cooperation and sharing, which can effectively break the barriers of selfishness and autocracy of only children. Barber shop game began, three children want to be a barber, but the barber only set up 1, how to do? The teacher guides the children through negotiation: the barber needs a washer, a hairdresser, a hair colorist, etc., leading the children to solve the problem by taking turns and adding roles.

In corner games, children need to choose game content, game materials and game partners independently, so they can learn to be flexible, cooperate and cooperate more easily.

1.2 Create on your own in outdoor games

"Kindergarten Education Quality Assessment Guide" points out that in the process of teacher-child interaction, teachers should support children to independently choose game materials, companions and gameplay. Kindergarten outdoor games should pay attention to the cultivation of children's consciousness of independent creation. Teachers should put the materials that are easy to have relations with each other when children play their own games, and then guide children to choose materials and partners and design their own games, so as to cultivate children's game consciousness of "playing more with one thing, combining things with each other and combining everyone".

When it was time to play the game, eight children came to the drill and climb area to play. Yufei stepped on the props to drill the

cave and started to walk. Jiayue, who was drilling the cave, saw Yufei. She called out to Yufei and said, "You are too simple and not fun at all. Put one sandbag on each of the four 'feet' and carry it to the opposite white line to win! If the sandbag falls in the middle, you lose!" "Said two people began to act, the sandbags on the cave of the 4 'feet', two people carefully moved the cave props, for fear of sandbags fall down, in the side of the observation of the teacher are terrified for them, but unexpectedly they succeeded, two people with cave props sandbags to the designated end!

After statistics, this group of children created the following five games: (1) using the cave drilling props to carry the sandbag to the destination; (2) choose a partner to drill a cave; (3) The cave drilling props down jump through the hoop; (4) Standing in the prescribed place to throw the sandbag into the cave on the ground; (5) Use a large paper stick to cover the cave props, lift up in pairs and walk back and forth.

Autonomous games are personalized games, games between children. Therefore, teachers should clarify their role positioning in autonomous games, give up authority, and be the supporters, collaborators and guides of children. Jiayue's idea of using the four "feet" of the cave to carry the sandbags not only shows the children's thinking ability but also arouses other children's desire to create. Children are born game players. Only by allowing them to choose, play and think by themselves can they experience the sense of success and frustration, try to solve conflicts, meet emotional needs, accumulate life experience and achieve the harmonious development of body and mind in autonomous games.

1.3 Actively explore contingencies

"Kindergarten nursery education Quality Assessment Guide" teacher-child interactive examination points out the 29th article: teachers should be good at finding a variety of accidental educational opportunities in children's life, can seize the activities of children interested in the problem to give effective support in time. Kindergarten curriculum should break through the rules of "classroom" and "class", pay attention to children's current life, and carry out meaningful learning activities.

In the afternoon, the teacher took the children to do free activities outside. Little z found a hedgehog in Tire Hill. When the children heard about it, they gathered around. Where did this little hedgehog come from? What is it doing here? Is he lost? Could his mother be looking for him? ... The teacher thought it was a good learning resource and found a cardboard box to put it in the living area of the class. In the meantime, some of the children brought ham, and some of the children brought bread before the hedgehog. The little animal was very alert and did not move a bite. It tried to climb out of the box and escape the strange environment. Looking into its frightened eyes, the teacher decided to let the children meet its new friend and set it free.

Teacher: Boys and girls, let's take a look at this little guy and tell us what we found. Who is the best? (So the children calmed down to observe the hedgehog's appearance and excitedly reported their findings and questions.)

Student: Sir, the body of the carton will form into a ball when I touch it.

Student: Sir, hedgehogs have different colors of thorns. Some are white, some are brown.

Student: Why, Sir, doesn't it eat the ham I gave it? What did it grow up on?

Teacher: You have your own discoveries and questions about this little hedgehog. Next, the teacher and you will find the answers together. Today, the little hedgehog came to a strange place. The teacher guessed that he was afraid, and suggested that he should be sent back to the place where he was found.

After the meeting, the author and the children went to release the hedgehog and put it in the grass near the playground. One of the children said, "Go, go and find your friends and play together." The other child said, "Go, find your mother, and don't get lost again!" No one knows what adventures the hedgehog will have. The little guest is gone, and the writer and the children are just beginning to pay attention to the hedgehog.

2. Characteristic courses - do self-restraint

If basic courses are "home-cooked meals" for children, then special courses are "nutritious meals" carefully customized for children. Our garden organically integrates fields, plant creativity, soccer and picture-book courses into children's daily life. Children explore the natural code of plant growth with industrious hands and discoverable eyes in the world of flowers, grass, trees and trees. Make bold artistic creation in the time when flowers and leaves, roots, skins and seeds meet; Learn to cooperate on the football field, have the courage to struggle; In the picture world, I guess, imagine, deduce and express, perceive the colorful world, and explore the

philosophy of life.

2.1 Get close to nature and broaden your horizons

The kindergarten pays attention to the excavation of curriculum resources in children's real life, and tries its best to create flexible, open, full of children's fun and support children's exploration of education environment.

The kindergarten divided the 500-square-meter open farm into 12 different shapes. There are more than 70 kinds of aquatic plants, legumes, melons and fruits, and medicinal plants planted in the garden, just like a vivid and fragrant plant garden. In spring, teachers and children together under the banana tree to observe the bird's nest, looking for tadpoles in the pool, picking broad beans, cutting garlic brain, planting peanuts...; In summer, under the corridor of melons and fruits, enjoy all kinds of melons and fruits, pick tomatoes, pick malan, water sunflower...; In autumn, take the children to the chrysanthemum garden to enjoy chrysanthemums, to see clusters of bananas under the plantain tree, to step on the soil for the carrots just planted, to pick Job's tears, to taste the asparagus...; In winter, the children in the botanical garden to watch the fallen red orange yellow green, shepherd's purse in the garden, to the seedlings catch pests.

Early childhood education is not limited to the classroom, textbooks, life experience and nature are fresh education materials. Observe snails and tadpoles; Picking Job's tears and sunflowers, etc., can give you a sense of the treasures brought by nature, which cannot be realized in class. Every time children interact with the natural environment, they can gain new experience [2]. While sketching in the broad bean garden, Niu Niu first discovered the growth law of broad bean leaves: the leaves at the top of the broad bean stem grow in pairs, while the leaves below the top grow in alternating ways. The others were then observed to confirm that the leaves on each broad bean grew in this way. The author had a brainwave and inspired children to observe the differences between broad bean pods. The children gradually found that some broad bean pods had one baby living in them, some broad bean pods had two babies living in them, and some broad bean pods had three babies living in them. Then one of the children felt the thick stem in the middle of the broad bean and said, "You see, teacher, this rod has four sides. When the children heard that, they set aside the leaves and counted carefully. Then another child found it in the shape of a column and squeezed it empty with his hand. After the children returned to the class, the author organized them to have a discussion about the types of plant stems. When the garden was distributed, the observation record sheet was issued. Parents were invited to take their children to observe the types of plant stems behind the front room and try to record their appearance.

The seemingly ordinary sketching activities can not only cultivate children's fine observation ability, but also improve their understanding ability and observation and analysis ability of things, and help children develop from subjective perception to objective perception.

2.2 Create plants to develop their potential

In the process of the development and research of this course, our garden has realized the transformation from understanding to aesthetic creation in line with the idea of organically integrating the treasures of plants with artistic creation. With the change of seasons and the constant replacement of plants, children can design and create shapes in the process of interacting with the roots, stems, leaves, flowers and fruits of plants through activities, so as to exercise the flexibility of fingers, improve aesthetic taste and develop the creative potential of the brain.

In the "dead branches creative theme" activities, the teachers took the children to create dozens of bottles of different shapes, unique bonsai: butterflies on the branch, fireworks bloom, peacock, lplum spring, Jingle bells... In the "Yam Vine Transformation" theme activity, the children made rattan hats, rattan skirts, rattan ornaments and other objects with rich imagination to decorate themselves. They also couldn't help but start the runway walking activities, full of model flavor. Over the past year, teachers in the garden carried out 15 plant creative practice activities around six themes: seeds, fruit shells (coats), flowers and leaves, dead branches and roots, and created thousands of handmade works.

The children appreciated others' works and created new works in the process of plant creation. The teacher heard the wheat seedling in the sizi knot, the dandelion in the pupu blossom!

2.3 Gallop green, grow perseverance

In the autumn semester of 2019, our kindergarten successfully applied for the title of "National Football Featured Kindergarten". The kindergarten has established a relatively complete football curriculum system, integrating football exercise, football physical training, football games as a whole, to ensure that children play football every day. Every week, the external coach guides the children to play football for one hour. The match before the end of each time is the children's favorite. In a fall and fall, the children become tenacious and brave.

2.4 Play with picture books to create empathy

The Guide to the Learning and Development of 3-6 year old Children points out that the learning and development of children in the social field is the foundation to continuously improve and lay the foundation for the sound personality of children. The rich pictures of picture books can arouse the resonance of children, open the eyes of observation, open the door of imagination, generate the flowers of language, and stimulate beautiful emotions.

When the teacher guides the reading of "Little Mouse's Vest", he can grasp the emotional changes of little mouse and guide the children to guess the mood of Little mouse. When the owner of the vest changes constantly, he can guide the children to try to use the tone of discussion to get what they want and feel the friendship between peers. At last, when the elephant put the little vest that looked like a scarf over his nose and invited Little Mouse to swing, the teacher asked if Little Mouse was happy now. Who gives him his happiness? So far, the children have carried out empathic experience and emotional edifying in the dialogues with the characters in the picture books, with their peers and with their teachers, and achieved the learning goal of integrating literature and Taoism.

Picture books into the classroom, into the corner of the district, into the family, so that children in the imagination full of interesting stories to develop language, grow wisdom, cultivate emotion, shape a beautiful personality. Parents and teachers witnessed the emotional growth of children in the picture book reading activities.

3. Life curriculum - constant temper

If the characteristic course is the "nutritious meal" carefully customized for children, then the life course is the "spiritual calcium" that allows children to continue to develop!

By sharing Japanese children's dining and self-care videos, the author has aroused heated discussion and response from parents. Parents actively try to give their children the opportunity to do their own things in family education, and gradually let their children dress, take meals, sort and arrange, expose cotton wool, transport garbage, repair toys and so on.

In class management, the author strengthened children's awareness of behavior through the activity of "Little Life Talent" card punching and award exchange. Teachers try to take into account all children, protect children's self-esteem, meet the sense of achievement. Every 10, 20, 30 points... All of them can be brought back to the class for the teacher to collect. Children can choose their favorite prizes according to their score card value. The evaluation form of points for prizes has been implemented for a period of time, not only to see changes in the children, but also to the parents. The children not only actively participate in the kindergarten activities, back home can also actively help parents do something within their power, sweeping the floor, picking dishes, making beds... Peremptory become "home small expert". During the busy season, children can also get exercise and learn a lot of practical knowledge in the process of harvesting wheat, drying wheat, harvesting rape, beating rape and planting yam. Parents also play their own role in the activity of rewards and points. Every day, they will spare time to guide children to participate in labor, and send videos to class groups to share. Parents' active participation is not only the affirmation of children's progress, but also the incredible trust of teachers. On the basis of "points for prizes", the class also holds a "Star of the Month" award ceremony every month. At the end of the semester, parents will be invited to the class to attend the award ceremony. Small points card is like a "motor", mobilize the enthusiasm of the children, excavate the inherent potential of the children to make progress.

As adults, we should regard children as capable learners. Children aged 4 to 7 are fully capable of doing more specific tasks. Especially in rural families, adults can invite children to be small helpers in the process of doing housework and farm work. Let children close to nature, active labor, direct perception, practical operation, personal experience and other ways to obtain relevant experience in different degrees.

4. Conclusion

Survival is the first law of human, survival of the fittest, survival of the fittest, whether for the future of the individual or the nation, is a life and death proposition, so survival education for children is about whether children can have a foothold in the society in the future; For the country, survival education is a foundation project, related to the sustainable development of the nation. Preschool teachers shoulder the mission of educating people for the Party and talents for the country. Whether Chinese children can stand in the forest of nations in the world in the future and become the leader of The Times, we should start from the hand that promotes the cradle. In short, in the stage of children's enlightenment education, teachers should rely on diversified courses, cultivate, cultivate and forge children's beautiful quality, improve children's survival competitiveness, and brighten the background color of children's life!

References

[1] Tao XZ. Collection of Tao Xingzhi [M]. Nanjing: Jiangsu Education Press, 2008.

[2] Julie. Integrating the Theory of "Life Education" into the practice of early Childhood Education [J]. Family Life Guide,2021(02):31-32.

[3] Shen WW. Thinking and Practice of Preschool Curriculum Construction [J]. Jiangxi Education,2021(36):92-93.

The Reform of Linear Algebra Course in Agricultural Colleges Under the Background of New Agricultural Science

Yanping Song, Hua Huang, Ablimit zikerya, Xuepeng Cai, Li Ma
School of Mathematics and Physics, Xinjiang Agricultural University, Urumqi 830052, China.

Abstract: Taking Xinjiang Agricultural University as an example, based on Rain Classroom and Dingding platform, the linear algebra course changes the current situation of "emphasizing theory and ignoring application" in traditional mathematics classrooms, adding applied teaching cases with the background of industry and agriculture, using online and offline The blended teaching mode, through inquiry-based and case-based teaching methods and students' autonomous learning and discussion methods, develops from a teaching mode focusing on "teaching" to focusing on "learning". The teaching mode has been comprehensively reformed, and satisfactory results have been achieved.

Keywords: Linear Algebra; Blended Teaching Model; Reform

Introduction

Taking Xinjiang Agricultural University as an example, in order to fully implement the educational and teaching goals of national higher education institutions, adhere to the fundamental task of building morality and cultivating people, and take the construction concept of "new engineering and new agricultural science" as the guide [1], strengthen the central position of talent training and undergraduate education. The basic status of teaching, the linear algebra course has carried out teaching innovation reform. On the one hand: this course changes the status quo of the traditional mathematics classroom of "emphasizing theory and ignoring application"; through heuristic and case-based teaching methods and students' autonomous learning and discussion methods, it changes from "teaching" to "student"-centered teaching On the other hand: adopting the online and offline mixed teaching mode, with the help of multimedia teaching methods and modern information technology, innovating modern teaching methods; by implementing diversified process assessment methods, comprehensive evaluation of students' comprehensive ability to study this course.

1. Curriculum innovation and reform content

This course is based on the requirements of disciplines and courses, and through teaching innovation and reform, it embodies the idea of cultivating people with morality and the "student-centered" education and teaching philosophy. Specifically, the teaching innovation reform is carried out from the following five aspects:

1.1 Based on the teaching content, integrate into the red gene of Agricultural University

Based on the educational and teaching goals, this course studies the teaching content, excavates teaching cases, designs teaching methods, and integrates the concept of educating people into the teaching process of the whole course in an all-round way. "Red Gene", carry forward the "Agricultural University" spirit of "self-reliance and hard work", cultivate students' objective and rigorous scientific spirit, learn to use philosophical thinking methods to analyze and solve problems, so as to achieve all-round and whole-process education.

1.2 Explore the teaching model of "teacher-led, student-led"

From "teaching" to "learning"-based teaching mode, reflecting the "student-centered" teaching philosophy. In 2020, this course adopts an online and offline hybrid teaching mode. With the help of multimedia teaching methods and modern information technology [2], case-based and heuristic teaching methods are used, and online teaching methods such as Rain Classroom and Dingding are used to conduct teaching. The interactive methods such as answering questions in class, submitting papers, and barrage are convenient for students to participate in the class immediately, present the discussion process at any time, mobilize the thinking ability of students to explore independently, analyze and solve problems, and innovate the student-centered teaching mode [3].

1.3 Frontier knowledge of applied disciplines into the classroom

Change the status quo of "emphasizing theory and ignoring application" in traditional mathematics classrooms, increase application-oriented teaching cases with industrial and agricultural backgrounds, reflect the frontiers of the subject, and gradually make the teaching content a "golden class" level of "gender degree" [1]. The idea of mathematical modeling will be integrated into the teaching process to cultivate students' ability to transform practical problems into mathematical problems, so as to apply mathematical knowledge to solve practical problems.

1.4 Innovative and diversified teaching methods and means

Change the single teaching method of "textbook + blackboard + chalk" in the traditional classroom, and innovate diversified teaching methods. This course adopts the online and offline mixed teaching mode, adopts Rain Classroom and Wisdom Tree learning platform online, and introduces high-quality courses from China University of Petroleum. Offline, a modern information technology teaching method combined with multimedia technology is adopted [4]. On the one hand, it improves the efficiency of education and expands the time and space of education; on the other hand, it enriches the sensory experience of students in the teaching process, makes the combination of audio-visual and vivid presentation of teaching content, and improves the quality of education and teaching.

1.5 Implement the whole process assessment and evaluation

Through the implementation of diversified process assessment methods and final assessment methods, emphasis is placed on inspecting students' usual learning effects, and comprehensively inspecting students' comprehensive ability level in learning this course. In the course assessment method, the proportion of the usual grades has been increased. The course assessment method is reformed to account for 50% of the usual grades and 50% of the final exam. Among them, the usual grades include assessment methods such as attendance rate, module test, homework, classroom interaction, and course learning experience.

2. Curriculum reform results

Through the implementation of the teaching innovation reform of the "Linear Algebra" course, the "pain point" problem in the "Linear Algebra" course has been solved, and a relatively satisfactory teaching effect has been achieved, and has been well received by leaders, peers and students.

2.1 The satisfaction of teaching evaluation is high, and the teaching effect is improved.

Through the school supervision group teachers, leaders, peers listening to the class, and students' evaluation results, the students' satisfaction with the "Linear Algebra" course is relatively high. In the past five years, the comprehensive average score of students' teaching evaluation and peer-leader's lecture evaluation is above 90. Judging from the results of teaching evaluation, this course has a large scope of reform and innovation, rich teaching methods, students understand the frontiers of the subject through learning this course, have a greater personal gain, improve the level of application of modern information technology, and are more satisfied with the teaching evaluation of teachers and courses. high.

2.2 reflects the student-centered teaching philosophy.

By reforming teaching content, applying case-based teaching and inquiry-based teaching mode, and introducing modern information technology teaching methods, the current situation of "emphasizing theory and ignoring application" in traditional

mathematics classrooms has been changed, and the depth and breadth of teaching content has been expanded, so that students' The classroom attendance rate and the enthusiasm of students to participate in learning in the classroom have improved, the students' performance in the classroom has been significantly more active, and the classroom atmosphere has been greatly improved, reflecting the student-centered teaching concept [5].

2.3 Improve the comprehensive quality ability of students.

From the results of students' evaluation of teaching, it can be seen that because the focus of learning has shifted from mechanical calculation to the cultivation of application ability, it has stimulated students' interest in learning, cultivated students' practical ability to analyze and solve problems, and enhanced students' overall cognition and learning of the course. It expands students' knowledge horizons and the level of application of modern information technology, and improves students' comprehensive quality ability.

2.4 The passing rate and average examination score of the "Linear Algebra" course have been improved.

By comparing the assessment data of various types of students in the past five years, it is found that after the implementation of teaching innovation and reform, the average score and pass rate of students have been greatly improved, especially the average score and pass rate of students in ethnic classes and bilingual classes with relatively weak foundations. , from 72.11/92.20% and 69.52/87.14% in the 2019-2020 school year to 72.48/92.86% and 70.72/92.20% in the 2020-2021 school year, which has been greatly improved and the effect is remarkable.

3. Conclusion

Through the implementation of the curriculum reform, the students not only improved their interest and drive in learning the linear algebra course, but also improved the average score and passing rate of the course, and also cultivated their mathematical thinking ability, logical analysis ability, and ability to solve practical problems. Practical ability. At the same time, in the study of course application cases, the classical mathematical thinking method is refined, which provides a powerful thinking method for solving other problems in the future. Further, by organically integrating into the curriculum education content, it actively leads students to form the correct three views, thus realizing all-round and whole-process education. In the future course teaching reform, on the premise of laying a good foundation for students' basic knowledge, we will also summarize the knowledge system, form a mind map of knowledge points, further expand the knowledge structure, create online teaching resources, and try to use flipping Classrooms, group discussions, etc., and innovative teaching modes, so that the course further reaches the golden class standard of one gender [1].

References

[1] Guo Y, Guo C, Lin Y. The reform of the online and offline hybrid "golden course" of linear algebra under the background of new engineering and Practice [J]. Higher Education Journal 2021;7(30):139-142.

[2] Zhou Q, Peng G, Zhang H. The exploration and practice of blended teaching in linear algebra [J]. Mathematics learning and Research 2021; (23): 8-9.

[3] Hu J, Du J, Xu L, Bi H, Li J. The hybrid teaching method of linear algebra under the background of "Internet +" Discussion on Law[J].Journal of Science of Normal University 2021; 41(03):79-83.

[4] Zheng W, Lin Y, Zhou Y, Zhang Y. Research on the online and offline hybrid teaching mode of linear algebra courses Research[J].Journal of Science of Normal University 2021; 41(02):80-86.

[5] Li Y, Yuan K. The practice of blended teaching method in linear algebra classroom teaching [J]. Academic Journal 2019; 39(07):72-74.

Cloud Classroom: A New Form of Online Teaching of Primary School Art Under Abnormal Conditions

Xiaoping Su

Wuxi Yuhong Primary School, Wuxi 214000, China.

Abstract: The public health emergency has changed the environment and conditions of art teaching. Based on the abnormal teaching background, we can use this as an opportunity to explore new teaching forms. Relying on the unique functions of the network platform, the Art Cloud Classroom explores a new style of home-based art learning that is vivid, autonomous and interactive, develops students' art skills, develops positive interests and emotions, and makes every life a better place in the nourishment of art.

Keywords: Abnormality; Network Platform; Art Teaching

Introduction

With spring blossoming, the epidemic will eventually disappear. In the face of sudden and scattered epidemic, how to use the discipline characteristics of art to resolve students' anxiety? Unable to teach face-to-face class, how to use flexible form to promote art teaching? In fact, the sudden public health crisis is not only a kind of adversity but also an opportunity for educational reform. Under the special background of "no classes, no classes, no teaching", the traditional teaching form of fine arts is undergoing significant changes.

1. Online art class, construction of vivid art learning

In the 21st century, the development of the Internet makes communication more convenient, and knowledge and information also show an explosive increase in transmission. The development of information technology makes "home-based" art learning under the background of public health crisis present a different timely change. The author was fortunate to participate in the teaching recording of "Xihui Online" webcast class in Wuxi City, and undertook the teaching task of art in grade four. Shoot and broadcast 1-2 classes each week and each class lasts 10 minutes. Students can watch the live broadcast according to the class schedule, or study on demand at any time. The teaching time of each class is condensed, but the knowledge point is not omitted; The teaching surface is not class-based, the teaching scope is wider, and the presupposition of learning situation is more multiple levels; It is not easy to fully understand the learning state of homebody students, so the teaching form needs to attract students' learning interest. These new teaching and learning have forced the art teaching form to have brand new changes. Therefore, the author has made timely teaching adjustment in the "short and fast" "Xihui Online" webcast class.

1.1 Integrated emotion-oriented online art teaching enables learning to go deep into the heart

Aesthetic edification is one of the educational functions of fine arts. Positive emotional orientation is the cornerstone of aesthetic education, and it is also the developing direction of "emotion, attitude and value", one of the objectives of three-dimensional teaching of fine arts. The sudden epidemic will bring more or less anxiety to students. Fine arts can soothe students' minds and nourish their spiritual growth with its unique artistic charm. In the preparation stage before the livestreaming class, the author formulated the training objectives of emotional education. Teaching stage, imperceptibly permeates the positive emotional orientation.

For example, the fourth grade art "Spring Blossoms" lesson. In view of the fact that the teaching content of "Xihui Online" webcast course is mostly created by the teachers, the author starts from the selection of topics, and transmits the upward spirit of sunshine, beauty and hope to the students, so as to open a positive learning journey and emotional orientation.

Introduction link, with poetic language: "the grass is green, flowers are open, spring flowers, everything is so happy" and beautiful pictures let students enjoy the beauty of spring; Then take the students into the spring of art: appreciate watercolor painting, ink painting, oil painting and other artistic forms of spring, perceive the beauty of art. Next, let's enjoy the children's works: "Children prefer spring flowers, and the colorful spring is in the children's art gallery". With the help of peers' works, inspire students' creative enthusiasm and thinking. After the multi-level appreciation of the paving, and then focus on learning the physical rubbing method: the spring here is more beautiful, red rose mottled, purple morning glory and a circle of impressions! The secret to creating these beautiful impressions lies in the humble roots of vegetables, bubble paper, fallen leaves, bottle caps and more. Guide students to discover the beauty of impressions and art from ordinary life, and think deeply that beauty has no distinction between high and low, and insignificant things even to be discarded can be transformed into treasures and become ambassadors of beauty.

The positive aesthetic education is organically integrated into the learning of art skills and techniques. The teacher demonstrated the completion of the physical rubbings, then mounted the work in a picture frame for display. At this time to seize the learning opportunity for the sublimation of emotional education: "a unique rubbing painting on the paper, let us use art to greet the spring flowers, let the spring to every corner of the earth, I believe that tomorrow will be better!"

The positive guidance of emotional education in online teaching can be imperceptibly infiltrated into the whole teaching process, can be interspersed in a certain appreciation link, can also be summarized and expanded as a focus of internalization. I participated in more than 10 classes of "Xihui Online" fourth-grade live art class teaching, and the author organically infused beneficial emotional guidance with the change of teaching theme. The emotional education of "Paper Dyed Group Flowers" and "Spring Blossoms" runs through the main line of classroom teaching, expressing the good hope for life with the auspicious meaning contained in the works; "My Little Picture Book (I)" inspires students' love for their hometown in the section of work appreciation; In the teaching and development link of "Sock Doll", students are encouraged to use hand-made dolls to perform sock doll drama with their families, to cultivate students' beautiful feelings of caring for elders and being grateful for family affection in family life, and at the same time to resolve students' anxiety at home.

Sukhomlinsky believes that aesthetic education is a kind of emotional education, which is not only a cognitive process of knowledge and skills, but also a process of emotional experience and development. Touching people with emotion is the educational function of art works, which is also an important aspect of art teaching. When the epidemic broke out and the conventional teaching mode was changed, the emotional education of art teaching should be actively integrated into every teaching link of art class.

1.2 Online art teaching highlighting the subject direction, so that learning closely to the core of knowledge

Hegel respected art as the earliest teacher of all nations. Art recorded the earliest progress of human civilization with its unique shapes and colors. The learning and mastering of modeling and color skills are the characteristics of fine arts which are different from other disciplines. The online art teaching based on the homebody model makes the teaching time short and concise, which is 1/4 of the regular art class time. Therefore, teaching should be more closely related to the subject's core knowledge, so that students can master and accumulate certain art knowledge and skills in the limited 10-minute online learning period.

Like the Blue and White Porcelain lesson. First of all, show a blue and white porcelain vase, let the students intuitively perceive the clear blue and white, fresh and elegant color characteristics; Then through the appreciation of the video, deepen the perception of the production process of blue and white porcelain, and see the inherent symbolic meaning of identity and status from the appearance; Then, starting from the shape and pattern of blue and white porcelain, analyze and understand the beauty of shape and pattern of blue and white porcelain. This link is the key and difficult point of this online art class. Due to the limited teaching time, so in the preparation of lessons and courseware, emphasis on the study of the content of the combing and refining. The study focuses on several representatives of blue and white porcelain, and focuses on the analysis of the characteristics and composition of blue and white ornamentation. The selection of pictures appreciation and analysis, more condensed the focus of the subject, to the image reading, aesthetic judgment, cultural understanding and other core qualities of the students have a practical role in promoting.

Throughout the art teaching during the period of "no classes suspended", based on the characteristics of the art subject, it strives to consolidate the double foundation of art and highlight the knowledge and skills. "Sock Doll" lesson, through the teacher's intuitive demonstration, revealed the use of material characteristics to make clever methods; "Tile Tiles (I)", the teacher first carved the roll moire tile tiles with KT board, and then introduced the rubbing method, a simple demonstration showed the mottled impression of the beauty and interesting operation skills; "Tile Tang (II)" focuses on the ink painting method to express the ancient beauty of tile Tang decoration; "My Little Picture Book (I)" focuses on the drawing method of hand-rolled books; "My Little Picture Book (II)" focuses on understanding the creation methods and steps of folding books.

Ten minute webcast class, short and concise. Therefore, the theme of teaching should be highlighted and the entry point is not big. "One theme, one skill and one expansion" can be adopted to enable students to acquire knowledge effectively and effectively and avoid the emotion of learning difficulty fear. Only in this way can knowledge and skills be gradually transformed into the core quality of art.

1.3 Focus on the online teaching of art with life orientation, and connect learning with practice.

Life is education, life is the source of art. During the long winter vacation, students mainly stay at home and communicate with their families more closely. For the online teaching of art under the abnormal background, the selection of teaching materials can follow the main line of life, focusing on the themes that students are familiar with in life, materials that can be easily collected in life, and contents that can record and express life.

I Love Watercolor Part 2, for example. At the beginning of the teaching, the author demonstrated the use of plastic wrap to do a small game: the pigment quickly smear on the paper, and then cover a layer of plastic wrap, and then knead with the hand to make concave and convex effect. When the plastic wrap is lifted, the paper leaves a patchy, natural texture impression. And then guide students to transfer knowledge: How to skillfully use this texture when painting watercolor? For example, it becomes a patterned tablecloth, or a rippling lake, or a mottled ground. Plastic wrap, a daily item readily available in daily life, can be transformed into interesting texture patterns through ingenious creativity, making students feel that a small trick in life can be transformed into a small artistic idea.

Watercolor tips from daily life make online art learning interesting and effective. During the watercolor creative experience, the theme of "Cute pets at home" was taken as the theme, the appearance features and movements of cats were observed, and then the wet and dry painting method of watercolor was further studied, and the watercolor cat painting method was mastered through the teacher's demonstration. Pets can be found in roadside homes. The theme of cute pets has a certain basis of life experience for students. Therefore, the online art teaching derived from the theme of life can better stimulate students' interest and generate emotional resonance. The implementation of art teaching is easy to produce twice the result with half the effort. In the recorded art live class of the fourth grade, there are many other classes that focus on life and connect with life, such as Sock Doll, Tile Dang, etc.

2. Wechat class example push to lead independent art learning

The development of the Internet makes the way of learning become very broad, and the information amount of knowledge grows exponentially. With the popularization of electronic products, many units often use wechat public accounts to release information for

activity publicity, and can gain broader social recognition. In the days when classes are suspended and students stay at home, wechat push shows the huge convenient advantages of network learning platform, especially for the improvement of students' independent learning ability to bring practical exercise and cultivation.

Many schools have increased the development and utilization of their wechat public accounts since the epidemic. The art group of our school also follows the teaching rhythm of "stopping classes and teaching", elaborately designs online art teaching examples, and launches independent learning mode.

2.1 "Themed" art wechat learning courses

Taking the theme of "Flowers blossoming" as an example, the learning classes are divided into sections such as "Appreciate good works together", "Art Tips" and "Create by teachers and students". To stimulate students' interest in learning by appreciating the art works made by their peers by drawing, cutting, tearing and pasting. In the "Tips" section, students can choose the expression of their own interest: they can choose the content according to the grade level, or they can choose their own interest tendency. Cutting and painting, three-dimensional and planar, multi-form art performance, giving students multi-level choice space.

2.2 "Segmented" art wechat learning examples

It is divided into six learning sections from grades 1 to 6. Each grade has different learning content. Students can choose independently according to their own learning needs. For example, "Reading News and drawing News" in Grade six guides students to pay attention to life and current affairs in a timely manner based on the current outbreak of the epidemic, and records news events with brushes. In the example, first observe the pictures and recall the news; Then appreciate the work, learn from; Then practice writing and draw the news. The learning theme includes not only appreciation of works, but also video learning of the production process and creative tips. Students can get enlightenment through appreciating works independently. Master the expression method through independent skill learning; Through the homework tips, get practical help. After the lesson, there are words of encouragement from teachers, encouraging students to use art to brighten their lives.

The weekly "Little Red Flower" art wechat lesson notification has rich art expression forms, as well as art learning lessons divided into sections. Students can learn art lessons independently according to the sections, and can also choose the methods they are interested in to practice and do. This kind of autonomous art learning makes learning no longer passive and mechanical, and its essence is also a kind of art learning pattern based on the pursuit of the core quality of art.

3. "Xiao Chalkboard" APP platform to build interactive art learning

"Xiao Chalkboard" APP is a home-school communication platform where teachers, students and parents can join corresponding "classes" for timely communication. It has many convenient functions. Teachers can publish homework requirements, notices, surveys, activities, etc., and also open up discussion areas, and set classes, discussion content, discussion time category, etc. In the art class of homesteads, the "Xiao Chalkboard" APP provides teachers and students with convenient and effective sharing and communication.

Art teachers usually teach multiple classes, and the "group post" function of Xiao Chalkboard easily transfers learning requirements to the classes they teach. Later, you can also use class notifications to remind students: Is the artwork finished? Remember to draw a full composition, the main object prominent, graphic oh; Write down your class and name after you finish your work. Take a photo and send it to your teacher. The function of the "discussion area" is very flexible. You can set the time to start and end the discussion, as well as the time to "see each other's results" and "upload homework", so that class students can not only participate in the interactive discussion, but also enjoy each other's art work and promote their own improvement. "Private chat" function can be peer-to-peer communication with parents, parents and students can also send the works to teachers, teachers will give timely guidance and suggestions.

4. Conclusion

Things are often multi-faceted. The epidemic brings an opportunity for the change and innovation of art teaching forms. In the face of sudden changes in teaching environment and conditions, how to construct a teaching pattern that is beneficial to the development of students' artistic accomplishment from the perspective of students? Vivid, independent and interactive art cloud classroom can be regarded as a new teaching pattern to promote students' artistic growth.

References

[1] Lu MD, Ed. On Modern Primary and Secondary School Art Education [M]. Nanjing: Jiangsu Education Press, 1999.

[2] Yin SC. Yin Shaochun on Art Education [M]. Beijing: People's Fine Arts Publishing House, 2016.

[3] Fu LM. Analysis on the Combination of Primary School Art Classroom and Network Teaching resources [J]. New Curriculum,2021(46):81.

Research on the Effective Strategies of College Counselors Participating in Mental Health Education

Hao Sun

Heilongjiang Bayi Agricultural University, Daqing 163316, Heilongjiang, China.

Abstract: With the rapid development of society, college students are facing the dual pressure of study and employment, which leads to an endless stream of mental health problems, and has become the focus of society, schools and families. Therefore, it is particularly important to do a good job in college students' mental health education. College counselors are good teachers and good friends of students. They play an important guiding role in college students' mental health education. They play an important role in improving students' personality and mental health. This paper analyzes the advantages of college students' psychological health education, and puts forward the effective participation strategies of college Students' psychological health education.

Keywords: Colleges and Universities; Instructor; Mental Health Education; Effect; Strategy

1. Introduction

Nowadays, the social environment is complex and changeable. College students will inevitably encounter many problems during the transition from campus to society, resulting in psychological pressure and practical problems. According to an incomplete statistical survey, it is common for college students in China to have mild psychological problems, of which more than 20% have serious psychological diseases. However, the main causes of psychological problems are all from the pressure of study, life, employment, love and so on. In view of the fact that college students are not deeply involved in the world, lack of communication skills and limited psychological pressure resistance, causing serious psychological problems. If they can not be dredged and guided correctly in time, they are very easy to fall into difficulties and are difficult to adjust themselves, so that they make deviant behaviors of self mutilation, suicide or injury, which will cause turbulence and impact on themselves, families, schools and society. Therefore, the problem of college students' mental health education can not be ignored. It is related to college students' personal development, campus security and social stability.

2. Advantages of college counselors participating in mental health education

2.1 Good communication skills

College counselors are mainly responsible for ideological and political education, class management and consulting services in college students' campus life, and play a key guiding role in college students' learning, thought and life. It can be said that counselors are the first guardian of college students in colleges and universities. Therefore, college counselors are the people who have the most contact, communication and exchange with students on weekdays. They can best understand and master students' psychological dynamics and find students' psychological problems in time. At the same time, college counselors and college students are similar in age and have advantages in communication. They are more likely to have common topics, and counselors can better understand students' inner thoughts and troubles. As a newly experienced person, counselors can better stand on the position of students, timely give pertinent and reasonable suggestions on various ideological problems of students, help and guide students out of difficulties and promote the development of students' mental health.

