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Analysis of Online and Offline Mixed Teaching Methods for Linux Courses

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Abstract: In the teaching of professional courses, the introduction of information technology teaching mode, currently the most widely used is blended teaching. This teaching mode highlights the student's learning subject status, and the overall teaching effect is significant. Linux course is a highly practical course, and the introduction of blended teaching mode in specific course teaching is of great significance for promoting curriculum reform and development. This article provides a brief introduction to Linux courses, analyzes the importance of blended teaching methods, and explores strategies for effectively applying online and offline mixed teaching modes in Linux courses.

Keywords: Linux Course; Online and Offline; Blended Learning

1. Introduction

In the traditional Linux course teaching mode, students are relatively passive in learning and have low learning outcomes. However, with the help of blended teaching mode, students have stronger initiative in course learning, which is also beneficial for students' multifaceted development^[1]. To fully utilize the positive role of blended teaching mode in Linux course teaching, it is necessary to grasp the key points of classroom teaching, optimize design, and promote the effective use of this teaching method.

2. Linux course overview

Linux course is one of the important courses in computer science, which includes virtual file systems; establishment of a file system; ramfs memory file system; proc file system; devfs file system; We should understand the file system of embedded Linux, modify operating system parameters through the proc file system, and analyze the source code of the romfs file system to create content such as the cramfs file system. From the perspective of course teaching content, it is a highly practical course with certain professional and operational knowledge points^[2]. In traditional Linux course teaching, teachers take the lead and analyze the specific Linux course teaching content, in order to explain the relevant system operation and implementation. The teaching theory is relatively strong. In this course teaching mode, students' learning enthusiasm is not high, learning efficiency is low, and the knowledge and skills related to practical operations are not firmly grasped, resulting in unsatisfactory overall course teaching effectiveness.

3. Overview of mixed online and offline teaching mode

Mixed teaching mode is an online and offline curriculum teaching mode that combines traditional teaching mode and online education mode. By combining two different teaching organizational forms, learners' learning is continuously led towards deep learning. Online and offline blended teaching is also a new exploration of traditional classrooms and information technology classrooms. It requires teachers to build online teaching platforms with the support of the Internet, mobile terminals, etc. in teaching, and guide students to use online platforms to complete autonomous learning tasks of courses. For mixed learning, online resources are the premise and foundation of mixed learning. The mixed learning mode transfers traditional course teaching through video online mode, which can help students break through time and space constraints, ensure that their foundation is strengthened, and improve the quality of course teaching. Through this online learning, teachers can grasp the key and difficult points in classroom teaching, and

receive timely teaching feedback, thereby continuously optimizing course design and improving teaching quality. This mixed teaching model can promote collaboration between teachers and students, continuously enhance students' learning enthusiasm, and break through the limitations of traditional curriculum teaching models^[3].

4. The problems in online and offline mixed teaching of Linux courses

4.1 Shortage of teaching resources and lagging infrastructure construction

The application of online and offline mixed teaching mode in Linux course teaching in vocational colleges requires a comprehensive network support, information-based teaching platform, and sufficient terminal equipment as the foundation. These all require a large amount of investment from schools. However, currently, some vocational colleges have limited construction funds, making it difficult to ensure the comprehensiveness and completeness of relevant information-based teaching equipment. To carry out blended online and offline teaching, it is also necessary to have sufficient information technology teaching resources, in order to provide effective resource support for online preview and after-school exercises of courses, and facilitate students' self-directed learning^[4]. At present, the information-based teaching resources for Linux courses in higher vocational colleges are also very limited, which leads many teachers to want to apply the mixed teaching mode in classroom teaching. However, there are still many problems in the specific course teaching work. The limited information-based resources of Linux courses and the poor adaptability of professional teaching will affect the mixed teaching efficiency of online and offline courses. In terms of building information resources for Linux courses in our school, the enthusiasm of relevant teachers for building high-quality courses is also not high, which leads to difficulties in ensuring the effectiveness of blended teaching.

4.2 Teachers have low information literacy and lack experience in mixed teaching

In the mixed teaching practice of Linux courses, teachers' own information literacy, intelligent education ability, etc. will seriously affect the quality and level of intelligent education. In the process of promoting the mixed development of online and offline Linux curriculum education in vocational colleges, teachers have a weak awareness of voluntary participation and active promotion. They are in a passive state in the mixed online and offline teaching, which is not conducive to the development of educational informatization. Many vocational college teachers are middle-aged and elderly teachers with certain educational work experience. Their acceptance of new things is not high, and the training work on educational informatization carried out by the school is insufficient. This also leads to difficulties in maintaining advanced educational and teaching concepts in education, and the progress of informatization teaching work is slow. Currently, in the mixed teaching of Linux courses in ordinary vocational colleges, many teachers have weak information technology teaching abilities. They excessively rely on resources from teaching platforms in information technology teaching, lack independent thinking consciousness, and directly copy other teachers for some online teaching mode applications. They lack targeted thinking about their own course teaching and students' learning situation, resulting in low quality of their course teaching. The application mode of information technology is single, lacking effective educational concepts and technical support.

5. Online and offline mixed teaching methods for Linux courses

5.1 Accelerating the construction of information infrastructure and improving the construction of course resources

At present, in the process of promoting the development of educational informatization in vocational colleges, it is necessary to have a correct understanding of the connotation of educational informatization, grasp the core elements of information-based teaching, and provide guidance for relevant teachers' educational informatization work, so that teachers can also form a scientific understanding of online and offline mixed classrooms, accurately grasp the key points of classroom teaching, and promote the development of educational informatization.

For the current problem of single educational information resources in the construction of Linux course education information in vocational colleges, vocational colleges should respond to the needs of education reform in the context of epidemic prevention and control in the new era, and take the construction and optimization of online teaching resources for related courses as an important task, in order to actively build a relevant course teaching resource library in the online teaching platform, encourage relevant teachers to

record and upload high-quality course teaching resources, and enrich the content of the teaching resource library. In addition, it is necessary to strengthen cooperation with relevant colleges and universities in the sharing of professional resources, establish connections and data sharing channels with relevant colleges and universities' online teaching platforms, and efficiently share high-quality related course online teaching resources uploaded by other colleges and universities. By constructing such a mechanism for co construction and sharing of course resources, we can promote a more solid foundation for information-based teaching in relevant majors.

5.2 Strengthening teacher training and enhancing information technology teaching skills

In response to the mixed online and offline teaching requirements of Linux courses, vocational colleges must pay attention to cultivating information technology teaching skills for course teachers and continuously improve their information technology teaching skills in classroom teaching. We need to enhance the information leadership of the responsible person, the ability of teachers to apply information technology, and the information guidance ability of the training team. To promote the comprehensive promotion of teacher information technology teaching practice innovation in vocational colleges and the significant development of school education information technology, it is necessary to combine the goals of vocational education information technology construction and construct a new pattern of teacher information technology application ability development that is suitable for it. In the new era, vocational colleges should combine their own professional construction situation and the current situation of information technology teaching to study the necessity of Linux course information technology innovation. To comprehensively improve the information application ability of Linux course teachers, it is necessary to organize relevant course teachers to carry out information-based teaching skills training. Through training, teachers can grasp the key points of the online and offline blended teaching mode, and be able to design the key points of blended teaching in Linux courses. By using the online and offline blended teaching mode, Linux course teaching can achieve ideal results.

6. Conclusion

The application of online and offline mixed teaching mode in Linux course teaching is of great significance for optimizing teaching methods and improving teaching effectiveness. From the current practice of mixed teaching mode in Linux courses, there are still certain problems, so it is necessary to actively explore the reform and innovation path of Linux course teaching, and promote the effective practice of mixed teaching in Linux courses.

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The Role of University Sports Stars in the Construction of University Sports Culture

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Abstract: During the "14th Five Year Plan" period, in the face of the overall situation of the great rejuvenation strategy of the Chinese nation and the unprecedented changes in the world in a century, sports need to base itself on the new development stage, implement the new development concept, and build a Dual circulation. College students, as reserve talents in various fields of our country, building a good college sports culture is crucial to the development of sports in our country This article analyzes the role of university sports stars in the construction of university sports culture from the perspective of spiritual culture, and puts forward suggestions on how to better play the role of university sports stars in the construction of university sports culture, including improving the material foundation, selecting suitable university sports stars, promoting the comprehensive improvement of the comprehensive quality of university sports stars, standardizing and refining the work of sports related departments To provide ideas for the construction of sports culture in universities, we should organize more sports competitions and diverse sports activities, do a good job in promoting sports stars in universities, and shape distinctive sports projects around the expertise of sports stars in universities.

Keywords: College Culture; College Sports Culture; College Sports Stars; Path Research

1. The connotation of sports culture in colleges and universities

Sports culture in colleges and universities has always existed silently in all colleges and universities, and has an influence on all teachers, students and staffs. Sports culture in colleges and universities is a cross-fertilization of sports culture and college culture, and is an important part of college culture, and a good college sports culture will have a series of positive effects on colleges and universities.

1.1 The concept of university sports culture

This paper believes that college sports culture is a unique cultural phenomenon in college campus formed by the intersection, influence, penetration and integration of college culture and sports culture, which is composed of sports teaching activities, extracurricular sports activities and sports-related activities of all teachers, students and staffs inside and outside the campus. It is the material, institutional, behavioral and spiritual wealth formed by the physical education activities, extra-curricular sports activities, sports competitions and other sports-related activities, the daily behaviors and behaviors of all teachers and students, and the sports venues and facilities on the campus.

1.2 The structure of university sports culture

There are many opinions about the structure of college sports culture, including the dichotomy of material culture and spiritual culture, and the trichotomy of material culture, institutional culture and spiritual culture, which are not comprehensive and ignore the part about sports behavior. The material culture of college sports is not only the material itself, but also the information contained in these materials, such as sports sculpture, sports field and so on, which can convey some kind of information to people through careful design and help cultivate people's sports spirit and stimulate their interest in sports. The material culture of college sports is the basis for better sports activities; the institutional culture of college sports refers to the rules and regulations of sports-related departments and

organizations to carry out sports-related activities such as sports teaching and sports competitions, which restrain people's sports behaviors, but within the restraint, it allows people to play their subjective initiative and creativity, and at the same time, it ensures the fairness, rationality and orderliness of sports-related activities. The culture of college sports system is the guarantee for better sports activities; the culture of college sports behavior mainly includes teaching and learning behavior of sports, i.e. regular physical education classes, training of sports techniques and tactics, learning of sports theory classes, sports competitions, sports extracurricular activities and other sports-related behaviors. Among them, teaching style, sports level, sports style and other non-spiritual factors expressed through sports behaviors also belong to college sports behavioral culture, such as whether the teaching activities are humorous and vivid, the level of sports skills and tactics, the style of ball games, etc.; college sports spiritual culture includes sports teaching concept, teaching attitude, learning attitude, sports values, sports spirit, sports motivation, sports interest, sports ethics, etc. It has a profound influence on the campus sports culture in an invisible way and plays a leading role in the college sports culture, among which sports values are the core of college sports culture and determine the development direction of college sports culture.

2. The connotation of college sports stars

High school sports stars are excellent student representatives who have high sports skills and tactics, excellent academic level, positive, high moral quality and correct behavioral style, and are generally admired and pursued by students in the school sports field with high popularity. Sports stars in colleges and universities can effectively bring direct influence to the student body through their own excellent image and the worship psychology of the student body.

For example, the NCAA basketball league in the United States, which is competed by various colleges and universities, has given birth to many college sports stars, and these college sports stars have attracted a lot of attention all over the world. These college sports stars have attracted a lot of attention all over the world and are a force to be reckoned with both inside and outside the school, while the development of college sports stars in China has yet to be improved and the positive effects of college sports stars have not been fully explored. Therefore, this paper conducts a study from a new perspective, i.e. college sports stars, in order to give full play to the role of college sports stars and promote the prosperous development of college sports culture through college sports stars.

3. The role of college sports stars on the construction of college sports culture

There have been college sports stars in colleges and universities, and they have been playing a big or small role in the construction of college sports culture. This paper mainly discusses the role of college sports stars on the construction of college sports culture from the perspective of college sports physical culture, college sports institutional culture, college sports behavioral culture and college sports mental culture.

3.1 Material culture of university sports

High school sports stars can strengthen school-enterprise cooperation and attract investment. High school sports stars can easily become the target of brand endorsement. Through their high technical and tactical level, high moral quality, positive and youthful image, and their original popularity, they can create a positive image for the brand and play a good role in promoting the brand, thus bringing huge economic benefits to the endorsed brand. By virtue of bringing economic benefits, college sports stars can also drive school-enterprise cooperation, as enterprises often attach great importance to economic benefits, and sports itself has significant economic benefits and is a very popular investment object, while the economic benefits that colleges and universities can bring due to the existence of college sports stars will be greatly improved, which will better attract enterprises to invest in sports venues and facilities of colleges and universities, so that The material conditions of the campus will be improved.

High school sports stars can enrich the content of school microblogs and weibo sites. Sports always attracts people's attention, and videos and texts about college sports stars' high skills, good quality and wonderful performance in sports competitions are what people like to see, which can be a good content for school microblogs and WeChat public numbers, thus increasing the number of clicks and playing a promotional role.

3.2 Institutional culture of university sports

High school sports stars can play a role in popularizing the rules of sports. First of all, with their charisma and proper publicity, college sports stars can make more people pay attention to and understand the sports they play, and increase their understanding of the

rules of the sport. Secondly, the high technical and tactical level of college sports stars will strengthen students' desire to improve their own technical and tactical level to meet their pursuit of self-worth, and the deep understanding of sports rules is an effective means to better improve their own sports technical and tactical level, such as Harden, a great player in the NBA with great popularity in the world, and his well-known step-back is based on. For example, Harden, a great player in the NBA, has a great reputation in the world, and his well-known step-back is an innovation based on a deep understanding of the rules of the basketball game, so that his sports skills and tactics have been greatly improved.

3.3 College sports behavior culture

The high technical and tactical level of college sports stars can play a role in regulating students' learning behaviors. The high and correct technical actions of sports stars are like a benchmark that motivates students to perform correct and advanced actions in their sports learning behaviors, which are reflected in physical education classes, training classes, and daily sports activities, so that students' sports technical and tactical levels can be improved. In addition, the standardization of students' sports learning behaviors and the improvement of their sports skills and tactics will also lead to smoother sports teaching behaviors and improved sports teaching quality in universities.

3.4 College Sports Mindset Culture

The image of college sports stars is positive, the hard training and perseverance shown by college sports stars in daily training, the solidarity, love, perseverance, defiance, discouragement, competition and other sports spirit, sports values and sports ethics can influence students implicitly and make them be infected. The high level of skill and tactics of college sports stars, their excellent sports performance and aesthetic movements in sports activities will also stimulate students' desire to learn, correct their learning attitude and increase their interest in sports. For example, in basketball games in colleges and universities, there are always students who perform exceptionally well, and by virtue of their technical and tactical skills and charisma, they attract numerous fans and make students envious and admiring.

4. Suggestions for giving full play to the role of college sports stars in the construction of college sports culture

4.1 Improve the material foundation

Improve school sports facilities, sports slogans, sports newspapers and magazines can be posted in the school to display sports-related content and create a school sports atmosphere, sports facilities can adopt a color scheme design that can better stimulate students' sports spirit, these material conditions can better meet students' sports needs on the one hand, on the other hand, better conditions of sports facilities can also play a role in the filming and promotion of college sports stars better publicity effect.

4.2 Selecting suitable candidates for college sports stars

College sports stars will be promoted in large numbers later, so we must choose suitable candidates. First of all, college sports stars need to have high level of sports skills and tactics, excellent academic performance, college sports stars should also be positive, behave properly, have noble sports morality, correct sports values, sports spirit, etc., be loved by students, and cannot have bad hobbies, so as not to cause bad influence on college students. They should not have bad hobbies, so as not to cause bad influence on college students.

4.3 Promote the overall improvement of the comprehensive quality of college sports stars

The influence of college sports stars on students is huge, and the requirements for college sports stars should also be strict, and they should pay attention to the overall improvement of college sports stars' abilities in all aspects, so as to promote their continuous progress. The academic aspect should also be grasped to maintain excellence, and in other aspects, whether it is moral style, dealing with people, or social etiquette, etc., there should be special people to educate and train them, so as to prompt college sports stars to continue to be comprehensively improved and play a good leading role.

4.4 Standardize and refine the work of sports-related departments

School sports related departments should standardize and refine the work arrangements of each department, contacting the sponsors of sports activities, setting up the venues of sports activities, organizing arrangements, shooting the college sports stars during the activities, operating the publicity number after the activities, etc. should be clearly divided into their respective duties, and special work should be done by professional people, so that the effect of one plus one is greater than two can be produced in a systematic work .

4.5 Hold more sports competitions and a variety of sports activities

Regular sports competitions and sports activities give college sports stars more opportunities to express themselves, bring visual enjoyment to more students, make students' nervous body and mind relax, and make more students get positive influence from college sports stars. For example, we can invite the creators of short videos in sports field who have high popularity in Jitterbug to carry out sports activities in school, so that college sports stars and creators of short videos in sports field who have high popularity can interact with each other, so that students can feel the strong sports atmosphere and experience the fun from sports in rich and diversified sports activities, which can also play a better publicity effect on college sports stars.