2.2 It is the hub of communication between home and school and students

Although the main body of mental health education is college students, counselors are the hub of communication between home and school and students, and play an important role in undertaking up and down. Therefore, college counselors have a great responsibility for the education of college students. They should not only actively establish the relationship between teachers and friends with students, but also effectively play the role of communication and build a communication bridge between the school, family and students. The early formation of college students' psychological character depends on their growth environment and family background. Therefore, college counselors can communicate more with their parents and obtain their parents' support and cooperation, so as to obtain better mental health guidance, let students get rid of psychological obstacles and establish a healthy and perfect personality as soon as possible. At the same time, for students with serious psychological problems, college counselors can timely report the status of students with superior leaders, and earnestly take early intervention measures to ensure the harmony and stability of the campus environment.

3. Effective strategies for college counselors to participate in mental health education

3.1 Strengthening the study of psychological knowledge and improving self teaching ability

If college counselors want to do a good job in college students' mental health education, they should start from improving themselves, strengthen their psychological quality, and learn psychological theory knowledge, so as to internalize knowledge into teaching ability, and improve their ability in identifying and dealing with students' psychological problems. In particular, the daily work of counselors is cumbersome, and the pressure is inevitable. We should first adjust our psychological state well, so that we can invest in students' mental health education with abundant experience and full enthusiasm, effectively infect students with a good and positive mental outlook, and enable students to take it as an example and strength to form a healthy, positive, optimistic upward personality spirit.

3.2 Strengthening the publicity of mental health knowledge and actively launching mental health activities

College counselors should be good at strengthening the publicity of mental health knowledge when carrying out daily class management. Build a class mental health station through the network, and regularly publish the knowledge related to college students' mental health education, such as "interpersonal communication methods and skills", "functions and methods of psychological counseling", "harmful effects of mental health", etc., we can also understand students' psychological status through online questionnaire survey, find students' psychological problems in time and give help and counseling. In addition, counselors can carry out a thematic mental health education activity with the help of weekly class meetings, teach students mental health knowledge, and educate students to carry out self psychological adjustment and counseling. More importantly, we should actively organize all kinds of targeted collective activities, and enhance college students' sense of teamwork, collective belonging and honor and disgrace, so as to improve their interpersonal skills, find beneficial friends with similar personalities and similar interests, and then help them form a healthy and perfect personality.

3.3 Different from person to person, adopting layered mental health education activities

On the issue of college students' mental health education, college counselors should have a clear aim and implement mental health counseling with different needs according to the prominent common problems of college students at each stage. The transition of college students from a tense high school life to a new university environment is a process of slow adaptation, which will cause some problems such as making friends, falling in love, employment, postgraduate entrance examination and so on. As college counselors, we should size up the situation and distinguish the key problems of college students in each grade stage, so as to take

targeted mental health education measures. If freshmen just enter the campus, they should mainly strengthen the educational content of interpersonal communication and environmental adaptation, so that students can integrate into university life and adapt to the campus environment as soon as possible; Sophomores and juniors are basically familiar with the campus environment and the people around them, so they should strengthen education and guidance in terms of students' learning and love, so that students can improve their awareness of active learning and establish a correct concept of love; The focus of senior students has shifted to the stage of job selection, employment and postgraduate entrance examination, so they should help students dredge and guide in career planning and frustrated education. In addition, in the daily education and management work, college counselors should take the initiative to go into the middle of students, diligently visit students' dormitories and classrooms, and find out students' psychological problems in time by understanding students' learning and life, so as to fully grasp students' learning, life and ideological trends, and do a good job in mental health education in a timely and necessary manner.

3.4 Frequently establishing communication with parents and working together to do a good job in mental health education

When college students have psychological problems on campus, as college counselors, they walk around with students on weekdays. They should grasp the dynamics of students' psychological development at the first time and have the ability to judge the severity of the problem. If necessary, they should take the initiative to establish communication with their parents to further understand the motivation factors of students' psychological problems. If a student has minor psychological problems, college counselors should pay more attention to the individual on weekdays, conduct more face-to-face communication with the student, listen to the demands of the student, conduct necessary emotional counseling for the student, and guide parents to pay attention to the way of communication with their children, so as to jointly help alleviate the psychological pressure of students; If students have serious psychological problems, they should also inform their parents in time. At the same time, they should report to the school and the psychological counseling department in the school, and seek the joint efforts of the school and even social forces to do a good job in students' mental health education.

3.5 Building an information linkage early warning mechanism to avoid the occurrence of major psychological problems

College counselors' daily affairs are numerous and complicated, and it is inevitable that they will take care of one thing and lose the other in their work. Therefore, as counselors, they should be good at borrowing all available management resources, strengthen communication with excellent students and class committee cadres in the class, and build an information linkage early warning mechanism to maximize the information transmission role of these students. As the wind vane of a class, they study and live together with other students for a long time, and can best grasp the students' learning, life and ideological dynamics, so that they can strengthen the guidance, care and attention to individual students with strange personality and radical behavior. Once students have abnormal actions, they can report to the class counselor at the first time, in order to make psychological crisis intervention in time, avoid major emergencies caused by students' psychological problems, strangle and eliminate such problems in time, and ensure the stable and harmonious development of the campus.

4. Conclusion

In short, in the college education system, the mental health education of college students is the top priority. For college counselors, this is also a long-term and arduous primary task. Counselors must give full play to the advantages of mental health education, strive to consolidate their professional knowledge, and devote themselves to cultivating a number of excellent talents with both morality and intelligence for the country and society. By participating in college students' mental health education, we can help college students adjust their mental state and solve their psychological problems, so as to form a perfect personality thought, strengthen mental health education, so that more tragic events caused by college students' psychological problems will not happen again, and escort the healthy growth of students, the safety management of schools and the harmonious development of society.

References

[1] An Z, Shi X. Research on the ways and strategies of college counselors to carry out college students' mental health education. Fujian Tea 2019; 41(4): 96-97.

[2] Yao Y. Research on the strategies of college counselors to do well in students' mental health education. Youth 2018; (23): 221-222.

The Creation of Garden——Based Literature Reading Course

Linlin Wang

Yixing Yicheng Central Kindergarten, Yixing 214200, China.

Abstract: For a long time, kindergarten literature reading course is often a mere formality, preschool children's reading invalid, random phenomenon. In order to improve preschool children's reading interest and reading comprehension ability, teachers should start from the core quality and deconstruct the characteristics of children's literature. Make use of multiple resources to optimize literary reading materials; Integrate contents in various fields and implement rich curriculum activities; Construct performance evaluation system and form reading evaluation model.

Keywords: Children; Literature Reading Course; Construction Strategy

Introduction

Infant literature is a literary style created or adapted by 3-6 year old children to meet their spiritual growth and healthy growth needs. It is an important branch in the field of literature, has a unique literary and artistic charm in language, emotion, theme and other aspects, and participates in the construction of children's spiritual world. Taking literature as the carrier, developing and implementing children's literature reading course can effectively cultivate children's interest in reading and promote their all-round development. The following, combined with my garden literature reading course construction practice and research, talk about specific practices.

1. From the core quality, deconstruct the characteristics of children's literature

1.1 The subject is informative

Literary works are an important source of knowledge for children. Children can know flowers, birds, insects and fish, local customs and the whole world through literary works. Children reading excellent literary works, can active thinking, enlighten the mind, inspire creative inspiration.

1.2 Language is intuitive

Literary works are an important carrier for children to learn language. Such as riddles, nursery rhymes, fairy tales, prose and other genres are very good language resources, they are intuitive and clever language, catchy rhythm, humorous twists and turns of the plot, to varying degrees reflect the characteristics of the direct perception of things, imperceptibles the infection of children, help them to improve language literacy, bring them endless fun.

1.3 The content is aesthetic

The hearts of children are simple, bright and naive. In their eyes, birds can speak and beasts have sorrow and music. Therefore, the aesthetic characteristics of early childhood literature are mainly manifested in the pure beauty, naive beauty, and also has a certain absurd beauty, with more magical colors and exaggerated rhyme. Children's literature with rich aesthetic feeling, strong artistic appeal to nourish children's mind, spiritual pleasure and satisfaction.

2. Make use of multiple resources to optimize literary reading materials

Firstly, the selection of excellent literature reading materials is the premise of curriculum construction. We should follow the standards of putting taste first, putting experience first and putting aesthetics first. We should use parents, communities, libraries and other resources to jointly select literary works that combine interest, sensibility and artistry.

2.1 Select themed picture books based on the reading course objectives

There are many genres of early childhood literature. However, in the enlightenment stage of children's reading, the most suitable picture books with strong narrative are undoubtedly, which are very consistent with children's psychology and rhythm of life from pictures to words. We analyze the value of picture books from the aspects of picture, text, content, emotion and ability cultivation, and select picture books that fit the course objectives. At the same time, according to the educational value of picture books, multiple themes are drawn up, such as the selection of mythology, red classics, traditional festivals and other picture books, so that children can perceive the colorful world and obtain development in different fields.

2.2 According to children's age characteristics, add poetry, prose, drama and other picture books

In addition to picture books, we should pay attention to the comprehensiveness and completeness of reading, and appropriately expand other types of picture books.

According to the thinking habits of children's intuitive perception in small classes, you can choose beautiful rhythm, simple language, interesting content and colloquial style poetry picture books, including children's songs, children's poems, etc.

In middle and senior class children, ideology and personality gradually budding, in the vocabulary learning and accumulation show a very strong interest, their frank nature and prose to pursue humanistic charm and emotional characteristics, can create conditions for the middle and senior class children into prose;

It is the nature of children to love imitation, performance and fantasy. Therefore, dramatic literary works with strong childlike interest and dynamic pantomime, fables and shadow puppets can also become important reading curriculum resources, so as to satisfy children's aesthetic taste and support their expression.

2.3 Collect multi-media reading materials with the help of multiple resources

In addition to paper reading materials, we can also use the Internet, wechat public accounts and other media to collect e-reading information, and expand the channels and forms of children's reading. In addition, we will combine book reading and social environment reading, lead children into nature, joy to read the mystery of nature and the beauty of all things, lead children into the community, the perception of life and ten thousand kinds of life, let children "grow like trees in joy to read", absorb the nourishment of life.

3. Integrate contents in multiple fields and implement rich curriculum activities

Combined with the Guide, we follow the learning characteristics and life experience of children, and carry on the thinking of the path of the integration of literary works and reading course, and adopt a series of thematic action paths such as "intensive reading -- experience -- evaluation" to promote the course, so as to make the literary reading course more fun, life and inquiry.

We apply the following strategies in the study of literature reading course content:

(1) Strategy 1: Integration in the language field.

At present, language education can be divided into literary activities, conversation activities and narration activities. Therefore, we combine all kinds of educational activities in the field of language with literature reading as the center to form integrated education in the field of language. Teachers and children expand the conversation materials, expand the content of the story, the process of interactive perception and understanding of the works in various ways is full of interest, creative work imitation editing, editing activities, to promote children to get a good literary and art experience. At the same time, we will expand outdoor classroom resources, build a broader text vision with the help of parents and community resources, and promote the integration of text and children's vision.

(2) Strategy 2: The infiltration and integration of literature and multiple fields.

Literature reading materials involve educational content in other fields (health, society, science and art), and educational content in various fields can also be transformed into reading materials. The integration of the two can not only highlight the educational value of literature reading and cultivate children's good reading literacy, but also highlight the role of education in the field and promote children's all-round development.

1. Reading materials for life: pay attention to the life that children are interested in, discover and look for reading resources from real life, enrich children's experience, deepen children's learning and promote children's development.

For example, our garden classes rely on local resources and local culture of Yixing to create reading courses with local characteristics of Yixing: "See the World in Bamboo Tube", "Taste Food in the Land of Fish and Rice" and "Yixing Celebrities", etc. Children make tea, taste tea and make homemade rice in the living area, weave bamboo products, make clay POTS and tea cups in the art area, compose and direct butterfly Lovers in the music area, and make diversified creation and expression in the regional games with storylines. Yixing is rich in natural products and outstanding in people, so I feel a sense of belonging and pride to my hometown.

2. Interesting and characteristic reading: Guided children to experience the joy of reading in lively situations by means of rapping, painting, drama and other interesting forms with games as the carrier, so as to realize the integration of easy reading, reading and thinking.

For example, in the fun and characteristic reading courses such as "Sports' Drama 'Meeting" and "Journey to the West", literary activities and music are integrated. Through independent consultation, children can form different project groups, such as the director group, lines group, costume group and performance group, to become all-round participants in the understanding and creation of drama works and all-round service providers from the script to the audience. In the process of feeling the unique charm of Chinese traditional culture, children develop strong cultural awareness and self-confidence, and realize deep learning and comprehensive ability development.

4. Construct the performance evaluation system and form the reading evaluation model

According to Gardner's multiple intelligences theory, evaluation should be carried out as far as possible in the process of daily activities without any trace, and should be carried out easily in the context of individual participation in learning. Therefore, we design a large number of task situations, game situations and daily activity situations in combination with the reality of kindergarten education activities, and strive to integrate the literature reading curriculum with performance evaluation, and find the advantages of each child's intelligence with appreciation and affirmation.

4.1 Teacher evaluation, that is, observation and evaluation form of insight into children's reading literacy

1. Anecdotal Record Evaluation Form. In the course of literature reading, teachers record children's typical language, behavior, emotion and emotion in listening, speaking, reading and writing, focusing on the comprehensive narrative record.

2. Sampling and evaluation form of works. Through the collection of children's representative works in the course, adopt the attitude of acceptance and appreciation to analyze the works, to interpret children's understanding ability of literary works. The works we collected are generally divided into two categories: one is the works created or preserved by children themselves, such as painting diaries, picture plays, etc.; the other is the recording materials of children's participation in the course, such as record sheets, symbol representations, photos, etc.

3. Behavior evaluation form. In collective reading, teachers often use the way of checking for evaluation, and it is generally believed that it is more convenient to tick boxes for evaluation content. With the deepening of the research, we can not help but question, how to more clearly reflect the language development process of children? What kind of checks can be used to minimize the possibility of subjectivity? Therefore, we combine the checklist and the anecdote record sheet, add the teacher's "slight description" after each evaluation content suitable for verification, or collect children's videos to show the observation of children's language development, and reflect the unity of evaluation presupposition and generation.

4. Customize the evaluation form. Individualized observations for "incomplete" children. In a period of time, relying on continuous observation and recording of children's reading behavior, analyze how to further support the development of children's individuation.

4.2 Children's evaluation, that is, the expression diagram of children's self-examination

1. Integration of "segmented self-assessment map" and literature reading courses.

Before the curriculum is carried out, by investigating children's early reading experience, diagnostic evaluation is made on children's existing interest points and ability level, so as to provide clear basis for theme determination. During the course, children use graffiti, mind mapping, personality symbols and other pre-writing methods to evaluate their own or their peers' expressive behavior, which provides a realistic basis for timely adjustment of activity objectives and teaching strategies. At the end of the course, children will make self-evaluation according to their own reading completion, so that teachers can grasp the improvement of children's reading literacy and understand the degree of achievement of curriculum objectives.

For example, in the big class literature reading course "Motherland Love", the three stages of "motherland tour", "motherland beauty" and "Motherland love" are evaluated respectively. Stage one, through the "Places I have walked through" survey, learn children's knowledge of national places and sceneries in our country; The second stage, through the "My favorite beauty" questionnaire, understand children's love for the beauty of the motherland; The third stage, through the "Changes of the Motherland" questionnaire, let children feel the changes of China affected by the epidemic, feel the unity and strength of the motherland, and germination of love for the motherland. Performance evaluation throughout the literature reading course, help children to review their own performance in reading activities, see their own progress, and find the need to work hard; It is helpful for teachers to observe children's specific performance in reading, diagnose children's learning and development problems, and support and promote children's learning process.

2. "Retrospective record chart" integrates with daily reading activities.

Conduct self-evaluation or mutual evaluation according to the literature reading content in children's daily life. Through "painting", children will their reading activities in the most hope to share with you to draw down; Through "comment", children recall their own reading experience, comb their own reading experience, their performance behavior in reading presented; Through "help", teachers support children to use existing experience to discover problems and create new experience.

① Mind mapping. Mind mapping becomes an effective tool for literary reading activities, supporting children's reading comprehension, speculation and narration. We encourage children to use different forms of mind mapping, including circle map, bubble map, tree map, flow chart, etc., in various reading activities, such as "Reading festival" imagination plan, class book trip, story theater activities, etc. Children use mind maps to describe and self-evaluate their reading experience, establish connections between things, form a memory chain that can be planned, connected and recalled, and form a logical thinking path, so that the overall experience can be continuously constructed.

② Personality symbols. Children use personality symbols to record language expression, thinking process and questions and perplexities. This evaluation method can effectively help children review their experience in reading, and further think and explore. In the class literature reading area, the children in our kindergarten creatively use personality symbols to express their reading behaviors and ideas. For example, "Question mark? For my problems, "Pentagram ★" for solutions, "Love ❤" for happy things, etc. In addition, the projects of "Fun Letter" and "My Happy diary" in senior class allow children to learn patterns, symbols and other schematic expressions on the basis of original experience, and then encourage children and their peers to evaluate these expressions. Children's thinking is presented intuitively through drawing and comment, and can reflect the breadth and depth of reading, thinking rigor and innovation.

4.3 Parents' evaluation, namely the construction of multi-dialogue of children's growth files

In order to ensure the objectivity and integrity of the evaluation, it is quite necessary to include the family in the evaluation subject. Through meetings such as the Scholarly Family think tank and parents' evaluation Salon, teachers help parents establish correct reading and evaluation concepts, take common problems and needs as research points, and jointly help children's reading development.

Teachers can guide parents to choose different evaluation methods according to children's different reading behaviors: sampling observation stories and photos for particularly meaningful events; Telling, painting, acting, manipulating and other expressive behaviors are sampled by video or audio recording. Teachers and parents use text, photos or videos to record children's reading behavior, speech, fun, etc., to form a personalized childhood growth file.

Conclusion

Children's literature is accompanied with children's growth and plays an important role in children's spiritual growth. Therefore, kindergarten should attach importance to the creation of children's literature curriculum, from the selection of literature reading materials, curriculum content, evaluation mode and other aspects of reform, let children's literature light up the vast sky of children's childhood!

References

[1] Xiang HY. Research on the Creation of Preschool Education Curriculum [M]. Jinan: Shandong People's Education Press, 2013.

[2] Zhou YM. Literary Reading: The Core Content of Children's Reading Curriculum [J]. Jiangxi Education, 2014 (10) : 12 -- 14.

[3] Zhou WY. Understanding and Implementation of Performance Evaluation [J]. Jiangsu Education, 2019 (02) : 7 -- 11.

[4] Chai R. The Application of Performance Evaluation in Reading Teaching [J]. Beijing Education (General Education Edition), 2015 (07) : 42 -- 43.

On the Application of Artificial Intelligence Technology in the Mining of Network Public Opinion Big Data Communication Characteristics

Bo Wang

Communication University of China, Nanjing 210000, China.

Abstract: Under the background of the development of the network information age, the current Internet industry has obtained more development opportunities, but it has also brought corresponding challenges in the process of wide application. In the development and construction of modernization, society pays more attention to the supervision and determination of the characteristics of online public opinion. From the perspective of the current characteristics of network public opinion, because social information is more extensive and involves many fields, network public opinion has a high degree of complexity and diffusion. Therefore, it is necessary to strengthen the analysis and application of relevant data mining systems in order to achieve efficient management of network public opinion. The key to the disadvantage of the traditional excavation of public opinion communication characteristics lies in the lag of the excavation process, and it is difficult to deal with malignant public opinion in a timely and effective manner. Therefore, in order to truly solve the lagging problem of public opinion data dissemination feature mining technology, it is necessary to strengthen the application of artificial intelligence technology in it.

Keywords: Artificial Intelligence Technology; Big Data of Network Public Opinion; Feature Mining; Application

Introduction

In the modern construction and development environment, the application of advanced modern technology to efficiently mine network public opinion big data is largely compatible with the current development trend of society. To apply artificial intelligence in the mining of network public opinion big data communication characteristics, it is first necessary to conduct an in-depth analysis of the network public opinion big data communication, clarify the concept and connotation of network public opinion big data, and understand the communication characteristics of big data.

1. The concept of big data on network public opinion

The so-called big data of network public opinion is actually when various types of events and phenomena occur in various fields of society, and the public can make corresponding attitudes to specific and complete events through various ways of information dissemination, as well as form a collection of event cognition. In the initial stage of the dissemination of big data on online public opinion, due to the anonymous nature of online speech, to a certain extent, some of the people who publish speech will deviate from the normative nature of speech, and the online platform has become a way for some netizens to vent their emotions. In real social life, the public lives in various fields of society, with the acceleration of social change, the content of social information is complex, in order to improve the convenience of life, the application field of the network continues to expand, the public can use this as a key way to achieve cross-regional communication. In the face of the wide application of network systems, in the current network environment, there are often different types of speech content, and even a variety of different views and opinions on the same event, making social information content diversified. These data information will be spread in multiple directions through the network, and new netizens will become the constituent members of the dissemination of relevant public opinion under a certain group effect, and with the fermentation of the event, the scope of influence of online public opinion will expand correspondingly in society. Therefore, it is

necessary to effectively supervise the complex network public opinion, and the application of artificial intelligence technology is the key.

2. Based on artificial intelligence technology, network public opinion big data communication feature mining method

2.1 Divisions of characteristics of big data dissemination of online public opinion

Due to the wide and diverse social field, the public carries out different types of production and life, in the current social environment, different public opinion will occur, in order to achieve efficient mining of network public opinion big data communication characteristics, first of all, it is necessary to divide the current network public opinion big data communication characteristics. In the process of carrying out the division work, a comprehensive analysis can be carried out from four aspects. From the perspective of indicator dimensions, it is necessary to set two observation dimensions: event type and public opinion characteristics. Different types of events have different characteristics, which can generally be divided into normalized characteristics and anomalous characteristics. From the perspective of the normal characteristics of events, it is necessary to analyze their indicators and judge from the specific types of events, their objects and time. Indicators for normal characteristics should be quantified. In terms of the abnormal characteristics of events, it is necessary to set up two indicators, the sensitivity of the topic and the degree of loss, and achieve scientific assessment through relevant experts in the quantitative form of the indicators. In terms of network information characteristics, it is necessary to analyze the types of complex network information and the authority of information data, and analyze the degree of socialization in terms of index quantification. From the perspective of the characteristics of information narrative form, it is necessary to observe the attention of its media and netizens and the degree of alienation of information. In terms of the characteristics of information dissemination methods, it is necessary to analyze the actual circulation speed and circulation of public opinion, which can be evaluated by the specific number of word frequencies, the total number of posts, the duration and the rate of change of the number of posts.

2.2 Design of network information sensing extraction module

The network information sensing extraction module is designed, which is of key significance for the collection of data information, and can be used as a raw material for subsequent operations by providing the corresponding information flow for the system. In this process, in order to obtain the node number of the information flow, an effective connection between the circuit and the sensor should be made before the extraction module plays a role, which can greatly improve the overall efficiency of network public opinion feature mining. For the number that has been collected, the relevant functions of the central controller can be used to obtain the relevant coding values that need to be effectively used, and the dynamic data of the signal can be stored in time in this link, on this basis, a scientific conversion method should be adopted to complete the establishment of the transmission current and promote the propagation of the signal. Inside the extraction module, the central controller is the main working element, which needs to be connected to the memory in order to ensure the integrity of the control area. When carrying out external connection work, it is also necessary to take appropriate technical means to effectively connect the port with the external circuit.The specific differences in online public opinion big data include two aspects, specifically the click frequency of different types of data and the number of their visits. Only when the data in the two aspects of click frequency and visit number shows a large number, can we ensure the integrity of public opinion big data to a certain extent and realize the efficient use of data information. In the process of extracting a large amount of data, in order to ensure the accuracy of data information collection, it is often necessary to design multiple interactive interfaces, so as to achieve the purpose of timely and effective analysis and processing of relevant data. From the perspective of the central controller, it is necessary to set the data interface based on the different types of current public opinion, and these data interfaces need to be different. In the process of setting up the data interface, the pictures, text, videos and other forms of relevant data shall be analyzed. The design of the data interface should meet the needs of the data transmission and extraction process in the current network environment [1].

2.3 Protocols for public opinion data artificial intelligence access to the network

The practical significance of the design of the extraction module is that it can read and write a large amount of data information

accordingly, but in essence, there are still certain problems in the process of hooking with the specific data of artificial intelligence, and it cannot be directly connected. There is a certain difference between the attributes of network data and artificial intelligence analysis, and the key to this difference lies in the difference in the characteristics of the network between the two sides. From the perspective of network data attributes, its network characteristics exist within the range of basic types, and the network characteristics analyzed by artificial intelligence belong to the local area network. Due to these differences in nature, it is difficult for the two sides to achieve direct docking, so it is necessary to apply corresponding transmission tools to achieve the transformation of network attributes, so as to achieve the joint processing of both parties, and the addition of network access protocols as a key processing method is conducive to improving the efficiency of handling related problems in the mining of network public opinion communication characteristics at this stage [2].

3. Experimental data analysis

In order to scientifically verify the artificial intelligence network public opinion big data dissemination feature mining system, it is also necessary to carry out relevant experimental data analysis, and when the feature data with high accuracy is obtained, the efficiency of subsequent development can be greatly improved. In the process of carrying out experimental design, multi-faceted comparative analysis should be carried out with the traditional data mining system, which is conducive to improving the scientific nature of the design from the perspective of overall development. When scientifically judging the performance of the design system, it is also necessary to strengthen the analysis of the degree of read and write latency of data features [3].

4. Concluding remarks

In the work of mining the characteristics of network public opinion big data communication, it is necessary to analyze the current situation of public opinion communication at this stage, and use advanced artificial intelligence technology to innovate the feasibility of traditional feature mining methods. Before practical application, it is also necessary to verify the applicability of the method through relevant experiments, which is conducive to the digital display of the public opinion environment and problems in the face of a large number of highly complex public opinion information.

References

[1] Luo P, Wu B. Network public opinion big data propagation feature mining system based on artificial intelligence[J].Modern Electronic Technology, 2020, 43(04): 176- 179.

[2] Hong XY. Network public opinion big data propagation feature mining system based on artificial intelligence[J]. Electronic Technology, 2021, 50(03): 170-171.

[3] Cao JX. Application of artificial intelligence technology in the mining of big data communication characteristics of network public opinion[J]. Information and Computer (Theoretical Edition), 2021, 33(08): 168-170.

Research on the Construction of Applied University Economic Management Experimental Center

Shaozheng Wang, Xinyuan Ran
Wuhan Business University, Wuhan 430000, China.

Abstract: Application-oriented universities play a vital role in transporting application-oriented talent to regional industries and industries. In this paper, we discuss the significance and path of building experimental centers for economic management in application-oriented universities and highlight their role in student learning, school-business cooperation and social development. At the same time, it summarizes the problems found during the construction of the experimental center at case University and suggests some improvements, which serve as a reference for the construction of economic management experimental centers at similar universities.

Keywords: Applied Colleges and Universities; Experimental Center for Economic Management; Talent Cultivation; Laboratory Construction

1. Introduction

Experimental and practical training is an essential link in the talent training mode of application-oriented undergraduate colleges and universities, and its purpose is to output high-quality application-oriented talents and promote the development of regional economy.[1]Therefore, in terms of infrastructure construction such as experimental and training sites, it should not only meet the needs and requirements of course teaching, but also match the characteristics of local industries and industries, highlight the advantages and characteristics of specialties, and promote the integration of industry and education. Most universities have establish related majors in economics and management, and as one of the hot majors in the job market for a long time, its graduates also face increasingly fierce competition in terms of opportunities. Taking Wuhan Business University as an example, this paper explores the construction path of its economic management experimental center, analyzes the common and characteristic problems in the construction process, and puts forward the optimization and improvement measures, so as to provide reference for further building the application-oriented university demonstration experimental center with business characteristics.

2. Construction and management mode of traditional economic and management professional laboratories

There are most theoretical courses in economics and management majors, and the types of experiments they can offer are relatively single compared with engineering and medical majors. Taking accounting courses as an example, ten years ago, the practical training content was still based on manual bookkeeping and bookbinding, and even some colleges and universities still adopt the traditional experimental teaching method. With the construction and popularization of information systems, manual bookkeeping has long been replaced, but similar phenomena still exist. The neglect of experimental courses and the lag of teaching content lead to the gradual update of relevant experimental facilities. This situation is more common in local application-oriented colleges and universities. On the one hand, it is limited funds. On the other hand, it is the lack of overall planning for the construction of the experimental center of the professional group.

Wuhan Business University is an application-oriented undergraduate university based on management and economics. There are

three schools that offer economic and management majors: School of Business Administration, School of Economics and School of Tourism Management, covering human resource management, financial management, e-commerce, international trade, hotel management and additional majors. Business is the characteristic and core of the school. In the development process of decades, the construction of economic management experiment and training room is mainly in the form of purchasing and installing computer rooms, which is also an epitome of the laboratory construction process of numerous colleges and universities.

In terms of management, economic management laboratories typically do not involve hazardous chemicals, pressure vessels and additional equipment or consumables, and the management of the laboratory is limited to conventional safety and the maintenance of electronic and electrical equipment such as computers. In terms of personnel, due to the shortage of full-time experimental teachers, the experimental hours in the experimental courses or theoretical courses are also completed by full-time teachers, and the daily work of the experimenters only stays in the laboratory use, cleaning and sanitation, data filling, repair and inspection and other affairs.

3. Construction path and thinking of experimental center based on digital background

3.1 The core of the training of economic and management majors in applied colleges and universities

Graduates majoring in economics and management are indispensable in all industries, but are in greater demand in most industries such as service industry, trade/ consumption/ manufacturing/ operation, education and training, logistics and transportation. First of all, a solid theoretical foundation in teaching is a necessary condition for students to master principles and methods to establish a theoretical framework, and a more comprehensive study of economics, management, finance, marketing and other related disciplines is the premise of application in practice. Secondly, it attaches importance to practical teaching, so that students can directly participate in actual economic management activities, and understand and solve real problems through case analysis, so as to cultivate students' ability to identify, analyze and solve problems. [2] Third, students should develop practical skills. Through practical projects and practical operation training, students can master the skills needed for practical work and establish excellent professional quality. Fourth, the expansion of comprehensive quality, including innovation consciousness, communication ability, leadership, coordination ability and so on. These qualities are essential for professionals in the field of economic management, enabling them to adapt to the changing economic environment and face challenges. Fifth, close links with the industry, the introduction of practical cases and experiences, so that students can understand the specific mode of operation of the industry. At the same time, while establishing a good cooperative relationship with enterprises in the industry, it can provide extra internship opportunities and cooperation projects to help students apply what they have learned. [3]

3.2 Construction path of economic management experimental center based on talent training

Demand assessment: Make a comprehensive demand assessment on the construction of the experimental center based on the positioning and orientation of the university and the professional setting of the university, so as to determine the needs and requirements of relevant industries under the regional background. The assessment should be forward-looking, taking full account of industry trends, the competitive environment for employment, and the expectations of relevant parties.

Implementation plan: Make a feasible plan, including the goals, objectives and results of the experimental center. Define the function, role and scope of the experimental center, such as in specific disciplines or key areas of economics and management, and keep the plan consistent with the overall mission and goal of the university.

Resource allocation: allocate corresponding resources for the construction and operation of the experimental center. Financial resources for infrastructure, equipment, technology and staffing are included. Strengthen school-enterprise and school-local cooperation, take school-enterprise co-construction of laboratories as part of resource allocation, and deepen industry-university-research cooperation.

Infrastructure: The dedicated space of the experimental center should be reasonably designed and establish to create a favorable

physical environment. Including laboratory (training room), network facilities, security equipment, collaboration space, etc., to ensure that classroom learning and experimental training activities have a decent basic guarantee.

Curriculum development: Develop corresponding experimental courses based on professional laboratories, and integrate theoretical knowledge, practical skills and practical applications. The curriculum should be in line with the needs of the industry and the market, covering the key areas of economic management. Provide hands-on learning experiences for practical teaching such as internships, industry projects, case studies and simulations.

Teacher development: On the one hand, the establishment of the experimental center is to cultivate students, and on the other hand, it also plays a positive role in improving teachers' teaching, scientific research and social practice ability. It encourages teachers, especially experimental teachers, to engage in professional research and strengthen industrial cooperation, and provides a space for teachers to continue learning to keep pace with the latest development in this field.

Industry relationship: Establish partnerships and cooperative relationships with industry organizations, enterprises and professional associations through the experimental center, and also guide students to participate in industry-led projects by introducing or hiring industry professionals and enterprise practitioners to participate in course design, lectures, and mentor programs. In this connection to provide relevance and applicability for the conduct of experimental teaching.

Evaluation and improvement: establish a continuous evaluation and feedback mechanism to monitor the effectiveness and impact of the experimental center. Collect data on student achievement, satisfaction, and employability. The survey results were used to identify areas for improvement and to make necessary adjustments to the curriculum, teaching methods, and resources. The above links provide the path basis for the construction of economic management experimental center, and are the framework and structural implementation plan. In practice, it is necessary to make appropriate adjustments according to the actual situation of colleges and universities to play the role of the experimental center.

3.3 Consideration on the construction of economic management experimental center

Taking the opportunity of undergraduate qualification assessment, Wuhan Business University started the construction of Economic Management Experimental Center (Building 5, North District), which consists of 28 experimental and training rooms in the School of Business Administration, School of Economics and School of Tourism Management. The specific plan is as follows:

The first floor of the experimental center is dominated by the comprehensive training room of e-commerce logistics and the training room of tourism and hotel management, covering an area of about 700 square meters. Among them, the comprehensive training room of e-commerce logistics restores the whole scene of logistics companies from goods warehousing, sorting, warehousing and distribution, and is equipped with VR virtual reality devices to assist teaching. The training room of tourism and hotel management consists of two parts, which are the experimental place of tourism professionals mainly based on mobile tour guide equipment and the training place of hotel management mainly based on real scene facilities, equipped with voice navigation robots and automatic distribution robots.

Experimental Center The second floor contains a number of professional experimental places for business, such as the virtual simulation training room for inter-professional enterprise operation, the training room for securities trading, and the laboratory for international trade. It is mainly based on virtual simulation to build the same teaching environment as the real business scene, so that students can feel the actual workflow to the greatest extent in the course.

The third floor of the experimental center is dominated by traditional computer room-type labs, while the fourth floor is dominated by modern smart labs, including smart retail lab, smart audit integrated lab and cross-specialty e-commerce training room.

The completion of the experimental center provides learning and practice conditions for the students of 13 majors in the three colleges. While seeing the results, some thoughts have also been generated: On the one hand, the loss of the experimental site and equipment in long-term use, on the other hand, the external advanced development leads to the school equipment and software can not be updated in time, and long-term blind investment is bound to cause a lot of waste. This is a difficult problem in the construction of economic management realization center.

4. Suggestions and improvement measures

In view of the problems existing in the construction of economic management experimental center in application-oriented colleges and universities, it can be improved and perfected through the following four aspects.

First of all, the initial planning of construction should be strategic, not for the sake of construction, but to optimize the allocation of resources from the long-term training of high-quality applied talents. For example, the establishment of project database system, laboratory construction using rolling declaration, construction mode; break professional barriers, promote the development of cross-professional and interdisciplinary experimental teaching activities, and enhance the space for students' diversified development. [4]

Secondly, sustainable technical means are introduced to make-up for the construction and renewal of physical space, and virtual reality technology is integrated with practical skill training, so as to effectively utilize the limited resource space while constructing realistic scenes.

Finally, we should deepen school-enterprise cooperation, bring the classroom into the enterprise, and teach in the real environment.

Use the project database system to improve the efficiency of capital use, rely on advanced technology to save infrastructure investment, through school-enterprise cooperation to expand students' second course and additional measures to build a controllable, manageable and feasible economic management experiment center.

5. Conclusion

Facing fierce career competition in the future, the necessity of practical learning for students majoring in economics and management is self-evident. Applied universities are closely integrated with regional industries, and the experimental center of economic management is the core carrier of conveying industrial talents and the promotor of improving graduates' employability and career prospects. With the further development of economic technology, the experimental center of economic management in the future will be more vital and creative.

Acknowledgements

References

[1] Yuan Y. The Core Idea of Serving the Local Economic and Social Development Strategy in Application-Oriented Universities[J]. Industrial Engineering and Innovation Management, 2022, 5(13).

[2] Ma WD, Xiang HL, Chen JY, Reform and Practice of Practical Teaching System for Business Administration Major in Applied Undergraduate Colleges, J. Higher Edu. 33, 119–122 (2022).