4.6 Good publicity for college sports stars

Proper publicity can make the role of college sports stars in the construction of college sports culture better, publicity work needs to have good writing skills, video editing skills, etc., but also need to understand the students' reading and watching preferences, grasp the trend of sports, cast their favor, in order to produce better publicity effect, in the means of publicity can be through WeChat public number, microblogging, and combined with the popular In the means of publicity can be through WeChat public number, microblogging, and combined with the popular short video platform ShakeYin to promote, combined with graphic and video way to promote, expand the audience. The content of publicity should focus on highlighting the excellent technical and tactical level, sports values, sports spirit, sports attitude and sports morality of college sports stars, so as to better play the role of college sports stars in the construction of college sports culture.

4.7 Shaping college special sports programs around the expertise of college sports stars

College sports stars are the leaders of college students, and they are the objects of emulation. With the aura they have, the sports that college sports stars are good at are easily accepted and learned. For example, if the college sports stars are good at basketball, then with the excellent sports performance of college sports stars in daily sports activities and basketball games, plus the publicity of college sports stars by relevant departments, it is easy to form a strong basketball atmosphere in colleges and universities, which is more conducive to becoming college special sports. The special sports programs of colleges and universities can help promote the cohesion of college sports, create college sports atmosphere, drive more students to be interested in sports and devote themselves to sports, and also help to enhance the influence and popularity of the school, so as to attract more students with excellent performance in sports to enter the campus, thus, shaping college special sports programs around the expertise of college sports stars will be beneficial to the further construction of college sports culture. Thus, shaping college special sports programs around the expertise of college sports stars will be conducive to the further construction of college sports culture.

5. Conclusion

College sports stars have a good role in promoting the construction of college sports material, institutional, spiritual and behavioral culture. Reasonably shaping college sports stars, promoting them and properly playing the positive role of college sports stars will promote the construction of college sports culture and bring many benefits to college teachers, students and staff as well as the school, and will also promote the rapid development of China's sports field.

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Exploring the Application Strategy of Artificial Intelligence Technology in High School Mathematics Teaching

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Abstract: While the rapid development of artificial intelligence has affected people's daily lives, it has also brought huge challenges to high school mathematics teaching, such as restructuring the classroom teaching structure, transforming the role of teachers, and selecting classroom teaching methods. Based on this, the article explores the application strategies of AI technology in improving knowledge introduction, improving mathematics classroom efficiency and stimulating students' learning interest, with a view to optimizing classroom teaching links, improving students' core discipline quality, and promoting the development of high school mathematics teaching informatization.

Keywords: Artificial Intelligence; High School; Mathematics Teaching; Teacher

1. Introduction

In November 2022, the American Artificial Intelligence Laboratory released the artificial intelligence tool ChatGPT, which had a huge impact on people's lives and sparked a storm of innovation in artificial intelligence technology. By organically combining large-scale education with personalized training, the transformation of talent cultivation mode under the background of artificial intelligence technology is poised. However, in terms of the current situation of combining artificial intelligence technology with high school mathematics teaching, some teachers are accustomed to the traditional curriculum teaching mode, and their attitudes are difficult to accept the changes brought by artificial intelligence to education, or they only use artificial intelligence technology formally, which limits the advantages of artificial intelligence technology in education^[1]. It is extremely unfavorable for students to adapt to the development of the intelligent era.

2. The Challenge of Artificial Intelligence Technology to High School Mathematics Teaching

Although artificial intelligence technology has brought great convenience to education and led to innovative development in educational methods, it is a double-edged sword that not only brings opportunities to high school mathematics teaching, but also brings a series of challenges to classroom teaching. To meet the opportunities and challenges with a Positive mental attitude can promote the development of mathematics classroom teaching in the era of artificial intelligence.

2.1 Reconstruction of classroom teaching structure

The traditional high school mathematics classroom structure is a process of imparting knowledge in a relatively closed classroom, based on the mode of dialogue and communication between teachers and students through methods such as telling, explaining, and reading. In an era when the level of public knowledge needs to significantly improve, this approach is undoubtedly the best. After the transformation of the times, with the penetration of artificial intelligence technology in all aspects of life, the traditional classroom teaching structure has also undergone changes. Previously, the teaching methods used by teachers to transfer knowledge to students will inevitably incorporate elements of artificial intelligence technology, and the introduction of artificial intelligence technology will gradually replace some of the role of teachers, passing more intuitive, clear, and concise knowledge to students, improving the

accuracy of classroom teaching Dynamicity and timeliness.

The restructuring of classroom teaching structure brought about by artificial intelligence technology has been reflected today, and multimedia classroom teaching is one of them. Due to its acceptance by many schools and teachers, this method obviously brings great convenience to classroom teaching and improves classroom teaching efficiency.

2.2 The Transformation of Teacher's Functional Role

The transformation of education driven by artificial intelligence technology has become a future trend. The continuous application of artificial intelligence technology in the education industry has gradually weakened the functional role of traditional teachers^[2]. Artificial intelligence technology has developed to the point where it can not only impart knowledge to students, but also cultivate their values in the process of imparting knowledge. In the future, artificial intelligence machines will gradually replace some of the educational and teaching tasks undertaken by teachers^[3]. How to properly handle the collaborative relationship between teachers and artificial intelligence technology in teaching, organically combine the dominant position of teachers with the object status of artificial intelligence technology, and jointly promote the quality of teaching to a higher level, is an unprecedented challenge for teachers.

So, while doing a good job in teaching and educating people, teachers also need to consider the changes in their own roles, face the intervention of artificial intelligence technology in mathematics classroom teaching, and actively learn and collaborate with machine agents in teaching.

2.3 Selection of classroom teaching methods

The mode of classroom teaching in the context of artificial intelligence has not yet been established, and there is a lack of scientific theoretical guidance on the state in which teachers and students should participate in mathematics teaching. In the process of high school mathematics classroom teaching, the interaction between the subject and the object is in a vague form, which makes the selection of classroom teaching methods lack basis. Due to the unprepared arrival of the artificial intelligence era, it is difficult to accurately determine what standards should be used for selecting classroom teaching methods and what standards are suitable for mathematics classroom teaching in the context of artificial intelligence^[4]. The current difficulty in selecting the above teaching methods is due to the transformational development of traditional classroom teaching brought about by the introduction of artificial intelligence technology. After becoming familiar with traditional teaching models, it is difficult for teachers to accept the changes caused by the external environment in their thinking and actions.

Driven by artificial intelligence technology, mathematics teachers' skill level and proficiency will directly determine their final choice when using various new teaching methods. In the current era of artificial intelligence, due to the lack of in-depth understanding of various teaching methods, teachers find it difficult to accurately identify the advantages, disadvantages, and scope of application of each method. Therefore, in mathematics teaching classrooms, they face a thorny problem: how to choose the most suitable classroom teaching method correctly.

3. The Application Strategy of Artificial Intelligence Technology in High School Mathematics Teaching

3.1 Improving the Introduction of Mathematics Classroom Knowledge through Artificial Intelligence Technology

The introduction of mathematical classroom knowledge lays the overall tone of a lesson and is crucial for the implementation of the teaching process. In the process of using artificial intelligence technology to carry out mathematics teaching, teachers can fully integrate the classroom introduction process with artificial intelligence technology^[5]. By introducing artificial intelligence technology into the classroom, we aim to create a more objective teaching environment, inspire students to think deeply in a progressive manner, stimulate their curiosity in learning mathematics, strengthen their understanding of the knowledge they have learned, and cultivate their intuitive imagination and core mathematical modeling skills.

For example, in the teaching of "Trigonometric functions", teachers can first use AI technology to fully combine the change process of $y = A\sin(\alpha x + \beta)$ image with the movement of the spring vibrator, so that static knowledge can be dynamic, abstract

problems can be concrete, and students can have intuitive concepts of Trigonometric functions images, thus reducing the difficulty of students' learning.

3.2 Improving Mathematics Classroom Learning Efficiency with Artificial Intelligence Technology

With the continuous impact of artificial intelligence technology on education and teaching, traditional teaching models have undergone tremendous changes. It can optimize the mathematics teaching environment, supplement teaching methods, and clarify teaching objectives. The traditional mathematical classroom teaching mode is that teachers explain and students listen, while the current artificial intelligence technology can achieve interaction between teachers and students, making classroom teaching more vivid and increasing students' interest in learning. This is also an important manifestation of the application of artificial intelligence technology in modern education^[6].

VR technology is a virtual reality technology primarily based on artificial intelligence, which relies on computers to simulate a virtual scene, giving participants a sense of being present. Due to the abstract nature of high school mathematics, it is difficult for students to master it for the first time. However, using VR technology can bring a new experience to mathematics teaching, thereby reducing the difficulty of students' learning. For example, in the learning process of the "Three Views and Intuitive Views of Spatial Geometry" chapter, teachers can use VR technology to create three-dimensional diagrams, and based on the changes in objects at different angles and heights, in a virtual reality environment, let students experience a comprehensive three-dimensional space, enhance their visual sense of space, and clarify abstract mathematical knowledge, in order to build an efficient high school mathematics teaching classroom.

3.3 Artificial intelligence technology stimulates students' interest in mathematics classrooms

In the process of high school mathematics teaching, teachers can use artificial intelligence technology to optimize teaching methods and improve teaching methods. In the classroom of mathematics teaching, artificial intelligence technology should be actively used to stimulate students' interest in learning mathematics. When students' subjective initiative in learning mathematics is fully mobilized, they can actively participate in mathematics learning and lay the foundation for future mathematics learning. In the process of effectively integrating artificial intelligence technology with high school mathematics teaching, it can make the mathematics classroom full of vitality and more interesting, thereby better stimulating students' thirst for knowledge in mathematics learning, reducing negative emotions generated in traditional mathematics classrooms, and effectively eliminating traditional teaching defects.

For example, in the process of high school mathematics classroom teaching, in order to fully utilize the teaching value of artificial intelligence technology, teachers can apply the various functions of artificial intelligence technology such as animation, audio, and images to the mathematics teaching classroom, thereby enriching the presentation form of the mathematics classroom, generating strong interest in students' learning of mathematics courses, and laying a good foundation for students' mathematics learning. In addition, when explaining mathematical classroom problems, teachers can also use CAI courseware to simulate exercises to optimize teaching, deepen students' understanding, and improve the overall effectiveness of curriculum implementation. This can guide students to deepen their understanding of mathematical classroom learning content while activating the classroom, and improve the effectiveness of mathematical teaching.

3.4 Artificial Intelligence Technology Optimization Mathematics Exam Post-examination Evaluation

In mathematical tests, the use of artificial intelligence technology can enhance students' understanding of test results and improve their accuracy. During the learning process, the main content of the exam is to examine the teacher's teaching and students' learning situation, so as to timely discover and solve students' problems that arise during learning. In traditional high school mathematics teaching, most of the time teachers mechanically explain the content of test papers to students. However, for the evaluation of key knowledge, teachers still need to make rational judgments and evaluations based on their own experience, lacking procedural data support. Therefore, in this process, using artificial intelligence technology, teachers can accurately analyze the key content of the exam

based on students' learning progress, clarify the focus and specific order of the evaluation class. On the other hand, in high school mathematics teaching, teachers can actively utilize artificial intelligence technology to conduct personalized classroom exercises and assignments for students, provide targeted training based on students' weaknesses, and combine personalized practice results as an important basis for students' learning situation. Only in this way can teaching be truly optimized, and students' weaknesses be effectively solved and improved. On the other hand, after the evaluation class after the exam, teachers can also introduce common mistakes to students in the classroom based on their actual situation and exam results, assign personalized practice questions, and finally focus on explaining the mistakes to students, and provide personalized guidance. Only in this way can teaching be optimized to the greatest extent, and the teaching value of artificial intelligence technology be effectively utilized^[7].

In summary, in the traditional mode of post exam evaluation classes, the improvement of students' problem-solving ability is relatively slow, but the teaching of evaluation classes driven by artificial intelligence technology is different. It can improve students' mathematical problem-solving thinking and ability, create a good environment for students to learn mathematics well, and truly achieve the goal of optimizing teachers' classroom teaching methods through artificial intelligence technology.

4. Conclusion

In today's rapidly changing artificial intelligence technology, teachers are using artificial intelligence technology to change classroom teaching methods when teaching high school students mathematics. This is the only way for the development of the information age and also a transformation of traditional education and teaching methods. Effectively applying artificial intelligence technology can optimize teachers' teaching and students' learning, thereby restructuring the entire high school mathematics teaching classroom. At the same time, it can establish a more harmonious teacher-student relationship, thereby improving the effectiveness of mathematics teaching, allowing students to master mathematical knowledge, improve subject abilities and qualities in the classroom teaching optimized by artificial intelligence technology, and promote students' development.

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Application and Research of AI-Based Virtual Reality in University English Teaching

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Abstract: In the era of rapid information technology development, artificial intelligence (AI) and virtual reality (VR) technologies have gradually infiltrated the field of university English teaching, brought significant applications and impacted to English language learning in listening, speaking, writing, translation, and personalized learning. AI plays a vital role as an auxiliary teaching method in university English instruction, and the integration of VR technology further enhances teaching efficiency. This research will propose relevant recommendations to provide theoretical references for university English education in the age of AI, while also offering insights and guidance to educators in the education industry during the informatization reform of education.

Keywords: Artificial Intelligence; VR Teaching; University English Teaching

1. Introduction

In this era of rapid information technology development, artificial intelligence (AI) is widely applied across various sectors, including its gradual integration into university English teaching, where it plays a significant role in supporting the learning process. This stands in contrast to traditional grammar-translation teaching methods. In conventional English instruction, students passively acquire knowledge from teachers and textbooks, often struggling to see the relevance of what they learn to practical usage. In response to this situation, an increasing number of individuals advocate for English teachers to understand students' needs and create authentic English learning environments.

It is precisely within this context that virtual reality (VR) technology is assuming an increasingly vital role in educational assistance. By employing AI-powered VR teaching, educators can create immersive learning environments for students. Exploiting the advantages of VR's spatial freedom, personalized English teaching can be conducted, and an English teaching system with features characteristic of the information age can be established. This allows students to engage in independent learning, develop their information-processing and logical thinking abilities, and effectively enhance the overall teaching outcomes.

Table 1. The Modernization of Education in the Age of Artificial Intelligence.

Next Generation Artificial Intelligence Development Plan	Higher Education Artificial Intelligence Innovation Action Plan	China Education Modernization 2035	AI and Education Big Data Summit - 2019
In July 2017, the State Council of China issued the "Next Generation Artificial Intelligence Development Plan."	In April 2018, the Ministry of Education released the "Higher Education Artificial Intelligence Innovation Action Plan" and the "20 Action Plan for Educational Informatization."	In February 2019, the Central Committee of the Communist Party of China and the State Council issued the "China Education Modernization 2035."	In August 2019, the "AI and Education Big Data Summit - 2019" was held in Beijing to explore the educational transformation in the era of intelligence.

Note – Source: own development.

2. AI-based VR Technology: Innovative Teaching and Learning

Artificial intelligence (AI) is a technology application system aimed at simulating, studying, and expanding human thinking logic, behaviour patterns, and rules.^[1] Over the years, AI has continuously led the development of emerging scientific and technological fields, achieving significant breakthroughs and accomplishments, such as the AlphaGo program and autonomous driving technology.^[2]

Virtual reality (VR) technology is a technology that generates realistic 3D images through high-performance computers, encompassing perception in visual, motion, tactile, and auditory aspects. It also involves interactive systems, enabling users to interact with objects in the virtual environment and exercise effective control based on complex individual social attitudes. In such virtual and real environment systems, users can acquire knowledge on a more sensory level and achieve deeper cognitive understanding or comprehension, resulting in unprecedented experiences that stimulate subjective consciousness, encouraging continuous exploration and innovation in practice, eventually leading to a new cognitive leap.

AI-based VR technology combines the strengths of virtual reality and artificial intelligence. It allows individuals to gain a profound sense of self-security when exploring new knowledge in their daily lives. The interactive advantage of this technology lies in providing dynamic, transformative, and interactive effects, allowing users to enjoy visual experiences like 3D movies. Additionally, it can create moments of instant creativity and imagine real-world scenes that do not exist in physical or virtual reality, or scenes that are difficult for individuals to perceive and experience. Particularly in the field of education, the integration of AI-based VR technology with teaching provides learners with a more forward-looking and innovative learning experience. Learners can delve into various new knowledge within the virtual reality environment and gain deeper understanding and cognition. This unprecedented learning experience can spark learners' interests and proactiveness, helping them better comprehend and master the learning content.

Therefore, AI-based VR technology represents an innovative area that combines virtual reality and artificial intelligence, holding significant implications for higher education and teaching.