[3] Li SD, Bin YJ, Wang WD, Jiang CY, Sun GB, Yuan Y. Current Situation and Analysis of "Craftsman" Talents Training in Application-oriented Universities[J]. Journal of Educational Research and Policies, 2022, 4(9).

[4] Li XQ, Wang HL, Liu C, Song ZT. Study on the Sharing Mechanism of Economics and Management Experimental Teaching Resources[J]. Asian Social Science, 2022, 18(12).

Analysis and Research on the Cultivation of New Business Technology Talents under the Background of Big Data Technology

Tao Wang

Lanzhou Petrochemical University of Vocational Technology, Lanzhou 730060, China.

Abstract: The advent of the era of big data has brought great changes to accounting work, and vocational colleges and universities, as the main place for cultivating application-oriented new business talents, need to change the way of talent training in time in the face of this change. By describing the impact of the era of big data on the demand for new business talents, this paper analyzes the analysis of the training of new business and scientific and technological talents in vocational colleges and universities in the era of big data from the perspectives of talent training target positioning, professional curriculum setting and teacher quality, accurately locates the talent training goals of new business professional groups in vocational colleges, scientifically sets up the curriculum system, and comprehensively improves the teaching staff.

Keywords: Big Data; New Business; Professional Group; Talent Training

Introduction

The talent training topics studied in this paper mainly focus on the rise of the Internet has driven the development of many related industries, and big data technology is widely used in the industry, and has broad application space in scientific research, government management, medical services, business services and other fields. The training of new business talents in vocational colleges and universities includes financial management, big data and accounting, marketing, human resource management, modern logistics management and other majors, and many enterprises have introduced a large number of new digital technologies. This project focuses on big data and blockchain technology, and guides vocational undergraduate colleges to establish a talent training model suitable for their own reality, which is of great practical significance.

1. Research background

The newly revised Vocational Education Law of the People's Republic of China (hereinafter referred to as the "Vocational Education Law") came into force on May 1, 2022. The urgency of improving discipline construction and new technologies, new processes and new concepts is reflected in this change in vocational education law, and in recent years, many vocational colleges and universities have opened artificial intelligence, big data and accounting, e-commerce and other majors. The newly revised Vocational Education Law also emphasizes the introduction of new digital technologies and vigorously promotes the construction of a talent training system of "new technology + industry application".

After the National Education Conference, the concept of "new business" was put forward, and according to the demand of the supply side of the real economy, it took the road of market-oriented and enterprise-oriented cooperation. Article 20 of vocational education proposes that vocational education provides institutional guarantee and talent support for serving modern manufacturing, modern service industry, modern agricultural development and vocational education modernization, and cultivates high-quality workers and technical skills.

Ministry of Education's Catalogue of Vocational Education Majors (2021): The accounting major was renamed the big data and accounting major, and the logistics management major was renamed to the current logistics management major; Optimize and

strengthen relevant professional settings in 5G, artificial intelligence, big data, cloud computing, Internet of Things and other fields. Adapt to the trend of digital transformation and advanced industrial foundation, and comprehensively carry out digital transformation from professional names to connotations of data-driven, human-machine collaboration, cross-border integration, and co-creation and sharing of intelligent forms for different industries.

2. Research content

Through the research of this paper, the new economy driven by new science and technology puts forward new requirements for talent demand, and the concept of industry-education integration penetrates into the whole process of talent training is the only way to meet the needs of rapidly developing talents. Promote the establishment of a business talent training and professional teaching system that integrates development. Further break the barriers of disciplines and specialties, promote the deep integration between new business majors in the productive service industry, "new technology empowers industrial development" in vocational colleges and universities corresponds to "new technology empowered talent training", through the research of this project, explore and establish a set of professional interaction, skill exchange, discipline integration, and combination of theory and reality of new business talent training system.

3. The construction of a training model for new business technology talents under the background of big data technology

3.1 Accurately locate talent training goals

The professional team combines the characteristics of running the school and the existing enrollment majors to form a new business professional cluster in the productive service industry, and the consistency of each professional service object determines the basic logical starting point of the group. Based on the development trend of Internet +, intelligent manufacturing, big data and high-end manufacturing, intelligent commerce will be an important driving force for leading the transformation and upgrading of productive enterprises, so the establishment of new business professional clusters in the productive service industry meets the basic needs of China's current modern service industry development, and is also the basic requirements for adapting to the optimization and upgrading of docking industries and regional industries.

Professional group talent training positioning: This professional group takes big data and accounting as the main body, covering e-commerce, business administration, modern logistics management, marketing, e-commerce, its main service objects are people and property, and its job position is characterized by the variability of work objects and comprehensive work requirements. This puts forward certain requirements for the comprehensive quality of students. Students are required to have good basic quality and high ideological realm, have a certain level of science and culture, good humanistic literacy, scientific literacy, professional ethics and craftsman spirit of excellence, a certain international vision, innovation and entrepreneurship ability, strong employability and sustainable development ability, master more systematic basic theoretical knowledge of accounting and financial big data analysis, management technical skills, have a certain big data technology application, industry-finance integration program design, accounting and tax business processing practical ability, cultivate diversified, Compound high-quality technical and skilled personnel.

3.2 Reconstruct the curriculum system

School-enterprise in-depth cooperation, jointly develop talent training programs, form a training system that integrates students' humanistic qualities, professional knowledge, vocational skills and professional qualities, and realize the "dual integration" of school-enterprise education. Through the alternating training of engineering and learning, through the four stages of "recognizing the post, integrating the post, following the post, and being on the job", the post is achieved. The shared curriculum system is divided into three levels: bottom-level sharing, middle-level separation, and top-level sharing.

Set up professional group platform big data courses, all professional students must open, including big data foundation, financial big data analysis, Python development and application, business data analysis, visual analysis, RPA robot application and other big data courses, cultivate students using big data, intelligent technology for financial data mining, cleaning, sorting, analysis and visual presentation of technical skills, with big data and other technical capabilities of compound financial and business talents.

3.3 Build a high-level structured and innovative teaching team

Cultivate a professional and high-quality team of dual-innovation teachers, and build a team of "dual-type teachers" with high teaching level, strong practical skills and broad knowledge. Strengthen the professional training of key entrepreneurial teachers, support teachers' on-the-job training, and encourage teachers to participate in innovation and entrepreneurship practices in industries, enterprises, and scientific research institutes. This program recruits more than 10 part-time teachers, including industry leaders, entrepreneurs, venture capitalists, and successful entrepreneurs, from all walks of life to expand the teaching team of innovation and entrepreneurship education. Regularly organize teacher training, practical training and exchanges, and actively explore rich and colorful innovation and entrepreneurship practices. Equipped with innovation and entrepreneurship practice tutors in proportion to strengthen the guidance of students' practical skills and the cultivation of innovation and entrepreneurship ability. Focus on guiding them to carry out national or provincial college students' innovation and entrepreneurship training programs, on-campus entrepreneurship incubation projects and independent entrepreneurship projects that combine professional and industry development.

4. The application and promotion effect of achievements

4.1 The strength of professional school-running has been enhanced, and the degree of social recognition has been improved

The new business professional group of productive service industry has achieved fruitful results in the construction process, won 4 teaching achievements and won the provincial education department award and the second prize of the National E-commerce Industry Steering Committee, and the major successfully applied for the demonstration major of innovation and entrepreneurship education in colleges and universities in Gansu Province. Won the Outstanding Teacher Award of the 5th National Huang Yanpei Vocational Education Award. The professional team guided students to participate in innovation and entrepreneurship competitions and won 1 national award, 2 provincial gold awards, and 2 provincial special prizes; 1 national-level and 2 provincial-level projects for student innovations; Guide students to participate in the Gansu Accounting Skills Competition and obtain the provincial first grade for 3 consecutive years; The team has 1 provincial-level famous teacher of innovation and entrepreneurship education, and 1 provincial-level resource bank construction of the new business professional group of productive service industry.

4.2 Enhance students' professional qualities and improve the quality of employment

Focusing on the "Belt and Road" initiative, adhering to the principle of "going out, please come in", we take the initiative to meet the development needs of industries, industries and enterprises, and continue to send qualified graduates to the society. The professional team guided students to participate in innovation and entrepreneurship competitions and won 1 national award, 2 provincial gold awards, and 2 provincial special prizes; 1 national-level and 2 provincial-level projects for student innovations; Guide students to participate in the Gansu Accounting Skills Competition and obtain the provincial first grade for 3 consecutive years; Students' professional qualities have been enhanced and the quality of employment has been improved.

References

[1] Li FT, He YJ. Reform of Accounting Professional Training Model in Big Data Era[J]. China Management Informatization, 2021(15).

[2] Tan YL. Big Data and Optimization Strategy of Accounting Professional Training Path Based on OBE Concept [J]. Journal of Tianjin Sino-German University of Applied Sciences,2021(5).

[3] Wang KT, Hu XM. China Higher Education, 2018(6): 36-37.

[4] Qu XH. Enterprise Strategic Transformation and Talent Training Based on Financial Cloud[R]. Teaching Seminar Report, 2018.

Create a Situation Rich in Imagination, Read and Express——Take the Teaching of the First Lesson of "Where is the Fog" in the Second Grade of Primary School Chinese as an Example

Jing Wen, Xiudi Cai
Lijing Experimental School, Wuxi 214000, China.

Abstract: "Where is the fog" is a reading text in the seventh unit of the second grade of primary school Chinese in the unified edition. The humanistic theme of this unit is "the beauty of imagination", and the language element is to develop imagination and obtain a preliminary emotional experience. "Where is the Fog" is an interesting fairy tale. The language of the text is lively and full of childlike innocence, which fits the age characteristics of children in lower grades. According to the characteristics of the text and the characteristics of the students, in the teaching, through the creation of life situations, combined with the students' actuality, and the way of writing paragraphs, the students are guided to read the naughty "fog", taste the charm of the language, and lead the students to enter the colorful imaginary world.

Keywords: Creating a Situation; Reading Perception; Imaginative Expression

Teaching objectives

A. use a variety of methods to memorize "fog", "Amoy", "dark", "street" and other 12 new words, can write "on", "shore", "house" 3 new words. Understand the meaning of words like "shore" or "even" dark "by using context, pictures, etc.

B. Read the text correctly, fluently and with emotion. Combined with a variety of situations, experience the fog children's "naughty", read the tone of the fog children when speaking.

C. Understand the changes in scenery when fog comes, and learn to use "whatever... Or... All..." Tell me what the scenery looks like when the fog comes.

Teaching focus: read the tone of the fog children said, combined with a variety of situations to experience the fog children's "naughty".

Teaching difficulties: Understand the changes of scenery when fog comes in combination with the situation, and learn to use "whether... Or... All..." Make an imitation.

Teaching preparation: courseware, word card

Teaching process:

1. Link life, interest lead fog.

(1) The conversation leads into the fog.

(a)What did you see on your way to school today? "He said, showing a picture of the fog.

(b) What does the fog look like in your eyes?"

(2) Today, the teacher invited the fog children to the class, let's call it a name (students read "fog").

(3) Remember the fog. Fog is composed of a lot of small water droplets together, so above is a rain word, the following word also Read wu. So this is a -- a phonogram.

(4) The fog children are playing hide-and-seek with the children. Let's go into today's text and find out where the fog is. Who is it?

Can you read a project well? If you were asked to punctuate a topic, what would you add? (Question mark) Can you read the tone with the question mark? (reading by name) However, punctuation is usually absent from the project, so we keep the question mark to ourselves and read it together.

2. The overall perception, the first understanding of fog.

2.1 Clear the vein, first know naughty

What kind of fog child is this? Where did he go? Please read the text freely. The requirements are as follows: ① read the correct pronunciation, read the sentences, and read the difficult places several times. ②Think, what kind of child is the fog? Where did he come to?

(a) Who can tell you what impression the fog child in the story made on you? (Naughty) Where did you see that? Once upon a time there was a fog. He was a naughty boy.

(b) There is a new word in this sentence. It is Tao. Who can read it well? (Read by name and in full)

(c) What does "naughty" mean? (Naughty, naughty) Read the sentences and read the naughty tone.

(d) Where did the naughty misty child go? Please circle the relevant words with a pen.

(e) Who can use "Fog Kid first... And then... And finally..." What about the sentence pattern? (Board: Over a city on the shore of the sea)

(f) Here is an interesting word. This is the evolution of it. It has mountains, water and land on it. (" Shore ") (board writing) Look! This is a long coastline, and on this side of the coastline is the water, so where is the coast? The teacher concludes: Originally, the land near the sea is called the coast; Then the land near the river is -- "the bank"; The land near the lake is -- "lakeshore".

2.2 Emotional reading, understanding naughty

(a) What do the naughty children of fog hide when they come to these places? Read the text and underline what the fog child says and circle what it is hiding.

(b) Students communicate and teachers randomly appear relevant sentences.

"I will hide the sea."

"Now I will hide the sky with the sun."

"Now I will hide the shore."

"I'm going to hide myself."

(c) From the words of the fog child, we know what the fog child hides? (Sea, sky, sun, shore, himself), where does the fog child plan to hide these things? Who's going to stick them in the right place? (Students posted on the board: sea, sky, sun, coast, oneself)

(d) What a naughty fog child, who will be the fog child, read the first sentence?

Show me: "I will hide the sea." (guide reading) What a big voice, the endless sea has been hidden by you, really impressive!

(e) The fog child not only hid the sea, he also wanted to hide the sky and the sun, is he big talk? Can you read this sentence well?

Show me: "Now/I will hide the sky with the sun." (instructing the reader) You read with a certain swagger, that's how the naughty boy Foggy looks. Now the teacher adds a little magic wand, pause carefully, and who will try again?

(f) The fog child hides the sea, the sky and the sun. Is that enough? He also said that...

Show me: "Now I will hide the shore."

"I'm going to hide myself."

(The students read the last two sentences with the feeling of the first two sentences) This is really a naughty, naughty fog child!

[Design intention] Reading words correctly, reading sentences, reading fast in the text to find the key information is a skill that the lower grade students must master. When teaching, teachers focus on the central word "naughty" to help students clarify the context of the text: "Where did you go? What is it?" Two questions for guidance, let the students again into the text meditation reading. After students have figured out where the fog has been, they can use "first... And then... And finally..." On the one hand, it helps students

construct a complete content framework and understand the general idea of the text. On the other hand, it also timely conducts speaking training to students, which promotes the development of students' thinking. The teaching of "An" can be described as ingenious, combining the teaching of character theory, stick figure and actual life to achieve a perfect fusion of form and meaning. "Reading the tone of the voice of the fog children" is the focus of the teaching of this lesson. Teachers from the simple to the deep, from easy to difficult, through the teacher's language description, stop small stick guidance and students practice reading and other ways, really appreciate the fog children naughty, at the same time, students reading ability has been qualitative improvement.

3. Imagination practice speaking, deepening fog.

3.1 Fog flies out to sea

The fog child hid so many things. What was the scene after hiding them? We followed the fog child to the sea first. 1. Read paragraphs 2-4 together. 2. What was the scene like when the Fog child hid the sea? Draw it in a wavy line.

3.1.1 Find out the scene and read aloud

(a) "Neither the sea, nor the ships, nor/the blue distance, are to be seen."

(b) "All of a sudden, the sky, and/or the sun in the sky, were darkened."

Teachers guide the reading, imagine the picture, pay attention to the pause.

3.1.2 A variety of methods to understand the meaning of the word

(a) Teaching "dark"

① This "dark" character is the new word we are going to learn today. Who has a good way to remember it? (Exchange memorization method, plus one plus.)

② Dark left is "day", indicating that the dark word and the sun irradiation, if the sun did not irradiation, the place will become dark, the sun can shine to the place is - "bright", so the antonym of "dark" is "Ming". See, we can also better understand the meaning of "dark" by using antonyms.

③ You see, at that time, everything was indistinctly seen, as if it were covered with a cloth. Can you read it with such a feeling? Read by name.

(b) Teaching "Instant"

① Children, is it getting dark around? From what word? (in an instant)

② What does it mean in an instant? Can you find it a synonym friend? Yes, our fog kids have a knack for making everything dark in a very short time. So when we say this word, we need to say it fast. Guide the reading.

3.1.3 Create situations and imitate skillfully

(a) The sight of the sea has changed so much because of the appearance of the fog child. Look, students, these two sentences use several magic words (whether... Or... All...) Such a succession, the ability of the fog child is greater! Who can read the power of fog children?

(b) Write "theory", pay attention to the structure: look, there is a new word hidden here! The "theory" of "no matter" is a word of left and right structure. How can we write this new word well? (left narrow right wide) normal write, born book empty.

(c) From imitation to creation, training speech

① Show me the passage from the Scene Song: a seagull, a sailboat. A warship, a harbor. Who can use "whatever... Or... All..." Now, what else is missing from the sea when the fog child comes? Speak by name.

② Show me the picture of the beach. In groups of four, tell me what other things the fog child has hidden. The students said to each other, and the teacher answered by name.

③ Connect with the reality of life: what a coincidence today! The fog child came to us. Who can tell, in the context of what has been seen this morning, what other things the fog hides?

Imagine reading aloud and feel the picture: The ability of fog children is really big! Let us praise the naughty fog child. Read paragraphs 2 through 4.

3.2 The fog comes to the shore

The naughty fog child became more and more hidden, and he came to the coast. Hide the coast and the city. Read paragraphs 5 and 6 quickly. What does the child hide in the city?

Students communicate and teachers show the hidden things: houses, streets, trees, Bridges, pedestrians, small black cats

Show the picture of "street" to understand different forms of street. We see them a lot in our daily lives. Can you name them? Show the famous street names in Wuxi (Nanchang Street, Pedestrian street, Food street).

Experience fog from "Even" :

(a) (show pictures) There were large -- houses, tall -- trees, wide -- streets, long -- Bridges, and places to hide walking -- pedestrians and little black cats.

(b) Big or small, moving or stationary. Fog Kid can hide what he wants, he's a real deal! Which word in the text shows the power of fog is particularly great? Show: The word "even". Can you read it well? Read by name (note the warped tongue)

(c) Reading experience: The ability of the fog child is so big, who can read the fog child's fierce? Guide the reading.

3.3 Music reading, praise fog

The Fog child flew over the sea and came to the shore. How happy he was! Let's read paragraphs 2 -- 6 with this feeling in mind. (The three children read what the fog child said) The other students read what they just found.

3.3.1 Three students read what the fog child said and the other students read what they saw.

[Design intention] The focus of this lesson is to appreciate the naughty children of fog and understand the expression of text language. In teaching, the teacher design ingenious, the teaching of new words, sentence understanding, sentence pattern training and emotional reading organically integrated into a whole, reflecting the character of the word, the word is inseparable from the sentence. The whole link is organized and progressive. The method of memorization is flexible and diverse, or find antonyms, or combine the picture and the reality of life, a variety of teaching methods, so that students are interested in learning. And "whether... Or... All..." The imitation of sentence patterns is more of a method, a gradient, a level, from the point to the surface, from the imitation to the creation, from the class to the extracurricular, so that the language elements really take root. The final score reading, the students and the emotion of the text to achieve a perfect unity.

4. Compare and relate and learn to read

(1) Finally, the fog child also hid the two new words we are going to learn today, you see (show shore, house)

What do they have in common?

(2)Presupposition:

(a) There are many horizontal strokes with "skimming".

(b) Narrow at the top and wide at the bottom like a mountain.

4.3 Teacher writing, student practice writing, exhibition and evaluation.

[Design intention] Writing instruction is an important link in the teaching of literacy in the lower grades. It is more helpful for children to choose characteristic and common new words for comparative learning. "Bank" and "house" have a lot in common between them, both should be written on the narrow bottom wide, have the key stroke "prime" and so on. The teacher's writing demonstration and the explanation of the key strokes all play a good demonstration role for the students. The comments are also methodical and targeted, which better promotes the improvement of students' writing ability.

5. Summarize and extend, leaving the imagination.

What happens when the fog child hides himself? We'll talk about it next time.

Teaching evaluation:

5.1 Learning words in literacy and seeking truth in interest

Literacy teaching is an important part of low level Chinese teaching. In the teaching of this course, literacy runs through the

whole teaching process. In the vivid language environment, students have strong interest in learning words. Teachers have various teaching methods, lively teaching forms, interesting word and theory teaching, vivid stick figure, rich pictures, search for antonyms, so that the whole class of literacy teaching is full of color, students' literacy is rich and interesting, image and smart, full of tension, contains interest. Such literacy teaching not only broadens students' thinking and enriches their imagination, but also makes literacy more effective.

5.2 Reading and comprehension, reading the connotation of the method

The new curriculum standard clearly points out: Chinese reading teaching should pay attention to reading aloud. Let the students read aloud fully, perceive the whole in reading, cultivate the sense of language in reading, and be influenced by emotions in reading. In the teaching of this lesson, the teacher is good at creating situations, so that students can imagine reading aloud from the heart, and then timely provide precise guidance of word sounds, pauses and feelings, and build scaffolding to promote students to master words, understand the meaning of sentences, and experience emotions in reading aloud. Besides, various forms such as free reading, role reading, and imaginary reading with music are used to stimulate students' interest and enthusiasm in reading aloud. At the same time, give direct and in place evaluation, so that students learn to read and fall in love with reading, which is very helpful to the improvement of students' reading ability. The stepwise teaching strategy guides students to deepen their understanding from the first reading, then reading to imaginary reading. They walk into the text again and again and have a better grasp of the emotion of the text.

5.3 Practice speaking imaginatively and draw inferences

Listening, speaking, reading and writing are the basic abilities that students need to master in learning Chinese. The cultivation of expression ability is also an important goal in Chinese class. It is the critical period for students to cultivate their "reading" and "speaking" ability. Effective expression training can promote the development of students' thinking and enrich their imagination, thus laying a solid foundation for the cultivation of writing ability. When teaching, teachers are good at using the text, in the link design clever integration of speaking training, the use of "first... And then... And finally..." "And" whether... Or... All..." "Sentence patterns help students to understand the meaning of the text, comb through the context, construct the framework, on the basis of understanding the meaning of the text, help students learn to transfer, guide students to combine the content in and out of class to practice and consolidate speaking, so as to stimulate students' thinking and imagination, implement speaking training.

The design of the whole class is very exquisite, integrating literacy, reading, imagination, practice and speaking into one, to achieve the optimization of classroom teaching. Students in this kind of classroom teaching Chinese comprehensive ability has been really improved.

References

[1] Diao WW. Design and Implementation of Learning Activities Based on Chinese Elements -- A Case study of the teaching of the first volume of the textbook "Where the Fog Is" in the second grade of Primary School Chinese [J]. Liaoning Education,2018(11):91-95.

[2] Liu X. Where is the "mist" (first class) teaching reality and reflection [J]. Journal of heilongjiang education, education and teaching), 2021 (01) : 26-29.

[3] Yao CP. Chinese Reading Teaching Must have the consciousness of Learning Section -- A Case study of the teaching of the lesson Where the Fog Is in the first volume of the second grade Unified Textbook [J]. Primary School Teaching Reference,2019(34):69-70.

An Analysis of the Concept of Talent Cultivation in Higher Education in the Era of Artificial Intelligence

Xiaoli Wu

Zhoukou Normal University, Zhoukou 466001, China.

Abstract: With the continuous development of social economy and science and technology, the world has entered the era of artificial intelligence. my country is also working hard on the cultivation of talents in the field of artificial intelligence, and paying more and more attention to technology research and development. This puts forward higher requirements for cultivating higher education talents. It is not only necessary to work hard on the cultivation of "people", implement the concept of mass entrepreneurship and innovation, adapt to the development of the times, update educational concepts, and improve students' thinking ability and logic ability. We must also work hard on "talent", innovate teaching methods, integrate education with science and technology, and provide talent guarantee and intellectual support for social development.

Keywords: Artificial Intelligence; Higher Education; Talent Training

Introduction

Higher education emphasizes the pursuit of knowledge as its purpose. In the context of the continuous development of social science and technology, higher education is no longer limited to broadening the research field of knowledge and creating new science and technology, but also begins to actively answer social questions. The advent of the era of artificial intelligence marks the transformation of knowledge and technology from abstract to concrete, and the development of information dissemination to networking and digitization. However, due to the lack of ethical arguments and discussions on artificial intelligence research and development, and the lack of high-quality research teams in schools, this also poses a greater challenge to the cultivation of higher education talents.

1. The significance of cultivating higher education talents in the era of artificial intelligence

1.1 In-depth research on social issues

As a new technology in this era, artificial intelligence has greatly changed the research and development direction of science and technology. Before the era of artificial intelligence, the concept of "human" was different from "things" because humans had thinking, and it was different from "animals" because people had consciousness. However, the emergence of artificial intelligence has challenged the concept of "humans". "Is artificial intelligence counted as humans?" "Should artificial intelligence be independent?" To impart scientific and technological knowledge, we must continue to explore and answer social questions. People always feel fear and resistance to unknown food, and cultivating higher education talents is conducive to in-depth interpretation of the principles behind technology to society, better publicizing the latest technology and research results to society, and enhancing society's understanding of artificial intelligence technology. In order to better discuss social and ethical issues, and re-examine the definition of artificial intelligence.

1.2 Expand the field of scientific research

Artificial intelligence technology integrates the latest technologies such as big data, algorithms, brain science, supercomputers, etc. Based on such a technological starting point, humans will have a deeper understanding of the world and continue to explore unknown areas. On the one hand, talents' own professionalism and extremely high innovation ability will promote the research and development of artificial intelligence technology and expand this technology to a broader field. From basic industries such as medical care, education, production, and services, it expands to unknown areas such as aerospace, marine, and disease. On the other hand, talents' own thinking ability and imagination are conducive to breaking through technical difficulties, innovating technological means, and injecting innovative momentum into the development of artificial intelligence technology and social progress.

1.3 Alleviate the shortage of talents

At present, my country's enterprises have changed from a manufacturing industry that mainly relies on labor to a high-tech industry that relies on science and technology. At the same time, the continuous popularization of artificial intelligence technology has replaced labor for simple mechanical work. This has led to the reduction of jobs, high technical requirements, labor standards incompatible with job demand, and the unemployment rate continues to rise. Cultivating higher education talents can not only improve the technical level of the labor force, but also adapt to social and economic development. It can also promote mass entrepreneurship and innovation, create more jobs, gradually promote the construction of talent teams, and strengthen the development of human resources. It is conducive to promoting the challenges of modern industrial structure, providing high-quality technical support, cultivating new economic momentum, and achieving high-quality economic development.

2. Problems in cultivating higher education talents in the era of artificial intelligence

2.1 Lack of innovation in teaching methods

Under the background of the era of artificial intelligence, new requirements have also been put forward for the goals and concepts of education. However, the current higher education lacks clear educational goals, and the teaching concept is single. It only focuses on the learning of technology and neglects the cultivation of humanistic literacy. At the same time, due to the lack of specific analysis of artificial intelligence technology in teaching, students' technical learning lacks pertinence. At present, education methods are still at the traditional stage, and course learning stays in textbooks and classrooms, network teaching and practical teaching are not used well, and a comprehensive integrated education system is lacking.

2.2 The teaching team lacks complementarity

With the continuous development of the Internet, some teaching functions of teachers have been gradually replaced by artificial intelligence technology. For example, for problem solving, more students choose to use network search software, and for classroom explanations, students can also choose network analysis and learning. Under such circumstances, the role of teachers is smaller than that of the Internet, and new teaching qualities are not discovered in time, which leads to the weakening of teachers' functionality. However, the network and artificial intelligence can only solve the problems in the technical field, and education is to guide the development of students in all aspects. The cultivation of higher education talents pays more attention to the spiritual and cultural development of students, but today's teaching team lacks complementarity, lacks humanistic care and moral guidance for students, and is only limited to the field of knowledge.

2.3 The teaching content lacks advanced nature

From the perspective of classroom content, teachers use less network information in the teaching process, and there is no adequate explanation of the real-time update technology, which is not conducive to the update and progress of students' concepts and thinking. From the perspective of the education system, the education management system of colleges and universities is not perfect, which is not conducive to the two-way interaction between students and teachers, and lacks the integration of teaching materials and network information. Judging from the content of artificial intelligence technology, the current theoretical update time span is large, and the current technical content is critical to the development and technical requirements of the times. The quotation of information

and the mining of data are not deep enough.

3. Innovative ways to cultivate higher education talents in the era of artificial intelligence

3.1 Innovate the management of universities and reform the talent training model

Colleges and universities should improve the level of management mode, strengthen the cooperation between family schools and all parties in society, and achieve the goal of cultivating higher education talents. There is a long way to go. It cannot be completely solved in a short time. This requires families, schools and society. The joint cooperation and long-term persistent guidance of all forces. The government has issued relevant support policies to provide financial support and optimal allocation of resources for the training of talents in schools, promote the construction of disciplines and courses, and strengthen practical teaching. The school starts from many aspects, uses a diversified teaching model, mobilizes all forces and resources, and promotes college education to achieve effective results. Integrate teaching resources in teaching, improve teaching quality, and make practical teaching achieve good results.

3.2 Form school-enterprise cooperation and provide professional knowledge support

Artificial intelligence technology is an important technical guarantee and innovation power source for enterprise development. Schools should actively establish cooperation mechanisms with enterprises to ensure sufficient technical funds to provide students with a better teaching and learning environment and technical conditions. Based on the marketability of the company, it can grasp the development status of artificial intelligence technology and the employment prospects of related industries in a timely manner, contribute to talent training, and point out the direction for talent employment. Colleges and universities cultivate talents and provide talent guarantee and intellectual support for enterprises, promote technological research and development, and promote social and economic development.

3.3 Improve the teaching mechanism and improve the teaching quality of teachers

Based on the reality of school development, improve the incentive mechanism, build a team of teachers with clearly defined powers and responsibilities, and strengthen organizational leadership. Education should pay more attention to the creative cultivation of students' thinking, emphasize the student's dominant position in management. Colleges and universities can set up teaching achievement awards, excellent classroom awards, and excellent teacher awards to increase teachers' enthusiasm for classroom construction. Strengthen the assessment and evaluation system, on the one hand, strengthen the assessment and evaluation of the classroom. On the other hand, encourage teachers to conduct self-evaluation, enrich the classroom teaching content, and innovate the teaching content and classroom teaching mode. The supervision and inspection mechanism has been improved, and the effectiveness of talent training has been regarded as an important content and main indicator of school assessment. The subject barriers can be broken through mutual exchanges and discussions, and teachers' own teaching quality can be improved.

4. Conclusion

All in all, the arrival of the era of artificial intelligence is the inevitability of the development of the times. College education must continuously reform its own education system in accordance with the changes of the times in order to ensure the advancement of educational goals and concepts. To cultivate talents in colleges and universities, we must not only pay attention to the update of teaching content, innovative teaching cuts, but also based on teaching practice to promote the all-round development of talents. It is necessary to continuously integrate effective social resources, effectively use government welfare, establish school-enterprise cooperation, optimize the allocation of resources for school education, and provide guarantee for talent training.

References

[1] Yang L. An analysis of talent training paths in colleges and universities from the perspective of the internationalization of higher education. Jiangsu Higher Education 2014; (4): 112-113.

[2] Zhang S, Korea L. Analysis of the concept of talent training in higher vocational education from the perspective of a harmonious society. Journal of Yantai Vocational College 2006; (2): 5-7.

[3] Ma Y, Fu Y. Exploration and analysis of the educational concepts of constructing educational models in local colleges and universities——Also on the characteristics of "integration of teaching and doing" talent training in Neijiang Normal University. Journal of Neijiang Normal University 2008; 23(11): 5-9.

A Study on the Construction of the Theoretical Discourse System of the Political Party System with Chinese Characteristics in the New Era

Yizhou Wu

Anhui University of Finance and Economics, Bengbu 233030, China.

Abstract: With the development of the times, the political party system with Chinese characteristics has shown a strong vitality, promoted the development of the world's political party system, and made important contributions to human political civilization. At present, the political party system with Chinese characteristics has far-reaching influence and its discourse is of greater significance. Strengthening the construction of its discourse system can enhance the self-confidence and confidence of the Chinese people, highlight the superiority of China's political party system, and also effectively curb the discourse hegemony of Western political party systems, so that China has a strong discourse in the international arena, promoting the development and growth of China and achieving long-term stable development. This paper is mainly based on the study of the construction of the theoretical discourse system of the political party system with Chinese characteristics in the new era to develop the discussion.

Keywords: New Era; Political Party System; Discourse System; Construction Strategy

Introduction

The political party system is very important to the development of China, leading the progress of society, reflecting the superiority of our system and fully demonstrating the Chinese style. Constructing a discourse system for it can enhance China's discourse power at home and abroad, bring China gradually closer to the centre of the world stage and increase its influence in the international arena. It is important to fully understand its importance and adopt a scientific construction strategy to fulfil the task of the development of the times. It is necessary to strengthen confidence in the political party system with Chinese characteristics, complete the work of system construction, adhere to strengthening the foundation and giving full play to the energy efficiency of this system, adhere to exchanges and mutual learning, and strengthen its communication effect, while adhering to objective examination and breaking the obscurity of Western hegemony. This article further discusses the importance of constructing a theoretical discourse system of the political party system with Chinese characteristics and the strategies to do so.

1. The importance of constructing a theoretical discourse system of the political party system with Chinese characteristics

1.1 Enhancing the self-confidence and strength of the Chinese people

Under the leadership of our Party, our people have strive to promote the development of the Party and the State, to promote the transformation of our society, and to enhance creativity as well as vitality. Our political party system is based on the actual situation in China, is rooted in Chinese culture, has undergone years of practical testing and experience accumulation, and has also promoted the development of multi-party cooperation, reflecting the wisdom of the Chinese people and possessing incomparable superiority. Strengthening the construction of the system's discourse can further demonstrate the significance of the system, as well as show the bottom line of the Chinese people and raise their self-confidence. Led by our political party system, promoting the improvement of the discourse system can solve many practical problems, strengthen our country, improve the level of social and economic development,

and also improve our international status and discourse, gradually realising the goal of the great rejuvenation of the Chinese people.

1.2 Showing the superiority of the special political party system

First of all, China's political party system is a political creation that has been explored for a long time, and it has taken countless practices as well as experience summaries to determine a political party system that is in line with our national conditions. The failure of the multi-party system in China through bourgeois attempts, the failure of the one-party dictatorship of the Kuomintang, and the split in the cooperation between the Kuomintang and the Communist Party show that these party systems do not meet the actual situation in China, and that China has finally chosen a party system that suits its own needs. From the initial positive response of the democratic parties to the May Day slogan to the successful convening of the First People's Political Consultative Conference, and from the initial eight-character policy to the sixteen-character policy, which was enshrined in the Constitution, China's political party system was pushed to maturity gradually. Our political party system is a combination of Marxism and our national conditions, creating a new development model for human politics. Secondly, China's political party system has obvious superiority, which is incomparable to other political party systems. Under the leadership of the Communist Party of China, the democratic parties have actively co-operated and cooperated with each other to achieve great achievements in their struggle. With the proof of facts, it has shown that the system meets the needs of China's development and has shown a strong vitality. Through the effective construction of a discourse, it can further demonstrate its superiority and make even more remarkable contributions.

1.3 Curbing the discursive hegemony of the Western political party system

We have the right to speak when interpreting China's practices and constructing Chinese theories, but our country does not have enough international discourse power to make a strong voice, so we need to construct a perfect discourse system when conducting research on the political party system. Compared to our country, Western political party systems arose earlier, experienced a longer development time and achieved a monopoly in the field of discourse. They lack an objective examination of our political party system, which affects the communication and cooperation between our country and different political parties. In this new period of development, the construction of a discourse system for China's political parties can present our political party system to the international community in a more comprehensive manner, deepen their understanding of our political party system, understand the uniqueness as well as the superiority of our political party system, thus gaining worldwide recognition, promoting the development of the world's political system and also increasing China's influence in the international arena. The construction of such a system will, for some time to come, curb the behaviour of hostile Western forces in discrediting and degrading our political party system.

2. Strategies for constructing a theoretical discourse system of the political party system with Chinese characteristics

2.1 Enhance self-confidence and bottom strength, strengthen the construction of the system

To strengthen the construction of the theoretical discourse system, enhancing self-confidence and bottoming out is the most basic content, which can be reflected in four main aspects: first, firm confidence in the road. It is necessary to consolidate this system and give full play to its advantages and values. Second, firm theoretical confidence. We must strengthen our understanding and knowledge of this political party system, while constantly improving the theoretical system and enriching its theoretical connotations, so as to lay a solid theoretical foundation. Thirdly, we should have firm confidence in the system. We must have a clear understanding of our political party system and recognise how it fits in with our national conditions. Fourth, firm cultural self-confidence. Our political party system is rooted in our excellent traditional culture and draws on the nutrients in our culture, which are the fruits of an excellent civilisation. When constructing the discourse system, it is necessary to combine the practical experience of our development, summarise and refine the experience, so as to form a complete theoretical system. It is necessary to flexibly use practice to promote innovation in theory, conduct in-depth research on theories related to China's political party system, and use more concise and accurate language to describe China's political party system.

2.2 Insist on strengthening the foundation and enhancing the energy efficiency of the system

When constructing the discourse system, relying only on relevant discourses or policies for propaganda cannot achieve the expected results. It is necessary to continuously manifest the value of China's political party system and gain the recognition and support of the international community in order to achieve the greatest results. Firstly, it is necessary to adhere to the leadership of the Party, improve the overall energy efficiency of the system, promote the construction of the discourse system, grasp the correct direction of the construction and achieve long-term stable development. Secondly, it is necessary to lay a solid institutional foundation based on China's national conditions and to improve the relevant theories in the light of the development of the new era, so as to give full play to their energy efficiency. It should be able to form a consensus and improve cohesion, and at the same time, optimize relevant decision-making, improve the scientific and rigorous nature of decision-making, promote coordination between different political parties, and further maintain the stability of our development. The foundations must be strengthened and the origins fixed, so that the system can be given full play, its advantages can be manifested and the work of paving the way for the construction of a discourse can be done.

2.3 Insist on exchange and mutual appreciation to strengthen the effect of communication

It is necessary to strengthen exchanges and mutual appreciation, so as to promote the dissemination of China's political party system, increase China's discourse in the international arena, make more countries as well as political parties understand our system, and do a good job of paving the way for the construction of discourse power. Firstly, it is necessary to innovate the way the previous discourse was expressed, combine the requirements of development in the new era, make comprehensive use of various different resources, spread good voices about China's political party system, and strive to tell the Chinese story and gain the recognition of other people abroad. Secondly, in response to the smear campaigns of the Western media, we must take the initiative to speak out to refute them and convey the true picture of China. Thirdly, we need to expand the scope of communication, deepen the level of communication, and at the same time enhance the affinity and infectious power of the expression. Finally, we should actively build a platform for communication, promote the development of traditional and new media, so that they can be connected to the international community, and strengthen exchanges with the international community through a rich and diverse stage, so that they can have a more comprehensive understanding of China's political party system.

2.4 Adhere to objective examination and break the hegemonic obscurity

We should insist on objective examination to promote the diversified development of human political civilization and add more different colours. We should respect the choices of other countries, including the political party systems of Western countries, but never allow other countries to discredit our political party system and break through the hegemonic obscurity of other countries, so that more countries can understand the real situation of our political party system, so that our country can fully express its own words and strengthen exchanges and cooperation. This is also a choice based on history as well as on the people. But we must be careful to avoid random copying when innovating policies, theories and practices, and to adhere to an objective and realistic attitude to achieve long-term stability. This will enable the promotion of a better internationalisation of our country and a strong level of influence.

Conclusion

In conclusion, the construction of a theoretical discourse system for the political party system with Chinese characteristics is very important for the development of China and the world, and has far-reaching implications. However, the process of constructing a discourse system is full of opportunities and risks, and it requires both "breaking" and "building". Our political party system is historical, creative, superior and resilient, capable of promoting the development of the world and enriching human political civilisation. Therefore, we should adopt a scientific construction strategy, take into account the actual situation of China's development and the requirements of the times, insist on strengthening the foundations, exchanging and learning from each other and objectively examining the system, and constantly improve it to ensure that it can play its best role.

References

[1] Yu CS. Urgent Need to Build the discourse power of China's New Political Party System [J]. Practice and Theory of Special Zones, 2018(5):3.

[2] Zhou SJ. Theoretical Thinking on Improving the discourse power of Political Party System with Chinese Characteristics [J]. Journal of the Central Institute of Socialism, 2016(6):4.

[3] Gu RC. Take the initiative to grasp the discourse power of New Political Party System Theory [J]. Journal of Guangxi Institute of Socialism, 2018, 29(6):4.

Yizhou Wu (1979-), male, Han nationality, born in Zyang, Anhui Province, master, associate professor, main research interests: Party history and Party construction, ideological and political education.Phase Achievements of Key Research Projects of Anhui University of Finance and Economics.

Exploration and Practice of English Course Teaching of Business Administration Major in Vocational Colleges

Ziling Wu, Xing Huang, Weifeng Deng

Hainan Vocational University of Science and Technology, Haikou 571126, China.

Abstract: With the rapid development of China's economy and society, the reform of talent training mode for business administration has become the most concerned and valued issue in the current teaching work in colleges and universities. From the current situation of undergraduate education curriculum system construction in vocational colleges, the traditional teaching methods of higher English still occupy the majority. The all English bilingual course for the undergraduate major of business administration takes the basic knowledge of language and the theory of natural science as the core content. Therefore, this paper will focus on how to build a perfect talent training mode for business administration majors that meets the actual needs and employment direction of students, and put forward specific teaching strategies in order to provide more application-oriented and professional development platforms for business administration students.

Keywords: Vocational Undergraduate; Business Administration; All English Courses; Exploration and Practice

1. Introduction

With the development of China's economy, the training mode of talents majoring in business administration can no longer meet the social needs. In particular, it has become an inevitable trend to set up vocational technology and management courses and carry out all English bilingual teaching in applied undergraduate colleges. The business administration major in vocational colleges should set up characteristic, series and targeted courses in combination with the national and local development needs. In order to cultivate students' comprehensive ability, we should focus on improving them after mastering basic theoretical knowledge.

2. Characteristics of all English courses

2.1 All English courses cover a wide range

The all English course is comprehensive and covers a wide range. It is a language science with strong comprehensiveness. All English teaching is not limited to the classroom. From the perspective of students' own development: cultivating their comprehensive ability and professional quality is the educational goal; It can improve the quality of applied talents and create value and interests for the society; Broadening employment and interdisciplinary learning space can become one of the directions of English curriculum reform for business administration majors in higher vocational colleges. Moreover, with the development and progress of economy, society, science and technology, and the increasingly fierce international competition, it has become one of the development themes of the times to require vocational colleges to train applied talents in business administration. Therefore, it is particularly important to strengthen the teaching of students' all English ability; Under the new situation, in-depth research on it has practical significance and long-term role.

2.2 It is very important to pave the way for the early knowledge of the whole English class

In the teaching process, students need to combine their own situation to carry out full English teaching. Business administration is

a comprehensive discipline combining theory and practice. Through the analysis of the content and characteristics of this course, it can be seen that its knowledge structure is relatively rich. It is an essential course for students after entering the university. The teaching contents of the whole English class include: professional basic knowledge, basic ability and application skills, comprehensive English writing, etc. Teachers should select appropriate course modules for teaching according to the characteristics of teaching objects and the requirements of teaching materials; We should combined with the actual situation of the classroom, it is very important to select the contents of corresponding chapters to carry out practical activities, integrate theory with practice, instill new ideas and methods into students step by step, and guide students to learn and master knowledge points by themselves.

2.3 There are many teaching contents of all English courses

All English courses mainly include: professional basic courses, English speaking and writing ability training and comprehensive practice courses. It covers all aspects of business administration major in vocational colleges, such as basic theory, basic courses and practical teaching. Most of the students trained in the traditional undergraduate English education classroom learn knowledge passively. With the development of the times and social needs, the requirements for talent quality continue to improve. Based on this background, applied talents have become one of the goals pursued by major higher vocational schools. Moreover, the selection of all English course content and teaching methods is also more flexible, which provides students with a broader, diverse, comprehensive and systematic knowledge structure. In the business administration major of undergraduate colleges, the cultivation of applied talents is put forward under the talent cultivation goal of business administration major, which is of constructive significance, and it is also an important way to cultivate higher talents.

3. An analysis of the current situation of offering all English courses for business administration majors

3.1 Improper way of offering all English courses

Before setting up all English courses for business administration majors in vocational colleges, it is necessary to reform the courses to meet the needs of social development. At present, the training mode of applied talents in higher vocational education has gradually formed the new characteristics of "double main" teaching mode and "three auxiliary integration"; We should make corresponding plans from the aspects of students' own situation, comprehensive quality evaluation and employment direction to help them improve their English ability and level in an all-round way; However, due to the lack of theoretical guidance of system science and lack of practical experience, the course focuses on the explanation of basic knowledge and ignores the mastery of practical skills. Moreover, the core of all English course teaching is to cultivate students' "self-learning ability". However, in the process of setting up, some schools still have many misunderstandings and deficiencies about the unreasonable or unspecified teaching contents and class hours of teachers in the classroom.

3.2 The teaching methods of all English courses are backward

When teaching all English courses in business administration major in higher vocational colleges, the traditional teaching methods are used, the teaching means are single, and the students' understanding of professional knowledge is not deep enough. At present, the course teaching of business administration in higher vocational colleges in China mainly focuses on the basic theory, basic skills and application ability of general English. In all English classes, knowledge is mainly imparted and explained in the form of classroom teaching; The courses with strong comprehensive quality such as vocational skills, practical ability and innovative spirit are relatively less involved. However, the full English bilingual course for the undergraduate major of business administration is lack of systematicness and comprehensiveness; Students' learning initiative is not high and the effect is not good, which seriously restricts their way to the international market and economic development.

3.3 The quality and effect of all English teaching are not satisfactory

With the development of economy and society, the talent training mode of business administration major in vocational colleges is constantly updated, and the teaching content keeps pace with the times. However, due to the lack of practical work experience and practical ability of students, the quality of all English teaching is not high, the application of theoretical knowledge is not solid, and the

difficulty of homework after class is prominent; At the same time, some colleges and universities neglect to conduct in-depth research on the construction of basic bilingual teachers and professional characteristics in the process of setting up the science course of business administration.

4. Countermeasures and suggestions for all English teaching

4.1 Improving the importance of business English courses

In the traditional higher education, the professional class hours are insufficient, and the students' understanding of theoretical knowledge is not thorough enough. The teaching concept of all English course aims at cultivating applied business administration talents. Through a series of measures such as reforming and improving the current English teaching system for business administration major in undergraduate colleges, setting up bilingual teaching materials and establishing diversified evaluation methods, this problem has been solved and some achievements have been made; However, from the actual situation, there are still some aspects that need to be further improved: For example, the construction of teachers, the weakness of first-class teaching subjects in vocational colleges, the simplification of teaching methods and the lack of innovation; Students' interest in learning is not strong enough. Based on this situation, by improving the importance of business English course, highlighting the key points and flexible teaching methods, it can effectively stimulate students' interest in learning. In the process of developing all English courses, business administration majors in higher vocational colleges should adhere to the goal of cultivating applied talents.

4.2 Adopting advanced teaching methods

By reforming and developing the traditional talent education mode and method and paying attention to cultivating application ability, we can comprehensively improve the comprehensive quality and skills of business administration graduates in vocational colleges. In the whole English teaching process, teachers should set corresponding teaching objectives according to the characteristics of the subject, and adjust the classroom teaching time and progress in combination with students' learning needs. In the course setting, the improvement countermeasures are put forward from the two dimensions of classroom learning practice and peacetime performance test; In the design of training objectives, we should pay attention to the ability-based development direction, determine the employment rate improvement plan, and reform the curriculum system at three levels: the concept of talent quality.

4.3 Establishing and improving the evaluation mechanism

In teaching, we should pay attention to cultivating students' innovative consciousness, guide students to study independently, and strengthen the systematic and complete application of theoretical knowledge and skills. We should evaluate and feedback information in a variety of ways in the classroom. Emphasis is placed on the assessment results in the two stages of process objectives and final results. We should take the practical activity course as the main line to detect and summarize the teaching quality of classroom practical training, and pay attention to the cultivation of innovative ability, students' awareness of autonomous learning and the cultivation of cooperative inquiry spirit, so as to establish and improve the evaluation mechanism. We must carry out comprehensive, systematic and scientific education for students. It is a systematic project to set up the course content, objectives and assessment methods to realize the construction of employment rate evaluation system.

5. Conclusion

In the current talent training of business administration major in higher vocational colleges in China, there are great deficiencies in the teaching contents and methods of all English course, especially the practical ability needs to be further improved. In order to meet the needs of the development of the times, the application needs of business administration professionals in vocational colleges, reform and innovate the management and construction mode of colleges and universities, and it is urgent for higher vocational colleges to actively explore and deepen the reform of the evaluation mechanism of basic courses of business administration theory, so as to cultivate high-end compound senior skilled professionals with comprehensive nutrition, and provide a strong guarantee for the sustained, healthy, stable, sustainable and rapid development of the country's economy and society.

References

[1] Cui S, Wang X. Exploration and practice of all English course teaching of business administration major——Taking Shanghai

Electric Power University as an example. China Electric Power Education 2021; (3): 2.

[2] Zhang J. Research on practical teaching reform of business administration major in undergraduate colleges and universities. Research on Curriculum Education: Research on Learning and Teaching Methods 2017; (19): 1.

[3] Ke X. Teaching practice and exploration of business administration major. Times Education 2015; (18): 2.

[4] Yang J, Yang F, Dai E. Practical teaching quality management of business administration specialty in applied universities based on excellent performance mode [J] Journal of Changsha University 2017;031(003):147-150.

A Brief Analysis of the Value Implication of School Ecological Aesthetic Education Thought in the New Era

Mingmei Xiong

Zhongyuan University of Technology, Zhengzhou 450000, China.

Abstract: Ecological beauty not only means the beauty of nature, but also refers to the balance between living things on earth. Ecological aesthetic education takes the holistic ecological view as the philosophical basis, advocating appreciating nature and caring about life with an aesthetic attitude, realizing the coexistence of man and nature, and promoting the harmonious development of man and society. In view of this, the current school ecological aesthetic education should deepen the integration of large and small ecological aesthetic education discipline system construction, improve the comprehensive quality of ecological aesthetic education teachers, combine social aesthetic education to enrich ecological aesthetic education extracurricular practice, and train new people for the construction of Chinese modern ecological civilization.

Keywords: Ecological Aesthetic Education; Natural Beauty; Man and Nature; Ecological Civilization Construction

Introduction

With the rapid development of modern industrial society, instrumental rationality fills every corner of social life, and the usefulness of things determines their full value. "Anthropocentrism" has broken the link between human and ecological chain. Human beings seem to be at the top of the biological chain, but in fact, they exist alone in the "center of the world". The destruction of ecological system leads to human being in a state of "homelessness". As an aesthetic subject with "free and conscious activity consciousness", man's aesthetic vision has gradually narrowed to human society, and the aesthetic object has become single and one-sided. Therefore, how to treat nature with an aesthetic attitude and construct the ecological aesthetic education concept of harmonious coexistence between man and nature is an important topic to realize the construction of Chinese-style modern ecological civilization.

1. The construction of ecological aesthetic education thought

The Sixth Plenary Session of the 19th CPC Central Committee emphasized, "In the construction of ecological civilization, the CPC Central Committee has made unprecedented efforts to promote ecological civilization construction, and a major step has been taken in the construction of beautiful China. China's ecological environment protection has undergone a historic, watershed and overall change." [1]Under the background of the new era, ecological aesthetic education is an important starting point of ecological civilization construction, and one of the important paths to realize the Chinese-style modernization of prosperity, civilization, harmony and beauty.

1.1 Two connotations of natural beauty

Nature, in its literal sense, is the existence in itself, while natural beauty is the beauty of the existence in itself. The difference between Chinese and Western cultural traditions makes the word "nature" have different value purport, but the same is that both Chinese and Western cultures divide the concept of "nature" into two basic connotations: external nature and human inner nature. External nature also includes the material world in a broad sense and the real world after human transformation. The inner nature belonging to man is divided into the physical nature and the inner nature. The "natural beauty" constructed under the different meanings and concepts of "nature" also has multiple connotations. First, based on the practical activities of human beings, the external

natural beauty can be understood as the natural beauty of the material world transformed by non-human beings, such as jungle and desert, mountains and rivers, and flying sand and rocks; As well as the humanized natural beauty after human transformation in the real world, such as garden flower art, architectural carving, rice field dam and so on. Second, with biological nature and spirituality as the boundary, the inherent natural beauty of human includes the beauty of human body, such as the beauty of body shape and the beauty of body structure; It also embodies the spiritual beauty of man, such as the natural state of being in itself, the transcendent state of freedom and the supreme good state of consciousness.

The relationship between these two kinds of natural beauty is complementary but distinct. The difference lies in the fact that external natural beauty is based on the objective material world outside human beings and has specific aesthetic objects, aesthetic ways and aesthetic judgments; Inner natural beauty is a subjective aesthetic dimension that pays more attention to human self and ultimate concern, internalizes the aesthetic vision into the natural beauty of spiritual growth, takes understanding and nourishing spiritual emotions as the basic form of aesthetic experience, and pursues the essential state of freedom, freedom and consciousness of human beings. It is an aesthetic activity form integrating subject and object, and it is also the internal requirement of treating nature with an aesthetic attitude.

1.2 The philosophical foundation of ecological aesthetic education

The philosophical basis of ecological aesthetic education is the holistic ecological view, that is, the holistic ontological ecological model of viewing man and the world from a philosophical point of view. The traditional industrial revolution produced by the "subject and object duality" of the opposite mode will inevitably lead to the opposition between human and nature, and "anthropocentrism" rationalization of human's excessive use of nature. Ontological philosophy, on the other hand, advocates the whole concept of harmonious coexistence between man and nature, that is, the value unity of man and nature. "Nature, insofar as it is not a human body, is the inorganic body of man. The connection of man's physical and spiritual life with nature means no more than that nature is connected with himself, for man is a part of nature." [2]The holistic ecological view dispels the dualism of subject and object between man and nature brought by anthropocentrism, and restores the integrity of ecological aesthetics. Human beings should treat nature like human beings themselves, protect, respect and appreciate nature with an aesthetic attitude. To treat life with aesthetic vision, to pursue the realization of the inherent beauty of nature as the ultimate goal, to experience the wonderful process of life as the highest ideal.

Natural beauty is a natural scene and natural scenery with aesthetic value, and also contains profound cosmic truth and life philosophy, such as Zhuang Zi said: "Heaven and earth have great beauty but do not speak, four times have clear laws but do not discuss, all things have reason but do not speak." Sages, from the beauty of heaven and earth, reach the principle of all things." Natural inaction is the highest level of beauty. As Pythagoras said, "The beauty of the universe is the measure of all human beauty." [3]Man's observation of the universe is the observation of the beauty of the universe as a noumenon. In this sense, the beauty of nature is also the beauty of the realm of heaven.

2. The value meaning of ecological aesthetic education

Engels pointed out that "man himself is a product of nature and develops in and with the environment in which he finds himself." [4]Nature is not only the basis for human survival, but also the condition for the common existence of all things in the world. Harmonious coexistence and coexistence between man and nature is the premise of aesthetic and aesthetic education.

2.1 Ecological aesthetic education takes the harmonious coexistence of man and nature as the value purport

The report of the 20th National Congress of the Communist Party of China clearly points out: "Nature is the basic condition for human survival and development. Respecting, adapting to and protecting nature are inherent requirements for comprehensively building a modern socialist country." Whether we regard man as the existence of nature or nature as the objectification of man, nature is of great significance to man. As the self-sufficiency and sustainability of the ecological chain determines the continued development of human beings in it, therefore, any harm and tramples of human beings to the ecological environment will be the destruction of human beings themselves. The degree and time of such destruction are gathered in the historical process of human society development. The emancipation of nature and the emancipation of human beings are essentially the same. According to Marcuse,

"This material pollution of the existing system must be fought at all times and everywhere, just as it must be fought against the spiritual pollution of the existing system." [5]As Marx put it, "Society is the complete essential unity of man and nature, the true resurrection of nature, the realized naturalism of man and the realized humanism of nature." [6]The ultimate goal of ecological aesthetic education is to cultivate people's ecological aesthetics, guard the external beauty of nature, pay attention to the internal beauty of nature, and pursue the realization of self-richness with aesthetic vision, and "poetically inhabit" the world with free and conscious aesthetic activities.

2.2 Ecological aesthetic education promotes the healthy development of harmonious society

Aesthetic education, namely aesthetic education or emotional education, aims to cultivate people's ability to perceive beautiful things and realize their own perceptual richness, so as to achieve the perfect combination of truth and goodness, create beautiful things or nourish beautiful minds. Ecological aesthetic education is one of the specific ways of aesthetic education, which aims to cultivate people's inner natural beauty with ecological aesthetic values. It is not only necessary to create the material world with the law of beauty, but also to transform one's spiritual world with an aesthetic attitude.

Marx believed that man is a social being, and the essence of man is the sum of all social relations. [7] The development of man is closely connected with the development of society, so nature, man and society are a trinity of total existence. The healthy relationship between man and man and between man and society must be based on the harmonious symbiosis between man and nature. Before the Industrial Revolution, man's attitude toward nature was mainly reverence and worship. With the rapid development of productive forces, science and technology disenchantment nature, conquest and utilization of nature have become the theme of human social development. The antagonism between man and nature not only harms nature, but also limits his own development. Therefore, rebuilding the relationship between man and nature is the key to human's own development, which extends to the harmony between man and man and between man and society, eliminates the alienated relationship and indifferent social environment brought by instrumental rationality, and creates a big environment full of positive energy for social development. Ecological aesthetic education aestheticizes people's attitude toward nature, endores nature with a sacred ontological status, and re-regards the harmonious symbiosis between man and nature as the premise of all development, so as to form a beautiful picture of social harmony and benign development.

3. The practice path of ecological aesthetic education

Ecological aesthetic education consists of ecology, pedagogy, aesthetics and other interdisciplinary, so it has the characteristics of interdisciplinary, inclusive and pluralistic. The seemingly ordinary things all contain the ecological aesthetic sense. The autumn leaves, the bright full moon, the magnificent sea, the wind-eroded rocks, the sand outside the jams, these different objects can become the foothold of ecological aesthetic education. Ecological aesthetic education, like the natural ecosystem, has the characteristics of integrity and integration. Through dialogue and coordination, ecological aesthetic education connects various disciplines together, broadens the educational horizon, and is conducive to the cultivation of multi-level and composite talents.

3.1 Deepening the construction of integrated ecological aesthetic education discipline system

Ecological aesthetic education is a form of education that combines theoretical teaching with ecological aesthetic practice. It is necessary to establish a targeted discipline system of large, medium and small schools for students with different educational contents and emphases at each age. When children aged 6-12 begin to receive primary school education, it is an important period for their all-round development of morality, intelligence, body, beauty and labor. Their thinking mode gradually transitions from concrete image to abstract logic, and their cognitive mode changes from game mode to learning mode. However, interest is still the main driving force for children to consciously learn. Therefore, cultivating school-age children's good ecological interest is an important way in line with their character development characteristics. The methods mainly include graphic and video explanation of the earth's ecological operation rules, simulation of ecological chain cyclic games, etc., in order to understand the importance of ecological environment to

earth creatures, especially human beings, and cultivate children's ecological aesthetic perception ability and early ecological protection consciousness. 13-18 years old students enter the teenage years, strong sense of autonomy, like challenges, high requirements for self-control but limited ability. The critical period of moral and aesthetic education is the further maturity of mental development and cognitive level. Therefore, the classroom teaching of ecological aesthetic education should focus on theory teaching and ecological aesthetic appreciation, investigate their grasp of the scientific principles of the earth's ecological operation and ecological ethics, increase the course of ecological aesthetic appreciation and strengthen the cultivation of ecological aesthetic values. After entering the university stage, students tend to mature in all aspects and possess basic values and ecological aesthetic ability. Ecological aesthetic education courses can be carried out across disciplines and in multiple fields, such as adding public courses such as ecological philosophy, aesthetics and ecological art, setting up ecological aesthetic laboratories and publicity societies, and so on.

3.2 Improve the comprehensive quality of ecological aesthetic education teachers

Good education cannot be separated from good teachers, and the quality of aesthetic education in schools is determined by the quality of aesthetic education teachers. The Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, released in 2020, pointed out that "the ideological and political quality, teaching quality, educational ability and professional ethics of aesthetic education teachers should be comprehensively improved." Nowadays, aesthetic education has been promoted to the national strategic level, and it is still a long way to go to improve the comprehensive quality of the overall aesthetic education teachers. To cultivate excellent aesthetic education teachers, they should receive good aesthetic education from childhood. Therefore, first of all, excellent literary and art workers can be encouraged to take up the part-time work of aesthetic education teachers; Secondly, the professional discipline of aesthetic education in normal universities can be set up; Finally, the aesthetic education teachers will be included in the teaching achievement awards and other awards to open up the channel of high-quality aesthetic education teachers.

Ecological aesthetic education belongs to the discipline of aesthetic education university. Aesthetic education includes ecological aesthetic education. The discipline specialty of aesthetic education teachers can be subdivided into art aesthetic teacher and ecological aesthetic teacher. Art aesthetic education focuses on cultivating students' ability of appreciation and creation of art works, which requires teachers' art professional skills to be higher; Ecological aesthetics focuses on cultivating students' ecological aesthetic ability and ecological protection consciousness. Teachers need to master the basic knowledge of ecological philosophy and ecological ethics, and have high requirements for teachers' comprehensive quality. Good psychological quality and ecological comprehension ability are also very important.

3.3 Enrich extracurricular practice of ecological aesthetic education

The study of ecological aesthetic theory can strengthen students' ability of abstract logical thinking, but only in combination with practice can it be transformed into ecological aesthetic accomplishment. The disciplinary characteristics of aesthetic education decide that its teaching methods should be based on extra-curricular aesthetic activities. As mentioned above, ecological beauty mainly includes external and internal natural beauty, and extra-curricular practice can be started from two aspects. On the one hand, aesthetic activities of external natural beauty mainly focus on appreciating natural scenery. To experience the natural state of nature. On the other hand, the beauty of the inner nature belongs to the recessive category, which goes beyond the appearance of the beauty of the outer nature, and requires the aesthetic subject to have a certain ability of introspection and comprehension. Schools can combine the means of social aesthetic education and organize visits to natural history museums and history museums to understand the development history of the universe and the earth, observe their own small universe, realize the insignificance of human beings to the universe, calmly and calmly cope with the challenges and adversities of life, and stimulate the positive energy of the inner universe. The second is to expose them to the development process of world civilization and Chinese civilization, understand the uniqueness and greatness of the force of nature, and change the opposite attitude between man and nature into a full reconciliation between man and nature.

4. The conclusion of language

The relationship between man and nature inevitably includes the relationship between man and society, and the ecological value

orientation of individuals has a great impact on the relationship between man and society. Therefore, treating nature with an aesthetic attitude and protecting nature is the historical unity of man and man, man and society, naturalism and humanism. In the process of Chinese modernization, the construction of ecological civilization is an important key to open the door of "beautiful China". School ecological aesthetic education, as the main place for aesthetic education, combines social aesthetic education, life aesthetic education and other practical means to train people to treat nature with an aesthetic attitude, protect the earth's ecology, and observe the inner beauty of nature, repair the harmonious relationship between man and nature, and find another solution to the problem of ultimate concern for man.

References

[1]Selected Works of Marx and Engels, Vol. 3 [M]. People's Publishing House, 2012.

[2]Selected Works of Marx and Engels, Vol. 1 [M]. People's Publishing House, 2012.

[3][US] Herbert Marcuse: The Aesthetic Dimension [M]. Translated by Li Xiaobing, Guangxi Normal University Press, 2001.

[4][De] Marx. Economic and Philosophical Manuscripts of 1844 [M]. Compiled by the Compilation and Translation Bureau of Marx, Engels, Lenin and Stalin, Beijing: People's Publishing House, 2018.

[5]Xuan YQ, Xu DD. Research on the educational Value of Ecological aesthetic Education in the New Era [J]. Journal of Henan Institute of Education (Philosophy and Social Sciences Edition), 2021, 40(05): 80-82.

[6]Wang R. Thinking on the construction of Ecological Aesthetics in the New Era [J]. Art Appreciation, 2021(09): 96-97.

[7]Zhu BH. Carry Forward the cultural Spirit and Create an era of Aesthetic Education [J]. Aesthetic Education, 2020(01): 19-21.

Discussion on Interactive Strategies in Children's Scientific Inquiry Activities

Haihong Yang

Nanhai Art Kindergarten, Gaoyou 225600, China.

Abstract: Scientific inquiry activities are the process of children finding, analyzing and solving problems. Children's real inquiry begins with the search for answers to questions, which is actually the process of seeking answers to the questions they are interested in with direct perception, personal experience and practical operation. At the same time, in the process of children's SI, teachers should effectively use the interactive strategies of grasping the generation of questions, using questions to promote inquiry and using questions to revitalize inquiry, so as to support and promote children's in-depth learning and inquiry.

Keywords: Scientific Inquiry; Question; The Interactive Strategy

Introduction

The Guide tells us that scientific inquiry is a process in which children discover, analyze and solve problems. Children's real inquiry begins with the search for the answer to the question, which is actually the process of seeking the answer to the question of interest by direct perception, personal experience and practical operation. Therefore, it is of great significance to find "appropriate inquiry questions", that is, questions that children are really interested in and can find answers through inquiry. Then, how to make the "question March" play effectively in scientific inquiry activities?

1. The prelude to the question March -- the use of questioning to capture generation

Children are curious and inquisitive, this is the nature of children, they have a strong desire for knowledge, but if the lack of adult attention and guidance of the spark of knowledge, often flash out. Therefore, teachers should timely grasp the problems generated by children, judge whether children's problems are valuable, grasp the valuable problems raised by children, in order to trigger children's thinking, so as to promote the in-depth development of activities.

1.1 Learn to Listen

When children ask questions to discuss with each other, the teacher should calm down and listen carefully to their conversation, take some notes, and capture the valuable questions. As in the case of "Earthworm" :

It was one day in April. It had just rained, and the breath of spring was already very strong. The children who were doing outdoor activities suddenly found that there were a lot of things like piles of shit on the grass.

The teacher asked with mock curiosity, "What is this?"

"It's worm poop."

"It's a worm's hole."

"No, I know it came loose."

"Why didn't they have them before?"

"Where is the home of an earthworm, and how does it breathe in the mud? ...

So the children became very interested in earthworms, and began to talk about them and ask questions of their own. At this time, in the face of the children you a sentence, I a sentence, no matter right or wrong answer, teachers should be patient to listen, encourage children's curiosity to ask, mobilize their enthusiasm to explore the habits of animals.

1.2 Learn to observe

Not all children are good at language expression, and not all problems can be heard from the language, sometimes from children's movements, expressions, etc., can also be found valuable problems. Therefore, when teachers grasp children's problems, sometimes they can listen attentively, sometimes they can also take the initiative to ask. What part of a strawberry can germinate?

One afternoon in the living room, the children made fruit salad with bananas, strawberries and kiwi fruit. As they cut, the children compare the shape, color, softness and firmness of each fruit and what the fruit looks like inside. Suddenly a child asked: "teacher, banana, strawberry, kiwi these fruits have no nuclear, that their seeds where? How do they grow?"

Hearing this, the teacher asked the children, "Yes, where are their seeds?"

Some say, "Strawberries are seeds."

Some say, "A leaf is a seed."

And said: "Above the black grain is the seed."

Seeing that the children were arguing, the teacher suggested that the children bring a few strawberries back to class and plant them in the soil from different parts of a natural corner to see what would sprout. The proposal received an enthusiastic response from the children. People drew and voted on their guesses before the experiment, and then watched the strawberry seeds they cared for each day to see how they changed. At the same time, the teacher also observed with the children, and continued to ask the children in the observation of different ways of planting strawberry changes, found the problem timely answer, so that the children have a strong interest in planting, enhance the children's observation and practical ability.

1.3 Value Judgment

Only by finding valuable questions can we find opportunities to promote the development of activities. Whether the "question" of inquiry plays a role in promoting the development of children, whether it is the needs and interests of most children, whether it is in line with the existing experience level of children, whether there is the value of inquiry and space conditions, these are the basis of teachers' value judgment. In the case of earthworms, the teacher found that the spring rainy season was when the earthworm appeared. Earthworms were around the children, unfamiliar as they were, but they were interested. Taipan theme Animal World - "Special skills" also happens to have about "earthworms" content. Therefore, the educational goal of this activity is to arouse children's attention, explore the animals around them, and understand the relationship between the living habits and abilities of earthworms and human beings. To grasp the problems generated by children, the exploration of animals is carried out along the trend.

2. Main theme of Question March -- Use questioning to promote inquiry

When children have unconscious exploration behavior, teachers should encourage children to find problems in activities, put forward questions, and then explore and solve problems. In teaching, if we do a kind heart, we will find many problems generated by children, often reflect the interests of children. Teachers can capture valuable information, seize the opportunity, education. How to make children give full play to their initiative, enthusiasm and willingness to explore and discover in scientific activities? In the process of guidance, it is difficult to know when teachers need to ask reasons and when they need to find out. Therefore, in order to ask questions to the point, teachers use questioning to promote inquiry, and use "why" to promote the performance of "question march".

2.1 Don't ask questions randomly

Teachers are eager to know more about children's thinking process, grasp more feedback information, and push children to further interact with the material, so there will be frequent problems. Teachers fully think that their problems will trigger children's thinking, will inspire the collision of different ideas, will inspire children to produce new exploration methods. However, questions beyond children's cognitive level or inappropriate will often become the biggest weapon of destruction for children to interact with materials. Therefore, teachers should think carefully before raising questions, never ask questions at will. At the same time, they should follow children's existing cognitive level and experience, and choose activities suitable for children's age characteristics and exploration

interests to match. Only in this way can good results be achieved, otherwise it will backfire.

For example, when the children are dividing up different animals in the "zoo", the eager teacher wants the children to be able to explore more about the different habits and characteristics of animals, so he starts to interact with the children: "Why do they all have black and white patterns?" But when this question is asked, the children are suddenly confused and unable to answer the scientific reason. The middle class children in the tangram individual activity, with different pieces of the puzzle to create different robots, the teacher asked: "why use a triangle to form the head, with a square to form the feet?" The child could not answer his real reason for the choice of the two shapes, but felt like it. Therefore, teachers want to test the "why" ask is not reasonable, may wish to stand in the children's point of view to ask yourself and answer, experience the reasons for the children's confusion, and then gradually guide, find out the solution to the problem, so that the problem can be solved smoothly.

2.2 Clear Positioning

The common question statement "why", in fact, in the process can not be presented alone. It either foreshadows the question before or supplements it after the question. The "why" must be pointed clearly, so as to play a role in pointing the direction of children's thinking. When teachers want to use the "why" to further promote the inquiry process, they must be clear about the orientation, when to point to the discovery process and when to point to the explanation of reasons, otherwise the children will be ambiguous in the interaction, and it is difficult to answer the point.

In the "Drink Change Change" material interaction, the teacher began by showing a purple cabbage and asking, "Does purple cabbage have water in it? Why is there water?" The point of this question is the explanation of reasons. Children have difficulty focusing when answering, because they can hardly understand the relationship between "water" and "purple cabbage", so this question is difficult to trigger children's further operation and verification. The teacher might as well ask another question on this basis: "Why is there water in the purple cabbage, and is there any way to know?" Now the kids will have something to do. They'll find all kinds of tools, try out all kinds of ways to make purple cabbage come out of the water, and the interaction will be rich and vivid.

It is not difficult to find from this example that if teachers simply ask questions with the help of "why", it is difficult to achieve the purpose of teacher guidance, because "why" more points to the explanation of a cause, and children's age characteristics determine that they are good at intuitive description and operation of phenomena, in the mining of cumulative comparison and operation perception of phenomena, the cause can slowly surface. Therefore, when the teacher's "why" makes the children do not know how to manipulate the material, we might as well try to supplement the question, so that the question is more focused, so that the "why" of the question, the positioning is clearer, and the operation purpose of the children is more clear.

2.3 Setting Up Steps

Children's nature is inquisitive and curious. How to skillfully use their nature to fully mobilize their interest and enthusiasm for scientific inquiry? Unimaginative problems are higher than children's life experience, and their vitality will not be short, but the state of isolation will wear out children's enthusiasm for exploration, and children will retreat with the accumulation of problems. Therefore, before and after each question should be set up for the child, so that the child can climb step by step along the teacher set up the ladder. Such steps may be words of encouragement and recognition, may be behavioral help, may be material support. In short, teachers are busy after questions are thrown out. Gradients make teachers busy observing children's thinking direction, observing children's exploration process, and giving children a helping hand in time. The erection of these steps is an essential booster and power in the process of children's scientific inquiry.

3. Variations on the Question March -- Use questioning to bring life to you.

Questioning may be the essence of scientific activity. Its rational use and proper treatment can not only better trigger children's speculation, stimulate children's operation, promote the interest in inquiry, but also enable children to find more methods in the continuous in-depth solution of problems, accumulate more experience, experience more fun, which is the real meaning and connotation of scientific activities to bring children. Therefore, clever questioning can make scientific activities full of vitality.