2.1 Challenges in Higher Education English Teaching

In higher education English teaching, several challenges revolve around course materials, teaching methods, and students' self-directed learning abilities. Firstly, university English course materials are often considered dry and difficult, leading to suboptimal learning outcomes in the classroom. Traditional teaching methods may restrict students' learning experiences and engagement. One way to address this issue is by introducing AI-based educational products that offer diverse learning content and utilize human-computer speech and interaction systems to create virtual reality scenarios, enhancing the appeal and interest of the learning process.^[3]

Secondly, although teachers attempt to improve students' English expression and communication skills using multimedia and other supportive tools, students' self-directed learning abilities are lacking. Some students lack effective self-management skills, impacting the effectiveness of classroom teaching. Some may not adequately prepare before class or review after, leading to insufficient understanding of the material being taught, hindering active participation in classroom discussions and interactions. This poses a challenge for teachers as they need to spend more time explaining basic concepts, disrupting the planned course progression. Simultaneously, it also hampers students' ability to complete learning tasks on time and with depth, ultimately affecting academic performance and learning outcomes. Moreover, the lack of self-directed learning abilities may trigger learning anxiety and negative emotions in some students. They may feel confused and helpless, developing aversion towards English learning, consequently affecting overall motivation and interest in learning.

These challenges underscore the need to foster students' initiative and self-directed learning abilities to meet the requirements of modern education. As such, it is essential to explore effective teaching methods and learning guidance within the education system, guiding students to develop a positive learning attitude and enhance their abilities for self-directed learning and self-management.

2.2 Integration and Development of AI+VR Technology in English Teaching

Artificial Intelligence (AI) holds vast potential for applications in the field of education, particularly in English teaching. AI technologies such as language recognition, speech synthesis analysis systems, image and video recognition, automatic translation systems, and language comprehension have been successfully applied to English instruction. Leveraging AI in English teaching effectively transforms the traditional input and output methods of language learning, encouraging students to engage in self-directed

English language learning. It provides students with diverse learning resources and experiences, igniting their interest and fostering proactive learning attitudes. Moreover, it facilitates communication and interaction between students and teachers, breaking away from conventional teaching methods.^[4]

1. Personalized Learning Experience: AI technology can offer personalized learning content and pathways based on students' learning progress, interests, and styles. Combined with VR technology, students can immerse themselves in virtual learning environments, engaging in real interactions with English contexts, which enhances their motivation and proactiveness in learning.

2. Integration of Practice and Experience: AI+VR technology enables English learning to transcend traditional paper materials and listening exercises, allowing students to practice language skills in realistic virtual scenarios. For instance, students can simulate everyday conversations, business negotiations, or tourist guiding in the virtual environment, thereby enhancing their practical language application.

3. Expanding Interdisciplinary Boundaries: AI+VR technology integrates English teaching with other subjects, creating opportunities for interdisciplinary learning. For example, through VR technology, students can virtually visit historical sites abroad, learn about local history and culture, and communicate in English, broadening their understanding of history and culture.

Overall, the integration of AI+VR technology in English teaching holds promising prospects for higher education. By fully leveraging these advanced technologies, teaching methods can be improved, students' learning motivation and outcomes can be enhanced, and English talents with stronger practical abilities can be nurtured. This contributes to the construction of a more open and diverse international learning environment. However, concerted efforts from society are necessary to provide support and guidance for the continued healthy development of AI+VR technology in education.

3. Conclusion

With the rapid development of information technology, educational reform has become a focal point of society. In this context, informatized teaching has become an inevitable trend, and higher education English teaching is undergoing a series of reforms to adapt to modern life and society. The application of artificial intelligence virtual reality technology in higher education English teaching is an innovative step that has made significant contributions to the development of English majors. Teachers play a crucial role in this process, combining artificial intelligence and virtual reality technology to create three-dimensional teaching scenarios, adopting contextualized, task-based, and layered teaching methods, stimulating students' learning motivation, promoting their comprehensive growth, and improving English learning efficiency. The integration of artificial intelligence and virtual reality technology brings new possibilities and vitality to English education, providing strong support for cultivating comprehensive English talents.

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A Preliminary Study on the Classroom Teaching Skills Training Strategies of Normal Students in Science Education——Take the Course "Teaching Design of Primary Science Curriculum" as an Example

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Abstract: The curriculum reform in 2022 puts forward new requirements for the professional literacy cultivation of primary science teachers, and the cultivation of primary science classroom teaching skills is an important aspect of the professional literacy cultivation of science education teachers, mainly including subject knowledge and teaching theory, teaching design and preparation, teaching methods and strategies. On the basis of following the principle of combining theory and practice, diversified teaching and student subjectivity, the training strategies of group cooperative learning, observing the teaching process of excellent teachers, and strengthening the effect of micro-grid teaching are proposed, and in addition to the expected evaluation, it provides a certain theoretical basis for the cultivation of normal students in science education.

Keywords: Science Education; Teacher Training Students; Classroom Teaching Skills

Introduction

In 2022, the "Science Curriculum Standards for Compulsory Education (2022 Edition)" (hereinafter referred to as the "course standard") was officially promulgated, the curriculum standard further strengthened the educational orientation of the primary school science curriculum, and the core literacy that this course should focus on cultivating (including: the four dimensions of scientific concept, scientific thinking, inquiry practice, and attitude responsibility)^[1], a new round of curriculum reform and the promulgation of the curriculum standard, put forward higher professional requirements for primary school science teachers. As the future primary school science teacher, the professional training of science education teachers is urgent, and the cultivation of primary science classroom teaching skills is an important aspect of the professional quality cultivation of science education teachers.

1. Overview of teaching skills in primary school science classrooms

Different literature has different understandings and scope of classroom teaching skills, and the primary school science classroom teaching skills mentioned by the author refer to the subject knowledge and teaching theory, teaching design and preparation, teaching methods and strategies that teachers have in the field of primary science education.

1.1 Subject knowledge and teaching theory

Primary school science teachers need to master the knowledge system of primary science subjects, understand the cutting-edge dynamics of subject development and relevant theories of educational reform. They should have a deep understanding of teaching content, teaching materials and teaching standards so that they can rationally design teaching activities and evaluate student learning outcomes. The specific subject knowledge of primary science can be divided into 13 core concepts, and teaching theories include project-based learning inquiry mode, problem-solving inquiry mode, and related education and teaching theory.

1.2 Instructional design and preparation

Teachers need to have good instructional design and preparation skills. They should set clear teaching objectives, design inspiring teaching activities, and select and prepare relevant teaching resources and teaching aids according to the characteristics of students and subject requirements.

1.3 Teaching methods and strategies

Teachers should master a variety of teaching methods and strategies suitable for primary science education. For example, heuristic teaching, inquiry-based learning, case studies, discussions, and cooperative learning stimulate students' interest in learning, develop their thinking skills and problem-solving skills.

2. Principles for the development of teaching skills in primary school science classrooms

2.1 The principle of combining theory and practice

Combining teaching theory with practical teaching practice, through the theoretical guidance of pedagogy, psychology and science pedagogy, teacher training students can understand and apply the basic principles of science education, and can flexibly apply them in practical teaching.

In the teaching process of the course "Primary Science Classroom Teaching Design", explain the primary school science classroom introduction skills, primary school science classroom explanation skills, primary school science classroom demonstration skills, etc. In the process of explaining theoretical knowledge, students need to understand specific skills and master specific effective development strategies. Therefore, it is necessary to strengthen students' skill mastery through the practice of teaching skills, and carry out practical skills training in the form of classroom demonstrations.

2.2 Diversified teaching principles

Use a variety of teaching methods and strategies to meet students' different learning needs and individual differences. For example, group cooperative learning, problem-oriented learning, case analysis, etc. are used to stimulate students' thinking ability and creativity, and cultivate their critical thinking and problem-solving skills.

2.3 The principle of student agency

Focus on cultivating students' subjectivity and independent learning ability. Through instructional design and organization, teacher training students should encourage students to actively participate in classroom discussions, experimental operations and scientific inquiry to stimulate students' interest and initiative in learning.

In the process of classroom teaching, make full use of information means, such as rain classroom, superstar learning pass, etc., to give full play to students' subjectivity and independent learning ability in the classroom. For example, in the teaching process of "Teaching Design of Primary Science Curriculum", learning tasks are released before class, and classroom presentations and reports are carried out in the form of flipped classrooms.

3. Strategies for developing teaching skills in primary school science classrooms

3.1 Group cooperative learning

Teacher training students are encouraged to use group cooperative learning to teach. Through group work, students can discuss with each other, work together to solve problems, and increase interactivity and engagement. Teacher training students can design teaching activities suitable for group learning to develop students' teamwork and communication skills.

Based on the principle of student body and diversified teaching, teaching is carried out in the form of group cooperation in classroom teaching. For example, in the process of explaining the skills of introducing science in elementary school classrooms, students are required to teach the "food chain" part of the content in the classroom. The activity design of the introduction part can be carried out in the form of group cooperation, and the design and display of the introduction part can be carried out through this group lesson preparation method, and the teamwork and communication skills of students can be comprehensively cultivated.

3.2 Observe the teaching process of excellent teachers

Teacher training students can actively observe and learn from the teaching practices of excellent science teachers. They can participate in internships or volunteer activities to observe and draw on their classroom teaching methods, teaching techniques and the use of teaching resources.

According to the principle of diversified teaching, while learning theoretical knowledge, students should also use case analysis and learning methods to observe the teaching process of excellent teachers, make good listening notes in the process of observation, sort out the ideas of the overall curriculum design, summarize how excellent teachers display relevant teaching skills in the teaching process, and find that further improvement can be made in the process. For example, in the video case of observing and learning "The Law of Moon Phase Change", the teacher in the video can be summarized, fully considering the characteristics of students in the process of asking questions and answering, playing a very good role in inspiration and guidance, and in the process of experimental demonstration, the process method is mainly demonstrated, rather than the entire experimental process, giving students sufficient space for thinking and design.

3.3 Strengthen the effect of micro-grid teaching

According to the principle of combining theory and practice and group cooperative learning, the effect of micro-grid teaching can be strengthened. Micro-grid teaching is one of the most effective ways to improve the teaching skills of normal students, and it is also an indispensable course for normal students to formally enter the teaching profession, which helps normal students master the basic teaching process, basic skills, teaching analysis and teaching plan writing and other necessary skills of teachers.^[2] Teacher training students should cultivate the habit of reflection and self-evaluation. In teaching practice, reflect on your teaching effect in time, think about your strengths and weaknesses, and look for ways to improve. The teaching process and teaching perception can be recorded, and regular self-assessment can be carried out.

The specific teaching content of the course "Teaching Design of Primary School Science Curriculum" includes the theoretical part and the practical training part, and the practical training part mainly considers the form of micro-grid teaching, and the micro-grid practical training in the form of group cooperation. In order to better strengthen the teaching effect of micro-grid teaching, you can also try to hire front-line teachers in primary and secondary schools as instructors.

4. Expected evaluation

In order to better achieve the training goal of classroom teaching skills training for normal students majoring in science education, mainly in the training process, the feedback and evaluation of the overall training effect is carried out by using the classroom teaching ability evaluation system of normal students, mainly from several indicators such as teaching objectives, teaching content, teaching process, teaching innovation, and teacher quality^[3].

The teaching objectives clarify the learning effects that students need to achieve in the teaching process, so in the process of formulating teaching objectives, it is necessary to emphasize the main position of students, and at the same time the content of teaching objectives needs to be specific and accurate. The design of teaching content should fully consider the theoretical knowledge and practical ability lacking in science education teachers. In the teaching process, it is necessary to fully consider whether the major and difficult points are properly grasped, whether the teaching methods adopted are appropriate, and whether diversified teaching methods are adopted. In terms of teaching innovation, teachers should handle teaching materials and integrate information teaching skills into the teaching process. Finally, the quality of teachers comprehensively evaluates the professional quality of teachers. According to the above indicators, the effect of skill training is evaluated.

5. Conclusion

Relying on the course "Teaching Design of Primary School Science Curriculum" offered by normal students majoring in science education, this paper explores the classroom teaching skills training strategies of normal students majoring in science education, and discusses specific topics from three aspects: specific training principles, training strategies and evaluation methods of expected evaluation, which has certain guiding significance and value for the cultivation of normal students majoring in science education in colleges and universities.

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Analyzing Family Systems and Cultural Capital Perspectives

Dilemmas in the Development of Infant and Child Care

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Abstract: The developmental dilemma of infant and toddler care is examined from a family perspective, and in-depth analyses of infant and toddler care are conducted using Family Systems Theory and Cultural Capital Theory, which are essential to the holistic development of children, the balance between family and work, and the sustainable development of society and the economy. The developmental dilemmas of infant and toddler care are discussed in depth from the family perspective, and solutions are proposed accordingly. By applying family systems theory and cultural capital theory to analyze the root causes and influencing factors of the problem, it provides useful thoughts and suggestions for improving infant and toddler care practices.

Keywords: Family Systems Theory; Cultural Capital Theory; Child Care Development Dilemma

Introduction

Childcare services for infants and young children are important for children's holistic development, safety and care, family balance, social integration and early intervention. Through the provision of quality childcare services, it can have a positive and long-lasting impact on the future development of children

1. Importance of infant and toddler child care and the context of the study

1.1 Importance of childcare services for infants and young children

Infant and toddler care services are important in the overall development, safety and care, family balance, social integration and early intervention of children. First of all, child care services for infants and toddlers are crucial to the holistic development of children. At the infant and toddler stages, the provision of quality child care services can promote the comprehensive development of children in various aspects such as physical, cognitive, language, social and emotional. Infants and toddlers have a very high need for safety and care. Professional child care services can provide a safe environment and appropriate care to ensure the physical health and emotional satisfaction of infants and toddlers, and help to build their sense of security and trust. From the perspective of balanced family development, child care services for infants and toddlers help parents achieve work-life balance. By providing organized and reliable care arrangements, child care services help parents balance their work and family responsibilities, reduce their stress, improve their work efficiency and quality of life, and promote family harmony and well-being. From the perspective of children's social integration, child care services for infants and young children are crucial to children's social integration and readiness for learning.

1.2 Background of the study on childcare services for infants and young children

The Importance of Infant and Toddler Development Early childhood development has a key impact on an individual's growth and future ability to learn, socialize, and regulate emotions. Changes in Family Structure and Employment Patterns With the changes in family structure and employment patterns in modern society, many families are faced with the problem of not being able to take care of their infants and young children on a full-time basis, and there is thus a growing demand for infant and childcare services.

Attention of national policies and laws, many countries and regions have realized the importance of infant and toddler childcare services and have promoted the development of infant and toddler childcare services by formulating relevant policies and laws. The

background to the study of infant and toddler care services involves the importance of child development, changes in family structure and employment patterns, the needs of socio-economic development, and the concerns of national policies and laws. Infant and child care services also play an important role in socio-economic development.

2. The plight of infant and childcare from a family perspective

2.1 Time and energy pressures of family childcare

The time and energy pressures associated with family child care are unavoidable. Parents inevitably face pressures in fulfilling daily caregiving needs, coping with sleep problems, assuming custodial responsibilities, confronting constraints on social and personal time, and pursuing a balance between work and career development. This balancing stress may have an impact on a parent's professional development. For family members, these stressors have a significant impact on their scheduling and personal development. Therefore, academicized research can further explore the impact of these stressors on family members' mental health, family relationships, and personal development, and propose appropriate theoretical models and interventions to promote the sustainable development of family child care and the well-being of family members.

2.2 Knowledge and skill needs for family child care

By continuing to learn to learn and improve child care knowledge and skills, parents can better meet the needs of their infants and toddlers, provide a safe, healthy and rewarding family child care environment, and promote the holistic development of their infants and toddlers.

2.3 Insufficient social support for family childcare

Some regions lack clear policies and regulations to support and promote the development of family child care services. Governments tend to pay more attention to public child-care institutions when formulating policies and provide less support for family child care.

In some societies, family childcare is still considered a female responsibility and there is a lack of support and encouragement for fathers and other family members to participate. This perception limits the development of family childcare and leaves families without social support and recognition.

Family child care requires the support of certain resources, including time, money and professional knowledge. However, some families may face financial difficulties and are unable to afford the cost of professional training and support, or allocate sufficient time and energy for effective child care.

Lack of community networks and support systems, Parents may feel isolated, unable to share experiences and receive support from other families, and lack opportunities to learn from and interact with each other.

3. Analysis of factors affecting the development of infant and childcare services

3.1 Influence of socio-cultural attitudes on family childcare

Sociocultural perceptions have a profound impact on family child care. Among them, the gender role conception is a manifestation of cultural capital, which argues that in some societies, caring for infants and toddlers is the responsibility of mothers, leading to lower involvement of fathers in family child care and increasing the burden on mothers. The concept of family responsibility emphasizes that family child care is the responsibility of the family, not society, and that there is a lack of support and resources from society. The career conception, which prioritizes career development in some societies, suggests that family child care may impede career development, leading parents to make difficult choices between career and family child care, leaving family child care needs unmet. The concept of family relationships reflects a closed and private relationship between family members and a reluctance to delegate responsibility for the care of infants and young children to outsiders or child-care providers, limiting the willingness of families to seek external support and services.

3.2 Impact of family economic situation on childcare choices

According to family systems theory, in the context of family child care, the family's economic status, as a subsystem of the family system, interacts with other subsystems. The family's economic status has a direct impact on child care choices, mainly in terms of the availability of resources. The economic subsystem provides families with the resources needed for child care, such as money, time, and

job opportunities.

In addition, family economic status may be related to socioeconomic status and socialization pressures. Some families may be pressured by social expectations to demonstrate their social status by choosing upscale child care. Other families, due to financial constraints, may choose more affordable child care to accommodate the family's economic status.

In conclusion, family economic status, as a subsystem of the family system, plays an important role in family child care choices.

3.3 Impact of government policies on family child care

Government policies affect family child care in the following ways. Through government policy support in these areas, family child care is influenced and promoted in many ways, including the economy, laws, facilities, training and policies, which help to improve the quality and accessibility of child care services, meet the needs of parents, and promote the all-round development of children. The Government can support research and policy formulation in the field of family child care, understand the needs and problems of family child care and formulate appropriate policy measures.

The Government in childcare allowances, subsidies or tax concessions, the Government can formulate relevant policies to provide flexible working arrangements and reasonable maternity leave, parental leave and other benefits, to help parents to achieve work-family balance to help families to reduce the burden of childcare costs, and more families to choose family childcare.

4. Conclusion

4.1 Family Systems Theory and Cultural Capital Theory to solve the childcare dilemma

Research from a family perspective draws on family systems theory and cultural capital theory to better understand families' needs and choices regarding child care for infants and toddlers.

Family systems theory emphasizes that the family is an interdependent system and that the relationships and interactions among family members have a significant impact on the development of infants and toddlers. Through the use of family systems theory, it is possible to gain insights into the patterns of interaction, division of roles and communication styles within families and the impact of these factors on the child care needs and choices of infants and toddlers.

Cultural capital theory focuses on the impact of cultural context and social resources on individual and family behavior. In studying child care for infants and toddlers, the cultural capital of families, including their values, belief systems, parenting styles, etc., as well as the impact of the distribution and accessibility of social resources on families' child care choices and experiences can be taken into account.

Incorporating family systems theory and cultural capital theory into research on family-based infant and toddler child care allows for a more comprehensive understanding of family needs and choices and provides guidance and support for policymakers and child care providers to promote the holistic development of infants and toddlers and the well-being of families.

4.2 Multi-party assistance in solving the childcare dilemma

Improving the quality of child care by focusing on the safety, hygiene, and comfort of the child care environment for infants and toddlers and developing specialized child care caregivers and provide systematic professional education and training to ensure that they are equipped with infant and toddler developmental support and caregiving skills.

Providing diversified childcare options, focusing on the diversified needs of families and providing flexible childcare options in the form of family childcare, kindergarten, nursery and parent-child childcare. Supporting work-family balance and providing flexible childcare services to assist families in achieving a balance between work and family responsibilities. Strengthening family participation and cooperation and emphasizing family participation and cooperation in infant and child care.

Providing financial support. The Government can support family child care by providing financial assistance, reducing or waiving child care fees, and offering tax concessions. To promote social awareness and cultural change, enhance social knowledge and understanding of childcare for infants and toddlers, and raise the importance of and support for childcare services in society. Encourage all sectors of society to work together to build a friendly childcare environment and eliminate prejudices and stereotypes about family childcare.

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Analysis on the Training Model of “Integration of Industry and Education with Dual Education Mode” for Composite Talents in Mechanical and Electrical Engineering in Higher Vocational Education

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Abstract: Currently, there is a significant gap between the training objectives and the actual situation of electromechanical talents in higher vocational colleges. Many teachers in electromechanical departments do not meet the required qualifications and are unable to adapt to the developments of the new era. The talent training mode is insufficiently comprehensive, and the criteria for talent assessment are not unified. In response to these issues, it is necessary to promptly change the mindset, innovate educational ideas, focus on the present while planning for the future, clarify training objectives, adopt a dual education model that integrates production and education, strengthen the faculty, utilize their potential, and improve the overall educational quality to provide guarantees for talent development.

Keywords: Integration of Production and Education; Dual Education; Higher Vocational Electromechanical; Training Model

Introduction

In the current stage of social development, the cultivation of versatile talents is essential, and the country has issued numerous institutional regulations focusing on the training of such talents. Higher vocational schools serve as the breeding ground for skilled talents and bear the responsibility of producing talent to meet the demands of society and the job market. Many talents in the manufacturing sector emerge from the electromechanical profession. Therefore, it is crucial to employ a production-education integration and dual education training model to enhance students' comprehensive qualities, ensuring the sustained development of both society and enterprises.

1. Difficulties in Cultivating Versatile Talents in Higher Vocational Electromechanical Education

1.1 Inadequate Capability of Electromechanical Teachers in Higher Vocational Colleges

Many teachers in the electromechanical field are recent graduates. While they may meet the academic qualifications, there are very few teachers from government agencies, research fields, or enterprises. As a result, they lack relevant practical experience and find it challenging to fully demonstrate the skills required in the profession to their students. Additionally, some teachers have insufficient expertise in their subject area and are not aware of industry trends, making it difficult for them to excel in the field. Moreover, some teachers have a limited knowledge base, only familiar with fundamental theoretical knowledge, and fail to meet the related requirements in moral qualities, innovation, and collaboration. Their research and teaching abilities may also be insufficient.

Unreasonable assessment criteria also contribute to a lack of motivation in the process of cultivating versatile talents. While professional ethics remains a primary factor in assessing teachers, solely relying on this aspect makes it difficult to evaluate teachers adequately. The criteria for assessing professional titles include teaching quality, completion of research projects, and the quantity of published papers, where practical ability serves only as a reference and not a mandatory factor. All of these aspects reflect the inadequate capability of electromechanical teachers in higher vocational education when it comes to cultivating versatile talents.

1.2 Insufficiently Perfected Talent Cultivation and Curriculum System

In the 2025 industry planning and talent standard setting, there is a risk of reducing or merging many electromechanical majors in higher vocational education. This requires higher vocational institutions to have a forward-looking perspective when setting up electromechanical majors, being willing to abandon outdated majors and focus on those with better development prospects. Besides, to achieve the goal of cultivating versatile talents, it is essential to restructure the curriculum system. However, some courses currently have overlapping content that could be integrated into one, and an unreasonable curriculum system can affect the number of course hours, making it difficult for students to delve into theoretical knowledge and improve their practical skills.

1.3 Outdated Talent Evaluation Methods

For a long time, talent quality has been evaluated based on examination scores, neglecting students' innovative and applied abilities. Moreover, the criteria for evaluation lack a standardized basis, varying between the state, society, and schools. Under the influence of this evaluation mindset, it becomes challenging to cultivate versatile talents with a strong grasp of professional knowledge and high moral standards.

2. Production-Education Integration with Dual Education Strategy for Cultivating Versatile Talents in Higher Vocational Electromechanical Education

2.1 Shift from Inertial Thinking Patterns

Currently, the cultivation of versatile talents in higher vocational electromechanical education tends to employ conventional ways of thinking and problem-solving, lacking forward planning. Outdated ideologies and a reluctance to break away from the norm can be highly detrimental, resulting in a significant gap between ideals and reality. To address this issue and cultivate high-quality versatile talents, it is crucial to reverse these erroneous mindsets, embrace new perspectives to find effective solutions to problems, and meet the diverse demands of the modern world.

2.2 Innovate Talent Training Plans

The talent training plan for cultivating versatile talents in higher vocational electromechanical education revolves around the defined objectives. Several essential elements must be considered in this plan: First, the planners must possess sufficient expertise as their professionalism influences the scientific nature of the training plan. Hence, the selection of personnel should be cautious, adopting a procurement service model and inviting authoritative figures such as government officials, industry experts, and related management personnel to collaborate in creating the talent training plan. Second, emphasis should be placed on key aspects. On one hand, strengthening cooperation between schools and enterprises, jointly compiling teaching materials, and organizing specialized technical lectures will enable students to keep abreast of the latest technological developments, equipment, and processes. On the other hand, increasing the number of extracurricular practical activities will equip students with problem-solving skills relevant to production and operation. Additionally, students should actively participate in various national skill competitions to enhance their overall abilities and awareness of the benefits of certifications. The cultivation of versatile talents not only requires proficiency in electromechanical knowledge but also encompasses other relevant areas such as humanities, geography, science, law, etc., to achieve comprehensive development. Third, throughout the entire process of cultivating versatile talents in higher vocational electromechanical education, socialist core values and traditional culture should be incorporated, and courses compatible with specific job requirements should be selected. Theoretical knowledge must be practically applied in actual work scenarios.

2.3 Establish a Dual System

The establishment of a dual system requires joint efforts from both schools and enterprises. It involves a reasonable allocation of

the proportion of theoretical courses and practical skills courses, utilizing the alternating school-enterprise teaching model, and organizing regular assessments. The sharing of faculty and research results between enterprise training rooms and school laboratories should take place. With the guidance of professional technical masters from enterprises, teachers can divide students into different learning groups and manage them uniformly, ensuring that students acquire the necessary skills for various positions. As internet technology continues to evolve, the structure of the curriculum system should also be continuously innovated. Leveraging internet platforms, various teaching resources in higher vocational electromechanical education can be integrated to establish a curriculum system that aligns with the development of the times. This can break free from the limitations of traditional classroom environments and introduce online teaching modes, enabling learning from any location. Furthermore, comprehensive cultivation of talents is essential. Talents should not only possess proficient technical abilities but also demonstrate noble moral character. The theoretical knowledge learned should be flexibly applied in practical operations. Talent cultivation should not be confined to individual courses or class hours; it should cover all aspects of both classroom and extracurricular activities, including social practice, in order to foster truly knowledgeable and skilled versatile talents.

2.4 Enrich Assessment Participants and Improve Evaluation Elements

Under the background of production-education integration, the assessment participants should be diversified, breaking away from the traditional model where a single full-time teacher determines students' grades. Instead, multiple entities, including teachers and experts hired from within the school or externally, should assess the quality of talent cultivation from different perspectives. Additionally, evaluation elements should be improved, encompassing dimensions such as moral character, knowledge reserves, innovative consciousness, and adaptability. Students' attainment of talent standards should be comprehensively assessed based on these elements.

3. Conclusion

In conclusion, higher vocational institutions should adhere to the guiding principles of production-education integration and dual education. They should understand the actual conditions of the school and students, transform outdated teaching ideologies, establish a dual system, innovate the structure of curriculum knowledge, continuously optimize evaluation elements, and contribute to the cultivation of versatile talents in higher vocational electromechanical education while enhancing the quality of vocational talent development.

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Exploration on the Integration and Development of Psychology and Science Education in Universities

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Abstract: From the rich results generated by the combination of psychology and education in universities, it can be seen that the experimental education school that emerged in Europe and the United States in the late 19th century was a purely empirical spirit influenced experimental behavior in education and teaching; He pioneered a scientific educational experimental model, which is a milestone in the development history of education. It first introduces scientific experimental models into educational experiments through psychology, thereby promoting the development of educational experiments towards a scientific and standardized direction. This educational experiment of positivism paradigm, which evolved from the experimental research of psychology, is also the research paradigm advocated by psychological education in colleges and universities after the combination of college psychology and scientific education.

Keywords: Educational Experiments; College Psychology; Teaching

Introduction

Swiss psychologist Piaget proposed a cognitive approach that provides a good reference for breaking away from the traditional "scientific" and "experiential" ways of thinking. Piaget reconsidered structuralism from the perspective of evolution, and formed a new epistemology system on this basis. The "Clinical Trial Teaching Method" he pioneered has opened up new ideas and perspectives for experimental teaching in education. Bruner proposed the "cognitive discovery" learning theory, Bloom proposed the "proficiency learning" theory, and Ausubel proposed the "meaningful language learning" theory. At present, the latest development of western educational experiment methodology shows a combination of previous empiricism and science, forming a modern structuralism methodology that integrates integrity and analysis. Under the requirements of research, the scale method, experimental method, statistical method, survey method in education, literature method, and historical research method in psychology are all applicable to psychology and education in universities.

1. Domestic and international research

Now, we are facing a new era of social transformation, namely the rapid transformation from a traditional society to a modern society. Social development provides opportunities for mental health education, economic development provides conditions for mental health education, and technological development provides fresh educational content, advanced educational methods, and scientific research paradigms for mental health education. All these changes provide greater possibilities for the cross integration of psychology and science education research.

Taking "The Objectives and Main Content of Adolescent Psychological Science Education" as an example, American researchers propose that adolescent mental health education should be further integrated with school education, with the goal of cultivating

students' good developmental functions in real life, focusing on the development of social adaptability for all young people rather than the symptoms of individual students' psychological and behavioral problems; A project in the UK aims to promote students' positive behavior and emotional well-being, and focuses on cultivating students' self-awareness, self-control, empathy, social skills and stimulating students' learning motivation, which has achieved good educational results; The mental health department of the Italian National Institutes of Health has initiated a study aimed at improving students' psychological well-being, which mainly includes cultivating adolescent problem-solving and communication skills.

In addition to cultivating attitudes and abilities related to mental health within individuals, a Finnish study also attempted to improve students' mental health levels through the improvement of the campus ecosystem. The risk behaviors of adolescents, such as alcohol abuse, drug abuse, and drunk driving, are significantly related to their psychological and behavioral problems. Studies from Australia, the United States, and Finland have shown that strengthening the connection between adolescents and schools, establishing supportive teacher-student relationships, can effectively reduce the probability of risky behavior among them, and can improve their learning motivation, academic achievement, and mental health level; Australian researchers advocate reducing the risk of psychological and behavioral problems among adolescents by cultivating their psychological resilience, and have conducted empirical research on this topic. Recently, the National Academy of Sciences, the National Academy of Engineering, the National Academy of Medicine, and the National Council for Scientific Research in the United States jointly released a report, clearly stating that educational research can and should learn from natural science research methods and norms.

Therefore, we need to re-understand the research object, re-examine the original research paradigm, and reposition our research thinking. It is undeniable that there are many problems in current educational research, such as valuing knowledge over ability, valuing intellectual education over moral education, and valuing results over processes. The essence of the problem lies in the fact that researchers rely on their existing experience and their own experiences to interpret research paradigms, lacking scientificity, pertinence, and universality, and their research on the problem remains superficial; Psychology lacks support for education, and educational research results lack objectivity and effectiveness; Breakthrough progress has not yet been made in basic scientific issues, leading to applied research crossing the river by feeling the stones. In addition, the ability and methods of educational research are also a "bottleneck", mainly manifested in the clear division between social sciences and natural sciences, the clear boundary between psychology and education, and the insufficient cross integration. People are always accustomed to conducting educational research from the macro perspective of social sciences, forming a research methodology system mainly based on empirical paradigms, emphasizing speculation over empirical evidence, and natural sciences also have a tendency to "see only trees but not forests".

2. Main problems in scientific teaching of psychology courses in universities

2.1 The teaching system of psychology courses in universities is not mature enough

The survival mode of university psychology can be divided into two types: one is the teaching method that combines university psychology with university education. Secondly, conduct theoretical teaching of psychology based on the actual situation of the school and the school. These two opposing ways of existence have brought about many problems, resulting in the "popularization" of the teaching content and teaching content of university psychology courses, causing many schools to mainly "copy and apply" the teaching of psychology courses, thus making it difficult for course teaching to have its own characteristics. Therefore, these two ideas are difficult to match with the development of university psychological education, and also difficult to match with the current needs of quality education reform and development. This requires establishing a more systematic curriculum system in the teaching of psychology in universities and gradually increasing the proportion of psychology subjects. Re combine and integrate the contents of educational psychology and other aspects, actively acquire new knowledge and new contents, and thus promote the scientific teaching level of college psychology courses.

2.2 Overemphasizing theoretical knowledge while neglecting practice

Currently, in universities, psychology courses mainly appear as elective courses, which shows that it is also widely popularized and accepted by people in universities. However, for universities, the curriculum of psychology related courses is relatively short in

duration and lacks teaching experience, making it difficult to improve students' overall quality. When teaching, most of them focus on explaining and explaining theories, which greatly affects the improvement of students' practical abilities and makes it difficult to correctly guide them in applying relevant psychological theoretical knowledge. In addition, in universities, it is difficult to match psychology with the teaching content of other disciplines, and it is even more difficult to combine it with factors such as one's own career planning and employment choices. Therefore, it is difficult for students to have a sufficient understanding of themselves, and it is also difficult to combine practical and psychological knowledge, only staying at the theoretical level.

3. Main methods for promoting the diversified development of scientific education in psychology courses in universities

3.1 Building a Diversified Psychology Teaching Platform

The teaching focus of different universities on courses will also exhibit different characteristics. Firstly, during the development of psychology courses, the selection of educational content should be in line with the actual situation of the school, and a strong psychology professional teaching platform should be constructed during the development process; Secondly, increase corresponding financial investment, select appropriate venues, and build good psychological counseling rooms, so that students can find an important place to help themselves with psychological counseling at school and receive effective psychological guidance. In addition, corresponding psychological survey questionnaires can also be developed to coordinate various branches of the school, timely understand the psychological states exhibited by students, and make targeted adjustments to the psychological curriculum in response to the current reality, in order to reasonably guide and optimize students' negative psychology, and promote their growth in a healthier environment.

3.2 Improving the Teaching Structure of Psychology Courses

Psychology is a multi-dimensional, comprehensive, multi-level, and complex discipline. However, due to the short duration of psychological course teaching and the inadequate educational structure, universities should continuously improve such a course structure to promote its effective development. According to the theme of education, it can be divided into three different aspects: society, family, and school. And based on the vertical hierarchical characteristics of these three, targeted psychological education should be carried out for students; According to its horizontal service scope, it is also divided into three different aspects: pre employment, job transfer, and on job. No matter how to stratify and integrate the content and model of educational psychology, the most important thing is to closely coordinate psychology and teaching, further promote the construction of the discipline, and effectively integrate with social services, so as to promote the popularity of psychology courses in the teaching of various courses in colleges and universities.