3.1 Stimulate the desire to know

In the implementation of scientific inquiry, it is mentioned in the Guide that children should be encouraged to make guesses and

hypotheses and explain the reasons, so the window of guesses and hypotheses is the teacher's questions. In the conjecture, children will be unconstrained to put forward their own views, in the face of teachers' problems, they will combine their own practical operation to verify the view, into the process of exploration, their "want to know" step by step decryption. In this process, analysis, anticipation, design and solution are the important links of inquiry, and the questions put forward by teachers to stimulate children to "want to know" can become a golden key to stimulate children's real brain, deep thinking and problem solving.

In the "Balloon Up" personalized materials interactive activity, the teacher showed a balloon and asked, "If the body does not touch the balloon, how to make the balloon move? Why does the balloon move?" As the teacher's question situation is thrown out, the focus of the children's observation is brought to the "get the balloon moving" challenge. They used all their tricks to try to get the balloon moving, blowing with their mouths, fanning with their hands, fanning with the sides of their clothes, and running back and forth with their bodies. In the process of exploring, and in the successful experience of feeling the balloon move, a single question led them to observe and compare the methods they and their partners used, and finally to find the common characteristic of all the methods -- the wind. Therefore, the teacher throws out a suitable question, can help the child reach the want to know more targeted, find the best way to solve the problem.

3.2 Extension Unknown

The guidelines also state: "Encourage young children to engage in a variety of scientific activities in their lives". The one-day activities of kindergarten are only for children to discover the world and explore a corner of the world, so whether the exploration that can make the kindergarten, family and society form a joint force can also be realized with the help of questions? Through the expansion and extension of a scientific phenomenon, can we dig out more children's unknown areas?

In every organic infiltration as far as possible, teachers deliberately leave more space for children to think and operate: why the same hole, the same balloon, the same fan, but the balloon flying height is not the same? Why does the same amount of purple cabbage, added to different drinks, some of the color out of blue, some red? ... With these questions, our exploration activities have been extended and expanded. Our scientific activities can not only be in the classroom, in the outdoors, but also extend to every family, so as to arouse children's interest and enthusiasm in exploring more lasting and more extensive. Therefore, teachers should try their best to extend children's unknown areas by means of diversified means and arouse children's curiosity and interest in exploring the unknown.

Children's age characteristics determine that their exploration in the initial stage is mostly casual exploration behavior. In the process of exploration, if teachers can provide a "challenging" exploration platform on the basis of "questioning", interact and communicate with children consciously, and guide the growth of hair, then the spark of children's exploration may be more lasting. Therefore, the role of education is how to gradually transform children's unintentional behavior into intentional behavior, make their exploration interest deeper and more lasting, and lay a solid foundation for the formation of children's exploration ability in the process of constantly improving exploration consciousness and cultivating exploration spirit. At the same time, the application of "Questions" trilogy can effectively promote scientific inquiry activities, arouse children's interest in learning, stimulate meaningful interaction between children and children, between children and materials and environment, and help children to develop further inquiry questions, so as to effectively support and promote children's in-depth learning and inquiry. Let children grow up healthily and happily in a thick learning atmosphere and persistent exploration context!

References

[1] Li JM. Feng XX (Ed.). Interpretation of 3-6 Years Old Children's Learning and Development Guide [M]. Beijing: People's Education Press, 2013.

[2] Huang Q, Edited by CAI Beiying. 100 Cases of Exploratory Themed Activities in Kindergartens [M]. Shanghai: Shanghai Science and Technology Education Press, 2003.

[3] Ministry of Education of the People's Republic of China. Guidelines for Kindergarten Education (Trial). Beijing: Beijing Normal University Press.2001.

[4] Lin WT. Discussion on Teachers' Questioning Strategies in Children's Scientific Inquiry Activities [J]. New Curriculum (II),2013 (7).

Make Reasonable Use of Existing Resources to Enrich the Activities of Mixed Age Clubs

Ting Ye

Nanjing Qinhuai Kindergarten, Nanjing 210000, China.

Abstract: Children have an innate curiosity and desire to explore. Curiosity, easy to ask, good exploration is the age characteristics of children, inquiry is not only the goal of children's scientific learning, but also the way of children's scientific learning. Phenomenon of nature and the real things in life and also children explore the vivid content in the mixed age club, so when mixed age club activities from the Angle of view of the child, with various kinds of way to carry out exploratory area activities, around the child's interest, with the advanced type questions as clues of mixed age club inquiry activity, inspire children's bold, independent to participate in class activities, Really become a small host of activities.

Keywords: Rational Utilization; Available Resources; Mixed Age; Club Activities

1. Introduction

The Guide to Learning and Development for Children aged 3-6 puts forward that children's scientific learning is a process of exploring specific things and solving practical problems, and trying to find similarities and differences and connections between things. Our mixed-age club activities provide certain space and operation materials for children, and provide a large number of activity opportunities for children of different ages in a certain club, such as thinking, hands-on operation, so that children can play their enthusiasm, initiative and creativity in club activities, so that they can learn some activity experience in the region. Feel the joy of exploring with peers or older siblings. Compared with collective activities, mixed-age club activities are looser and freer in the form of activities, providing more ample opportunities for children to make independent choices and explore freely, and respecting children's curiosity and thirst for knowledge.

Children often spontaneously raise questions about exploration content in activities in scientific areas, and these questions often become opportunities in their scientific activities. In the process of free exploration, they experience from "concern, conjecture, hypothesis, verification, record, conclusion, sharing and communication". In such a loose form of activity, children can really experience the process of inquiry, exploration and discovery. In the process of discovery, they can timely communicate with their peers and express their own views and guesses, which is more conducive to the understanding of scientific inquiry. With the deepening of the inquiry, the questions also change from various questions to targeted and improved questions, which is "advanced questioning". Children can put forward advanced questions, which shows that they have a deeper understanding of the content of the inquiry and a stronger desire to explore. At the same time, this is carried out through the regional activities of "advanced question-oriented". It can stimulate children's willingness to participate in scientific activities and generate their desire for activities, so as to improve the implementation of curriculum based on children. Instead of the teacher-oriented regional activity presupposition and development, flexible and diverse ways should be selected to enrich children's vision, increase their interest and challenge.

2. Forms of mixed-age club activities in kindergartens

"The Outline" points out: "interested in things and phenomena around, have curiosity and thirst for knowledge, teachers should support and encourage children to boldly put forward questions, express different opinions. Questioning is a thinking activity for

children to be curious about things and explore the conclusion of questions, which is also the main sign of children's thinking development level improvement. So teachers should treat children's questions correctly, so as to remove doubts, master shallow knowledge and skills, in order to develop intelligence, the formation of ability.

2.1 Understand children's interests and needs, and carry out activities that children are interested in

Children are born with curiosity and a desire to explore. Inquisitive, inquisitive and inquisitive are the age characteristics of children, and inquiry is the goal of children's scientific learning. In our mixed-age club, environmental resources are often selected from kindergartens, which are also the real things and phenomena in nature and life, which are the vivid contents of children's scientific inquiry. Therefore, when organizing mixed-age club activities, we start from the perspective of children and carry out mixed-age club activities in various forms. Centering on children's interests, we take advanced questions as the clues of exploring activities. Inspire children bold, independent participation in curriculum activities, really become the little master of activities.

2.2 Grasp the existing resources of the kindergarten and flexibly use them to enrich children's cognition

As a kindergarten club teacher can make full use of the kindergarten's existing environmental resources and other favorable conditions, to help children start from the resources around, step by step bold exploration, and then improve their own experience, rich cognition.

For example, the raising activities carried out by our senior class children in the lamb club are derived from our garden-based resources. Raising small animals in the kindergarten is one of the common activities, but the animals we raised this time are different from the small fish, small turtles and rabbits in the past, they are little goats. Goats, unlike these other animals, require large outdoor Spaces and are not a class raising activity. And because they were raised with young goats that they had never been exposed to before, the kids had a lot of questions, not just about curiosity, but also about surprise. Raising activities in the form of mixed-age clubs, compared with general collective activities, are not fixed in time and free in form, which can better encourage and play children's interest in animals, dare to ask questions, and find answers in the form they like or are good at.

The Guide proposes: support children to accumulate beneficial direct experience and perceptual understanding in contact with nature, life things and phenomena, and perceive the diversity and uniqueness of organisms in feeding activities, as well as the process of growth, development, reproduction and death. Guide children to think in the exploration, try to carry out simple reasoning and analysis, find the obvious correlation between things, children through the process of raising goats found their obvious growth changes and gender characteristics, the daily observation into beneficial experience, enriched the scientific concept of goats in the process of accumulation.

For example, in the seed club of our middle and big class, our children learned that the seed of peanuts is peanuts by trying to plant peanuts. Our children planted peanuts in the small garden on the roof of the building. Through sowing and watering, the children found that sprouts, tall flowers and yellow flowers emerged. Wait until our big class to open the children surprised to find the peanut flowers fell, but did not see the peanut fruit, the children have to feel strange: why the flower fell but no results? So we began to collect information on the Internet, this just understand: peanuts also called peanuts, flowers born. The flower burrows into the soil behind the ovary, and then the stalk of the ovary that connects the ovary to the plant thickens and disguises itself as a root, giving us the illusion that the flower is growing on the root. The children tried to pull up the peanuts to find the fruit. After the harvest of peanuts, our peanuts are placed in the club for the children to observe and taste. In the process of observing peanuts, children try to observe from the outside to the inside in an orderly and detailed way. They were also surprised to find that the number and shape of each peanut were not exactly the same. Some peanuts could guess the number of peanuts from the appearance of the shell. Of course, there were empty shells.

In the whole exploration activity, the children found that the seeds of peanuts were inside the peanut shell, and the seeds were peanuts and edible. After the harvest of peanuts, our peanuts are placed in the area for children to observe, taste and even use peanut shells for painting and other activities. They raised a new question: Do all the other fruits have seeds? Where are their seeds? What are

the seeds like? So the children began to take the initiative to collect all kinds of seeds, and then the class was filled with "all kinds of seeds" collected by the children. On the basis of collection, they found seeds, collected seeds, found different seeds in a large number of fruits, learned about the diversity of seeds, and formed their own brand new understanding of seeds.

We will make full use of some resources in the kindergarten, providing a platform for children's inquiry and learning, starting from the children's own, give full play to their interest in things in nature, bold questions and try to explore, so that children develop their own theory. Check your guesses as you explore the club. After stimulating children's interest and curiosity, what our teachers do is to provide enough support based on children's cognitive characteristics to improve children's learning ability, which is also known as the eagle frame theory. Teachers need to have a pair of keen eyes, timely insight conducive to the communication and sharing of activities, and help children to comprehensively organize the complete experience of goats with the help of children's activities. It helps children to sort out scattered experience.

2.3 Encourage children to promote regional activities in the process of exploration by focusing on children's key questions

Mixed-age clubs are carried out in flexible and diverse ways. Compared with collective activities, the activity forms are more loose and free, providing children with more ample opportunities for independent choice and free exploration, and respecting children's curiosity and thirst for knowledge. In the process of free exploration, the experience from "concern, conjecture, hypothesis, verification, record, conclusion, sharing and communication", in such a loose form of activities can let children really experience the process of exploration, experience of exploration and discovery, in the process of discovery with peers timely communication, express their own views and guesses, more conducive to the understanding of scientific inquiry.

For example, in the seed club of middle and senior classes, the internal structure of seeds is relatively esoteric scientific experience, but the children discover it in the process of observation and have the desire to continue exploring, and the teacher becomes their supporter. By verifying a large number of seeds for observation, providing book collection materials, Internet search, hands-on practice and other methods to verify their conjectures. Children gradually learned about the transmission path of seeds from seed types, and then became interested in the internal structure of lotus seeds discovered by chance. With the help of hydroponic plant method, they carefully observed the growth changes of seed fields. In "Exploring seeds", children migrate from their own planting experience to the exploration of different seeds, thus forming their own scientific experience of seeds, and expand to the growth and dissemination of seeds, so that children can feel the fun of exploration and learning, but also feel that science is around.

2.4 Selection and provision of mixed-age club activity materials

The main way of mixed-age club is to experience and gain direct experience, so appropriate materials are essential. Considering the activity form of the club, rich materials should be provided as far as possible in the activity room. The provision of materials should be flexible and timely adjusted to follow the process of children's activities. At the same time, the effective interaction between these materials and children should be generated to meet the needs of different children, while respecting the development of children. In the process of activities, with the provision of materials, we can continue to promote the development of activities, meet different stages, and give appropriate support according to the needs of children. For example, we display the collected seeds in the area, when children need to explore activities, we will take from the area. According to their own ideas to carry out the next exploration activities; There are also records in our area, which provide two forms of semi-open and fully open, for children to choose independently according to their own needs.

3. Organization and guidance of teachers in mixed-age clubs

The content selection of mixed-age club activities fully reflects the spirit of "Outline" and "Guide". With children as the main body, children can further form a positive scientific attitude in hands-on and brain-based inquiry activities, improve their scientific inquiry ability, acquire rich scientific knowledge and accumulate various scientific experience. According to children's interests and needs, to develop children's favorite content. The choice of activities also needs to be close to children's life, and the exploration content close to life is interesting to children, fresh and specific. Just like "exploring seeds", children migrate from their own planting experience to the exploration of different seeds, thus forming their own scientific experience of seeds, and expand to the growth and

dissemination of seeds, so that children can feel the fun of exploration and learning, but also feel that science is around. For the content that children are interested in, teachers can conduct further guidance and exploration for the valuable content through screening. Respect your child's curiosity and desire to explore, encourage them to make guesses, and support their verification.

In children's club activities, teachers actively participate in itself is a kind of encouragement. Teachers with curiosity and inquiry enthusiasm can also infect and drive children's enthusiasm and enthusiasm. When children have questions, they should be treated positively and discuss with them. They should listen to children's expression and share communication seriously and warmly and respond appropriately, which are all spiritual support and encouragement for children. For example, in the activities of seed Club, the role of teachers in activities is more like a partner for children to learn together. Teachers attach importance to and seriously treat their questions, respect their ideas and opinions, support and guide them to actively speculate and hypothesis, and create conditions to support children to find answers to questions. Let the child deepen the problem at the same time more able to obtain the complete experience of exploring things.

The form of club activities is relatively free. The number of people in the club is in the unit of a group or a small group with the same problem and the same research purpose, so as to carry out unified exploration activities in a purposefully and methodically. The organization of club activities is different from collective activities. Teachers do not need to estimate all the children, but provide purposeful guidance to a small number of children in the club. In fact, it is not so much guidance, but more to provide help to children of both young and large age groups in the group, and teachers provide services for their research. Be their backroom partner. For example, in the mixed-age club activities of exploring seeds, the role of teachers in exploring activities is more like a partner for children to learn together. Teachers attach importance to and seriously treat their questions, respect their ideas and opinions, support and guide them to actively speculate and hypothesis, and create conditions to support children to find answers to questions. I feel like I grew up with my children in seed exploration, discovering peanut seeds with them, finding all kinds of seeds around me, learning how seeds spread, slowly learning what the germ is and what the radicle is in the process of collecting information, not so much as being their teacher, but actually being one of them, Explore, harvest, and grow with them.

Rich mixed-age club activities, teachers according to the environment of the garden and children's age characteristics to grasp the particularity of children's thinking problems for effective teaching, fully respect children's characteristics, patience, carefully listen to children's questions, and give encouragement and support to children's questions, protect children's inquiry and curiosity, stimulate children's interest in questioning, exercise children's thinking ability, When cultivating children's support and good questioning, let children insist on asking questions. In the independent and relaxed club activities, children feel the harvest and growth step by step in the regional activities of their own "research and development", through the step by step to deepen the understanding of things to explore different questions, and then think of ways to find the answer to the question, they really become the master of the activity in the process of exploration. By their questions to promote the development and implementation of activities step by step, virtually increased their confidence, more firm their confidence in exploration. Club activities such as "Exploring Seeds" and "Baa Baa Baby Goat" are valuable exploration experiences again and again, because the children get not only the results of a scientific exploration activity, but also understand the scientific method of exploration, forming a scientific attitude of love to ask questions, dare to assume, work hard and enjoy exploring, which has accumulated rich experience for the future study.

4. Conclusion

The children in the club hold a scientific attitude and use scientific methods to study the problems they are interested in. In our future mixed-age club activities, we can continue to grasp the available resources around us, dig more valuable research content, and observe our nature with the eyes of searching and exploring together with children. I believe there will be more activities worth our bold exploration, and our teachers should believe that children, believe their ability, do their partners!

References

[1] Zhu JX. Theory and Practice of Kindergarten Curriculum [M]. Shanghai: East China Normal University Press, 2012.

[2] Zhu JX, Hua AH, Li WY. The Development and Practice of Kindergarten Curriculum Based on the Development of Teachers and Children Together -- An Exploration of the curriculum Reform of the second phase of Preschool Education in Shanghai [M]. Beijing: Beijing Normal University Press, 2019.

[3] Liu QQ, Chen LX. Reality reflection and response strategy of mixed-age zone activities in kindergarten [J]. Educational Science Forum,2022(29):67-70.

Problems and Countermeasures in Portuguese Classroom Teaching

Penghao Yu

Hainan College of Foreign Studies, Wenchang 571300, China.

Abstract: With the faster pace of China's opening to the outside world, the contacts between Chinese enterprises and Portuguese speaking countries are becoming more and more frequent. Under this trend, how to further improve the quality of Portuguese classroom teaching is related to the development of students, enterprises and the long-term development of the whole country. This paper mainly focuses on the two aspects of "the main problems existing in Portuguese classroom teaching" and "the improvement countermeasures of Portuguese classroom teaching". Combined with the current situation of Portuguese teaching, this paper puts forward targeted reform measures, in order to further optimize the Portuguese teaching system, with "student development", "enterprise development" and take "national development" as the ultimate goal to cultivate a large number of high-quality Portuguese talents to the society.

Keywords: Portuguese; Teaching System; Problem Analysis; Improvement Countermeasures

Introduction

In recent years, with the gradual deepening of cooperation between China and Portuguese speaking countries, many colleges and universities began to pay attention to the Portuguese teaching reform, hoping to adjust the teaching methods, assessment mechanism and teachers on the existing basis, and rebuild the Portuguese teaching system in line with the development trend of the new era. At present, in Portuguese classroom teaching in colleges and universities, the main problems are: "teaching methods do not keep up with the development", "assessment mechanism does not adapt to the new trend" and "the overall strength of teachers is relatively weak". Facing these problems, colleges and universities should have the courage to reform, actively explore, and based on the international vision, scientifically deal with the difficulties existing in Portuguese teaching, and comprehensively improve the quality of Portuguese teaching.

1. Main problems in Portuguese classroom teaching

1.1 Teaching methods have not kept up with the development

At present, Portuguese teaching in some colleges and universities is "conservative" in methods, and there is no breakthrough. Specifically, some teachers take the patterned content in the textbook as the core and adopt the indoctrination method of "I say, you listen" and "I say, you remember" for a long time. They have not considered the student experience, paid no attention to stimulating students' subjective initiative, and did not increase flexible classroom interaction. The overall learning atmosphere is relatively poor and lack of appeal. In addition, in the information environment, some teachers are unwilling to try new methods in order to avoid mistakes. They still adopt a single offline teaching, ignoring the rich online resources and channels and the cognitive interests of college students in the new era. With regard to the reform of Portuguese classroom teaching in colleges and universities, we should focus on teaching methods, and make teaching methods keep up with the new era and take on a new look.

1.2 The assessment mechanism does not adapt to the new trend

From the analysis of the existing assessment mechanism, the Portuguese assessment mechanism set up by some colleges and universities cannot adapt to the new trend. On the one hand, the standard is low. The Portuguese assessment arranged by some colleges and universities has a relatively low threshold. As long as students memorize by rote before the examination, they can easily pass. This

is not conducive to the improvement of students' ability. For students with weak ability, it is not conducive to personal progress; On the other hand, the standards are not uniform. At present, in China's colleges and universities, English has formed a national unified grade examination system such as CET-4 and CET-6. However, as for Portuguese assessment, such a grade examination system has not been fully implemented in China. This will lead to inconsistent standards and unclear objectives, and hinder the smooth implementation of the "Portuguese talent training plan" in colleges and universities. In particular, some students who are keen on the direction of Portuguese may feel that they have no motivation and are difficult to display their personal strengths.

1.3 The overall strength of teachers is relatively weak

In terms of Portuguese teachers, colleges and universities are also facing many difficulties. For example, some teachers lack stability and are easy to change jobs in a short time, or suddenly choose other industries. The main reasons for this phenomenon are: ① Teachers do not feel the space for professional development and have no confidence in Portuguese teaching. ② Teachers are not satisfied with the existing working salary and hope to seek better salary and welfare. For whatever reason, the instability of college teachers will bring a series of adverse effects and interfere with the normal Portuguese teaching order in colleges and universities. For another example, some teachers' knowledge structure is obviously backward, the content conveyed is difficult to attract students, and cannot keep up with the application needs of Portuguese in the new era. If these teachers do not take the initiative to update their knowledge reserves through personal efforts, and it is difficult to design a high-quality Portuguese curriculum system. Over time, the teaching level of this kind of teachers will gradually distance from other teachers and fall behind. The above points can reflect the Portuguese teachers in colleges and universities, and show that colleges and universities should pay attention to the construction of teachers.

2. Improvement countermeasures of Portuguese classroom teaching

2.1 Reforming the traditional teaching methods

How to further reform Portuguese teaching methods in colleges and universities? Specifically, college teachers should abandon the single indoctrination method, take students' interests and needs as the starting point of teaching, and increase the interaction in the classroom. For example, when carrying out "Portuguese oral training", students can be divided into different groups to stimulate students' subjective initiative, and make students have a strong willingness to learn and create an infectious classroom atmosphere by means of "group exploration" and "group PK". In addition, combined with information-based teaching tools, college teachers should dare to go out of their familiar teaching methods and try more emerging methods. Taking "multimedia Portuguese teaching" as an example, college teachers can make multimedia Portuguese courseware to dynamically analyze the grammatical structure of Portuguese, so that students can understand the grammatical connotation of Portuguese at a glance and leave a deep memory.

2.2 Building an assessment mechanism that keeps pace with the times

In view of some prominent problems existing in the Portuguese assessment mechanism, colleges and universities should seize the new trend, carry out systematic reform, and build a Portuguese assessment mechanism that keeps pace with the times. On the one hand, reasonably set assessment standards. When arranging Portuguese assessment, colleges and universities should pay attention to quality, highlight important and difficult sections, and emphasize the selection of high-quality talents. Colleges and universities can subdivide the assessment standards into "qualified", "good" and "excellent", so that students with different foundations have clear goals and can constantly strive for progress; On the other hand, the implementation of grade examination system. In order to further standardize the Portuguese assessment in colleges and universities, we can vigorously implement the grade examination system, let relevant students assess in strict accordance with the grade standards, and gradually improve students' comprehensive Portuguese ability. If students want to work in Portuguese in the future, they can also take the grade examination results as an important qualification to increase their employment competitiveness and create good employment opportunities for themselves.

2.3 Strengthening the training and incentive of teachers

As for the construction of Portuguese teachers, colleges and universities should earnestly implement the training and incentive work to make the strength of teachers grow day by day. From the perspective of training, colleges and universities can regularly organize different types of teacher training, focusing on the professional ability, career promotion and professional treatment of

Portuguese teachers, so as to make relevant teachers clear their career development track and full of confidence in their long-term teaching career. Moreover, in the process of training, colleges and universities can unblock the channel of "making suggestions", let Portuguese teachers express their inner needs, and let school managers find problems in time. From the perspective of motivation, colleges and universities should not only encourage teachers with strong teaching ability, but also encourage those teachers who are serious and dare to innovate. For example, colleges and universities can set up "excellent teacher craftsman award" to praise Portuguese teachers who have worked hard. Alternatively, colleges and universities can set up "excellent teachers - innovation award", focusing on teachers who have made contributions in the field of innovation. In this way, the internal atmosphere of the Portuguese teacher team in colleges and universities will be very active, and each teacher will be highly motivated.

3. Conclusion

To sum up, based on the new international environment, Portuguese teaching in colleges and universities should continue to optimize and improve the quality. In the future, in order to better promote the reform of Portuguese teaching, colleges and universities should take multiple measures and take comprehensive actions. Specifically: ① Reform the traditional teaching methods. ② Build an assessment mechanism that keeps pace with the times. ③ Strengthen the training and incentive of teachers. At the same time, colleges and universities should pay attention to the needs of students, explore Portuguese teaching laws from the problems reflected by students collectively, and master practical Portuguese teaching methods, in order to summarize mature Portuguese teaching experience, build a "new Portuguese curriculum system" truly recognized by college students, and constantly realize teaching breakthroughs.

References

[1] Xi D. On English teaching method and its application in English teaching in higher vocational colleges. Journal of Liaoning Administrative College 2017; (4): 133-134.

[2] Zhao H. A study on "accurate evaluation" in Portuguese interpretation teaching. A Comparative Study of Cultural Innovation 2019; (18): 95-96.

[3] Fan W. On the importance of cultural introduction in Portuguese acquisition. Educational Modernization 2019; (35): 235 – 236.

[4] Hao Y, Zhou Y, Fan W. China's Portuguese speaking talents training mode under the background of "one belt, one road". Science and Education Guide: Second Part 2019; (2): 63-66.

[5] Zhao X. Application strategy analysis of English teaching method in English reading in higher vocational colleges. Journal of Changchun Institute of Education 2017; 28(10): 128-129.

[6] Zhang H, Huang C. IQ, EQ and English teaching in higher vocational colleges: an analysis of the teaching method reform of English application ability test in higher vocational colleges. Journal of Xi'an Aviation University 2018; 26(6): 49-51.

Analysis on the Current Situation of English Teaching in Primary Schools and the Countermeasures of Related Problems in China

Hong Zhang

Beijing Institute of Education, Beijing 100120, China.

Abstract: Nowadays, international exchanges are becoming more and more frequent in the world. As a global language, English can establish a communication bridge between different countries and nationalities, and its importance is obvious. Since 2001, China has gradually added English education to the curriculum plan of primary schools in various regions. Later, with the deepening of the industry's understanding of English teaching, the education reform has also followed up. It can be said that the level of educators and educates is rising spirally. However, there are still many restrictive factors in the current situation of primary school students' learning English, among which the more prominent factors are the strength of English teachers and the evaluation mechanism for students' learning achievements.

Keywords: Primary School English Teaching; Present Situation; Countermeasure Analysis

1. Introduction

In the 21st century, international cooperation and competition are becoming increasingly fierce. Countries all over the world regard language communication ability as one of the important footholds for cultivating talents, and its starting point is to popularize English education. According to the requirements of China's English curriculum standards, "English courses should be oriented to all students. We should comprehensively analyze campus education, stimulate students' internal motivation to learn English at multiple levels, and teachers, as leaders, help them build a sense of achievement and self-confidence in learning, so as to develop their comprehensive language application ability, improve their humanistic quality and enhance their practical ability in the process of learning". On the one hand, it reflects that we should strengthen English quality education; On the other hand, it also further reveals the communicative function of English as a language. In the traditional English teaching mode, the focus of teaching is always inseparable from the knowledge of pronunciation, vocabulary and grammar. It is considered that students master these knowledge, that is, they master English. Although after several reforms, the industry has gradually deepened its understanding of English discipline, from simply paying attention to its examination oriented role to also paying attention to its social and cultural connotation, and English teaching practice is still affected by the teaching understanding of knowledge and teaching materials to a certain extent. How to train students' practical ability of using English language deserves our attention. On the whole, the implementation of primary school English curriculum in China is good, which is reflected in the high guiding significance of the new curriculum standard. The implementation of primary school English curriculum has changed to a certain extent, but there are also many restrictive factors. The curriculum standard requires students to cultivate their comprehensive language ability. How should we judge their development level? How to analyze the reasons affecting its development?

2. An analysis of the current situation of English teaching in primary schools in China

In 2001, the Ministry of Education issued the Guidance on Actively Promoting the Setting of English Courses in Primary Schools, which stipulates that English is a compulsory subject in primary school. Since then, more and more primary school students have

begun to formally receive English education. It has been ten years since the curriculum standard was issued. In this decade, the development of primary school English education has experienced continuous reform and improvement, but there are still many problems. What is the development of English teaching in primary schools in China under this environment? What are the advantages and disadvantages? The following will make an in-depth analysis of this problem.

2.1 The goal setting of primary school English teaching has a good effect in teaching practice

The curriculum objectives are set according to the knowledge and ability, process and method, emotional attitude and values proposed by the curriculum standards. The classification form described in this way has a good reference value for the curriculum practice of front-line teachers. Under the guidance of curriculum standard objectives, teachers' goal setting can be defined into many dimensions, such as language knowledge, emotional attitude, cultural awareness and so on. On the one hand, teachers set different dimensions of teaching objectives based on different textbook contents, and divide them into primary and secondary. For example, the teaching goal of dialogue courses is to take the practical application of language skills as the primary goal, while the goals of emotional attitude and cultural awareness will permeate the learning of various course types; On the other hand, for different teaching objectives, teachers can design different teaching activities according to the actual situation to support the achievement of objectives. In particular, by providing visual learning guidance, learning methods and giving appropriate guidance to primary school students, primary school students not only have great interest in learning English, but also deepen their understanding of culture, stimulate their internal motivation and thirst for knowledge of English language to a certain extent, in order to make the English teaching process develop normally.

2.2 The strength of teachers has become one of the most important factors affecting English teaching in primary schools

According to the survey report on teachers' professional level made by relevant scholars in 2013, there are still uneven problems in the teacher level of primary school English teachers in China. Most primary school English teachers change to apply for English teachers after obtaining undergraduate and junior college degrees. The number of teachers majoring in English education graduating from normal universities accounts for a relatively small number. Obviously, this is not conducive to the implementation of English teaching in primary schools. At the same time, there are obvious regional differences in the distribution of teachers. In areas with low economic development level, the lower the overall level of teachers and the weaker the level of English teaching, which not only affects the implementation of English teaching in primary schools, but also limits the realization of the balanced development of national educational resources.

2.3 The evaluation mechanism of English teaching is not conducive to the development of English teaching in primary schools

In primary school English teaching, although the methods of listening to classes, spot checking and checking the evaluation scheme have been gradually integrated into the curriculum implementation, the evaluation standard of exam oriented education-examination still accounts for a large proportion of the evaluation standard, and there is a lack of scientific teaching evaluation mechanism in the development of students' emotional attitude, learning strategy and cultural awareness. This leads to the fact that the main task of teachers' teaching is still knowledge teaching. At the same time, under the requirements of the new curriculum standards at this stage, English is not tested in primary school, so the assessment standards are more vague, which may cause some schools to ignore primary school English teaching and is not conducive to the development of primary school English teaching.

3. Countermeasures for optimizing English teaching in primary schools in China

In order to improve the quality of English teaching in primary schools and make students' comprehensive language application ability meet the needs of the development of the new era, this paper attempts to put forward the following two suggestions.

3.1 Improving the evaluation mechanism of primary school English teaching

For the evaluation of English teaching in primary schools, a single evaluation standard is obviously not enough to comprehensively evaluate the quality of English teaching. We can also follow the practice of other countries in the world. For example, in Japan, which is at the same level of economic development as Asia, the assessment of students' learning in English teaching adopts an open and diversified assessment method, such as role-playing, situational dubbing activities and other forms of activities, so that students can give full play to their subjective initiative, and then comprehensively evaluated by teachers and even students. Looking at the national English teaching evaluation mechanism, up to now, China has not explored a representative and comprehensive English teaching evaluation mechanism. Therefore, it is suggested that relevant education departments and scientific research departments should pay attention to it, combine the typical cases of excellent English teaching classes in China and the advanced experience of excellent English teachers and relevant scholars, and establish a scientific English classroom evaluation mechanism, issue it from the three dimensions of teachers, students and parents, in order to formulate the evaluation standards and implementation process into a volume, and lead the implementation of English teaching norms in primary schools as soon as possible.

3.2 Building an excellent team of English teaching teachers

To effectively carry out English teaching in primary schools, building an excellent team of teachers is the foundation. Teachers have a great responsibility and a glorious mission. On the one hand, we should strengthen our understanding of primary school teaching posts and uphold the spirit of lifelong dedication. On the other hand, we should also recognize their requirements for professionalism. Similar to the phenomenon of a large number of transferred teachers in China, it is the result of wrong understanding of posts. For English teachers, pre service education and professional training after formal employment are indispensable. At the same time, in order to make primary school English teaching enter a benign development stage, it is also suggested that relevant departments issue the Professional Skills Standards for Primary School English Teachers, so that grass-roots education administrative departments and schools can have evidence to rely on when hiring primary school English teachers, solve the problem of low professionalism of teachers from the source, and improve the entry requirements of primary school English teachers.

4. Conclusion

The prominent problem in the current situation of primary school English teaching is that the evaluation mechanism in the teaching process needs innovative reform, and another key factor is the strength of teachers. As one of the most important influencing factors of primary school English teaching, the professional quality of teachers is conducive to further improve the level of primary school English education. The evaluation mechanism of English classroom teaching is not suitable for the development of primary school English teaching at this stage. Relevant departments should improve the evaluation mechanism of primary school English teaching. Starting from these three points, we should better build an English classroom in the new era and comprehensively cultivate children's language literacy.

References

[1] Liu N, Chen Q. Interpretation of Primary School English Curriculum Standard (2011 Edition). Journal of Hunan First Normal University 2013; 13(01): 8-11.

[2] Ding J. A study on the implementation of primary school English curriculum and its influencing factors. Northeast Normal University 2015.

[3] Xu X. Research on English education in primary schools in Japan and Its enlightenment. Teaching and Management 2016; (33): 122-124.

[4] Luo F. English teacher education in primary schools in Japan and its enlightenment. Teaching and Management 2015; (11).

[5] Sheng D. Development and utilization of English curriculum resources in primary schools in Japan——An investigation of a primary school in Tokyo. Foreign Primary and Secondary Education 2007; (12).

[6] Li Q, Ni Y. On the implementation effect of the new curriculum reform from the tracking research of students' mathematics learning. Educational Research 2012; (05).

[7] Peng J, Peng X. Perspective of ten years' English curriculum reform in primary school. Journal of Chongqing Institute of

Education 2012; (01).

[8] Qian P. A comparative study on the current primary school English curriculum standards between China and Japan. Yangzhou University 2015.

The Implementation Strategy of Children's Health Education in Life and Game

Yujuan Zhang

Jinqiao Experimental Kindergarten, Wuxi 214000, China.

Abstract: In the process of the kindergarten project implementation research, we have been thinking: how to combine the early childhood health education with the curriculum gamification concept? How to come from the activities of children's life materials, problems, situations, to close to the way of children's life permeated in children's daily life? How to integrate the GOALS, contents and requirements of health education into the game, attract children's participation, and make children become the subject of learning and development? ... The puzzles are pushing us to project implementation ways and strategies of thinking, to help children improve the level of awareness of health, to improve the attitude to personal hygiene and public health, the good habits of life and health, learning, health habit and the habit of physical exercise, cultivate children's health, happy, confident, studious, good quality.

Keywords: Children; Health Education; Life; Gaming

1. Introduction

With the successful conclusion of the 12th Five-Year Plan project "Practice Research on Preschool Health Education under the Theme Background", our kindergarten teachers have established the development idea of building kindergarten health education theme curriculum after years of dedicated research and on the basis of fully exploiting local resources. Through the research and implementation of various "themes", To promote the healthy development of each child's body and mind, improve parents' health education concept, promote the ability of teachers to research topics, at the same time, my garden "health" garden characteristics have been revealed.

"Early childhood education Guidelines" clearly points out: "The organization of educational activities should give full consideration to the learning characteristics of children's learning and knowledge rules, the content of various fields to organic contact, mutual penetration, pay attention to comprehensive, interesting, active, education in life, games." It can be seen that educational activities should be life-oriented and gamified. In recent years, with the promulgation of the Guide and the deepening of the gamification concept of the curriculum in Jiangsu Province, the health education in our garden has been constantly exploring and reforming the health education in order to meet the requirements of The Times, to let children have a healthy mind and body, good manners and habits, and to let the health consciousness and concept be applied to children's life. Under the guidance of the "13th Five-Year Plan" project of the Municipal Education Association "Practice Research on the life-oriented and gamified health education for Children", our kindergarten has been trying to practice the health education for children with the strategy of "life-oriented and gamified".

2. The content of health education is life-oriented

Things and resources in life, problems and challenges, habits and rules, and so on, can be part of the course content. The learning characteristics of children determine that the content of health education should conform to the age characteristics and development needs of children, and be connected with the reality of children's life, so as to find educational opportunities from the life of children, and then carry out activities containing health value.