4. Conclusion

Constructing a research approach that focuses on people as the basic object of study, with human development as the core, guided by real-life educational issues, and using psychological research methods, firmly standing on the standpoint of scientific education, continuously strengthening the organic integration of psychology and scientific education research paradigms, and developing interdisciplinary and integrated research, is the new approach and paradigm of psychological health education research in the new era. Obviously, there is a long way to go to improve the scientificity of research methods, the completeness of research procedures, the standardization of research results, the reliability of research conclusions, and the universality of research results in psychology and science education.

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Positive Research on Constructing Feedback Mechanism of the Graduate Quality

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Abstract: To rejuvenate the country through science and education, the university is an important position of China's personnel training system and a base for the production of human resources in our country. The higher education in the popularization stage has made a profound change in the employment mode of graduates, which makes the discipline structure and personnel training mode of colleges and universities adapt to the requirements of the market and society. Based on the employment situation of colleges and universities, this paper analyzes the significance, dilemma and suggestions of constructing a feedback mechanism for the quality of graduates, so as to help colleges and universities cultivate more high-quality talents.

Keywords: Colleges and universities; Graduate; Quality; Mechanism

1. The concept of feedback mechanism of graduate quality

The feedback mechanism for the quality of graduates refers to the adjustment and improvement of the university's talent training model, major and course offering, and enrollment scale according to the employment situation of students, the development of the workplace, and the demand for talents from employers and all sectors of society, so as to improve the social recognition of the education quality of the university and meet the social demand for talents.

Graduate quality feedback can improve the evaluation system of graduate employment, define talent training goals, and cultivate adaptable compound talents. It reflects the reserve of talent resources and the return on investment in education, promoting cooperation between schools and enterprises to train required talents. It also helps graduates enhance their employability by identifying areas for improvement in their comprehensive quality and abilities. The feedback mechanism holds practical significance for universities, governments, enterprises, and individuals constructing the evaluation index system of graduates' employment quality.

2.1 Constructing the feedback mechanism of graduates' quality can alleviate the reality of graduates' employment difficulties

The current situation of graduates' employment difficulties is caused by both the government and employers, as well as universities and graduates themselves, which are mainly reflected in the following aspects:

1. The number of graduates from colleges and universities is increasing, and the traditional main channel's ability to absorb them is decreasing. The lack of demand for graduates in the society has led to the imbalance of supply and demand structure. The lack of social demand for graduates leads to the imbalance of supply and demand structure.

2. Constraints of traditional employment concepts. Many graduates have no sense of competition, self-employment awareness, strong psychological dependence, etc., "waiting, relying, awarding", "not for high and not for low", this phenomenon is widespread, the contrast between employment expectations and social needs is too large, and the correct concept of employment is not established.

3. Lack of accurate and sufficient employment information with poor employment channels. Although talent exchange meetings are being held everywhere, the signing rate is not high and the results are limited due to inaccurate information provided.

4. The professional setting of the school is not fully in line with the market, some majors are in short supply, and some professional graduates are not interested.

2.2 Constructing the feedback mechanism of graduates' quality can purify the employment market of graduates

There are both historical and practical reasons for the unfairness in the graduate job market. The employment system of college graduates in our country has changed from the planned economy era to the market economy era, and there is unfairness in the employment of graduates inevitably. These injustices are mainly reflected in:

1. Employment policy: All provinces and cities have corresponding employment policies when they accept graduates, which limits the employment of graduates across the country.

2. Gender discrimination: Due to physiological and other reasons, female college students, especially those majoring in science and engineering, often encounter "girls are exempt from talking" in employment, and the employment difficulty is greater than that of male students.

3. Talent consumption: Some employers take advantage of the current oversupply of graduates, intentionally raise the employment threshold, and implement high consumption of talents.

Through the construction of graduate employment feedback mechanism, gradually break the talent protection barriers between regions, rationally allocate human resources, gradually purify the graduate job market, and strive to establish a fair, just and open job market.

2.3 Constructing the feedback mechanism of graduates' quality can eliminate dishonest behavior in graduates' employment

Honesty is the traditional virtue of the Chinese nation and the inherent requirement of the market economy. Dishonest behavior in employment, not only employers have, colleges and universities, graduates also have. It is mainly manifested in:

1. Some employers do not objectively and fairly introduce the relevant information of the unit when selecting graduates, fail to truthfully fulfill the various obligations stipulated in the agreement, fail to truthfully announce the position demand of the unit, and exaggerate the number and treatment of talents needed.

2. In order to improve the employment rate of graduates, some colleges and universities intentionally promote the image of students, and even hide the actual situation of some students.

3. Some graduates exaggerate their performance during school in their recommendation letters, and some even use fake documents to get by. Some graduates change jobs frequently, leaving a bad impression on employers and affecting the reputation of the university.

The construction of graduate employment feedback mechanism can detect and correct dishonest behavior early, strictly check the recruitment process of employers, educate students to establish a sense of integrity, and seriously do a good job of graduate recommendation.

2.4 The feedback mechanism of graduates' quality should be established to make the training goal of higher education in line with the market

As higher education becomes more popular, training goals must align with the market to meet complex social needs. Characteristics such as diversity in starting point, social demand, training mode, and teaching methods have emerged. Construction of a graduate employment feedback mechanism can dynamically grasp employment situations, promote marketization, and improve university operation and personnel training quality. This achievement can better fulfill the goal of higher education training.

3. The construction path of quality feedback mechanism for college graduates

3.1 Broaden access to feedback

Improving the quality of training and employment services is the focus of colleges and universities. They should collect feedback scientifically, such as visiting enterprises and tracking employment quality surveys. Design scientific employment questionnaires, expand their scope, ensure data accuracy, and provide timely feedback for teaching reform and enrollment plans. The government should provide policy support and encourage enterprise participation and multi-party cooperation to construct feedback mechanisms

and improving quality.

3.2 Innovate techniques for gathering feedback

Traditional questionnaire surveys are mainly paper-based, with shortcomings such as difficult preservation, time-consuming statistics, and errors. To overcome these limitations, colleges and universities should adopt electronic information forms for investigation and collect survey results for scientific analysis. Paying attention to longitudinal and horizontal comparison of data among different graduates and similar institutions is important. This includes analyzing overall school data, data from different majors, and calculation of all results. Such an approach saves time and resources, while improving feedback efficiency.

3.3 Strengthen the follow-up and investigation of graduates

To improve the credibility of employment quality surveys, expand the scope and number of respondents. Analyze employment quality data to guide students in career choice, reflect actual employment situations, and strengthen students' cognition. Follow-up inspections should include objective investigation of work nature, salary, position promotion, performance, career development, subjective evaluation, and suggestions for improving the talent training program. Emphasize regular and planned investigations, process tracking, and analysis of graduate employment status. Understanding employer requirements for student abilities and formulating appropriate employment education content is also essential.

3.4 Improve the feedback mechanism of the job market

To meet society's talent needs, the university market and social talent market should strengthen exchanges. The college market should collect employment information, guide students in career choice, and provide suggestions to improve talent training quality. The social talent market should obey government policies, predict talent demand, build employment platforms, and provide wider employment opportunities for students.

4. Conclusion

Colleges and universities must serve the development needs of the country, schools, and students by improving the quality of talent training and employment guidance services, and establishing a feedback mechanism for graduate quality. Investigate employment situations, career development, and job adaptability, etc., and evaluate whether graduation requirements and training goals are met. Quality feedback improves employment rates, and facilitates interaction between schools, enterprises, and graduates to enhance feedback and overall education quality.

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Topic

The 14th Five-Year Plan of Education Science of Liaoning Province in 2021: Research on Improving the Employment Power of College Students in Liaoning Province in the post-epidemic Era (Project No.: JG21DB092)

The first batch of projects approved by Dalian Social Science Federation in 2022: Analysis of the work path of precision employment service in colleges and universities under the New Situation (Project No.: 2022dlskzd063)

2021 Graduate Education and Teaching Reform Project of Dalian Jiaotong University: Construction and Practice of Quality Feedback Mechanism for Graduate Graduates of Dalian Jiaotong University (Project No.: 2021-6)

The Application of Totem Art Culture in Graphic Design Teaching

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Abstract: In the teaching of graphic design, students' learning state and learning effect are poor due to the lack of attractiveness of teaching materials. In order to fully display the graphic design knowledge contained in totem patterns, a model based on the pattern elements of totem patterns was constructed. Through Marvelous Designer software, the display of totem visual effects under different pattern element configurations was realized, providing a basis for the comparative explanation of graphic design teaching. When designing the teaching content, based on the totem art culture, it has constructed three parts of teaching methods of plane composition, teaching contents of plane composition and teaching concepts of plane composition, which correspond to the material selection, composition and freehand brushwork skills of totem patterns in modeling creativity and expression techniques, and the range of material selection, composition form and connotation of plane design teaching, the specific application is realized through knowledge transfer.

Keywords: Totem Art and Culture; Totem Pattern; Content of Courses; Knowledge Transfer

Introduction

For the field of modern graphic design, it is necessary to strengthen the application of patterns in the traditional cultural symbol system. It can greatly expand the content theme of modern graphic design^[1-2], it can also provide some help for the inheritance and development of traditional culture. As an indispensable part of the traditional cultural symbol system, totem art contains extremely strong cultural value^[3]. In the long-term historical development process, totem has also developed different meanings according to the specific regional culture. To some extent, it not only contains a strong flavor of social life, but also a concrete embodiment of the public aesthetic taste^[4]. However, it should be noted that in the specific application process, certain principles should be followed to maximize the application value and effect of traditional pattern symbols in graphic design on the basis of simplification^[5]. Therefore, the appropriate refinement and generalization of the more complex totem pattern elements is an important basis to ensure their full integration in graphic design teaching^[6]. In addition, with the help of totem art's own cultural attributes, it can also more fully display the artistic conception of graphic design. Under the reasonable guidance of teachers, it plays a very important role in promoting the full integration of students' design works with life and personal feelings^[7]. In combination with the current teaching situation of graphic design, it is one of the most important links to improve the concentration of students' attention from the perspective of the classroom in order to effectively achieve the purpose of improving the teaching effect.

On this basis, this paper puts forward the research on the application of totem art culture in graphic design teaching. On the basis of analyzing the characteristics of totem art culture, it is reasonably applied to graphic design teaching. Through the way of actual teaching test, the application effect of totem art culture in graphic design teaching is analyzed and verified.

1. The application of totem art culture in graphic design teaching

1.1 Totem pattern model editing design

In order to more comprehensively reflect the application value of totem art culture in graphic design teaching, and fully display the graphic design knowledge contained in totem patterns^[8], this paper first carried out the editing and design of totem pattern models. Considering that there are many actual totem pattern models, and the specific composition is more complex^[8], this paper focuses on

role models, scene models and the plant model is designed specifically.

Among them, in the production process of totem pattern model, the editing and design method of this paper can be expressed as

$$f(p) = \frac{s_p w_i \sum s_i k_i}{\lambda} \quad (1)$$

Among them, $f(p)$ represents the totem pattern model built, s_p represents the model making parameters, s_i represent the design elements that constitute the totem pattern, including clothing, jewelry, character bones, etc, k_i represents the editing parameters of totem pattern elements, w_i represents the editing weight of totem pattern elements, λ represents the calculation parameters of totem pattern elements.

Combine the graphic design knowledge contained in it to realize the corresponding teaching. According to the way shown above, realize the editing and design of totem pattern model, and provide a basis for its better integration in graphic design teaching.

1.2 Graphic design teaching content design based on totem art culture

In combination with the above classification of totem art and culture, when designing the teaching content of graphic design, it is necessary to fully combine the actual school running philosophy of relevant colleges and universities [9]. In view of this, the graphic design teaching content designed in this paper is divided into three main parts, namely, teaching of graphic composition, teaching of graphic composition content and teaching of graphic composition concept^[10]. According to the graphic design teaching content and corresponding teaching objectives, this paper combines the common points between totem art culture and graphic design teaching to achieve the integration and application of totem art culture through knowledge transfer^[10].

With the help of skills of drawing materials, composition and freehand brushwork displayed in the modeling creativity and expression of totem art and culture specific patterns and patterns, it is consistent with the range of materials, composition form and connotation of graphic design teaching to achieve the transfer and construction of specific teaching content. It should be noted that the degree of knowledge transfer is very high, so. In order to strengthen the value of totem art culture, this paper constructs a teaching model of comparative explanation when it is applied to the teaching of graphic design.

2. Teaching practice analysis

2.1 Test environment

This paper carried out a semester long teaching practice based on the graphic design major of a college. Among them, there are nine classes in the graphic design specialty of the college. This paper is based on two classes. On this basis, by comparing the learning situation and learning effect of the two classes, the value of applying totem art culture in the basic teaching of graphic design is evaluated. Among them, the students' learning situation is counted with the help of structured observation method, and the students' learning effect is counted with the help of the assessment results of the completion of design tasks.

2.2 Test results and analysis

In the test environment shown in 2.1, the students' inattentive behavior in class in two classes was observed at the frequency of once a week. After the teaching of one class was completed, the data results of the two classes are shown in Table 1.

Table 1 Comparison of students' classroom learning/person time

Not paying attention in class	class A	class B	Difference
Playing with mobile phones in class	33	12	21
Sleeping in class	26	9	17
Talking recklessly in class	12	4	8
Eating in class	10	2	8
Reading extracurricular books in class	9	2	7

According to the test results, through the application of totem art culture in the basic teaching of graphic design, students' classroom learning has significantly improved compared with the traditional basic teaching of graphic design. Among them, the overall number of non focused behaviors in the classroom has decreased by 61 person times, of which, the behavior of playing mobile phones in class has decreased by 21 person times. Based on the above test results, it can be concluded that the application of totem art culture in the basic teaching of graphic design can effectively improve students' attention in the classroom.

On the basis of the above, the value of applying totem art culture in basic graphic design teaching was analyzed from the perspective of teaching effect. In the specific test process, different graphic design tasks were designed in two classes. Based on six professional teachers, the corresponding design results were scored under the condition of blind evaluation (hundred point system), and the average score was taken as the final evaluation result.

According to the test results, under the traditional basic teaching mode of graphic design, the completion results of graphic design tasks are mainly concentrated in the range of 65.0 to 75.0, among which some graphic design scores are lower than 60, indicating that the corresponding design effects cannot meet the basic requirements. In contrast, after the application of totem art culture in the basic teaching of graphic design, the completion effect of the corresponding graphic design task has significantly improved, and there is no case where the score is lower than 60 points, indicating that the corresponding design effect has met the basic design requirements. Moreover, from the overall perspective, the proportion of students whose evaluation results are above 80 points has obviously reached 30%, which has increased by 15% compared with the traditional basic teaching mode of graphic design. The average value of the overall evaluation results is 75.03 points, which has increased by 5.46 points compared with the traditional basic teaching mode of graphic design. Based on the above test results, it can be concluded that the application of totem art culture in the basic teaching of graphic design can effectively improve students' learning effect and design ability.

Conclusion

Influenced by the trend of globalization, for students majoring in graphic design, their reception and acquisition of different cultural essences are more diversified. In order to enable them to properly re interpret the pattern system in traditional cultural symbols, it is very necessary to introduce traditional cultural symbols in the specific process of graphic teaching. This paper puts forward the research on the application of totem art culture in graphic design teaching, and helps students improve the artistic conception of graphic design works by reasonably applying totem pattern symbols in the basic teaching of graphic design. With the help of the design and research in this paper, I also hope to bring some reference value to the development of totem art and culture, as well as the improvement of the teaching effect of graphic design.

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Research foundation ability improvement project of Young and middle-aged teachers in Guangxi Colleges and Universities in 2022: "Research on virtual Display of Baibuyao Cultural Tourism Scenic Spot in Guangxi under the Rural Revitalization Strategy", Project number: 2022KY0778

A Study on the Application of Virtual Experiments in Inquiry-Based Teaching of Junior High School Physics——Take Ohm's Law as an Example

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Abstract: In the context of education informatization construction, the heavy responsibility of promoting the integration of new technologies into the classroom falls on the shoulders of educators. With the increasing maturity of virtual technology, a new classroom form gradually comes into our view. In this study, we use "Physics Lab" to carry out inquiry-based teaching, provide a virtual experiment platform, help students to construct knowledge through inquiry, and provide theoretical and practical references for teachers.

Keywords: Virtual Experiment; Junior High School Physics; Inquiry-Based Teaching

1. Virtual experiment to help explore

Physics has the name of the cornerstone of natural science, and in physics, experimental teaching and theoretical teaching have the same degree of value to show. In the context of the new curriculum reform, education is paying more and more attention to cultivating students' practical and creative abilities and emphasizing all-round development. Physics teachers should bear the brunt of this emphasis on conducting experimental investigations to improve the quality of classroom teaching.

For safety and other factors, many experiments cannot be conducted in the classroom, therefore, virtual experiments are gradually paid attention to, for teachers, its can enrich the teaching design and improve the achievement rate of teaching objectives; for students, its breaks the time and space limitations, can better cultivate creativity and inquiry ability. For students, it breaks the limitation of time and space, and can better cultivate creativity and investigation ability. Virtual experiment gives students better visual and tactile experience through 3D scenes, visualized things and multifunctional operation platform. In this paper, we try to combine the new technology with students' independent investigation to make up for some shortcomings in the traditional classroom by combining the "Physics Lab" software.

1.1 Context creation, stimulating interest, physics experiments easy to learn

Physics contains the laws of natural science and is somewhat difficult, and students can develop a sense of fear and thus lose interest in learning. Therefore, it is especially important to introduce the context, not only to eliminate students' fear of learning new knowledge, but also to help students develop good study habits and correct logical thinking, and to improve their overall physics literacy. In this lesson, the teacher used the skit "traffic police investigating drunk driving" as the context to start teaching, which not only can stimulate students' interest, but also can trigger students to take the initiative to think and make valuable conjectures, and provide ideas for subsequent experimental investigations.

The class begins with the teacher mirroring the intercepted skit clip onto a large screen. After the play, the teacher pulls the students' attention back into the classroom, "Class, how do traffic police test whether a driver has been drinking?" The students recall the content of the skit and associate the driver with blowing on the breathalyzer to test how much alcohol has been consumed. The

teacher records the students' statements on the board and groups them together. The teacher first guides the students to draw a circuit diagram with their prior knowledge, and then enters the virtual lab to explore the principles. The virtual lab is a creatable space where students have a first-perspective immersive experience in a 3D environment. In this experiment, since there is no alcohol gas sensor in the virtual lab and it is difficult to control its value artificially, in order to uphold the principle of controlled variables, after the teacher analyzed the principle, the students discussed how to improve it in their groups and completed the grouping of the circuit (Figure 1).

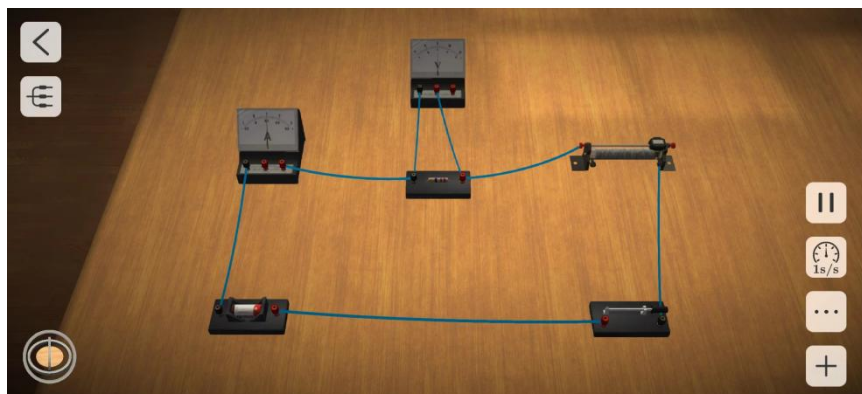


Figure 1

1.2 Teamwork, group inquiry, skills law to feel through

As an important part of this lesson, the experiment is related to the teaching effect of this lesson. Before the experiment begins, the teacher introduces the three main sections of the "Physics Lab" and chooses the electricity experiment module to let students explore the items, components, gyroscope viewpoint switching and other functions in the electricity lab to capture the curiosity of students in contact with new things, and guide them to explore through questions, such as how to switch the angle to observe the experiment? Driven by the questions, students explore independently and gradually feel the wonder of combining physics with technology. After proficiency, students will not only be able to conduct experiments based on what they have learned, but also explore experiments they have not learned, so that they can understand the circuit grouping rules of general electrical experiments and master the precautions and operation skills in electrical experiments.

The teacher guides students to observe and make reasonable guesses: after the switch is closed and the position of the sliding resistor paddle is changed, how do the values of the ammeter and voltmeter change in a regular manner? Group members record the data and summarize the law. When all groups have made their conjectures, a representative speaks and the teacher records the speech on the screen, at which point the students are guided to refine their conjecture that: in the same circuit, the conductor The current in the conductor is related to the voltage at both ends of the conductor voltage is proportional to the conductor's resistance is inversely proportional to . After refining the conjecture, students perform the experimental design. The design scheme and values can be different among groups, and multiple schemes can be designed within the group. After the experimental design is completed and then the experiment is conducted, all group members should participate in it, give rationalized suggestions and record them, and exchange reflections after the experiment is finished. Secondly, the teacher scores the experiments according to each group, and motivates the students through inter-group competition. After the experiment, the teacher plays the video, students summarize and correct their mistakes, and teachers and students summarize the conclusion together to deepen students' impression of the experimental process and conclusion. Experimental link students as the main body, the teacher through the problem and task drive students to actively explore the experiment, students in the process of problem solving, achieve the goal to build knowledge, experience the fun.

1.3 Assessment and reflection, exchange of results, and construction of a new system of knowledge

During the experiment, students often have questions about unexpected phenomena and differences in phenomena and data between groups. Therefore, it is important to exchange and evaluate the opinions and results between groups after the experiment to elicit cognitive conflicts among students. The teacher will upload the experimental data of each group, display and discuss the results, and discover the questions, such as "In the experiment, why does the current count 0 after the switch is closed?" and "Why does the

paddle position slide to the maximum?" After a series of questions surfaced, the group grabbed answers, and the teacher recorded and summarized them, guiding students to understand the correct answers, thus allowing the construction of a more complete knowledge system. After the exchange, the teacher asked the students about the principle of alcohol detector to help them connect theory with life and improve their ability to combine theory with practice.

2. Virtual Experiment Casting Capability

2.1 "One experiment, multiple scenarios, together" to develop students' decision-making skills

Decision-making ability is the ability to propose multiple solutions to a problem based on existing knowledge and experience, and to select the best solution using scientific methods and approaches. For students, decision making ability is the mastery of knowledge and methods and the ability to analyze and solve problems. In this experiment, there are multiple solutions in one scenario, and the experimental phenomena and conclusions are compared, so that the best solution can be selected and the students' decision-making ability can be practiced through the form of "multiple solutions".

Example: How does the experiment proceed without an alcohol gas sensor?

Option 1: Experimentally collect data by connecting several resistors of different resistance values in series in the circuit.

Option 2: Use a sliding rheostat in the circuit and slide the scratch pad to change the resistance value so as to conduct the experiment to collect data.

Evaluation: The test method of program one is more tedious, need to disconnect and reconnect the circuit several times, and have to count the experimental data several times to see the law. Option 2 uses a sliding varistor instead, and after connecting the circuit, the sliding paddle can directly view the data, which makes it easier to find the pattern, avoid repeating steps, and reduce errors. This kind of inquiry training can train students to think about the problem from multiple perspectives, find solutions in all aspects, and indirectly improve decision-making ability.

2.2 "Virtual experiments, resourceful, independent training" to develop students' self-learning ability

This lesson emphasizes the student as the main body and stimulates students to take the initiative to think. The teacher guides students to use the resources of the network platform and virtual laboratory for independent learning and training, to cultivate the ability to find problems and solve them effectively; to cultivate the ability to apply what they have learned through independent application; to strengthen their own weak links, to achieve independent improvement, and to cultivate the ability to learn from one to three. After students have the ability of independent learning, it is easier to stimulate their own interest, and it is better for consolidating old knowledge and understanding new knowledge.

3. Conclusion

This paper studies the application of virtual experiments instead of traditional experiments in the inquiry-based classroom of physics subjects, and further analyzes the possibilities brought by virtual experiments and the enhancement of students' abilities. In summary, with the rapid integration of technology and education, virtual experiments will become a supplement to physics subjects, which can not only make up for the lack of equipment, but also avoid many experimental safety hazards and provide a safe and scientific experimental platform for teachers and students. Reasonable use of virtual experiments, teaching effectiveness and teaching quality will have a higher room for improvement, there will be more and more educators to try to reasonably combine the basic requirements of the experiment to improve the adaptability of inquiry-based teaching.

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A Practical Investigation of Teaching English as a Living Language for Middle-Level Arts and Sports Students

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Abstract: Under the background of new curriculum reform, the purpose of secondary education and cultivation has been changed to cultivate students' comprehensive and professional abilities. Applying lifelike teaching to the English classroom of secondary education arts and sports students is an effective means to stimulate students' learning interests and improve their English proficiency. Based on the analysis of the current situation of English teaching for arts and physical education students in secondary education, the article puts forward several strategies of English lifelike teaching in order to better improve the English quality of students in secondary institutions and promote the development of English education in secondary institutions.

Keywords: Secondary School; English; Lifelike Teaching; Practice

Introduction

At present, there are still many problems in the cultivation of students' core literacy in secondary education, for example, English teaching still follows traditional teaching methods, students' overall English level is not high, their interest in English is not enough, their learning motivation and ability are weak, and their learning purpose is not clear, which makes it difficult to apply English to real life and causes the overall quality of secondary school students to be insufficient. In the current English teaching, English teachers should pay attention to "student-centered", pay full attention to the concept of lifelike teaching, make a reasonable teaching plan, and get good teaching effect. In addition, integrating the concept of lifelike teaching into classroom teaching can help students grasp the knowledge better and thus play a certain role in promoting English learning.

1. Analysis of the current situation of English teaching in middle school

1.1 The low status of English subject in secondary education

In most secondary schools, there is a phenomenon of emphasizing professional courses but not cultural basic courses, and English teaching is a kind of dispensable existence in the eyes of students and teachers. Although the English teaching materials of secondary schools have been adjusted in terms of knowledge, there are still many shortcomings in the design of the knowledge structure, which causes many teachers to still use traditional teaching methods to teach, and the English classroom still only focuses on individual teaching links such as listening, reading and writing. enthusiasm, and in serious cases, aversion to learning^[1]. The traditional way of education and the lack of timely updating of some curriculum contents lead to the fact that English teaching only stays at the written level, while the main purpose of students learning English is to cope with English homework and exams, which is not conducive to the practical use of English.

1.2 Both teachers and students lack a clear purpose for learning

In some secondary schools, both teachers and students do not have clear learning goals. From the students' point of view, seven years of studying English for exams have made a large number of secondary school students lose their interest in learning English and show an indifferent "three nos" attitude towards English learning, i.e. no goal, no motivation and no self-confidence, which is the result of the traditional English education mode that has been accumulated for a long time. Therefore, teachers should strengthen the

guidance of English teaching, stimulate students' interest in learning and guide them to make a good development plan. From the teachers' level, the performance of secondary professional English courses has nothing to do with students' secondary or higher education examinations, which leads many teachers teaching secondary courses to have doubts about the purpose and importance of English learning, which causes teachers to fail to implement teaching plans suitable for secondary degree in the teaching process, making students' learning lack of systematization and increasing the learning difficulty of students.

1.3 Secondary art and physical education students lack interest in learning English

Secondary art and physical education students actually still have extremely high curiosity and desire for knowledge. They are strong learners, but at the same time pursue individuality and rebellion, so much so that they lack interest in learning English, which is more focused on knowledge points. For example, nowadays, secondary students often ask teachers, "We are all Chinese, why do we need to learn English?" , with a strong aversion to English. If English is closely related to real life and the English they learn can be used in daily life, students will be fully motivated to learn English. The traditional "monologue" and "fill-in-the-blank" way of teaching English has greatly affected students' initiative, which is not conducive to students' practical use of English and reduces their interest in learning English.

2. A practical investigation of teaching English as a living language for secondary school art and sports students

2.1 English teaching materials come to life and create an interesting English classroom

In English teaching, the contents of textbooks should be connected with students' real life in order to improve the practicality of textbooks. The textbook is the basis for students to study and teachers to teach. Teachers should study the textbook carefully before starting a class, and at the same time, they should achieve a clear understanding of the students they teach, not only to ensure the quality of English teaching, but also to make secondary English teaching more interesting and professional. At the same time, to promote the development of secondary English teaching to life, English teachers should consciously guide students to connect classroom English knowledge with real life, improve students' interest in English and create an interesting English classroom.

For example, the text being taught has the word subway in it, so it is appropriate to practice words with the same structure, such as subsea undersea, so that students can understand that the sub affix has a lower meaning and is close to the meaning of under, thus guiding students to recognize the connotation given to the word by the vocabulary structure. As a matter of fact, underground has been learned in junior high school, so the teacher can guide students on how it is expressed on the signs at subway stations when they take the subway in reality, and encourage students to discuss and speak. Students can answer that it is the name of a supermarket "Metro" through their life experience, which is a process of step-by-step guidance through the life scenes. For example, what are the full names and meanings of English abbreviations such as KFC and NBA in our real-life situations? Some of them do not appear in English textbooks, but the construction of life-like scenarios can stimulate students' learning enthusiasm and enhance the classroom atmosphere. At the same time, the process of students taking the initiative to find information in order to use them practically in their lives stimulates students' learning initiative and energizes the teaching of the secondary English classroom.

2.2 Teachers should change their teaching concepts and clarify their teaching objectives

Many English teachers in secondary courses are not highly motivated to teach due to the influence of the learning atmosphere, and they are burned out in their work. "The phenomenon of^[2] . Therefore, in order to make lifelike teaching enter English classroom faster, we must change teachers' teaching concept, fully understand the importance of lifelike teaching, and set corresponding teaching goals for the needs of arts and physical education students. At the same time, in the teaching process, it is necessary to pay attention to both the teaching progress and to observe students' performance in the classroom, to keep abreast of students' learning conditions, and to adjust the teaching pace according to students' learning rhythm. At the same time, in English teaching, English teachers should set

up research groups, divide the work and cooperate, and work together as a group, so that the teaching materials can be better integrated into students' lives. Teachers should always adhere to the principle of "live and learn", love life, keep up with the times, learn to use modern teaching methods and technology, take the initiative to participate in teaching and research, observe and learn from quality curriculum, and continue to improve their own education.

2.3 Enhance secondary school art and sports students' confidence in learning English through social groups or social software

One important reason why secondary arts and sports students lack interest in English is that they do not have a good English communication environment and therefore feel that it is useless to learn English. As Chinese is the native language in China, few people speak English in daily life. Therefore, in order to make secondary arts and sports students learn English and reduce their resistance to English, it is necessary to create an English atmosphere in life so that they dare to speak English, i.e., they can apply what they have learned in life. By means of English salon or English corner, and by combining the professional specialties of arts and sports students to hold relevant activities regularly, we can stimulate students' interest in learning English and encourage them to communicate in English through the construction of life-like scenes, and at the same time promote the improvement of arts and sports students' professional level.

2.4 Use multimedia to create lifelike learning situations

In the teaching process, English teachers should make full use of various advanced teaching methods to improve students' mastery of English knowledge. Multimedia teaching is a new teaching method different from traditional teaching, which can make students understand English application scenes better and more vividly through various forms of explanation such as voice, text, pictures and videos.^[3] . In order to meet the characteristics of secondary school art and sports students' lively and versatile thinking, we use the "people-oriented" teaching method in the secondary school English classroom to inspire students' thinking through music appreciation, movie clip appreciation and other ways to improve students' commitment to English, create a more realistic learning situation for students, and reduce students' learning burden of English. Through music and video, students can understand more intuitively how to describe a tall "tall" person, and by repeatedly memorizing them, they can better grasp the sentence patterns and improve their English skills. Based on this, multimedia technology is used to help students understand English better and help them learn English better.

Conclusion

To sum up, to enhance the practicality of English teaching for secondary school students by advocating the teaching strategy of "living", in order to enhance the interest of secondary school students in English, is a very effective method in the current secondary English teaching. At the same time, secondary English teachers should have a comprehensive and profound understanding of the idea of lifelike education, integrate English teaching into students' lives, and transmit the positive power of loving life to students through continuous improvement of teaching methods, so that students can better integrate English into their lives.

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A Study of Artificial Intelligence on Career Perceptions, Employment Anxiety of Mainland Chinese Higher Vocational Students

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Abstract: This paper mainly discusses the application and impact of AI tools in vocational college students' career planning and employment preparation in Chinese Mainland. Through a review and analysis of relevant literature, this article found that artificial intelligence tools can provide students with more information and assistance, thereby improving their career cognition and employment competitiveness. However, if artificial intelligence tools are not open to Chinese users or students overly rely on these tools, it may also bring some negative effects, such as job anxiety and decreased self-awareness. Therefore, the government and teaching departments should strengthen the education of career planning and employment preparation, improve the artificial intelligence system, establish personalized service mode and other measures to provide more comprehensive and personalized career recommendation and employment services for higher vocational students in Chinese Mainland.

Keywords: Artificial Intelligence Tools; Higher Vocational Students in Chinese Mainland; Employment Anxiety

1. Introduction

AI tools have been widely used in higher vocational education in Chinese Mainland to provide more personalized career recommendation and employment services for students. But it also brings issues of accuracy, reliability, and dependence, such as how to avoid excessive dependence and how to improve students' professional and self-awareness abilities. Research has found that the rapid development and popularization of artificial intelligence technology have had an impact on the employment of college students, leading to an intensification of employment anxiety. Among them, traditional industries have been impacted by automation, and emerging professions have emerged, increasing uncertainty and anxiety.

2.1 The impact of artificial intelligence on students' career development cognition

According to the 2022 China College Student Employment Report, over 80% of college students express an urgent need for more career guidance and assistance in order to better cope with career challenges. In this context, the importance of artificial intelligence tools is increasingly prominent, as they can provide students with richer information and resources, thereby improving their career awareness and job competitiveness. For example, some professional career planning platforms can utilize advanced artificial intelligence technology to recommend suitable career development directions and employment opportunities for students based on their personal information such as interests, academic performance, and personality traits. These tools can also help students gain a deeper understanding of important information such as job content, salary and benefits, and development prospects for different professions, enabling them to develop more comprehensive and in-depth career plans and employment plans. These measures have positive implications for improving students' professional and self-awareness abilities.