Therefore, we optimize and integrate the eight characteristic themes and six life-themed activities developed in the 12th Five-Year Plan project, highlighting the "clothing, food, housing and travel" in children's life, enriching the "life-oriented and gamified" health education.

2.1 From children's life problems

Mr. Tao Xingzhi said, "The education here is the education for life and the education for the needs of life. There is no need for false education. We will give what life needs." Therefore, the content of health education first comes from the actual life of children and helps children solve practical problems.

For children in small classes, going to kindergarten is a brand new journey, and self-service such as eating, dressing, washing hands and going to the toilet is the first challenge they encounter. The self-care ability of middle and senior class children has been greatly improved. They begin to learn to organize and serve others and the collective through independent exploration and peer cooperation, and try to solve life problems in more ways to form good living habits.

Children's daily life contains many opportunities for safety education, such as shoelace loose how to do? What if the food is too hot? How to take the scissors safely? ... These are all practical safety problems contained in children's daily life. We use pictures, videos, group discussions, exercises and other forms to prevent safety risks in life in the bud.

And in the concern of children's mental health, we according to children's physical and mental development characteristics and rules, from the needs of children's growth, to solve their struggle for toys in life, do not love to share, frustration, poor, anxiety and inferiority...... A series of questions. Not only to let children learn reasonable requirements, but also to let them learn reasonable vent bad emotions.

The content of these activities is familiar to children and stems from practical problems in life. They are easier for children to understand and accept, and truly reflect the true meaning of "following life in education and experiencing education in life".

2.2 From children's experience and interest

An autumn tour in The Three Kingdoms City and the Water Margin City made the children germinate their interest in the stories and characters of the four Great novels and indulge in the stories of the great novels. We pay attention to children's interest points to generate "healthy fairy tale festival", help children in many stories to meet the play, performance, reading, painting and other needs, draw nutrition from classic fairy tales, know the charm of courage, understand the power of unity, under the guidance of adults, explore the truth, goodness and beauty of human nature, develop healthy psychology and behavior.

Diet is fundamental to human survival. When children first came to the garden, the phenomenon of picky eating and partial eating is more popular, so food breeding is also an important work in our garden to promote the healthy development of children's physical and mental health. We change the traditional, single activity content, timely attention to children's experience and interest points, so that children are interested in food, like to play with it, understand it, taste it... Rich feeding activities keep children interested in food, accumulate experience in operation and exploration, and transfer and spread the experience. Under the influence of imperceptibly, children acquire eating etiquette and civilized manners to achieve the true purpose of food cultivation and food interest.

2.3 Hot spots from the society

Not long ago, our city started to vaccinate children aged 3-11 against the novel coronavirus. In order to eliminate children's anxiety about vaccination and let families understand the necessity of vaccination, we followed hot topics and explored the "secret of the vaccine" together with children. Talk about the vaccines you've had, draw a picture of what it looks like when you're vaccinated, think about ways to ease your fear of needles... So that current events can be part of children's pursuit of health.

2.4 From seasons and festivals

The Mid-Autumn Festival, the Double Ninth Festival, Learn from Lei Feng Day, Volunteer Day, World Environmental Protection Day and other festivals fit children's life experience, but also have educational value. While excavating the meaning behind the relevant customs and festivals, we also give children the chance to love others by playing games and participating in public welfare activities. We propose to turn festival activities into public welfare activities, so that the love and public welfare will be stationed in the hearts of children from childhood, gradually learn to cherish and pay, and plant a seed of dedication and gratitude in their hearts...

3. Make health education environment into life

In order to highlight our life-oriented and gamified concept of health education, our kindergarten integrates the interesting health characteristic environment derived from children's actual life into the whole kindergarten.

Happy sports corridor to meet children's exercise needs in rainy and hazy days; Learn about the origin of food, understand the dietary pyramid, learn to prepare meals, know the secret of packaging bag healthy eating corridor; Improve children's health behavior, such as: tearing, cutting, kneading, rubbing and other fine motor development, including the collection, finishing "rose museum", in the interaction with these environments, children gain confidence, harvest health.

Each class activity room has a "class one feature" health environment, health area and psychological environment creation. A special health area of class 1 is built with the content of the health elements that children are interested in recently and in demand or the health hot spots in the current society. Game materials are designed, game situations are created and a good and healthy atmosphere is created. The wall of care, the wall of mood, the corner of sharing presented in a special psychological environment of class one... Let every child have a place to talk or release, share or vent.

Environment education, environmental imperceptible educational effect is like spring rain, moistening things silently. The whole environment, corridor environment and each class environment are full of traces of health education in our garden. Let the children in the morning games, corner activities, walking leisure bathed in healthy sunshine.

4. Health education materials for life

Our garden strictly implements one hour of sports activities every day, and organizes a variety of sports activities. But what about the haze days and rainy days? We skillfully use materials, a multi-purpose, through the readily visible materials in life, change a new combination, produce a variety of play, so that children in the limited space can also play happy, play healthy.

Due to the reason of the site, indoor sports equipment is relatively smaller and more versatile. We use local materials, the use of common items in life such as desks and chairs, milk powder cans, cloth bags, cloth strips, paper boxes, rope and other low structure materials from life, easy to collect as a thing to play sports equipment, smart use of space, to meet children's vertical jumping, throwing, balance, strength training and other sports needs.

In health activities, children have the experience to reuse the familiar waste goods in life, which can not only give full play to the maximum value of materials, but also make contributions to environmental protection. Improve children's awareness of turning waste into treasure, but also further develop a healthy attitude to life.

5. The form of health education is life-like and game-based

Children's health activities should pay attention to children's life experience, implement healthy activities into children's daily life, and improve children's health awareness and behavior through gamification activities while ensuring play time. Therefore, "life-oriented" and "gamification" are inseparable and complement each other. Therefore, overall consideration should be taken in the design and implementation.

In children's daily life in the garden, life links (to leave the garden, wash, drinking water, meals, nap) account for more than 60% of the garden life, these life links are trivial, attention to details, effective guidance can help children develop good living habits. For example, in daily life, toiletries are always carried out, and they are used most frequently, up to 6 or 7 times a day. People should wash their hands when entering the garden, going to the toilet, eating, etc. Hand-washing procedures, situational stories, role-playing games, children's songs and other featured, personalized education forms, so that children quickly master the correct way to wash hands.

The year 2020 has been an unforgettable year. The COVID-19 epidemic has disrupted our research plan. Although we were stuck in the pace of going to school and entering the kindergarten by the sudden epidemic, teachers in Liyuan Jinqiao still kept going under the guidance of the project, and children's health education was also in full swing.

During the epidemic, it is a rare opportunity for children's health education, which can not only timely carry out epidemic prevention and health education, but also generate some characteristic health activities during the epidemic period. Under the leadership of the research group, our teachers designed the corresponding epidemic home-based curriculum.

There are two main aspects of my garden home curriculum design: one is the daily basic activities, the other is the health

characteristics of the activities.

Daily basic activities are mainly based on three basic sections: sunshine playground, growth gas station, habit-forming home.

"Sunshine Playground" meets the needs of children who can't go out to exercise, and develops parent-child sports games suitable for families. "Growth Gas Station" mainly includes: mental health counseling, home game guidance, Mailao creative life, small experiment big science, story telling performance and other content, covering health, language, science, art, society five fields. "Habit forming home" is under the guidance of this topic, our garden long-term implementation of habit forming education, this time we added the knowledge of epidemic protection, more attention to children in life good health habits and physical and mental health training.

Children every day in "sports", "learning", "habit training" and other forms of activities, too enough game addiction, naturally enhanced physical exercise, acquire knowledge, cultivate good habits, fun home. Rich activity forms, let the children of Liyuan Jinqiao fall in love with health and develop health.

6. Integration of health education home and education

It is clearly pointed out in the Outline that "families are important partners of kindergartens, and should strive for parents' understanding, support and active participation in accordance with the principles of respect, equality and cooperation, and help parents to improve their educational ability". Therefore, it is the only way to promote the healthy development of children to do a good job at home, change parents' wrong health concepts, and establish a cooperative partnership of mutual trust, mutual respect and mutual support.

6.1 Develop various forms of communication to form trust between homes

Parent-teacher conferences, parent groups, websites, growth manuals... Rich forms of communication are the Bridges that bring home the emotion. The "daily appointment" home interaction measure put forward by our kindergarten is more important in the post-epidemic period, which gives teachers and parents the opportunity to fully communicate face to face and ensure the standard requirements of epidemic gathering. Every semester, every child parents have the opportunity to have face-to-face in-depth communication with teachers in the middle and end of the semester, to understand the current situation of children and guide parents to scientific parenting. Class "teacher's memo" record, but also narrowed the distance of home, get more trust from parents.

6.2 Use parents' resources to enrich the content of health education

It is an important teaching mode to ensure the healthy growth and development of children that the rational use of parents' resources can realize the home co-parenting well. Taking different themed activities as an example, parents of different professions, specialties and hobbies came to the kindergarten one after another to help their children enrich and improve their health experience. For example, some parents are traffic police, then explain the traffic rules, play "little traffic police" game; Some parents are dentists, using models to demonstrate how to brush properly; Parents of athletes lead children in synchronized sports; Dietitian parents tell everyone how to eat healthy.

6.3 Plan a variety of parent-child activities so that children can experience healthy growth

The cultivation of good behavior habits of children is more important than the acquisition of knowledge. Since 2012, our garden has advocated the cultivation concept of "Happy Jinqiao baby starts with good habits". In practice, we know that children's habits can not be formed without the guidance of teachers, but also inseparable from the edification of the family. Every semester, teachers make training plans according to the weak habits of children in the class, break them down and incorporate them into weekly and daily plans and parents' work, and guide parents to regularly clock in good habits in daily life. From the cultivation of life ability to the improvement of listening and reading habits, parents silently support the work of the kindergarten, and families cooperate with each other and synchronize education to promote the improvement of children's behavior habits.

Under the limitation of activity space and resources in our garden, teachers, parents and children are encouraged to make use of surrounding resources to stimulate happy emotions, strengthen physical health, learn self-protection methods and practice good living

habits in nature. So our garden "Let's Go Baby" campaign was born. Visit the sewage treatment plant, cultivate the natural farmland, expand the outdoor sports... Let children through personal experience, practical operation to feel it contains a variety of health education elements, access to health knowledge, but also for children to form a good relationship with others, cooperation laid the foundation.

In addition, in order to ensure that children in Liyuan Jinqiao can get adequate physical exercise, we earnestly implement all the courses of movement development in the field of health, and also carry out many parent-child sports events with families as units. Every semester, the Sunshine Sports Festival in my garden is very popular with parents and children.

6.4 Parents should participate in kindergarten management to make health education in-depth and effective

Providing opportunities for parents to participate in the management of kindergartens, fundamentally realize home interaction, and further lead children to receive good health education: create a family committee to guide them to take the lead in health teaching, health care, safety activities and other aspects; At the same time, parents are invited to participate in the planning or organization of related activities in the kindergarten, so that the health education in the kindergarten is richer, deeper and more distinctive, thus better improving children's health awareness and healthy behavior.

7. Conclusion

Through the research of kindergarten health education, we have deeply realized the value of infant health research, but there is also confusion about how health education and curriculum gamification infiltrate and support each other. In the future topic selection, we will continue to carry forward the research of early childhood health education, so as to further highlight the characteristics of kindergarten health education.

References

[1] Huang WZ. Implementation Strategy of preschool health education for Life [J]. Huaxia Teachers, 2020(04): 21-22.

[2] Zhang LL. Let Children Grow Up in Games -- Research on Effective Application of Games in Small Class Learning Life [J]. New Course (Middle),2011(06):20.

[3] Zhang XS. Discussion on effective implementation strategies of infant health education from the perspective of home co-parenting [J]. Parents,2021(14):159-160.

Investigation and Research on Online Teaching of Physical Education in Higher Vocational Colleges——Taking Gansu Vocational College of Finance and Trade as An Example

Jianfeng Zhao

Gansu Finance and Trade Vocational College, Lanzhou 730207, China.

Abstract: The epidemic has had a great impact on people and improved students' awareness of paying attention to their own health. Through the investigation of higher vocational students, the author and the research team collected 4741 questionnaires for research and analysis, and analyzed the data in four aspects: the impact of the epidemic on sports concept and psychology, the impact of intelligent equipment on physical exercise, the purpose of sports activities and the selection of online teaching content, and the impact of gender differences. This paper puts forward some suggestions on the development of online teaching of physical education courses in higher vocational colleges.

Keywords: Epidemic Situation; Higher Vocational Physical Education; Online Teaching; Investigation and Research

1. Introduction

On January 24, 2019, the State Council issued the Implementation Plan of National Vocational Education Reform, which proposed to promote the high-quality development of higher vocational education and improve the training system of high-level applied talents, in order to promote the in-depth development of higher vocational teaching reform and achieve certain results. At the end of 2019, the epidemic suddenly disrupted the orderly state of life, study and production, and profoundly changed people's ideas to a certain extent, especially the concern about their own physical health, the interaction and mutual promotion between physical exercise and mental health. On January 29, 2020, the Ministry of Education issued a notice requiring the postponement of the spring semester in 2020, and issued the Notice on the Work Arrangement of "No Suspension of Classes" during the Postponement of the Opening of Primary and Secondary Schools, proposing to "strengthen the guidance of home learning... Carefully study and identify the courses suitable for online learning according to the characteristics and subject characteristics of online learning". At the same time, coordinate and integrate relevant national, local and school resources to fully ensure that teachers teach online and children learn online, so as to "stop teaching and school". According to the article "Big Data Without Suspension of Classes and Schools" published by the Yellow Sea morning post on April 14, 2020, and the investigation and statistical analysis of 3110 educational administrative institutions, 62446 primary and secondary school students and parents, the online learning content and physical education curriculum reached 55%, second only to the number of languages, which is worthy of attention.

2. Analysis of physical education in higher vocational colleges

The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly puts forward that "vigorously develop vocational education" to help vocational education enter a period of rapid development. Promoting development through reform and seeking progress through development is the only way for the development of higher vocational schools. All disciplines are carrying out teaching reform, and more and more show professional characteristics. However, because of its strong practicality, the physical education curriculum has not been attached importance to in the initial stage of "Internet plus" and

"online" curriculum promotion. The current situation and research of the physical education curriculum in higher vocational colleges in recent ten years have been gradually widened.

The physical education curriculum system of higher vocational colleges has been extended to the physical education curriculum system of ordinary colleges and universities, and the higher vocational curriculum system has not been formed;

The curriculum content should reflect the "professional characteristics", but it basically stays in the theoretical stage;

Curriculum evaluation is diversified, but it lacks its own characteristic facts;

There are many areas for improvement in the research of higher vocational physical education curriculum. The most prominent problem is that compared with other categories, higher vocational physical education, as a research field, has not been paid enough attention by all walks of life and has been marginalized for a long time. According to the arrangement and practice of online learning in Gansu Vocational College of Finance and Trade, the author and his research team will carry out practical research on "online" + "offline" teaching reform with the help of "learning link" resource platform after mid May 2020.

3. Research on online teaching

3.1 Survey overview

In September 2021, a questionnaire survey was conducted for the students in Gansu Vocational College of Finance and Trade. It is really necessary to carry out research on the relevant contents of online teaching. The survey was conducted through the Internet and can be answered through web pages and Wechat. A total of 4741 questionnaires were received, 4741 valid questionnaires, and the sample size is sufficient. Among them, 3106 girls (65.51%) and 1635 boys (34.49%) participated in the survey, which is appropriate to the sex ratio of students in school. The questionnaire is filled in anonymously. The survey results can fully reflect the true wishes of students and provide data support for the research.

3.2 Questionnaire data analysis

3.2.1 Impact of epidemic situation on sports concept and psychology

On March 25, 2020, WTO director general Azevedo said that the epidemic will have a huge impact on the global economy. "Recent forecasts suggest that there will be an economic downturn and massive unemployment, which will be more serious than the financial crisis 12 years ago," he said. Affected by the epidemic, the economies of many countries have declined. Considering the great impact of the epidemic on people's life, study and work, especially in many fields, people's original habits have been changed. In the face of this situation, we need to fully consider the impact of the epidemic on students' psychology, and tap the correlation effect with sports. Mental health is also an important part of the teaching content of physical education. We should make full use of students' understanding of physical exercise, eliminate anxiety and shape a positive and healthy attitude.

3.2.2 Impact of intelligent equipment on physical exercise

Among the 4741 people who participated in the survey, 3614 (76.23%) used fitness or sports APP to test their sports data. The vast majority of people were concerned about their sports data. Among them, 486 (10.25%) were very concerned about their sports data, 2301 (48.53%) were concerned about their sports ranking, and 1547 (32.63%) checked their sports related data.

These data show that the popularization of intelligent equipment and related technologies is further helping to realize visual real-time analysis of sports data, and also providing guarantee for the development of online teaching. At present, the research on this part is also relatively diverse. More data comes from the statistical analysis of some sports APPs, more is a marketing strategy, and less is used for research. Physical education teachers should take these equipment into account in teaching to promote the effective development of online teaching.

3.3 The purpose of sports activities and the selection of online teaching content

Through the cross analysis of these data, it is found that students who want to enhance their physique and eliminate bad emotions through physical exercise pay more attention to the learning content of sports skill video demonstration, sports injury and first aid knowledge. For students who aim at social communication and personality development, they pay more attention to the statistical analysis of their learning participation and their ranking in the class, and have a stronger demand for the appreciation of competitive

sports competitions. Through this comparative study, the inspiration for teaching is that the design of teaching content needs to consider the purpose of students' participation in physical exercise, and design teaching content according to students' needs, so as to further arouse students' interest and mobilize students' enthusiasm.

3.4 Impact of gender differences

Taking gender and online teaching content as an example, the specific data are shown in Table 1. Girls are less interested in competitive sports and sports skills than boys, but the data in other aspects are higher, especially in self-attention. Girls have higher requirements for communication in class, up to 67.39%, and pay more attention to participating in physical exercise, bodybuilding (43.14%) and enhancing self-confidence (38.41%).

Table 1 Cross analysis of online learning content and gender

X\Y	Video demonstration of motor skills	Real time feedback of relevant data during exercise	Appreciation of competitive sports competition	Sports injury and first aid knowledge	Statistical analysis of their own learning participation	Ranking in the class	Subtotal
Male	1134(69.36%)	927(56.70%)	946(57.86%)	1011(61.83%)	632(38.65%)	362(22.14%)	1635
Female	2148(69.16%)	1807(58.18%)	1715(55.22%)	2128(68.51%)	1430(46.04%)	749(24.11%)	3106

4. Conclusion

Online teaching is not only an opportunity, but also a challenge, especially for higher vocational physical education teachers, the challenge accounts for a larger proportion, but the research prospect is also broader. We need to seize the opportunity to deepen the research field from the teaching reality and realize online effective teaching.

References

[1] Zhang X. Innovation and realization of higher vocational physical education teaching mode under the background of Internet [J] Digital world 2020;(11):176-177.

[2] Guo Y. Bottlenecks, opportunities and challenges of online sports teaching in higher vocational colleges under the background of COVID-19 [J]. Journal of Chengde Petroleum College 2021;(04):65-71.

Research on Juvenile Cybercrime

Yu Zhao
Soochow University, Suzhou 215000, China.

Abstract: With the popularization of the Internet and the rapid development of computer network technology, human beings have entered a brand new era - the information age. This kind of network technology beyond space not only brings well-being to people, but also subtly affects the ideas and behaviors of teenagers. It not only changes their lifestyle and values, but also quietly makes them mentally ill, resulting in an endless series of problems of juvenile cybercrimes. For the purpose of promoting the governance of Internet crimes among young people effectively and avoiding crimes among special groups of young people, this paper plans to base on the concept of Internet crimes of teenagers, summarize the characteristics of youth crimes in our country, analyze its influence factors and propose the measures to deal with it.

Keywords: Teenagers; Cybercrime; Characteristic; Influencing Factors; Preventive Measures

1. The concept of juvenile cybercrime

Under the information age, the network crime rises gradually as a new kind of crime, which must be carried out by the network as the medium. In fact, Internet crime and juvenile Internet crime are not independent charges stipulated in criminal law, so far there is no clear and unified definition. It is generally believed that the juveniles in the study of juvenile delinquency are those who are over the age of 14 to 25. In the author's opinion, juvenile cybercrime refers to the behavior that jeopardizing network information security and violating relevant laws carried out by young students between the ages of 14 and 25, who take the network as the platform or take the network information as the object of attack, and has the intention to commit a crime subjectively.[1]

2. Characteristics of Juvenile Cybercrime

Criminal law stipulates that all crimes have the following basic characteristics: serious social harm, illegal behavior and should be punished by criminal law. However, due to the particularity of the subject of youth, youth cybercrime has the following characteristics:

2.1 Criminal subjects are moving towards a younger age

Due to the improvement of social and economic level, the penetration rate of home computers is obviously rising, and the age of teenagers to contact computers is getting younger and younger. According to the research data of China Youth and Children Research Center, teenagers account for a high proportion of Internet users. People between 20 and 40 years old account for 83.5% of the total number of Internet users, and more than half of them are college students.[2]

2.2 The means of crime is concealment and illusory

Because cyberspace is open and virtual, it can break through the limitations of places and extend everywhere. As long as the Internet is connected to any terminal, a crime can be committed at anytime, anywhere and possibly without a trace. This is particularly evident in transnational crime. In addition, on the Internet, people can speak freely in an anonymous way. Internet criminals can hide their real identity and seek stimulation and escape reality in the virtual space with a false mask. They have the psychology of luck and carry out self-suggestion. Because it is difficult to grasp the time and place of cybercrime, it is difficult to find the real information of the perpetrators, so there will be great difficulties in the detection of the case.

2.3 Criminals have the characteristics of high IQ

Compared with traditional crimes, cybercrimes require the perpetrator to have a certain level of knowledge, and such subjects have a high degree of mastery of network information technology. Due to the continuous maturity of network technology, the contemporary society attaches great importance to the protection of information security, so many young cyber criminals often must master certain computer information technology, or even should be network experts. For example, the Shenzhen Public security organs arrested 23 young "hackers" between 1997 and 1998. All of them had a solid professional foundation of computer science and some of them even got professional certificates.

3. Current Situation of Youth Network Crime in Our Country

Nowadays, cybercrimes infringing on information security are increasing, and the proportion of property crimes continues to rise. Among them, the juvenile gang crime caused by the Internet is increasing day by day, and the criminal means are various. Some reactionary and decadent ideology and culture are spread through the Internet, spreading all over the world, and causing great harm to crimes. Through information abuse, cyber theft and other means, many "teenage" hackers are the subject of various cyber related criminal behavior. The objects they violate are mainly in the political, financial and commercial fields, involving online fraud and extortion, online black market transactions and so on. But the current law of our means of departure is simple, the punishment degree is too slight.

4. Influencing Factors of Juvenile Cybercrime

4.1 The personal factors of teenagers

Teenagers are in a transition stage of rapid physiological changes and gradual maturation of physiological functions. They are energetic and physically vigorous, but often have poor control, high excitement, low ability to distinguish between right and wrong. They are prone to reverse psychology and solitary psychology. At the same time, they have a strong curiosity for things. At this stage, they are intellectually curious, expressive, impulsive and sensitive. In order to achieve self-actualization, they are easy to be immoral at this time. In addition, they have weak legal awareness and have not formed law-abiding habits, so that they are very easy to imitate the people around them. If they are not guided effectively, they will easily develop anti-social consciousness.

4.2 Family factors

Many teenagers grow up without parental guidance. In a survey of more than 4, 000 families in six urban districts, Beijing education authorities found that more than 80 percent of the families had bought computers, but 47 percent of the parents didn't know the knowledge of computer and did not know how to use the Internet. Some parents even know nothing about the network. They do not know what the child is watching on the Internet and only feel that the child will not commit a crime at home. Some family structures have their own problems: some family members are incomplete, leading to inadequate education for children; Some families have violent elements and depressed family atmosphere; Some families indulge their children blindly, and the indulgence of children contributes to the occurrence of crimes.

4.3 School factor

School is the main place for young people to learn knowledge and exercise their quality. However, many schools still carry out exam-oriented education and only focus on enrollment rate. Under the shadow of outdated educational methods and backward management mode, the ideological and moral education of students in schools is only superficial, and the psychological education and sex education of teenagers are despised, and corporal punishment exists.[3] Many students are labeled as "poor students" because their grades are not ideal, and the discrimination of teachers and classmates makes them lose their psychological balance and become tired of school, drop out of school and even commit crimes.[4] According to statistics of relevant departments, there are 30 million adolescents in the country in a state of mental sub-health, among which the prevalence of psychological and behavioral disorders among primary and middle school students is 21.6% -- 32%. The rate of psychological and behavioral disorders among college students is 16% -- 25.4%, and this rate is increasing year by year.[5]

4.4 Legal factors

The unsound network legal system is an important factor leading to juvenile network crime. The legal system plays a role in the creation of crime.[6]

There is no separate provision in the criminal law for youth cybercrime, nor is there any law specifically aimed at youth cybercrime. Although the crime of illegally invading the computer information system (Article 285), the crime of destroying the computer information system (Article 286) and the crime of using the computer to commit traditional crimes (Article 287) have been added to the ninth chapter of the Criminal Law, the computer information system and the network system have different concepts[7], so these charges are not enough to combat the network crime.

The following specific problems exist in the provisions of criminal law on cybercrimes. First, juvenile cybercrime is very harmful to the society. The serious consequences will pose a threat to economic development and social stability, but from the current criminal law, the sentencing of computer cybercrime is too light, and does not clearly distinguish between different circumstances of the crime. It does not conform to the principle of crime and punishment in criminal law. For example, according to Article 285 of the Criminal Law, the crime of illegally invading computer information system "shall be sentenced to fixed-term imprisonment of less than three years or criminal detention". This degree of punishment cannot match its serious social harm. Secondly, the current criminal law of our country defines the subjective elements of the composition of this kind of crime as having subjective "intention". The negligence of computer crimes is not convicted. But in fact, this kind of behavior even just negligence may cause great impact, and generally speaking, the group of teenagers themselves are subjectively prone to produce criminal negligence rather than criminal intent. Hence, this cannot fight crime effectively. Thirdly, from the perspective of criminal subjects, the criminal subjects of these computer-related crimes are natural persons who have reached the age of criminal responsibility and have the capacity of criminal responsibility. Juveniles who do not reach the age of criminal responsibility will not be punished accordingly. "Due to the overemphasis on the negative impact of Criminal Law on the growth of teenagers in judicial practice, Chinese Criminal Law is rarely strictly applied to teenagers. In most cases, the way of 'substituting punishment for sentence' is adopted to deal with the relevant perpetrators." [8] Fourthly, in Article 285, "Crime of illegal intrusion into computer information system", the objects of crime are limited to three categories, including "state affairs, national defense construction and cutting-edge science and technology", but in fact, there are other important fields that should not be ignored. The narrow scope of the object of crime is not conducive to the comprehensive fight against this kind of crime.

In addition, the law can increase penalties for negligent crimes. Article 285 and Article 286 of the Criminal Law both subjectively require intent, which precludes the possibility of any negligence causing harm to constitute a crime. The author thinks that the negligent behavior is not all cannot investigate the criminal responsibility of negligence. To investigate criminal liability for negligence requires the doer to have the duty of care and the ability to pay attention subjectively. Therefore, if the professional computer system operator violates the regulations of the unit by using personal software with virus, causing serious damage to the network system, he or she can be investigated for negligence liability. This is because computer networks affect every aspect of people's lives. In today's world, computer virus is rampant, professional personnel should have the duty of care in this respect, to criminalize their negligent behavior is conducive to the protection of computer network.

4.5 Network factors

First of all, the network environment is bad. Young people are driven by a strong curiosity and thirst for knowledge to find out the information on the Internet. But because of the information in the network space is mixed, young people's ideas are very easy to be affected by bad information. In addition, the virtual Internet allows teenagers to have a lucky mind that "crimes will not be discovered", which encourages the appearance of crime. Finally, the regulation of network culture is not sound and lacks effective supervision.

5. Prevention and Control Measures of Juvenile Cybercrimes

Juvenile cybercrime has increasingly become a far-reaching social problem. The author believes that the prevention of juvenile cybercrime should make all parties form a joint force to create a good network environment.

5.1 Parents should pay more attention to online education for their children

Families should cooperate with schools and society to strengthen the supervision of teenagers' Internet use. Parents should optimize and create a harmonious family environment and provide a warm and healthy environment for their children, which will be conducive to the cultivation of their sound personality and will not seek stimulation in cyberspace. In addition, parents should master certain knowledge of the Internet. With the popularization of the Internet, no one can continue to be a non-Internet person. Parents should also learn some network knowledge, so that they can not only keep up with the pace of The Times but also narrow the distance between their children. Finally, parents should treat their children's Internet correctly and change the way of family education. Fully understand the psychological characteristics of adolescents and have a friendly conversation with them rather than banning them from the Internet. The Times are advancing, but communication is never out of date.

5.2 Schools should strengthen ideological education and optimize management mode

First, schools should strengthen the education of correct world outlook, outlook on life and values for young people, implement online legal education and moral education for young people, provide regular online mental health counseling, implement quality education, and advocate civilized Internet. Second, in the school computer class, teachers should emphasize the content of network security and focus on this scope, which can urge students to take the initiative to pay attention to network security and develop law-abiding consciousness. Third, schools can set extracurricular interest classes, one per week, including seal cutting, basketball, musical instrument, etc., which not only helps teenagers relax, but also helps them develop good interests and reduce their dependence on the Internet.

In a word, school leaders should pay attention to purifying the campus environment and change the backward concept of exam-oriented education. The content of education should be extensive, not just limited to Chinese, math and English classes. In addition to awards for academic excellence, students with good moral character should also be recognized and encouraged to find the best in themselves. The management and teaching mode of the school should be transformed from single type to diversified type. The school management mode should be transformed from closed to open. The management content of the school develops from hard to flexible direction. Finally, school is the main place for students' activities, and teachers are the people students often contact. The teacher's words and deeds often affect the students' speech and deportment imperceptibly. Therefore, the school should focus on the establishment of a high quality network ideological and political education team and strengthen the construction of the network era of teachers.

5.3 The State improves the cyber legal system and criminal legislation[9]

First, the country should increase the number of cybercrimes. [10] In the "crime of illegally invading computer information system", the "social and economic construction field" is added to the existing field and the explanation of network crime is included in the explanation of "crime of computer information system". Secondly, increase the punishment for negligent crimes and specify the corresponding punishment for crimes of different degrees. Third, expand the scope of attack on the subject of crime. Article 17, Paragraph 2, of the Criminal Law of the People's Republic of China clearly stipulates that any person who has reached the age of 14 but not the age of 16 who commits the crime of intentional homicide, intentional injury resulting in serious injury or death, rape, robbery, drug trafficking, arson, explosion or poisoning shall bear criminal responsibility. "Computer and cybercrime" could be included in the article.

5.4 The society will strengthen management, prevention and control, and purify the network environment

Network supervision and management departments should increase capital investment and introduce the latest technology. Strengthen the development and application of cyber security technology to seize the commanding heights of technology. At the same time, relevant departments should closely monitor the operation of network practitioners and network related institutions. Especially for the management of Internet cafes, the relative department should resolutely ban the illegal operation of Internet cafes, strengthen

rectification efforts and timely repair security loopholes. Internet cafes must be urged to implement the network laws and regulations and improve the management quality of Internet cafe operators to build a reliable Internet cafe. It is necessary to use the coercive power of the state to create a sound cyber environment, strengthen management of the Internet, improve cyber security management, and enhance prevention technologies.

Conclusion

The Internet is a double-edged sword, which can not only bring good news to teenagers, but also may drag them into the abyss of no return. Teenagers are a special group. Due to the limitations of age and psychological factors, their physical and mental development is not fully mature, and they lack the correct judgment and cognition of social things. Moreover, teenagers are a special group that lacks social experience and is easy to be intimated. It is because of these characteristics that they tend to commit crimes in social life because of frustration, novelty and other reasons. With the progress of science and technology, the harm of juvenile cybercrime to the whole society cannot be ignored. Therefore, effective prevention of juvenile cybercrime, through the cooperation of schools and society, and multi-party governance, has a great effect on the stability of the society. Juvenile cybercrime is a complicated social phenomenon. The prevention of juvenile cybercrime is not something that can be completed at one time. It needs a long and protracted process. Therefore, the prevention of juvenile cybercrime needs the common attention of all sectors of society. Starting from the growth of young people, we should give full play to the positive role of family, school and society, and help young people with problems from various aspects, so that they can grow up healthily and become builders and successors of the socialist cause.

References

[1]Zhao CB. Research on Juvenile Cybercrime [D]. Heilongjiang University, October 2009.

[2]Kang SH. General Theory of Criminology. Beijing: Peking University Press, 1996, p. 202.

[3]Yu Y. Causes of Juvenile Cybercrime and Social Assistance [C]. China University of Political Science and Law, March 2007.

[4]Liu CQ, "On the Legislative Causes of Juvenile Cybercrime and its Countermeasures", Youth Exploration, No. 3, 2004, p. 42.

[5]"Nearly 13% of Chinese youth psychological sub-health quality education is imperative" Available from: http://www.sina.com.cn January 10, 2003 10:37 Xinhua net.

[6]Qiang SY, Ed. Criminology [M], Social Sciences Academic Press, 2004, p. 212

[7]An Y. On Juvenile Cybercrime and Its Prevention Measures. China National Knowledge Network

[8]Li XG. Southwest University of Political Science and Law. April 2006.

[9]Zhang YQ. "On Juvenile Cybercrime and Its Countermeasures" [D]. Jilin University, November 2010.

[10]Wang YB, Ed. "Cybercrime", Economic Management Publishing House, 2002.

The Application Strategy of Mind Map in Primary School Chinese Oral Communication Teaching

Yingya Zhou

Kunshan Huaqiao International Business City, Huaxi Primary School, Kunshan 215300, China.

Abstract: Mind map is a new way of thinking that visualizes and visualizes radioactive thinking. The application of mind map in teaching is consistent with the expression of "development of thinking ability" in the "Chinese Curriculum Standards". Its concise construction and clear expression can, on the one hand, convey the ideas of language expressors more quickly and quickly, and on the other hand. On the one hand, it can make the language receiver easier and clearer to understand the message the other party wants to convey.This paper analyzes the application rules of mind map in classroom teaching, and expounds the application strategy of mind map in primary Chinese oral communication teaching from three aspects: picture-text combination, picture-introduction, and picture-introduction. The effective development of primary school students' innovative thinking and logical ability promotes the effective improvement of primary school students' oral communication skills.

Keywords: Mind Map; Primary School Chinese; Classroom Teaching; Application Rules; Practical Strategies

Introduction

Mind map, also known as "mind map", is a new thinking method that diagrams and imagines radioactive thinking in the form of graphic and graphic. In recent years, it has been widely used in the auxiliary teaching of various subjects in education and teaching, and has played a positive role in improving the quality of classroom teaching. Primary school Chinese curriculum reform needs innovative thinking, so the application of mind map in Chinese classroom teaching has certain reference value. As a very practical learning aid, mind map can help students deepen the understanding of the text, in order to cultivate the sense of innovation and creativity, but also can effectively cultivate students' thinking ability, fully explore the potential learning ability of primary school students.

1. Application rules of mind mapping

1.1 Images or symbols should be used in the center of the map

Image is the king to attract the audience, image memory is the origin of memory. Children's thinking characteristics are based on image thinking. Image teaching method has a simple, clear and convenient effect. Therefore, when designing the mind map, the center of the map can be used with color images or symbols. Starting from the center of the mind map can reflect a multi-hook characteristic of people's brain thinking program -- ideas emanate from the center to the periphery, people can gain more space and freedom, "a picture is better than a thousand words", flexible use of pictures to cultivate students' memory and creativity.

1.2 The map should be linear in structure

The mind map should adopt a linear structure, and each thinking point is connected by lines. Studies have shown that most of the knowledge of today's children is linearly constructed during their growth. The linear connection structure of mind map fully reflects the associative nature of human brain, connecting the subject on each divergent line segment with the central image of the mind map. The connection of the subject is based on the human brain and works by association. If the line is attached to the subject of thought, then it can be similar to "attached" inside. Similar to the war offensive situation map and the current police clues map, both use a linear

structure to clearly reflect events.