In addition, artificial intelligence tools can provide students with accurate job market information by analyzing a large amount of employment data and trends. Artificial intelligence tools can also improve students' employment competitiveness through simulation interviews and vocational skills training. Through simulated interviews, students can understand the process and techniques of the interview, familiarize themselves with the interview environment in advance, and thereby increase their confidence and coping ability.

Vocational skills training can help students improve their professional abilities and skill levels, and increase their competitiveness in employment. Artificial intelligence tools have shown great potential in career guidance and assistance for college students, helping to enhance their career awareness and competitiveness in employment. Personalized Career counseling can solve employment problems.

2.2 The impact of artificial intelligence on students' employment anxiety

If AI tools are not fully and deeply open to the vast Chinese user community, or Chinese students rely excessively on such intelligent tools, they may also bring a series of negative impacts. Research shows that in the 2021 China College Student Employment Report, approximately 30% of college students reported experiencing significant employment pressure, partly due to their lack of confidence in their own abilities and vague understanding of self-awareness. If students excessively rely on artificial intelligence tools, this may significantly reduce their own independent and proactive spirit, which may affect their profound understanding of self-awareness and clear career development plans. In addition, some career planning platforms also have issues with inaccurate data and unreasonable recommendations, which are highly likely to cause students to have doubts and anxiety about their career planning and employment prospects. Overreliance on artificial intelligence tools may also lead to limitations in students' career choices. In order to address the potential negative impacts that artificial intelligence tools may bring, we should attach importance to and pay attention to these issues. According to authoritative data from the 2021 China College Student Employment Report, approximately 30% of Chinese college students say they feel at a loss when facing employment pressure.

This proportion is quite high, indicating that students have certain deficiencies in their self-confidence and self-awareness, which also provides a broad application space for artificial intelligence tools. However, if students excessively rely on artificial intelligence tools, it may limit their autonomy and initiative, and even affect their understanding of their career positioning and development prospects. In addition, the data accuracy and recommendation rationality of some career planning platforms also need to be improved, which may lead to students' doubts and anxiety about their career planning and employment prospects.

3.1 Analysis of the negative psychological impact of weak AI generative tools on higher vocational production in Chinese Mainland at this stage

If AI tools are not open to Chinese users, it may lead to a significant lag in the employment competitiveness of higher vocational students in Chinese Mainland compared with international students. According to the 2023 China Artificial Intelligence Industry Development Report, as of the end of 2022, the number of patents in the global artificial intelligence field has increased to nearly 500,000, with China accounting for over 50%. This significant data indicates that China has taken a global lead in the development of artificial intelligence. AI tools are not open to Chinese users, which may bring some potential adverse effects to higher vocational students in Chinese Mainland. Higher vocational students in Chinese Mainland may not be able to use AI tools to gain more convenience in learning and employment like students in other countries and regions. This means that they may lose some advantages in competing with international students, such as efficiency in paper writing, data organization, and analysis. In this case, the employment competitiveness of vocational college students in Chinese Mainland may be affected to some extent. This is because they may not be able to fully utilize the convenience and efficiency provided by artificial intelligence tools, thereby reducing their competitiveness in the job market. In addition, with the development of globalization and digitization, the demand for artificial intelligence skills in many industries and professions is gradually increasing. If higher vocational students in Chinese Mainland cannot make full use of these tools, they will face more severe employment competition pressure.

Artificial intelligence tools may bring a subtle sense of anxiety to students. According to the 2023 China Youth Internet Use Report, over 70% of teenagers publicly stated that when they use the internet, they experience an uncontrollable anxiety and stress. Although these tools can provide students with rich and diverse information and thoughtful assistance, if students do not use these tools properly or receive timely and appropriate guidance, it may also have some negative consequences. For example, if students become overly superstitious about relying on artificial intelligence tools, they may lose their ability to self-reflect and independently solve problems. On the other hand, if the information provided by artificial intelligence tools does not match the actual situation, or if there are errors, it may also have a negative impact on students' career planning and job preparation.

4. What kind of response should the government and education departments need to make in the future to address the employment anxiety of vocational college students?

The government and teaching departments should strengthen employment guidance and counseling services to enhance students' employment competitiveness. According to the 2022 China Vocational and Technical College Graduates' Employment Quality Report, the average employment rate of vocational college graduates is 94.4%, but only 36.2% of graduates find satisfactory jobs within one month after graduation. This shows that vocational students in Chinese Mainland are facing great challenges in employment. Therefore, the government and teaching departments should strengthen their investment in employment guidance and counseling services to improve students' employment competitiveness and satisfaction. Teaching departments should establish a sound employment service system to provide students with more comprehensive and personalized employment services. According to the 2022 China Higher Vocational Education Development Report, there are still some problems in the employment service system of higher vocational schools in Chinese Mainland, such as insufficient resources, single service content, and uneven service quality.

Therefore, the government and teaching departments should strengthen the construction and improvement of the employment service system, providing students with more comprehensive and personalized employment services. The government and teaching departments should actively explore the application of artificial intelligence technology in employment services. According to the Report on the Development of China's Artificial Intelligence Industry in 2021, the current research focus in China's artificial intelligence field is to improve Algorithmic efficiency and performance, optimize human-computer interaction experience and other aspects. Therefore, the government and teaching departments can explore the application of artificial intelligence technology in employment services, such as using artificial intelligence Analysis of algorithms to analyze students' career orientation and ability characteristics, and provide more accurate career recommendation and employment services for students.

5. Conclusion

Artificial intelligence has an impact on students' occupational cognition and employment anxiety. The tools are widely used and promoted, providing diverse services to assist in career development awareness and enhance employment competitiveness. However, tools may cause dependency, affect independent thinking and judgment abilities, leading to job anxiety and cognitive decline. It is necessary to balance advantages and disadvantages, strengthen supervision and management, and schools and educational institutions should strengthen vocational education and guidance. Through activities, vocational cognition and self-awareness abilities should be improved to adapt to the new requirements of the artificial intelligence era.

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A Comparative Analysis of Chinese and Korean Spring Festival Culture and Teaching Strategies

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Abstract: Both China and Korea have a rich culture of Chinese New Year, and there are similarities and differences between the customs of the two countries. The festival culture, as the essence of a country's culture, not only reflects the cultural connotation of the whole nation, but also reflects people's living standard to a certain extent. This paper discusses the similarities and differences of Chinese and Korean Spring Festival culture through a comparative analysis of Chinese and Korean Spring Festival culture, and proposes strategies for teaching Chinese Spring Festival culture in Chinese to Korean in order to help people better understand and pass on Chinese and Korean Spring Festival culture.

Keywords: China and Korea; Chinese New Year Culture; Teaching Chinese to Korea

Introduction

Chinese New Year is not only one of the most important festivals in traditional Chinese culture, but also one of the important festivals in Korea. The Chinese and Korean Spring Festival cultures have a deep historical background and unique cultural connotations. In the process of teaching Chinese as a foreign language, only by grasping the similarities and differences that exist in the cultures of the two countries can we teach students effectively and help them to improve their interest in learning Chinese. Therefore, an in-depth study of the comparative analysis of Chinese and Korean Spring Festival culture and teaching strategies is of great practical importance.

1. Comparative Analysis of Chinese and Korean Spring Festival Culture

As one of the most important traditional festivals in China, the origin of Chinese New Year has been described in many ways, but almost all of them are closely related to farming in the past, and the name of the festival has been changing with the times. According to harvest festival records, the first time the concept of "New Year" appeared was during the Neolithic period, and it was officially used as a unit of time during the Zhou Dynasty, after which the tradition of New Year was established. The Chinese New Year in Korea was influenced by the traditional Chinese culture, which existed on the Korean peninsula during the Three Kingdoms period, and was introduced to the Korean peninsula during the Goryeo period, where it was fused with local folklore to form the current Korean New Year.

First of all, in terms of the content of the festival, there are many similarities between the traditional customs of Chinese and Korean New Year. For example, eating New Year's Eve dinner, putting up Spring Festival couplets, setting off fireworks, paying respects to the New Year, and so on. However, Korean Spring Festival also has a unique traditional activity - ancestor worship. This is because Koreans believe that the only way to ensure the prosperity of the family and the safety of everything is to welcome the New Year is by cognitive prayers to the ancestors during the Chinese New Year period. Therefore, the content of Korean Spring Festival activities still mainly revolves around the rituals. In contrast to China, Korea focuses on the interactive communication between the living and the dead, while China emphasizes the celebration between the living and the living.

Secondly, in terms of festival rituals, the Chinese and Korean Spring Festival rituals are different. Chinese Spring Festival rituals

are mainly about ancestor worship and praying for a good harvest, while Korean Spring Festival rituals are about praying to ancestors for blessings and health. In addition, Korean Spring Festival has a special ritual - fire ritual. Koreans believe that fire rituals can drive away evil and bless families with peace.

Once again, the atmosphere of Chinese and Korean Spring Festival is very different in terms of festive atmosphere. In China, the atmosphere during Chinese New Year is warm, festive and lively, with people reuniting at home, paying respects to each other, and setting off fireworks and firecrackers in the streets and alleys. In Korea, the atmosphere during Chinese New Year is quiet and peaceful, with people enjoying food and cleaning at home, as well as going to temples to pray for blessings^[1].

2. Strategies of Chinese Spring Festival Culture in Teaching Chinese to Korea

2.1 Follow the principle of teaching according to the material

In the process of teaching Chinese as a foreign language, teachers need to follow the principle of teaching according to students' abilities, which requires them to respect the different differences between individual students in the actual teaching process and to choose the appropriate teaching method according to the actual teaching situation in order to ensure the quality of teaching.

In teaching Korean Chinese, it is a very important principle to teach students according to their abilities. For beginners, their understanding of Chinese culture may be rather superficial, so teachers need to start with simple and easy-to-understand aspects, such as the historical origin of Chinese New Year, traditional customs, food culture, etc., so that students can have a preliminary understanding of Chinese New Year.

For students who already have some basic knowledge of Chinese, teachers can explain in depth the cultural connotations of Chinese New Year, such as family reunion, ancestor worship, New Year's worship, etc., so that students can gain a deeper understanding of the meaning and value of Chinese New Year. At the same time, teachers can also guide students to further expand their horizons and knowledge by watching Chinese New Year parties, reading books and articles related to Chinese New Year culture, and many other ways.

In teaching, teachers can also help students learn Chinese Spring Festival culture through various forms, such as organizing students to make Chinese New Year couplets, cut paper, and wrap dumplings, so that students can experience the unique charm of Chinese Spring Festival culture in practice. In addition, teachers can also organize visits to local Chinese New Year celebrations for students to experience the atmosphere and culture of Chinese New Year first hand^[2].

2.2 The need to deal with cultural "transfer" in teaching

Cultural "transfer" refers to the influence that students' native language has on their learning of Chinese, which can be both good and bad. The Chinese and Korean cultures are in the same Asian cultural sphere and have many cultural similarities, and the Chinese New Year is also similar in both countries, but due to the different histories of the two countries, the Chinese New Year culture has different characteristics in the process of transmission. Therefore, in the teaching process, teachers need to combine the differences between Chinese and Korean cultures to guide students properly.

First of all, the cultural backgrounds of Korea and China are different, so there is a need for appropriate cultural "translation" in the teaching process. For example, the Chinese New Year's Eve dinner is not a particularly important tradition in Korea, so students need to explain its meaning and importance in Chinese culture. It is also necessary to pay attention to the language expressions and avoid using Korean idioms or expressions to describe Chinese culture.

Second, attention needs to be paid to the difficulty of teaching due to cultural differences. In China, there are a variety of cultural activities during Chinese New Year, such as fireworks, dragon and lion dances, etc. These activities are very familiar to Chinese students. However, for Korean students, these activities may be something they have never been exposed to before, so teachers need to explain and demonstrate appropriately so that students can better understand and experience Chinese Spring Festival culture.

Finally, there is a need to pay attention to the cultural conflicts caused by cultural "migration". For example, during the Chinese New Year, people give red envelopes to their friends and relatives, but this is not a tradition in Korea. In this case, teachers need to guide students to understand and respect the differences between cultures, rather than simply imposing their own cultural ideas on them. ^[3]

2.3 Ensure that the teaching process is lively and interesting

First of all, Chinese Spring Festival culture is a very colorful culture, which includes many interesting activities and customs. Therefore, teachers can make use of the important festive activities in China to carry out teaching and learning, so as to ensure that the teaching process is lively and interesting. For example, activities such as dragon and lion dances, fireworks, stickers and dumplings during the Spring Festival can be the highlights of the teaching. Through the introduction and learning of these activities, students can have a deeper understanding of Chinese culture, and at the same time feel happy and fun in learning.

Secondly, Chinese Spring Festival culture is also a very educational culture. During the Spring Festival, it is a traditional Chinese custom for families to reunite, pay respect to each other, and give each other gifts. Teachers can use these customs to help students understand the traditional virtues of the Chinese people, such as respecting elders, caring for family members, and unity and friendship. By learning about Chinese Spring Festival culture, students can better understand Chinese values and cultural traditions, as well as draw positive energy from them and improve their own moral qualities.

Conclusion

In conclusion, the comparative analysis of Chinese and Korean Spring Festival culture shows that there are similarities and differences between the two countries' Spring Festival cultures. In teaching, teachers need to follow the principle of teaching according to students' abilities to help them better understand and pass on the Chinese and Korean Spring Festival cultures. At the same time, teachers can also stimulate students' interest and enthusiasm through innovative teaching strategies, such as organizing Chinese New Year cultural experience activities, so that they can better understand and pass on Chinese and Korean Spring Festival culture.

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Exploring the Integration Path of Psychological Health Education and Ideological and Political Education for College Students

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Abstract: In higher education, mental health education is a complex task that involves many educational factors. From the perspective of psychological education, the basic tasks and value pursuits of university mental health education and curriculum ideological and political education are the same. Both are student-centered, providing a basic guarantee for the integration of the two. Currently, some universities are facing issues such as the need to clarify the concept of "psychological education", the trend towards value neutrality in mental health education, and the need to improve the quality of the psychological education team. In response to this situation, universities should integrate educational factors, provide clear value guidance, strengthen integrated education, improve the overall quality of the education team, continue to promote the ideological and political construction of psychological health education courses in universities, and achieve new breakthroughs.

Keywords: Psychological Education; Psychological Health Education; Curriculum Ideology and Politics

1. The Application of Ideological and Political Education in Psychological Health Education for College Students

Logically, mental health education is to provide special education to students according to their psychological development patterns. Based on a systematic and targeted approach, psychological education should be provided to students in a planned and targeted manner to master hygiene knowledge, cultivate their good psychological qualities, cultivate their health awareness and personality, and ultimately ensure the physical and mental health and harmonious development of students in teaching activities. From the perspective of individual health, ideological and political education can also play a positive role in students' mental health, because it is not only about mental health education but also about ideological and political education. Education, its ultimate goal is to educate students and also for the mental health of college students. This provides a theoretical basis for constructing high-quality educational curriculum ideological and political education.

1.1 Unify the basic requirements of ideological and political work with the mental health work of college students

The application of Marxism in ideological and political work in universities has always been an important link in China's ideological and political work. The ideological and political curriculum should consolidate the ideological position of Marxism in universities and always adhere to the important position of socialist education direction during this process. The ideological and political education course is an important course that casts the soul and cultivates people. Its starting and ending points are to cultivate college students into qualified socialist builders and reliable successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor. It is consistent with the mental health work goals of college students.

1.2 The Value Orientation of Ideological and Political Work and Psychological Work for College Students

In university, education is provided to students on legal literacy, moral qualities, and ideals and beliefs. If the pursuit of values in mental health education and ideological and political education for college students is consistent, the worldview refers to a fundamental view of the world and its connections held by humans. It is the foundation of other ideological concepts and has a direct impact on human psychology. A good mindset, positive values, and attitude towards life are all important indicators. The outlook on life reflects a person's life value, purpose, and attitude, and is closely related to a person's spirit. Law and moral education use social norms to shape the moral character of college students, guide their moral behavior, and enable them to better adapt to social life. The content of ideological and political education is to equip them with good qualities. To lay a solid foundation for cultivating good spiritual qualities and forming a good personality.

1.3 The ideological and political education of college students should be student-centered

The improvement of personality is a necessary condition for individual development. Conducting mental health education in universities is to adhere to student-centered principles, actively stimulate the subjective initiative of young students, and improve their ability to self regulate their psychology. The mental health education in universities is based on comprehensive respect for students, guiding them to become the masters of their own mental health, allowing them to timely detect the ups and downs of their emotional and mental states, thereby cultivating a good self-awareness and improving their psychological adjustment ability. The ideological and political education in universities starts from the individual development needs of students' moral and social development, and pursues higher spiritual needs such as inspiring students to have noble morals, firm ideals, and firm willpower. It stimulates the endogenous motivation of college students' growth and enables them to maximize their potential. From this point, it can be seen that both the ideological and political work of college students and their ideological and political work are student-centered.