1.3 Color marks should be used for the guide

Color is the main stimulus of all kinds of external information. The results of psychological research show that more than 80% of all kinds of information obtained by human from the natural and cultural environment around us is transmitted into the brain center through visual transmission. Among them, color perception plays an important role in people's visual activities is incomparable to other things. Color in nature has a strong aesthetic effect, especially to increase people's creativity and memory, has a more unique role. Children's perception of color is more sensitive than adults, more preference. Because of the characteristics of children's psychological development, bright colors are of great benefit to them when they are just beginning to explore the cognitive world. Primary school children are full of strong and simple curiosity about the objective objects in the world, and they have a keen perception of color. When they see any color, they will immediately develop rich associations and imagination. Therefore, the construction of mind maps in teaching should be marked with color as far as possible, so as to increase the pleasure and attention of students' brains through color, so as to maximize its important and unique role in promoting the growth and development of children.

2. Application strategies of mind maps

2.1 Combination of text and text to stimulate students' interest in oral communication

Sukhomlinsky once said: children think through images. Primary school students because of the age, low level of thinking development, abstract thinking ability is relatively weak. The use of mind map "combination of text and text" refers to the need to do "the picture is not attached to the text, text is not attached to the picture, graphic combination, complement each other". Illustration is the "image language" of textbooks, which can effectively help students to interpret texts. Textbook illustration is one of the most important auxiliary materials in classroom teaching. Text content and textbook illustration should be connected and complementary. When teachers use textbook illustrations to teach, they can allow students to transform abstract thinking into charts, so that their thinking can be visualized, visualized and intuitive. Specifically, it is to guide students to draw a mind map based on the theme of oral communication teaching activities by using textbook illustrations to conduct divergent thinking, and then conduct oral communication based on the mind map in the process of oral communication (at this time, the mind map is equivalent to the speech outline). Students can use the mind map clear, concise characteristics, so that their oral expression in confidence, talk, and not panic, disorderly.

For example, "Little Rabbit Carrying Pumpkin" is the oral communication class of the first grade version of "Chinese Garden Six". In the teaching process, teachers can guide students to develop their thinking by drawing a "mind map" method. First, make full use of the three illustrations in the textbook to create life situation in class and stimulate students' interest in oral communication. The first illustration in the textbook shows the rabbit finding the pumpkin, the third illustration shows the pumpkin being transported to the house, and the second picture is blank. The teacher needs to inspire everyone to think of the picture content of the second picture. At this point, the teacher can ask everyone: "How do you want to help the rabbit carry the pumpkin home", encourage students to "think of a way", guide students to start building a mind map. First let the students draw a big pumpkin in the middle of their paper, will not draw the students can write "pumpkin" two words instead, build the mind map theme, like drawing students can also draw green vine leaves on the pumpkin with colored pens, and then guide the children to observe the pumpkin carefully. Through observation, the students soon made their own discovery -- the pumpkin was round. In a moment, small hands were in the air. The students said, carry the pumpkin back; Families with a car say, use the car to transport the pumpkin back; Like to play football said, pumpkin like a big ball, can roll back... Teachers intervene at the right time and guide students to express their ideas clearly, completely and methodically, and write or draw them on paper. (Figure 1) :
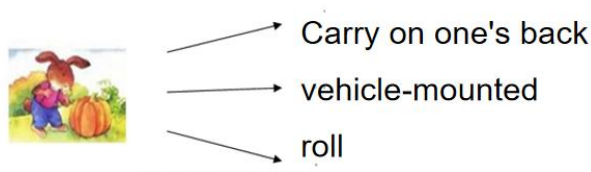
Figure 1

In the process of speaking and writing, the mind map on the blackboard was completed. The students saw that their ideas were affirmed by the teacher, and they all had a sense of achievement. This oral communication class fully stimulates the students' thinking activity, diversity and divergence. We can use our brains and speak freely at the meeting, and carry out all-round thinking and analysis on the topic from different perspectives. In the whole class, the students placed themselves in the story situation created by the teacher, becoming more interested in learning, and the sparks of thinking constantly flashed. Active discussion, active thinking, bold communication, the whole oral communication activity class "lively" but not chaotic, warm atmosphere, far beyond the expected effect.

2.2 Encourage students to cooperate and interact with each other by quoting from pictures

Textbook illustration is the "image language" of text and an important auxiliary teaching means in Chinese classroom. Illustrations can help students interpret the text in depth. Arouse the students' desire to speak. In the process of using textbook illustrations to guide students to draw mind maps in class, teachers should always pay attention to allowing students to explore independently and give full play to their innovative consciousness and ability. Colorful and clear mind maps can help students express the language coherently, completely and concretely.

For example, in the lesson "Interesting Animals" in the first volume of the second grade compiled by the Teaching Department, we can first use the mind map to guide students to determine the theme of oral activity - interesting animals, and then build the mind map around the theme. The mind map should be constructed with the animal's "fun" at its core.

First from the appearance of the animal, specifically talking about the eyes, nose, ears, tail, color, etc. From the animal's ability, divided into natural ability and acquired ability two parts. It is the nature of children to like animals, so they are always interested in the topic of animals. The teacher takes advantage of the situation and asks the students to list their ideas one by one in a certain order. As the sub-theme of the mind map, the list will form their unique map. Next, guide students to work cooperatively in a group of four and try to take turns speaking according to the mind map. When it is one person's turn to speak, the other students must listen carefully and ask their own questions about what is not clear. In this way, the teacher provides every student with a platform for oral expression and communication. In the process of group cooperation, exploration and communication, students' new ideas are constantly formed, inspiration constantly flashes, and in the process of interaction and communication, fierce collision, which may produce new thoughts. Each group will express their opinions according to the requirements assigned by the teacher. After communication, one representative will be selected to take part in the speech of the large group and show the results of group communication to the class. During this period, teachers can guide the thinking of the speakers deeply through questioning, prompting and other means, so that their oral expression is more clear than the group speech.

2.3 Train students' oral "white" ability by drawing and speaking.

A mind map can put a student's thought process on paper. Students begin to draw a mind map according to the topic of oral communication to carry out divergent thinking, and then communicate with classmates according to the mind map in the process of oral communication. Due to the full use of the mind map clear thinking, concise vein of this feature, students in oral expression, it is orderly, not disorderly. In the senior grade, the text content is deepened step by step, and the difficulty of students' understanding is also increased, and the requirements of oral communication are correspondingly improved. Some texts in the language of the narrative often have a jump, thus forming a "blank". In this regard, teachers can guide students to speculate the possible situations in the "blank" left by the text with the help of mind mapping. They can use their brains to restore the "blank" in the textbook by the clever use of "white" techniques. They can also skillfully use mind mapping to grasp the blank in the textbook for oral communication training, so as to improve students' oral expression of organization and creativity. The foundation of organized oral expression is clear thinking and methodical knowledge structure, then you can make full use of the linear structure of the mind map. This can not only effectively broaden the horizon of thinking, but also allow students to organize their rich thinking results in an orderly manner, so that they can be more clear in oral expression, more rich in content.

For example, the teaching theme of Unit 3 of Volume 1 of Grade 5 is "folk tales". The language element of this unit is "understand the content of the text and retell the story creatively". The text stories in the unit are generally long, and the plots are complicated and convoluted. There are many plots left blank in these beautiful folk stories. This text tells the story of the hunter Halib saved the daughter of the dragon king, the dragon king gave him a gem that can understand animal speech. Later, in order to save the villagers, he told them what he had heard the animals say, even at the cost of turning himself into a stone. The story praises the noble quality of hunter Halib who sacrificed himself to save people. The whole story is complete, vivid twists and turns, fascinating.

There is a sentence in the text: "There are many treasures in my father's treasure house." What treasures are there? The Dragon King "bowed his head and thought for a moment, then he spat out the gem in his mouth and gave it to him." What did the dragon King think? ... These blanks in the text are undoubtedly excellent oral communication training points for students. In the text, "Why can't you tell others the news you hear" and "say it exactly as it is" are good materials for training students to summarize and retell oral expressions. The story is long, complicated and convoluted, which increases the difficulty of students' retelling. If the mind map is used cleverly, it can help students complete the retelling requirements. In the text, the "exactly" refers to how Hailib got the gem, how he understood the bird's deliberations, etc., which is actually a summary of the story in front of the text. The teacher can guide the students to draw a mind map, mark the key words of the story one by one in the order of development, such as "get a gem", "change a stone", and write down the prompt words for each level branch. Then in the second branch "save dragon lady" and "capture prey" branch marked the third level of prompts, etc., a simple mind map is produced (Figure 2).
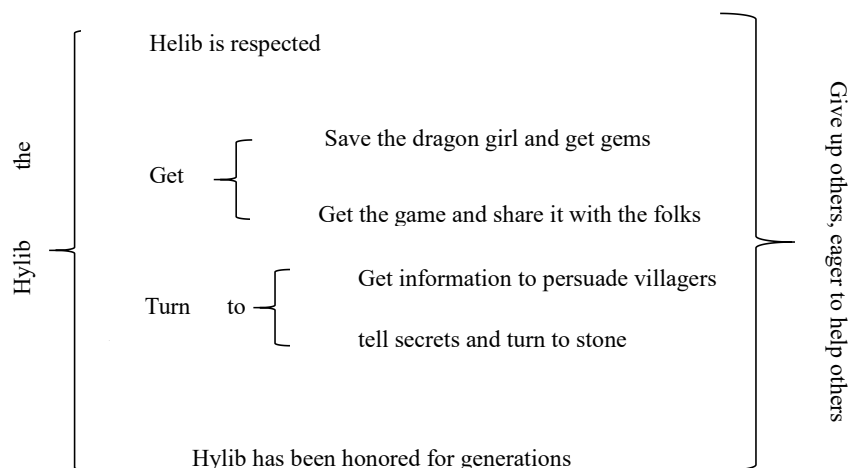

Figure 2

This mind map contains the main points of the plot, the sequence of the plot, like a navigation map and a narrative, clear and complete. The students can retell the story according to the map, then they can speak clearly and the plot is complete.

3. Conclusion

To sum up, the scientific application of mind mapping has effectively stimulated students' interest in oral expression. Teachers guide students to draw the mind map, which can visualize the thinking of the brain, achieve the goal of interactive communication of oral communication course, promote students' expression ability, and let students fall in love with Chinese class and oral communication class. In the evaluation of teachers and students, students and students, and self-evaluation, diversified evaluation is achieved to protect children's personality of free expression. Therefore, it can be seen that oral communication teaching should use more mind mapping, constantly strengthen students' thinking training, and finally achieve the goal of making students dare to express and willing to express.

References

[1] Wang YY, Zhou XP. Mind mapping: An effective tool to improve the efficiency of Chinese Teaching [J]. Jiangsu Educational Research, 2016 (1) : 73-76.

[2] Ni WJ. Group Reading from the Perspective of Chinese Core Literacy [J]. Teaching Method of Curriculum Materials, 2017

(6) : 44-48.

[3] Zhang HB. The Application of Mind Mapping Based on Multimedia Technology in Chinese Teaching [J]. Literature Education (II),2016(01):95.

[4] Tang JQ. The Application of Mind Mapping in Primary School Chinese Teaching [D]. Soochow University; 2017.

[5] Zhao LL. Application of Mind Mapping in Chinese Teaching of Senior Primary Schools under the Standard of New Curriculum [J]. Public Standardization,2021(24):137-139.

[6] Sun Y. The Application of Mind Mapping in Chinese Classroom Reading Teaching in Primary schools [D]. Yangzhou University; 2020.

[7] Li Y. The Application of Mind Mapping in the Exercise Teaching of the fourth grade in primary school [D]. Hebei Normal University of Science and Technology; 2017.

[8] Gao TP. On the Application of Mind Mapping based on Multimedia Technology in Primary School Chinese Teaching [J] Science Weekly, 2016(12):132-133.

[9] Wang HL. Using mind mapping to optimize Chinese Teaching [J]. Journal of Teenagers (Educational Teaching Research), 2019, No.158(09): 20.

The Organic Integration Strategy of Primary School English Teaching and Moral Education

Yun Zhou

Kunshan Huaqiao International Business City Huaxi Primary School, Kunshan 215300, China.

Abstract: The learning of English courses is not only a process for students to master language knowledge and skills, but also a process for improving students' comprehensive humanistic quality. The integration of moral education in English teaching can not only cultivate students' good study habits, improve the efficiency of English learning, but also help to cultivate students' excellent moral quality. Through the research on the organic integration strategy of primary school English teaching and moral education, this paper aims to provide an effective method for the effective integration of primary school English teaching and moral education, so as to promote the improvement of the level of primary school moral education and achieve the goal of building morality and cultivating people.

Keywords: English Teaching; Moral Education Work; Integration Strategy; Moral Education Level

1. The importance of moral education in primary schools

Primary school stage is the beginning of the formation of young people's ideological and moral character, because of the young age, little knowledge, shallow experience and lack of social life experience, pupils are often fuzzy concept of right and wrong, lack of ability to distinguish between people and things, with a strong desire for knowledge and great imitation, but also a great plasticity, easy to be affected by the outside world. As the first of the five education, moral education is the primary work of the school. It is committed to the cultivation of students' moral character and personality quality, reflects the basic purpose of school education, runs through all aspects of moral, intellectual, physical, American and labor education practice, and dominates the whole school education. Moral education plays an important role in cultivating good ideological and moral quality of young people, and plays a guiding, driving and guaranteeing role in healthy growth of young students and school work. Therefore, strengthening moral education in primary school plays a vital role in cultivating pupils' ability to distinguish right from wrong and cultivate good moral character.

2. Current situation of moral education in primary schools

2.1 Single teaching method and lack of teachers.

Our moral education started late, there are still insufficient teaching research, primary school students do not have a complete and clear concept of moral education study, teaching effect is not satisfactory. At the present stage, there are three main problems: first, the teaching method of moral education of teachers is single, they do not update their personal teaching methods with The Times, and their cognition of moral education teaching has certain deficiencies, leading to the teaching results are not significant. Secondly, the shortage of teachers, the lack of professional moral education teachers, most of the moral education courses are Chinese teachers or other subject teachers. Finally, teachers' teaching methods are too stereotyped and outdated. They tend to teach knowledge only through boring personal explanation, ignoring students' psychological state and unilaterally teaching general principles, which cannot stimulate students' enthusiasm for learning.

2.2 Teaching is limited to classroom and divorced from real life

Any human development is inseparable from real life, through personal experience can better feel the power of knowledge and knowledge brings fun. The same is true in the development of moral education. Through their own learning and practice, many souls with excellent qualities are gathered to form the current moral education culture of the Chinese nation. Once divorced from real life, this aspect of education will seem very empty, pale. In fact, only a small number of schools create and provide opportunities for primary school students to go deep into the society. Most schools worry that they cannot take responsibility for students' personal safety, so they only limit moral education to the classroom. However, pure theoretical learning and students' limited understanding ability cannot play the due role of moral education. In order to improve the level and effect of moral education, we should start to build a suitable educational environment.

3. Significance of the integration of English teaching and moral education

School moral education is not done in isolation, but to do moral, intellectual, physical, beauty, labor and five education simultaneously. Ideological and moral courses are the main channel of school moral education, but moral education can not only rely on ideological and moral courses, but should be infiltrated into the teaching of other disciplines, using the characteristics of different disciplines to penetrate students from different perspectives, giving full play to the advantages of teaching materials of different disciplines, so that students can acquire scientific and cultural knowledge at the same time, Also get ideological and moral education, let them develop in an all-round way, healthy growth, and constantly improve their overall quality. The integration of primary school English teaching and moral education can not only penetrate moral education into English teaching, but also promote the development and improvement of English teaching, so as to achieve the goal of discipline education.

3.1 Moral education can enrich English classroom content

The penetration of moral education in English teaching can enrich and improve the connotation of English teaching, make up for the missing contents in traditional English education, and make English teaching forms more diversified, teaching contents more novel and teaching structure more complete. Teachers explain and analyze English courses from the perspective of moral education, which can better strengthen students' understanding of English knowledge, improve students' English application ability, and achieve the purpose of shaping students' good moral quality.

3.2 Moral education can improve the efficiency of English classroom

In the classroom, the teacher is the guide and the student is the real subject. A good English classroom not only requires teachers to play a good role as guides, but also requires students to give full play to their learning initiative and enthusiasm. The infiltration of moral education can promote the formation of students' good behavior habits and learning habits imperceptibly, greatly improve students' participation in classroom activities, and create a good and efficient English classroom.

4. Strategies for integration of English teaching and moral education

4.1 In-depth exploration of moral education elements in English textbooks

Teachers carry out teaching activities on the basis of textbooks. English textbooks not only have the language knowledge to cultivate students' listening, speaking, reading and writing ability, but also contain rich moral education materials. Teachers should be good at expanding and analyzing the deep content of the textbook, and carry out moral education activities in English on this basis, so that the textbook can be used more scientifically and effectively, and students can avoid staying on the surface of the textbook knowledge learning. Teachers should rely on the content of textbooks, fully excavate the content of moral education, infiltrate the content of moral education in English teaching, guide students to understand the truth contained in the process of learning language knowledge, so as to obtain the edification of the soul and emotion, and promote the cultivation of students' good moral quality.

For example, In Unit 2 In the library, Volume 2 of Grade 3, moral education materials of this unit are introduced by showing some bad behaviors of the characters in the text, such as running, Shouting and eating in the library. Order and rules of public places should be observed. Combining with this part of moral education materials, teachers can penetrate moral education in text learning. Don't talk in the library. Don't eat or drink. Don't run. Guide students to obey the order and rules of the library. In the extension part,

we can continue to present the common scenes in life, such as cinemas, hospitals and parks, and encourage students to use "Don't... This sentence pattern gives polite advice to the characters in the picture, so as to achieve the purpose of practicing the sentence pattern. On the basis of language use, it leads to the moral education thought permeated by this lesson: We should follow the rules in public places.

For another example, in Unit 4 I can play basketball, Volume 1, Grade 4, moral education materials of this unit are introduced by presenting the scene of characters playing basketball in the text. If you encounter difficulties, you should have the courage to try. When learning the text, teachers Can guide students to combine the pictures and dialogues, compare the results of Liu Tao's two shots before and after, and ask students to discuss in groups: Can Liu Tao play basketball? What do you want to say to him? Some students want to say to Liu Tao: Try again. Some want to say to Liu Tao: Just do it! Under the guidance of the questions, students should understand the text deeply and realize that they should have the courage to try and believe in themselves when encountering difficulties. At the same time, students should learn from Mike in the text, encourage others bravely when others are in trouble, and be united and friendly. Finally, the moral education of this lesson is introduced: No matter what difficulty you meet, just do it! (No matter what difficulties you encounter, try bravely!)

4.2 Create life situation to promote moral education penetration

Educationist Mr. Tao Xingzhi advocates the theory of life education, holding that education and life are the same process, education is contained in life, education must be combined with life in order to function, he advocates education and life completely melt in the same furnace. Education and teaching are closely related to our daily life. No matter what kind of language you learn, the ultimate goal is to use language for daily communication in life. Therefore, when integrating moral education into English teaching, teachers should be guided by the concept of life education, combine moral education materials in daily life with English classroom content, return language learning to the truth of life, strengthen students' perception of life, regulate students' daily behaviors and habits, and cultivate students' fine morality by creating life-oriented scenes. Let the integration of English and moral education go deeper.

For example, in the lesson of Unit 4 Road safety, Volume 2 of Grade 6, starting from the text, through the life situation of road safety, while learning English language knowledge, students can understand the traffic rules on the road and make clear the importance of obeying traffic rules. Based on this theme, teachers can collect pictures, animation videos and other resources related to this theme in life, present different scenes through multimedia animation display, and let students talk about how to do different scenes on the road. In addition to language output, teachers can teach students to obey traffic rules and cultivate their road safety awareness. At the same time, by presenting negative examples, students can, can't, should, shouldn't and other sentence patterns to persuade relevant bad behaviors, let students realize the harm of violating traffic rules, promote the integration and penetration of English teaching and moral education in the context of life.

For another example, in the lesson of Unit 7 Protect the earth, Volume 1, Grade 6, the topic of this lesson is introduced through four parts: Save water, Save energy, Save wood, and Don't use too much plastic. Protect the natural environment. In teaching, students can make full use of the resources related to these four topics in life to show the importance of saving water, saving energy, saving wood and reducing the use of plastic products. How can we save water/energy/wood? How can we save water/energy/wood? How can we save water/energy/wood? Some students say: We can take the bus and the metro to school to save energy. Some students say: We can use water to wash our face, then we can reuse the water to water flowers and trees. Some students say: We can use two sides of the paper to save wood. In this process of thinking, students will closely link English classroom teaching with the reality of life. In the process of language output, they will fully cultivate their awareness of protecting the natural environment, cultivate their good moral quality in the teaching of life, and guide them to put these fine qualities into practice.

4.3 Expand after-school activities to deepen moral education integration

Classroom teaching time is limited, but the integration of English teaching and moral education is not limited to the classroom. After the end of classroom teaching, teachers can innovate the forms of after-school homework in various ways, enrich and expand students' after-school activities, and deepen the integration of English and moral education in the expansion and interaction. For those valuable moral education topics in class, on the basis of classroom teaching, students can be guided to continue to communicate and

discuss after class, and express their ideas through various forms such as textbook plays, handwritten newspapers and posters, so as to extend classroom knowledge. While flexibly using book knowledge and improving students' ability to apply what they have learned, Cultivate students' correct world outlook, outlook on life and values, and extend the depth and breadth of the integration of English teaching and moral education.

For example, the theme of Unit 7 Chinese festivals in Volume 2 of Grade 5 is traditional Chinese festivals. Through studying the texts in the textbooks, students learn about the time, activities and food of the four traditional Chinese festivals, namely the Spring Festival, the Dragon Boat Festival, the Mid-Autumn Festival and the Double Ninth Festival. In recent years, under the impact of Western culture, students are keen on Christmas, Halloween, Thanksgiving and other "foreign festivals", and know little about Chinese traditional festivals and traditional culture. Therefore, teachers can assign some after-class homework on the basis of classroom learning, so that students can collect knowledge about Chinese traditional festivals after class, and choose their favorite festivals to make a handwritten English newspaper of festivals, so as to have an in-depth understanding of the origin, customs and cultural connotation of traditional festivals. After completion, teachers can display the students' hand copies in the class, so that students can learn more about traditional festivals while watching them, and praise the students for their good drawing. In the process of drawing and viewing, students not only expand a wealth of extracurricular knowledge, but also greatly increase the understanding of Chinese traditional festivals, so as to stimulate the love of Chinese traditional culture, enhance the sense of national identity, so that the integration of English teaching and moral education can be extended outside the classroom.

Another example is Unit 8 Dreams, Volume 2, Grade 6. The theme of Unit 8 Dreams is dream. By learning the text, students can understand what the dream of different characters in the text is, why they have this dream, and how they will make efforts to realize their dream. Thus guiding students to establish a correct outlook on life. After class, teachers can assign extended assignments, such as asking students to write a short essay on the topic of "My dream", which focuses on What's your dream? Why? What will you do to make your dream come true? Students are encouraged to draw pictures to enrich the composition. In class, students can share their compositions, introduce their dreams and learn about their partners' dreams in the group or in the class. In the process of thinking and writing, they understand that each occupation has its significance and value, and help students to establish a correct career outlook and outlook on life, so as to achieve the deep integration of English teaching and moral education after class.

5. Summary

Educator Mr. Tao Xingzhi once said: "thousands of education, teaching people to seek truth; Learn to be a real person." The English curriculum standards also point out: "Cultivate students' good psychological quality and patriotism, form a healthy outlook on life, and lay a good foundation for their lifelong learning and development." It can be seen that the importance of moral education, all disciplines should be fully permeated in teaching moral education. Moral education is the primary goal of quality education. In English teaching, by exploring moral education elements in textbooks, relying on life situations, expanding after-class activities, etc., students are guided to constantly think about the content of moral education in learning, and the organic integration of English teaching and moral education content can not only teach students language knowledge and develop students' language skills, but also cultivate students' good moral qualities. Thus shaping students' correct world outlook, outlook on life and values.

References

[1] Sun YX. Discussion on Effective Strategies of Moral Education Penetration in Primary School English Teaching [J]. Curriculum Education Research, 2020(10):101-102.

[2] Du XX. On How to do Moral Education Penetration in English Teaching [J]. Journal of Studies, 2018(23):62-63.

[3] Wang WL. Tao XZ. on Life Education [M]. Sichuan: Sichuan Education Press, 2010.

A Case Study of Online Teaching on the Cultivation of Thinking Quality in High School English Reading Class

Tao Wang, Yanping Wang

Zhenjiang Middle School, Zhenjiang 212000, China.

Abstract: Cultivating the thinking quality of high school students is one of the core tasks of high school English curriculum reform. This paper expounds the relationship between the cultivation of thinking quality and reading teaching, combined with the practice of online teaching, taking the Welcome to the unit & reading part of Unit 3 Back to the past in the module 3 of the Jiangsu Education Edition as an example, to discuss how to cultivate English reading in senior high school. Students' logical thinking and critical thinking ability demonstrate the feasibility of cultivating students' thinking quality in the process of high school English reading teaching.

Keywords: Thinking Quality and Online Teaching; Thinking Quality and Reading Teaching; Teaching Case

1. Introduction

Quality of thinking is an important aspect of the core quality of English subject (language ability, cultural awareness, quality of thinking and learning ability) proposed in the English Curriculum Standards for Senior High Schools (2017 Edition). In high school English teaching, the cultivation of students' thinking quality conforms to the needs of the new period and the new curriculum reform, and is an inevitable requirement for the country to implement the strategy of self-reliance and self-improvement.

In the face of different teaching environments, with the help of the Internet, teachers' teaching means, students' learning methods, effective promotion of teaching steps, successful achievement of teaching objectives, and strong guarantee of teaching effects have become unavoidable topics for teachers who play the role of organization, teaching and guidance.

2. Quality of thinking and Reading teaching

In the process of language being used for communication, vocabulary and conventional grammatical knowledge are used, and coherent discourse comes into being. Text is the carrier of high school English reading teaching. No matter in oral or written form, people need to rely on the form of discourse for common expression. From the perspective of the length of a discourse, a word, a sentence, a book or a series of books can constitute a discourse. At the same time, the correct use of discourse requires certain textual knowledge. Discourse knowledge is about the cumbersome relationship between parts and parts in the structure of discourse, modes of ideography and means of use, such as the relationship between sentences and sentences, paragraphs and paragraphs, titles and text, text and diagrams.

As for the teaching practice of discourse, it is not a simple addition of additional discourse teaching on the basis of the traditional teaching model, but a discourse centered design and development of teaching. In other words, the teaching of reading class should be carried out closely around the text. In actual teaching, teachers should guide students to see the essence through the phenomenon, grasp the context of the discourse, and pay attention to the language features, that is, pay attention to the various parts of the discourse and how the language is expressed in the discourse, and avoid only explaining the discourse knowledge.

In high school English reading teaching, the main teaching goal should be to improve the quality of students' thinking, and the effective teaching of discourse knowledge should be an important starting point. All these require teachers to design relevant teaching activities. Through reading, teachers can guide students to understand the text information, experience the hidden meaning of the

article, form their own judgment and evaluation, form emotional resonance with the author of the text, enjoy the spiritual nourishment and thinking development brought by reading, so as to improve the reading ability, develop the thinking ability and enhance the expression ability.

This paper takes Welcome to the unit & reading of Unit 3 Back to the past as an example to demonstrate the feasibility of cultivating students' thinking quality in online reading teaching in high school English.

3. Teaching cases

3.1 Analysis of teaching materials

[WHAT] Do you think of the past? This paper belongs to the Welcome to the unit and Reading section, with ancient civilization as the main line. Welcome to the unit is the warm-up part of this unit. It mainly introduces the idol of Zeus, the Potala Palace and the Taj Mahal. It is weakened in the teaching design to make it the introduction part of this lesson. The Reading part is the travel diary of a British student, which is the focus and main content of this lesson. It mainly describes the history of Pompeii and Loulan, the scenes of the ruins and the reasons why they became ruins, and makes readers think about what these two lost civilizations have left for us.

[WHY] By describing the former prosperity of Pompeii and Loulan and their destruction by volcanic eruption, tree felling and sand erosion respectively, the Reading part shows the great destructive power of natural and man-made factors, and prompts students to think about how to deal with natural and man-made disasters so as to protect human civilization.

[HOW] The Reading section consists of five diary entries, which are developed in the form of a narrative essay. A total of six paragraphs, divided into three parts. The first part of the first paragraph, the lost civilization (Pompeii and Loulan) tour of the general introduction. The second part is paragraphs 2 to 4, and the third part is paragraphs 5 to 6, which introduce the history of Pompeii and Loulan respectively. From the perspective of students, this paper describes the experience of a trip to ancient civilization. The words are simple and concise, and the meaning is profound. The objective narration of the reasons for the destruction of two ancient cities is thought-provoking. In this paper, a large number of exclamation phrases are used to effectively express the emotion of shock and regret.

3.2 Learning situation analysis

The online class is for senior one students, who have the necessary vocabulary to read the text (the last lecture was devoted to this part of vocabulary); Students have certain reading skills and can get the general idea and structure of an article through independent reading. However, senior high school students still lack the ability to understand and integrate knowledge, critical evaluation, and in-depth reading needs to be strengthened.

3.3 Teaching objectives

After learning this lesson, students will be able to:

(1) Obtain factual information about the author, genre, background, narrative perspective, general idea and structure of the text;

(2) Complete the paragraph summary using the appropriate form of keywords;

(3) Analyze the author's personal feelings and opinions;

(4) Compare the similarities and differences between Pompeii and Loulan, and rationally think about the relationship between man and nature and the attitude towards human civilization.

3.4 Teaching important and difficult points

(1) emotional experience;

(2) Text reading strategies for obtaining information.

3.5 Teaching resources

Textbook, multimedia courseware

3.6 Teaching process

Step 1 Welcome to the unit (lead-in)

(1) Show students lyrics of Rivers of Babylon while listening. And then introduce the seven wonders of the world,   especially

the Statue of Zeus, the Taj Mahal and the Potala Palace.

(2) Brainstorm: What is civilization about?

(3) What other ancient civilizations do you know about?

(4) What does the title Lost Civilizations mean?　(Show 2 pictures of Pompeii and Loulan.)

In which country are the places?

How much do you know of them?

Design intention: Use the song, create the situation, introduce the theme. Activate students' existing background knowledge. Lead to the definition of civilization, arouse students' interest in reading the Lost civilizations, and cultivate students' thinking skills of imagination.

Step 2 General reading (students read silently): Fill in a chart based on different dates and then fill in a mind map (structure of the passage).
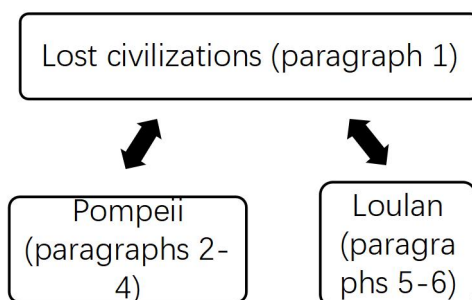
Design intention: Guide students to obtain the genre, structure and general idea of each part of the text by skimming, and have a rough understanding of the date, place name, facts and relevant historical information, so as to cultivate students' ability to obtain information quickly. In the process of this task, students should comprehensively use the thinking skills of analysis and induction, abstract and summary.

Step 3 Reading strategy (P43): How to read a diary entry?

When we read a diary entry in reference to someone's travel, we should pay attention to _____.

Design intention: Reading strategy guidance, help students focus on the key information in the diary genre, personal feelings and opinions in the part help students better analyze and understand the text, so as to form their own intuitive feelings and opinions, and pave the way for the cultivation of critical thinking quality.

Step 4 Detailed reading:

Day 1(paragraph 1):

Time	Where to visit
15th July	
16th July	
The next week	

How does Ann feel about this trip? She feels lucky. (L1)

Design intention: Table design, time as the main line. Read the text with the question, look up the answer and feel the writer's mood.

Day 2(paragraph 2): A lecture about Pompeii

Time	Events
In the 8th century BC	
In 89 BC	
On 24th August AD 79	

Hearing this, what was Ann's feeling? How unfortunate! (L12)

Day 3(paragraphs 3-4):

Based on the scene seen by the author, please describe Pompeii.

Streets: Houses: Bodies of people: Volcano:

When Ann saw Pompeii as it was 2000 years ago, how did she feel? How amazing! (L15)

However, when you read "The volcano is still there, but looks very quiet now. It's hard to imagine how this peaceful volcano destroyed the whole city!"(L27), what's your feeling?

Will you feel a bit sad? Streets, houses and even the volcano are still there, but men are nowhere to be found. Undoubtedly, present Pompeii serves as a reminder and also a warning to humans.

Design intention: Table design, time as the main line. Read the text with the question, look up the answer and feel the writer's mood.

Day 10(paragraph 5):

What information did Ann gain about Loulan?

About 2,000 years ago, it was a _____ _____ commercial city. It was also a _____ on the famous Silk Road between the East and the West. Many people believed that it was gradually covered over by _____.

When Ann is in Loulan,She feels _____. excited(L33)

Loulan was ever a city well known for its beauty. Why did it become ruins?

Day 11 (paragraph 6):

1. Who found the ruins of the Loulan Kingdom?

2. From the last sentence, how did the writer feel about lost Loulan?

The reason why Loulan became ruins is that huge trees were cut down (L43) and that resulted in the city being buried by sand. Actually it was human factor that destroyed the city.

What a pity! (L44)

The fifth paragraph helps students clarify the main content of the paragraph by filling in the blanks with appropriate forms of keywords. Thinking about the ruins of Loulan City paved the way for the narration of the sixth paragraph. In the sixth paragraph, two questions are designed to guide students to further understand the ups and downs of the author's feelings while focusing on the important information.

Step 5 Comparison:

	Similarities	Differences
Pompeii		
Loulan		

Design intention: Guide students to compare the similarities and differences between Pompeii and Loulan, pay attention to the man-made and natural factors in the ruins of the two ancient cities, rationally think about the relationship between man and nature, and cultivate students' thinking quality of comparison and analysis.

Step 6 Writing:

(1) Do you think it is important to protect civilizations from the past ?   Why or why not?

(2) If they shoud be protected, do you have any s uggestions on how to protect them?

Design intention: Through the design of these two questions, students' thinking about the practical problems of ancient civilization protection is triggered. The first question is open and does not set a standard answer, which is conducive to the cultivation of critical thinking. The second question is conducive to the cultivation of students' deep thinking and divergent thinking quality by asking about protective measures.

Step 7 Themes of modern civilizations:

The world: Our country: Our city: Our school: Our class:

Design intention: Connect with real life, go deep layer by layer, guide students' thinking from ancient to modern, pay attention to the inheritance and development of human excellent civilization.

Step 8 Summary &Homework:

(1) Guide students to focus on the protection of human civilizations.

(2) Finish Exercises C2 -- E from P44 to P45;

(3) Make up a story with the start "If I went back to Loulan, I would..." .

Design intention: The past is not forgotten, the future. The design of this part is closely related to the theme, assigning the compilation of stories as homework, which is conducive to the cultivation of students' imaginative thinking quality.

4. Conclusion

In the specific network teaching design, it is necessary to start from the students' "learning" "needs", from the questions raised by students and need to know the problems, to develop the activity theme content and discussion content, after each step to leave enough time for students to think, can not one-sided pursuit of large capacity, fast pace. Only in this way can we effectively reduce the psychological pressure of students, achieve the teaching objectives and achieve the best teaching results. Only in this way can we effectively deal with the new requirements put forward by the reform of high school English curriculum, improve the quality of students' thinking, and provide universities with talents with innovative thinking ability that the country needs.

References

[1] Wang LH. Research on Problems and Countermeasures in online teaching of Open Education. Science and Education Guide [J]. 2015. 8 :129 -- 130.

[2] Zhou DM. Research on RISE Teaching Model of High School English Reading Based on Core Literacy. [J]. Foreign Language teaching in primary and secondary schools. 2016 (10).

[3] Zhou JZ. Strengthen Online teaching and improve the quality of online teaching. Journal of Xinjiang Radio and Television University. 2014(4): 1.

On the Crossing Points of Circulant Graphs C(9, 3)

Weihua Lu[1]*, Fang Li[1], Han Ren[2], Junjie Lu[3], Dengju Ma[4]

1. School of Science, Shanghai Maritime University, Shanghai 201306, China.
2. School of Mathematical Science, East China Normal University, Shanghai 200241, China.
3. College of Sciences, East China University of Science and Technology, Shanghai 200237, China.
4. School of Science, Nantong University, Nantong 226019, China.

Abstract: It is well known that determining the exact values of crossing number for circulant graphs is very difficult. Even so, some important results in this field are still proved. D.J. Ma was proved that the crossing number of $C(2m + 2, m)$ is $m + 1$[8]. Then such problem for $C(n, 3)$ was further solved [7]. Pak Tung Ho and X. Lin obtained accurate values for the crossover numbers of $C(3m, m)$ and $C(3m + 1, m)$[4][5]. In this paper, as a complement, we show that the edges from the principal cycle of $C(9, 3)$ do not cross each other in an optimal drawing.

Keywords: Crossing Number; Crossing Point; Circulant Graphs

1. Introduction

All the graphs throughout this paper are simple. The terminology and notation are standard and can be found in [1, 10]. Here we repeat some definitions. A circulant graph $G = C(n; S)$ is the graph with the vertex set $V(C(n; S)) = \{v_i | 0 < i < n - 1\}$ and the edge set $E(C(n; S)) = \{v_i v_j | 0 < i < n - 1, 0 < j < n - 1, (i - j) \bmod n \in S\}$, $S \subset \{1, 2, \ldots, |n/2|\}$. When $S = \{1, k\}$, for some integer k, then $C(n; S)$ will be simplified to $C(n, k)$. For $C(n, 3)$, the cycle $C_n = (v_0, v_1, \ldots, v_{n-1}, v_0)$ is called the principal cycle. It is clear that most types of circulant graphs are nonplanar.

A drawing of a graph is a representation in the plane such that its vertices are represented by distinct points and its edges by simple continuous arcs connecting the corresponding point pairs. A drawing is good if it satisfies: (i) no edge crosses itself; (ii) no two edges cross more than once; (iii) no more than two edges cross at a common point; (iv) no edge crosses a vertex. A crossing is the common internal point of two edges. The crossing number of G, written $Cr(G)$, is the minimum number of crossings among all the good drawings of G in the plane. An optimal drawing of G is a good drawing whose number of crossings equals to $Cr(G)$. Obviously, G is planar if and only if $Cr(G) = 0$. And thus the crossing number is considered as an important topological measure for graphs. For a graph, computing the crossing number is NP-complete [2]. Therefore, the exact values of crossing numbers are known only for very restricted classes of circulant graphs. As far as we know, earlier results on this subject can be found [3]. Then H. Ren et al. [8] proved that the crossing number of $C(2m + 2, m)$ is $m + 1$. And such problem for $C(n, 3)$ was further solved[7]. Meanwhile, it was verified that the exact value of crossing number of $C(3m, m)$ is m, when $m > 3$ [5]. In 2007, this result was extended to $C(3m + 1, m)$ [4]. It is showed that $Cr(C(3m + 1, m)) = m + 1$ for $m > 3$. Even though these exact numbers are confirmed, the specific positions of these crossing points are still unknown. Moreover, little work can be found on this topic. In this paper, such position problem of crossing point in $C(9, 3)$ will be studied. In fact, the similar research for generalized Petersen graphs and Cartesian products is also presented in many papers. The interested reader may refer to [11, 12, 13] for more details.

The removal number of G, denoted by $h(G)$, is the smallest non-negative integer h such that removing some h edges from G results in a planar subgraph of G. Easy to see that removing $Cr(G)$ edges from an optimal drawing of G also yields a planar subgraph. Thus $Cr(G) > h(G)$. In [7], it was proved that $Cr(G) = h(G) = 3$, if $G = C(9, 3)$. It is a nice conclusion, because it

implies that no edge is crossed twice in an optimal drawing of $C(9,3)$. However, where the three crossing points lie is not confirmed. That is, two distinct optimal drawings of $C(9,3)$ may have distinct crossing points. Whether such crossing points share some property is still unknown. In this paper, we show that no crossing in $C(9,3)$ is the result of a crossing between two edges which are from the principal cycle.

2. Basic lemmas and main result

In this part, we first introduce the preliminaries and the necessary lemmas for $C(9,3)$. Obviously, $C(9,3)$ maybe partitioned into the principal cycle C_9 together with three vertex-disjoint subcycles $c(0) = (v_0, v_3, v_6, v_0)$, $c(1) = (v_1, v_4, v_7, v_1)$ and $c(2) = (v_2, v_5, v_8, v_2)$. In fact, the edges (v_i, v_j), where $i + 3 = j \pmod 9$ for $i = 0, 1, \dots, 8$, are also called chords of C_9. For the convenience of the following discussion, we should color $C(9,3)$. Specifically, the edges in the principal cycle C_9 are assigned blue color, and the chords are assigned red color. If a red edge crosses a red edge, we define this crossing as r - r crossing. The r - b crossing and b - b crossing are similarly defined.

Lemma 2.1 ([7]) For the circulant graph $G = C(9,3)$, $h(G) = Cr(G) = 3$.

As the discussion in introduction, a corollary of lemma 2.1 can be easily obtained as following.

Lemma 2.2 Let D be an optimal drawing of $C(9,3)$. Then no edge is crossed twice.

Besides lemma 2.2, there is another obvious result needed to be mentioned.

Lemma 2.3 If $p = (u,v,w)$ and $q = (x,y,z)$ are any two cycles of length 3 in $C(9,3)$, then there is an automorphism θ such that $\theta(u), \theta(v), \theta(w)$ are x,y,z, respectively.

This result in lemma 2.3 is easy to verify, but plays an important role in the proof of the following main result.

Theorem 2.4 Let D be an optimal drawing of $C(9,3)$. Then D has no b - b crossing.

Obviously, theorem 2.4 is a useful result because it gives the possible edges which destroy the planarity of $C(9,3)$. Furthermore, theorem 2.4's result also provides a facility for the research of topological structure of $C(9,3)$.

3. Proof of Theorem 2.4

Proof of Theorem 2.4. The proof is by reductio ad absurdum. Suppose that there exists at least one b - b crossing in D. Obviously, lemma 2.1 implies that D has at most three b - b crossings. Let $\{v_0, v_1, \dots, v_8\}$ be the vertex set of $C(9,3)$. The procedure will be partitioned into three cases. The following proof will use Jordan Curve Theorem.

Case 1. The optimal drawing D has three b - b crossings.

Then the principal cycle is divided into four parts (see figure 1). We may define such four parts as sections which are denoted by $s_i (1 < i < 4)$ respectively. Furthermore, there exists a line (or a curve) l cutting every section into two halves (upper side and lower side).
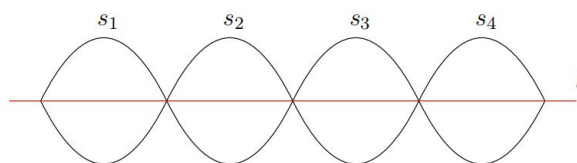

Fig. 1. Four sections of the principal cycle

By lemma 2.2, each side of $s_i (i = 2,3)$ contains at least one vertex (otherwise there is an edge which is crossed twice). And each $s_j (j = 1,4)$ also contains at least one vertex, otherwise there is an edge which crosses itself and the drawing is not good. As a result, there are three vertices left. So we solve this problem through analyzing the positions of the remaining three vertices. For convenience, in the following discussion, we assume that v_0 lies on s_1. Note that there is no r - r crossing or r - b crossing in this case.

Since the three remaining vertices need to be distributed among four sections, at least one of the sections remains without additional vertices. If it is one of $\{s_1, s_4\}$, without loss of generality, say s_4, then figure 2(b) depicts the distribution of some vertices. Now v_0 needs to be joined to one of $\{v_i, v_{i+1}, v_{i+2}\}$. If v_0 joins to v_i, then (v_0, v_i) crosses (v_1, v_{i+1}). Moreover, if v_0 joins to v_{i+1}, then (v_0, v_{i+1}) crosses (v_1, v_{i+2}). Finally, if v_0 joins to v_{i+2}, then one of $\{(v_0, v_{i+2}), (v_1, v_i)\}$ must cross $(v_2,$

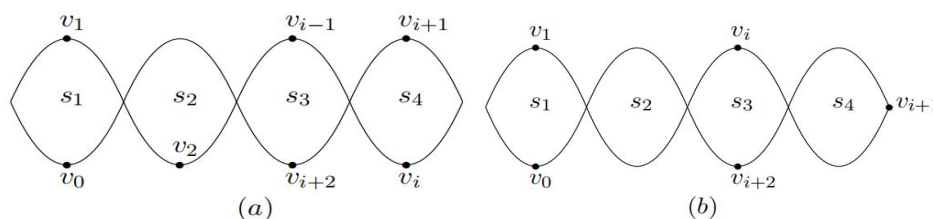vi+1). All the possibilities produce an additional crossing, a contradiction.

Fig. 2.

Thus, each of s1 and s4 must contain at least one of the remaining vertices. Then we can further claim that at least one remaining vertices does not lie on s1 and s4. Otherwise, one of s1 and s4 , say s1 , contains three vertices. And then the distribution of vertices is shown in figure 3. Obviously, (v_0, v_6) crosses (v_1, v_7) which yields a contradiction.
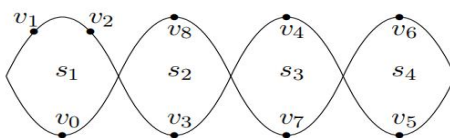

Fig. 3.

By the analysis above, the specific vertex-distribution is shown as figure 2(a). v_0 needs to be joined to one of $\{v_{i-1}, v_i, v_{i+1}\}$. If v_0 joins to v_{i-1}, then (v_0, v_{i-1}) crosses (v_1, v_i). Moreover, if v_0 joins to v_{i+1}, then (v_0, v_{i+1}) crosses (v_1, v_{i+2}). Finally, if v_0 joins to v_i, then one of $\{(v_0, v_i), (v_1, v_{i+1})\}$ must cross (v_2, v_{i-1}). The additional crossings make it impossible that case 1 holds.

Case 2. The optimal drawing D has two b - b crossings.

In this case, the principal cycle is divided into three sections s_1, s_2, s_3. Similar to the last case, there is at least one vertex on each side of s_2, and each of $\{s_1, s_3\}$ has no less than one vertex. Here, we should notice that there may be a r - b crossing in case 2. It means that some chord crosses an edge of principal cycle. Without loss of generality, let $r_0 = (v_0, v_3)$ be this chord if such r - b crossing does exist. By lemma 2.3, we first determine the location of the vertices of c(0). Before the detailed analysis, we still assume that v_0 lies on s_1, and then all the vertices of c(0) lying on s_3 cannot happen. In fact, it is also impossible that all the vertices of c(0) lie on s_1. Otherwise, s_1 has at least seven vertices and s_2 has at most one. Therefore, we only discuss the three possible cases: the vertices of c(0) lie on s_1, s_2 or s_1, s_3 or s_1, s_2, s_3.

Subcase 2.1 The vertices of c(0) lie on s_1, s_2.

Claim 1 v_3 can not lie on s_1.

Proof of Claim 1. If v_3 also lies on s_1, then v_6 lies on s_2. And thus both two sides of s_2 are the possible sides where v_6 locates. We first consider that v_6 lies on the upper side of s_2. Then the vertex-distribution is as shown in figure 4(b). On the one hand, if there exists a r - b crossing in D, then, according to the front assumption, this r - b crossing lies on $r_0 = (v_0, v_3)$. As a result, the remaining chords should be drawn without any more crossing. Obviously, it is a contradiction, since (v_0, v_6) crosses (v_2, v_5). On the other hand, such r - b crossing does not exist, then (v_0, v_6) crosses (v_2, v_5) and (v_1, v_4). Thus this drawing has at least four crossings. It is also a contradiction.

Furthermore, when v_6 lies on the lower side of s_2, the vertices v_4, v_5 and v_6 in figure 4(b) should be replaced by v_6, v_7 and v_8, respectively. Applying the same way above, we can also get contradictions.
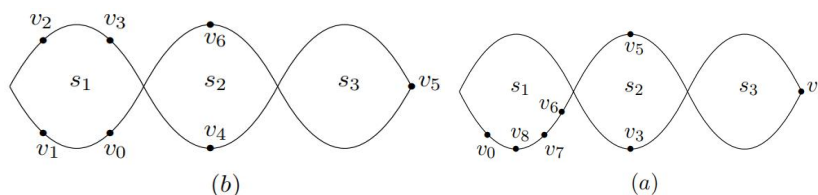

Fig. 4. The vertex-distribution for claim 1 and claim 2

Claim 1 implies that v_3 lies on s_2. However, the exact position of v_3 is still uncertain. Therefore, we assume that v_3 lies on the lower side of s_2 in the following discussion for subcase 2.1. Note that if v_3 lies on the upper side of s_2, then we may use the same way to solve this problem. Next we need to study the position of v_6.

Claim 2 v_6 can not lie on s_1.

Proof of Claim 2. If v_6 also lies on s_1, then the possible vertex-distribution is shown in figure 4(a). It is determined by the order in the subscripts of vertex. Similarly, if D has no r - b crossing, then (v_0, v_3) crosses (v_5, v_8) and (v_4, v_7). It is a contradiction that this drawing has at least four crossings. We now treat the case that $r_0 = (v_0, v_3)$ has a r - b crossing. The order in the subscripts of vertex implies that v_1 lies on the left part of v_3. Specifically, if v_1 lies on s_1, then (v_1, v_4) needs to cross (v_5, v_8). It is another crossing, a contradiction. And if v_1 lies on s_2, then (v_1, v_4) crosses (v_2, v_8). It is the fourth crossing which contradicts with the front hypothesis. □

Claim 2 further presents that v_6 lies on s_2 too. So the following process will be divided into two cases. First, v_3 and v_6 lie on the same side of s_2 (as shown in figure 5(a)). As a result, the position of $c(0)$ is confirmed. It is straightforward that (v_0, v_6) crosses (v_4, v_7). This implies that D has no r - b crossing. Then we easily check that there is at least one crossing which is produced by two chords of $\{(v_3, v_6), (v_4, v_7), (v_5, v_8)\}$. This results in at least four crossings in D which is a contradiction.
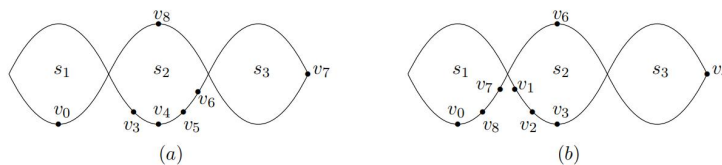

Fig. 5.

Therefore, we only need to consider the final case that v_6 lies on the upper side of s_2. The specific vertex-distribution is shown in figure 5(b). Easy to find that s_3 contains at least one of $\{v_4, v_5\}$. Thus we may assume that v_4 lies on s_3. Moreover, by the order in the subscripts of vertex, v_1's position is on the left part of v_3. v_7 also lies on the left part of v_6. Here, it is necessary to say that the exact positions of v_1 and v_7 are still uncertain. Similar to the proof above, we first suppose that (v_0, v_3) has no r-b crossing. The following discussion will proceed through analyzing v_1's exact position.

(i) If v_1 lies on s_1, then (v_0, v_6) crosses (v_1, v_4);

(ii) If v_1 lies on s_2 and v_7 lies on s_2, then (v_0, v_6) crosses (v_4, v_7);

(iii) If v_1 lies on s_2 and v_7 lies on s_1 (as shown in figure 5(b)), then (v_2, v_8) crosses (v_1, v_4).

All the three crossings have been found in each case above. Easy to see it is impossible to add the remaining chords without getting additional crossings. It is a contradiction. Not only that, the final subcase that D has no r - b crossing can be also solved through the similar discussion according to (i) - (iii). The proof for subcase 2.1 ends.

Subcase 2.2 The vertices of $c(0)$ lie on s_1, s_3.

The discussion for this subcase is almost the same to that in subcase 2.1. Therefore, we will briefly highlight the important point of this proof.

Claim 3 It does not happen that both v_3 and v_6 lie on s_3.

Proof of Claim 3. If such situation happens, then the positions of $\{v_3, v_4, v_5, v_6\}$ can be determined as shown in figure 6(a). Since v_j needs to connect one of $\{v_4, v_5\}$ to form the chord r_j, there exists no r - b crossing on $r_0 = (v_0, v_3)$, otherwise (v_0, v_6) and r_j can not be drawn without an additional crossing. Furthermore, v_i also needs to connect one of $\{v_4, v_5\}$ to form a chord, denoted by e_i. Then (v_0, v_3) crosses e_i. The analysis above shows this drawing has at least four crossings. It is a contradiction.
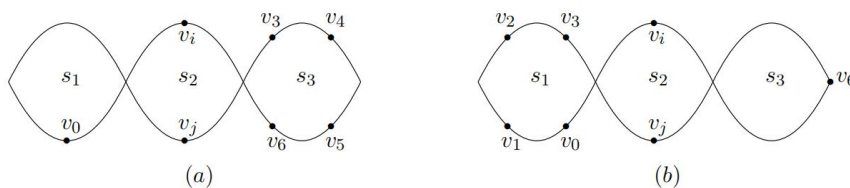
Fig. 6. The vertex-distribution for Subcase 2.2.

By Claim 3, v_3 and v_6 lie on s_1, s_3, respectively. Without loss of generality, suppose that v_3 lies on s_1 and v_6 lies on s_3. Figure 6(b) presents the specific vertex-distribution. Then v_i needs to connect one of $\{v_1, v_2\}$ to form the chord r_i. Similarly, v_j also needs to connect one of $\{v_1, v_2\}$ to form a chord, denoted by e_j. Now we easily check that drawing r_i, e_j, (v_0, v_6) and (v_3, v_6) yields at least two crossings whether $r_0 = (v_0, v_3)$ has a r - b crossing or not. It is a contradiction, and thus the proof for subcase 2.2 is over.

Subcase 2.3 The vertices of $c(0)$ lie on s_1, s_2, s_3.

For convenience, let v_3 be on s_2 and v_6 be on s_3. Obviously, it is also possible that v_3 lies on s_3 and v_6 lies on s_2, but the proof techniques for such two cases are the same. Thus the following discussion focuses on the former case. By the order in the subscripts of vertex, the upper side of s_2 contains at least one of $\{v_7, v_8\}$, and then further let v_7 be that one.

Claim 4 It does not happen that both v_1 and v_4 lie on s_2.

Proof of Claim 4. If such situation happens, then the exact positions of vertices can be determined except for $\{v_5, v_8\}$ (see figure 7(a)). v_5 is on $v_4 \rightarrow v_6$ segment and v_8 is on $v_7 \rightarrow v_0$ segment. We first treat the case that the drawing D has a r - b crossing on $r_0 = (v_0, v_3)$. Then (v_0, v_6) and (v_3, v_6) can be drawn as in figure 7(a). As a result, (v_1, v_7) and (v_4, v_7) have to lie in the interior of s_2, otherwise such two chords cross (v_0, v_6) which yields additional crossings. Observe the structure and easily find that (v_2, v_5) must cross one of $\{(v_0, v_6), (v_3, v_6), (v_4, v_7)\}$. It denies the possibility that $r_0 = (v_0, v_3)$ has the r - b crossing. Furthermore, checking all the possible positions of v_8 shows that one of $\{(v_2, v_8), (v_5, v_8)\}$ also contains a crossing. This crossing, together with that on (v_2, v_5), may result in a contradiction. □

Claim 4 tells us an important fact that at least one of $\{v_1, v_4\}$ does not lie on s_2. Without loss of generality, suppose that v_1 lies on s_1. The specific vertex distribution is shown as figure 7(b). Similarly, the crossing between (v_1, v_4) and (v_0, v_6) ensures that there is no r - b crossing on $r_0 = (v_0, v_3)$ in D. Then $r_0 = (v_0, v_3)$ can be drawn as that in figure 7(b). Moreover, v_4 has to join to v_7 in the interior of s_2 to avoid crossing (v_0, v_6). Now we check all the possible drawing of (v_2, v_5) and find that there must be a crossing on (v_2, v_5). Therefore, we get another two crossings besides two b - b crossings, a contradiction. The proof for subcase 2.3 ends.
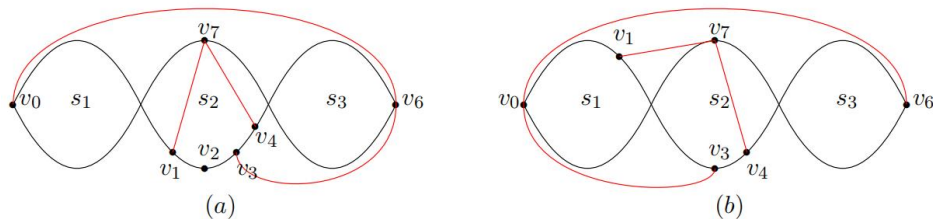
Up to now, all the proof of case 2 have been finished.

Fig. 7. The vertex-distribution for subcase 2.3.

Case 3. The optimal drawing D has one b - b crossing.

The principal cycle is divided into two sections, denoted by s_1, s_2. Obviously, there must be a section of $\{s_1, s_2\}$ which has at least five vertices. Thus it is reasonable to assume that s_1 contains at least five vertices. We study case 3 from the aspect of the number of vertices which lie on s_1. Here, we still need to notice that there may be r - b crossings in this case. As the discussion in case 2, suppose that v_0 lies on s_1. In the following discussion, we will give the detailed proof for the subcase that s_1 contains five vertices. The other subcases can be also treated by almost the same way.

A possible vertex-distribution that s_1 contains five vertices is shown in figure 8. If D has no r - b crossing, then (v_3, v_6) may be drawn as figure 8. It is not hard to see that (v_3, v_6) crosses (v_1, v_7) and (v_2, v_8). However, lemma 2.2 tells that one edge can not be crossed twice in D. To avoid this contradiction, there must be at least one edge of $\{(v_3, v_6), (v_1, v_7), (v_2, v_8)\}$ which needs to change the drawing. It means that at least one of $\{(v_3, v_6), (v_1, v_7), (v_2, v_8)\}$ has a r - b crossing.
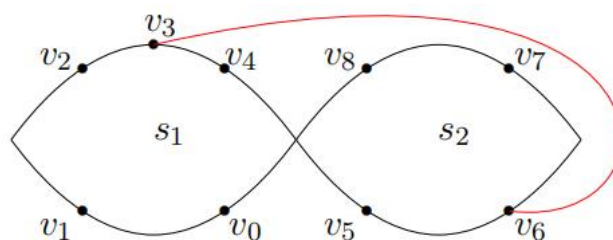
Fig. 8. The vertex-distribution for case 3.

Claim 5 (v_3, v_6) has a r - b crossing.

Proof of Claim 5. This proof is also by reductio ad absurdum. If (v_3, v_6) has no r - b crossing, then at least one of $\{(v_1, v_7), (v_2, v_8)\}$ crosses an edge of principal cycle to avoid crossing with (v_3, v_6) (see figure 8). Obviously, it is impossible that both (v_1, v_7) and (v_2, v_8) have r - b crossings. Otherwise, the drawing of (v_0, v_6) and (v_2, v_5) may yield the fourth crossing. Thus we further assume that (v_1, v_7) has a r - b crossing but (v_2, v_8) does not. Then (v_3, v_6) still crosses (v_2, v_8), and (v_0, v_6) crosses (v_2, v_5). It is a contradiction. □

Claim 5 has shown that D has a r - b crossing on (v_3, v_6). In fact, we can further claim that D has another r - b crossing. Otherwise, (v_2, v_5) crosses (v_0, v_6) and (v_1, v_7) which contradicts with lemma 2.2. So (v_2, v_5) have to crosses an edge of principal cycle to avoid crossing with (v_0, v_6) and (v_1, v_7). It is essential to explain why this r - b crossing can not lie on (v_0, v_6) or (v_1, v_7). Because if one chord of $\{(v_1, v_7), (v_0, v_6)\}$ has a r -b crossing, then the crossing between (v_2, v_5) and the other chord of $\{(v_1, v_7), (v_0, v_6)\}$ becomes the fourth one, a contradiction. So far, the three crossings of D have been found. However, (v_2, v_8) still crosses (v_4, v_7) which yields an additional crossing. Thus D can not have one b - b crossing when s_1 contains five vertices. The remaining subcases that s_1 contains 6, 7 or 8 vertices may be also verified through the same way. The proof for case 3 is over.

In summary, all the discussion above verifies the result of main theorem.

References

[1] Bondy JA, Murty USR, Graph Theory with Applications, Macmilan Ltd. Press, New York (1976).

[2] Garey MR, Johnson DS, Crossing number is NP-complete, Slam J. Alg. Disc.Math. 1 (1983), 312-316.

[3] Hao RX, Liu YP, New upper bounds on crossing number of circular graph, OR Transactions 3 (1999), 1-6.

[4] Pak Tung Ho, The crossing number of the circular graph $C(3k + 1, k)$, Discrete Math. 307 (2007), 2771-2774.

[5] Lin X, Yang Y, Lv J, Hao X, The crossing number of $C(mk, k)$, Graphs Combin. 21 (2005), 89-96.

[6] Lu JJ, Ren H, Ma DJ, On the crossing number of $C(m, 3)$, J. Sys. Sci Math. Scis. 24(4) (2004), 504-512.

[7] Lu JJ, Wu YR, Ren H, Crossing number of certain circular graphs, Journal of East China Normal University 2 (2005), 16-22.

[8] Ma DJ, Ren H, Lu JJ, The crossing number of the circular graph $C(2m + 2, m)$, Discrete Math. 304 (2005), 88-93.

[9] McQillan D, Richter RB, On the crossing numbers of certain generalized Petersen graphs, Discrete Math. 104 (1992), 311-320.

[10] Mohar B and Thomassen C, Graphs on Surfaces, Johns Hopkins Univ. Press, 2001.

[11] Richter RB, Salazar G, The crossing number of $P(N, 3)$, Graphs Combin. 18 (2002), 381-394.

[12] Salazar G, On the crossing numbers of loop networks and generalized Petersen garaphs, Discrete Math. 302 (2005), 243-253.

[13] Sz´ekely LA, A successful concept for measuring non-planarity of graphs: the crossing number, Discrete Math. 276 (2004), 331-352.

G-Group Legitimacy Research and Reform: the Example of G7 and G20

Miaomiao Li

Beijing International Studies University, Beijing 100024, China.

Abstract: The continuous development of emerging economies represented by China and Russia has exacerbated the changes in the world political and economic landscape, and international organizations represented by the United Nations have led to inefficient dispute resolution mechanisms in international affairs due to their formalism and pluralism. On the contrary, G-groups has shown its flexibility and efficiency in global governance. However, the international community has been questioned G-group's legitimacy for many years. This paper will take the G7 and G20 as examples, analyze the legitimacy problems in G-groups, explain their reform measures, and propose future reform directions to promote the development of G-groups, so as to help the international community to conduct global governance more effectively.

Keywords: G-groups; Legitimacy; Effectiveness; Global Governance

Introduction

With the outbreak of the Russia-Ukraine conflict and the intensification of the geopolitical crisis, the Western powers led by the United States putting great power competition at the forefront of their foreign strategies, the development of emerging economies led by China, Russia, India and other countries, and the development of the trend of counter-globalization, the international order will then undergo great changes, and global security governance will move from cooperation to disagreement. Now, G-groups and non-official government organizations play an important role in global security governance. As non-official international institutions, the legitimacy of the G7 and G20 mechanisms and their effectiveness have been questioned by the international community as being inadequate. In fact, the problem of insufficient legitimacy is normal for G-groups, and the international community has never been able to propose a solution to this problem. Faced with such a complex situation of the international community today, global governance urgently needs efficient and solid international organizations to deal with long-term international crises. This paper is divided into three parts, the first part mainly explains the characteristics of the G-groups and their roles, the second part takes the G7 and G20 as examples to explain their legitimacy shortcomings and reform measures, and the third part proposes solutions to the legitimacy shortage problem.

1. Characteristics of G-groups

G-groups have their own characteristics. First, G-groups generally do not have a permanent structure, and are mainly organized in the form of regular meetings among countries to discuss issues of common concern and eventually agree on them. [5] Such as G7 and G20, they are created in response to the financial crisis. Because G-groups do not have legal effect, they cannot directly implement their governance mechanisms through the international community. However, in general, the same issue will usually cause several international organizations to discuss together, and G-groups can cooperate with other international organizations, such as the International Monetary Fund, the World Bank, and the World Trade Organization. Since the member countries of G-groups such as G7 and G20 have a large share of intergovernmental international organizations, the spirit of G20 agreements can be effectively transmitted to the cooperating international organizations when decisions are made[12] This model has improved the efficiency of

decision-making within international organizations. Secondly, the topic areas discussed by G-groups are expanding, from the earliest financial field to climate change, nuclear non-proliferation, anti-terrorism and other fields, and G-groups are integrating more deeply into the international community. Again, as an informal international mechanism, G-groups do not have official legal documents and permanent official bodies such as councils and secretariats, so the agreements and statements reached in meetings do not have legal effect, but only serve to express their positions and guide them. Thirdly, the structure of the G-groups mechanism is flexible. The G-groups can easily attract emerging economies to participate in the discussion, which is best reflected by the birth of G20. 2008 financial crisis broke out and the global financial system collapsed, the strength of emerging economies continued to grow, the developed countries represented by G7 members and the traditional financial mechanism could hardly cope with the crisis. Therefore, G7 decided to upgrade the original G20 ministerial meeting to a G20 summit, forming a systemically important G20 with synergistic cooperation between developed and developing countries.

2. Legitimacy drawbacks of G7 and G20 mechanisms

Legitimacy is the key to international organizations.[1] So far, many scholars have made different explanations for the concept of legitimacy. Keoghan points out that legitimacy refers to whether a global governance institution is perceived as having the right to govern, i.e., the right to govern, and other scholars argue that legitimacy refers to the normative qualities that the international community perceives global governance institutions as having to provide legitimacy for them. In global governance, whether an international organization has legitimacy or not largely determines its international influence and governance effectiveness. Legitimacy of international organizations means that the relevant rules formulated by them have legal effect and should be implemented by the international community in accordance with the regulations. The G7 and G20, as informal international organizations, have long been questioned by the international community about legitimacy.

In recent years, scholars have analyzed the legitimacy of the G7 and G20 from different perspectives, and Jasper Blom, by analyzing the financial and economic indicators of the G7 and G20 members, confirmed their dominant share in the global economy and their ability to organize technical forums. Moreover, in terms of real economic indicators of GDP and trade, the emerging market members of the G20 even overcompensated for the G7 recession. The study shows that the shift from the G7 to the G20 is largely driven by real economic variables and that legitimate membership is largely based on their role as coordinators of emerging powers. Therefore, in terms of the different roles of global governance institutions, legitimate membership should be specifically analyzed according to its diverse and dynamic characteristics.[2] Marina Larionova and Andrey Shelepov argue that delivering on the commitments of the G8, G20, and BRICS countries is crucial for strengthening the legitimacy of these institutions. The study found that the legitimacy scores of the G20 and BRICS countries are on the rise, but they are not as good as the G8 in meeting their commitments. The G20 has the highest legitimacy of the three institutions due to its large economic potential and representation. Considering economic and demographic projections, the G20 is likely to maintain its leading role in future global economic governance. As the G8's share of the global economy and world population has declined, the institution has become less effective in implementing decisions to address key global governance issues.[3]

3. Measures to reform the legitimacy mechanism of G-groups

In order to promote G-groups to adapt to the transformation of international socio-political and economic rights, to promote their transformation to long-term governance mechanisms, and to secure their status in the international community, relevant measures should be formulated to improve the legitimacy and their effectiveness.

3.1 Increase the number of emerging economies

For G-groups, their member countries should be widely representative and legitimate and recognized by the international community. Emerging powers are gaining status in international politics and economy and exerting positive influence. Therefore, emerging powers have sufficient advantages and conditions to join G7, G20 and other group organizations, which is conducive to expanding the representation of organization member countries and improving the efficiency and legitimacy of organization decision-making. First, emerging powers are very active in global governance. In order to promote economic development and safeguard their own interests, emerging economies generally adopt a win-win foreign policy of cooperation and participate in global

economic cooperation in a positive manner and in a steady and orderly manner. Therefore, when emerging powers participate in the discussion of international organizations' issues, they will take a positive attitude to deal with international crises and improve the efficiency of making decisions. Secondly, the emerging powers have huge economic development potential. Taking BRICS countries as an example, member countries China, Brazil, Russia, India and South Africa have increased their international influence in recent years and have greater advantages in terms of population, energy, economic and trade, etc., and their international political and economic status will be enhanced in the future.[7]

3.2 Strengthening coordination and accountability mechanisms

As informal forums that provide decision-making platforms, the G7 and G20 do not have independent organizational structures or formal decision-making systems, and their decision-making documents are not as internationally legally binding as those of intergovernmental international organizations. At the same time, as the G7, G20, BRICS and other organizations have been extending their issue areas in recent years. However, member countries have different national policies and foreign strategies, and they analyze their national strengths and implement the negotiated decisions differently according to the domestic and international environment, which cannot fully guarantee the implementation strength of the decisions. Therefore, G-groups should strengthen coordination and accountability mechanisms to ensure the full implementation of decisions by member countries so as to effectively resolve international crises and improve the legitimacy of institutional membership and the effectiveness of organizational mechanisms. organizations such as the G7 and G20 need to fully improve mechanisms to internally monitor and evaluate whether member countries are complying with their commitments to implement relevant policies by holding ministerial or other meetings, and externally strengthen their relations with non-member countries Contact, for specific areas, invite non-member countries to participate, and hold summits in the form of G20+N and G7+N, so as to monitor the legitimacy and effectiveness of member countries.

3.3 Avoiding the generalization of governance issues

In order to solve the global financial crisis and accelerate the pace of global governance, the international community established the G7 and the G20 on its own initiative. With the successful resolution of the financial crisis and the expansion of the international crisis from traditional security to non-traditional security, the established international organizations no longer focus on the original governance areas, but begin to participate in the full range of global governance. This situation has led to the low efficiency of dispute resolution in international organizations, the common phenomenon of multiple international organizations participating in the management of the same issue, and the difficulty of governance issues beyond the scope of the governance capacity of member countries, especially for G-groups such as G7 and G20, which do not have legal effect and have certain difficulties in implementation, and the legitimacy of their member countries is easily questioned. Therefore, G-groups should avoid overly broad governance issues, and carry out effective governance in areas where they are good at and have the ability to govern, which is not only conducive to efficient resolution of international disputes, but also enhances the legitimacy and effectiveness of G-groups.

4. Conclusion

This paper has analyzed the structural characteristics of group-based organizations and explained their unique role in global governance. However, as the research field of group-based organizations continues to be extended and the G20 gradually transforms from an ad hoc crisis resolution mechanism to a long-term governance mechanism, the issue of legitimacy of membership in such organizations gradually comes to the fore. For the G7 and G20, whether the legitimacy issue can be resolved is the key to whether these two organizations can continue to play an effective role in global governance. G-groups should actively take measures to enhance their own legitimacy, starting from internal mechanisms, G-groups should strengthen their coordination and accountability mechanisms, and conduct internal assessments of the results of their commitments to fulfill. They should avoid blindly expanding the scope of governance issues and return to their own areas of good governance.

References

[1] Clara B. "Club governance and legitimacy: The perspective of old and rising powers on the G7 and the G20." South African Journal of International Affairs, vol. 26, no. 4, 2019, pp. 685-702.

[2] Jasper B. "G-groups legitimacy in global governance: rightful membership of rising powers?" Third World Quarterly, vol. 43,

no. 9, 2022, pp. 2149-2168.

[3] Larionova M, and Andrey S. "Gx Delivery Legitimacy: Compliance by Members." Studia Diplomatica, vol. 68, no. 3, 2017, pp. 123–44.

[4] Wouters J, and Sven VK. "The Gx Contribution to Multilateral Governance: Balancing Efficiency and Inclusiveness." Studia Diplomatica, vol. 68, no. 3, 2017, pp. 45–64.

[5] "Characteristics of the G7 Organizational Mechanism" Available from: https://www.guayunfan.com/lilun/564919.html

[6] Chen YH. G20 and global development cooperation:a study on legitimacy and effectiveness[J].International Economic Cooperation,2013(08):41-46.

[7] Chen Y. Emerging economies, G20 and the future of global governance diversification[J]. Contemporary World and Socialism, 2018(03): 166-171.

[8] Liu HS. Functional expansion, issue setting and China's role of the G20[J]. Contemporary World, 2020(12): 4-9.

[9] Liu HS. Legitimacy, effectiveness and G20 mechanism reform[J].International Observation, 2014(03): 128-141.

[10] Pang ZY. G20 ushered in the moment of "Global South"[J].Contemporary World, 2022(11): 37-41.

[11] Wang ZL, Qi WQ. The model of G20 institutionalization and China's strategic choice[J]. Indian Ocean Economy Research,2018(01):1-17+138.

[12] Xiang NY, Liu HS. World Economy and Politics,2017(06):122-147+160.

Author: Li Miaomiao. January 23, 2000, Female, Han nationality, Puyang City, Henan Province, Master's degree in progress, Beijing International Studies University