2.1 The concept of psychological education urgently needs clarification

Thought leads behavior. However, current universities lack a specific and clear psychological education theory across the country, whether in society or individuals. So far, the psychological education work in universities has been helpful to students. To solve psychological problems and make mental health education a key focus of moral education, it is necessary to integrate psychological education into the ten aspects of ideological and political education, such as the education system. The concept of psychological education only emerged in the 20th century. Apart from the concept of "people-oriented and humanized" proposed in the 1980s, there has been no more clear and specific concept of psychological education. We cannot provide a definitive answer to the question of 'what kind of person to cultivate and for whom to cultivate'. The basic problem is that in the new era, universities find it difficult to carry out substantive reforms and innovations in psychological education due to the lack of clear theoretical guidance. Many mental health and ideological education personnel have not yet realized this. I have gained a full understanding of the importance of integrating mental and moral education.

2.2 Ideological and political education tends towards neutrality

Currently, many universities' mental health education tends towards a value orientation. Psychological health education for college students is an important component of psychological counseling for college students. Although its effect is obvious, for a long time, many people's mental health education still exists. Staff attach greater importance to the spiritual education of college students, with a focus on the issues of college students.

There are many psychological problems and illnesses among students, but there are fewer psychological problems for students. A comprehensive and in-depth understanding tends to be value neutral, while neglecting the impact on universities. The mainstream values of college students have been influenced to some extent. The upper level has lost its value orientation, and values and psychological education goals are gradually separated. To achieve the fundamental task of cultivating virtue and talent, it has brought great challenges. Faced with severe tests, some college students' obsession with socialist core values has been severely weakened, causing them to lose their goal of striving, resulting in psychological education outcomes.

3. The reform approach of combining ideological and political education with mental health education for college students

From the perspective of psychological education, universities should conduct innovative mental health education through careful reflection, rational face, and overall implementation of the fundamental task of cultivating moral character, comprehensively planning educational factors, and clarifying prices. Guided by value, strengthening collaborative education, improving the quality of the education team, promoting the ideological and political construction of mental health education courses in universities, and achieving new breakthroughs in the new development.

3.1 Based on the overall situation, organically combine moral education factors with university moral education factors

Universities should organically combine moral education factors from a holistic perspective to promote the implementation of mental health education courses in universities. Firstly, the psychological education of universities should focus on the overall situation, pay attention to the comprehensive effect of ideological and political education, comprehensively consider the key elements of psychological education, identify the key elements, and maximize the guidance and support role of these elements, while clarifying the concept of "people-oriented".

3.2 Establishing Correct Values and Realizing the Overall Optimization of Psychological Education

From the perspective of psychological education, from the perspective of psychological education in universities, it is necessary to better promote psychological education in universities. In college ideological and political education, psychological education is one of the top ten teaching systems, which contains a large amount of teaching resources.

3.3 Building an online teaching platform based on new media

The "95s" and "00s" are the main groups of college students, who are the new generation who grew up in the internet. The open and virtual nature of the internet enables them to gain more attention on the internet. He can express his own thoughts, as well as his own thoughts. Ideological and political education and mental health education in universities should make good use of the collection and organization of online big data materials to understand and grasp the most authentic mental state of college students, timely intervene in their thoughts and psychology, guide them to have a good and healthy psychology, and establish a correct outlook on life and the world.

Conclusion

Under the new historical conditions, the ideological and political work of college students is a heavy and arduous task. It is not only a test of college students' ideological and political work, but also a challenge to college students' ideological and political work. In the context of cultural diversity, personalized values, and a diverse social environment, the ideological and moral issues and mental health issues of contemporary college students are particularly prominent in front of educators. Finding a development path that combines the two can effectively promote the physical and mental health development of students, laying a solid foundation for cultivating qualified talents in society. We need to improve the curriculum system that integrates the two, establish a high-quality teaching team, and combine it with new media technology to form a synergy of university education; Correctly understand and reasonably adjust the various ideological shocks and psychological pressures faced in the process of social development, in order to achieve comprehensive physical and mental development.

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Impact of CoI Framework on Online Student Engagement

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Abstract: This study explores the experiences and perceptions of Chinese postgraduate students in the UK regarding online learning, focusing on the Community of Inquiry (CoI) framework. Semi-structured interviews were used to collect qualitative data, which were analyzed thematically. The findings reveal positive perceptions of online learning, challenges related to technology and infrastructure, the significance of social interaction and collaboration, and the limited impact of teaching quality on student satisfaction. The study emphasizes the importance of the CoI framework in designing effective online learning environments. Limitations include a small sample size and potential bias. Future research should involve larger and more diverse samples, investigate different teaching strategies, and enhance student agency and self-regulated learning in online education. Overall, this study contributes to understanding the applicability of the CoI framework and its potential for improving online learning experiences.

Keywords: CoI Framework; Online Learning; Chinese Postgraduate Students

1. Introduction

Digital technology has transformed education, with online learning becoming crucial (Bolliger & Halupa, 2018; Shelton et al., 2017)^[1,2]. Limited research exists on applying the Communities of Inquiry (CoI) framework to online courses for non-native or inexperienced learners, despite Fiock's (2020)^[3] proposals.

Chinese postgraduate students pursuing degrees abroad have increased due to globalization (Wu, 2020)^[4]. However, international students, including ESL learners, face challenges such as cultural differences, unfamiliar education systems, and adjusting to new lifestyles (Arthur, 2001)^[5]. In online courses, ESL learners may struggle with motivation, engagement, and a sense of connection, impacting their learning outcomes. Understanding these challenges and using the CoI framework to enhance pedagogy is crucial.

This study employs semi-structured interviews with a Chinese postgraduate student in the UK to identify strategies for ESL learners in online courses, emphasizing the CoI framework's social, cognitive, and teaching presence.

2. Research context

Technology integration in education, particularly online learning, has transformed the educational landscape. Prominent universities, like Tsinghua, Peking, Harvard, and MIT, have shifted to online lectures (Picciano, 2017)^[6].

The COVID-19 pandemic led to widespread school closures, affecting over 1.5 billion students worldwide (Demuyakor, 2020)^[7]. This prompted a surge in research on online learning and its impact.

This study employs the CoI framework to address language barriers in online learning. The CoI framework focuses on cognitive, social, and teaching presences. Previous research has applied the CoI framework to support non-native speakers and inexperienced learners in online courses (Martin et al., 2022)^[8]. The findings will inform the design of inclusive online learning environments. Evaluating the challenges and opportunities of technology integration is crucial, using tools like the CoI framework.

3. Literature review

The Communities of Inquiry (CoI) framework, proposed by Garrison et al. (2000)^[9], is widely recognized and used for creating effective online learning environments that foster critical thinking, research, and discussion. It emphasizes the convergence of social, cognitive, and teaching presences (Figure 1) to facilitate meaningful learning experiences and student engagement (Garrison et al.,

2000)^[9]. By promoting interactions among learners, instructors, and course content, the framework supports the co-construction of knowledge and the development of a strong sense of community (Szeto, 2015)^[10].

Empirical research in distance education and e-learning has extensively utilized the CoI framework as a valuable tool for designing online learning environments that address challenges such as the disconnection between students and instructors or peers (Moskal et al., 2013)^[11].

In this study, the CoI framework is applied to examine the social, cognitive, and teaching presence in online learning, specifically focusing on Chinese postgraduate students in the UK with no prior online learning experience. By using the CoI framework, the aim is to enhance the online learning experience and develop effective pedagogical practices for better learning outcomes.

By employing the CoI framework for interview questions, this study ensures a systematic exploration of participant experiences, leading to comprehensive data collection and grounded theoretical explanations.

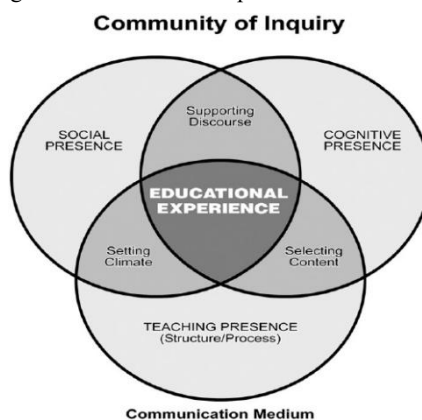


Figure 1. Community of inquiry framework.

(Garrison et al., 2010)^[12]

4. Method

This study investigates the experiences of Chinese postgraduate students in the UK without prior online learning experience and explores the role of the CoI framework in developing effective online learning environments. Semi-structured interviews were conducted as the data collection method (Kallio et al., 2016)^[13]. Interviews allow for in-depth exploration of processes, experiences, and perceptions. Convenience sampling was used to select participants based on ease of access, and a pilot test was conducted to ensure effective interview questions (Majid et al., 2017)^[14]. Face-to-face interviews were conducted in a coffee shop, recorded with consent, and later transcribed. Thematic analysis was used to analyze the interview data, identifying relevant themes and patterns (Braun and Clarke, 2006)^[15].

5. Discussion of Findings

The semi-structured interviews revealed important findings related to online learning experiences. Participants expressed positive attitudes towards online learning, while also highlighting challenges associated with technology, infrastructure, self-regulation, and motivation. They emphasized the significance of social interaction and collaboration, but perceived teaching quality and instructional design to be less influential on student satisfaction. These findings align with the CoI framework's focus on cognitive, social, and teaching presence in effective online learning environments.

Cognitive Presence

Student Experiences with Online Learning:

Online learning offers time efficiency and flexibility, allowing learners to incorporate education into their busy schedules without the need for travel.

Real-time interaction in online learning promotes critical thinking and deeper understanding through immediate feedback and clarification.

Challenges of Online Learning:

Language barriers can impede comprehension and effective communication. Instructors should create inclusive and supportive

learning environments to address language obstacles.

Internal and external distractions can hinder focus and engagement. Instructors should minimize distractions to foster an effective learning environment.

How Students Adapt to This Learning Format:

Immersion exercises, positive psychological cues, and goal setting can enhance language proficiency and create a supportive learning environment.

Self-motivation, goal setting, and dedicated learning spaces contribute to cognitive presence and engagement. Instructors should incorporate self-regulation techniques to support students' learning goals.

Technology and Infrastructure:

Real-time subtitles and playback functions aid language support, understanding, and self-regulated learning.

Navigating multiple digital tools and platforms can be challenging, particularly for students with limited technological proficiency or access. Accurate subtitles are essential for effective learning.

Social Presence

Social Interaction and Collaboration:

Asynchronous communication tools like discussion boards promote critical thinking and reflection, although they may not always foster a strong sense of belonging.

Collaboration in online learning environments facilitates deeper understanding, creative problem-solving, and social skill development, combating feelings of isolation and disengagement.

Teaching Presence

Teaching and Instructional Design:

Teaching presence, including effective course design, feedback, and facilitation, significantly influences students' perceptions of cognitive presence. Prioritizing instructional design over course content may indicate a deficiency in teaching presence.

Conclusion

This study examined the relationship between the CoI framework and online language learning through semi-structured interviews with one participant. The findings support the validity and usefulness of the CoI framework in understanding non-native speakers' experiences in online courses and designing effective language learning environments.

While the small sample size and potential bias limit generalizability, this study highlights the value of semi-structured interviews for gathering participant insights. Future research should include larger and more diverse samples, explore different teaching strategies, and focus on enhancing student agency and self-regulated learning in online language learning.

In conclusion, this study contributes to our understanding of the CoI framework's relevance to online language learning. Further research in this area has the potential to improve language learning experiences and inspire innovative approaches to online language education.

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Research on the Teaching Reform of Machine Learning Course in Universities

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Abstract: With the gradual penetration of artificial intelligence technology into various fields of society, it has brought many deeper and broader impacts, gradually improving the status of artificial intelligence in talent cultivation and education to adapt to the current development of social intelligence technology. Therefore, as the core course of artificial intelligence education in universities, machine learning needs to deeply analyze and explore the main factors that affect its development, in order to better mobilize students' learning enthusiasm and teachers' educational innovation, enhance the teaching and learning effectiveness of the course, and maximize the exploration of the educational achievements of artificial intelligence.

Keywords: Machine Learning; Course Teaching; Reform

1. Introduction

The vigorous development of artificial intelligence technology, coupled with the surge in demand for advanced talents in society, has brought huge development prospects for the artificial intelligence major in universities. As the leading course in artificial intelligence education in universities, machine learning has become the main battlefield for students' computer practice and theoretical education. Due to the complexity and abstractness of the subject, the improvement of teachers' teaching efficiency and quality, as well as students' learning enthusiasm and abilities, the curriculum involves multiple subjects such as statistics, probability, matrices, and algorithm theory. This has become a key focus of education and the key to the development of the subject.

2. The content and teaching significance of the "machine learning" course

Machine learning integrates theoretical and algorithmic knowledge from multiple disciplines with complex abstract hands-on practices, and the development background of the discipline is quite complex. The main content of machine learning course includes several key points in the learning of computational intelligence technology: decision tree learning, function learning, probability theory learning, case learning, rule learning, and evaluation learning of common algorithm efficiency. Based on this, the course introduces a flexible theoretical learning mechanism to help students consolidate basic theories and conduct in-depth research on algorithm analysis. The subjects of advanced mathematics, linear algebra, mathematical logic, probability statistics, algorithm design and analysis, and programming language are set up. At the same time, other professional courses in machine learning such as pattern recognition and data mining have been added, providing important methodological and theoretical foundations for students' practical theoretical foundations.

3. Problems in the teaching of machine learning course

3.1 Problems in the theoretical teaching process

The machine learning course mainly focuses on the development of computational intelligence science, and conducts learning on the basic principles and computational mechanisms of various intelligent technologies. Due to the fact that theoretical learning is based on complex mathematical backgrounds and abstract mathematical models, students need to conduct in-depth research on the basis of understanding in order to gain a theoretical development foundation for the course. But for these dull data and algorithms, in actual

classroom learning, students' classroom enthusiasm and interest research points are not high. On the one hand, most students have not included the content of machine learning courses in their future work plans. On the other hand, a small number of students succumb to theoretical learning or are only in the exploratory stage of learning, without systematic planning for this course, resulting in low enthusiasm in the theoretical classroom. In addition, some schools' machine learning courses continue the traditional classroom education model, which Limit its innovative development in terms of time and space, fix the educational model of students as learning objects and teachers as teaching subjects, and mechanically use blackboard writing and multimedia courseware display to provide theoretical explanations for students. Without classroom interactivity and sense of immersion, students can only rely on classroom notes to master knowledge, lacking corresponding resource linked learning, resulting in a serious disconnect between students' mastery and understanding of classroom content and course progress.

3.2 Problems in experimental teaching

Firstly, there is insufficient emphasis on the integration and development of theoretical education and practical innovation. Due to the different development status of machine learning courses from the main subject, only in the experimental stage do students briefly review the theoretical knowledge in the classroom, resulting in the phenomenon of complete annihilation and plagiarism of homework in experimental exercises. This leads to a lack of genuine thinking, problem-solving, and theoretical application in practical practice, making it impossible to achieve the goal of deepening theoretical knowledge through experimental operations and strengthening practical abilities in practical applications. Secondly, students are not proficient in the application of practical language and algorithm tools related to the course, such as C language and MATLAB. Although they have sufficient theoretical foundation in theoretical education, their ability to flexibly apply tools to complete relevant experimental operations in practical applications is seriously insufficient. When learning neural network algorithms, students are unable to analyze the matrix multiplication, transposition, inversion, and other calculations reasonably based on the problem, select the best solution tool, or only choose theoretical tools, and their ability to try is relatively weak, causing students to develop a mentality of perfunctory, resistant, and evasive towards practical activities in experimental classes. Furthermore, the operational practice activity mode in experimental classes is fixed, only guided by simple operational steps, without practical innovation based on the depth of relevant course content, thereby increasing the difficulty of practical breakthroughs in machine learning.

4. Research on the teaching reform of machine learning course

4.1 Guiding course teaching with scientific methods

Students need a strong support in understanding and controlling knowledge in machine learning courses, and this process requires the guidance of scientific educational methods from teachers. Firstly, we should scientifically plan the curriculum and guidance, enhance students' initiative in learning, and strengthen the cultivation of abilities. We should also implement group learning, communication, and discussion, and conduct targeted research on machine learning course algorithms. On the other hand, we can use pre class content reports to conduct pre class preview checks. By combining classroom questioning with teacher feedback, teachers can accurately capture students' questions and interests. Furthermore, teachers can provide scientific and effective problem-solving and interest guidance based on student reports, laying a solid foundation for their systematic explanation of machine learning courses.

4.2 Theoretical teaching lays the foundation for the course

There is a phenomenon of hierarchical connection and disciplinary extension in the curriculum and learning content of machine learning courses in universities. We should upwardly undertake the knowledge of basic courses such as advanced mathematics, linear algebra, computational methods, algorithm design and analysis, and downward link the applied basic methodology of intelligent science and technology majors such as pattern recognition, data mining, and information retrieval. Therefore, teachers should enrich their teaching methods, establish corresponding theoretical connections and review models for knowledge and practice related to machine learning courses at each stage, and enhance the practicality and importance of abstract theoretical knowledge. Utilizing the advantages of the development of the Internet, we offer micro courses, MOOCs, and live streaming teaching modes for students to exchange theoretical teaching, so as to achieve international integration of knowledge, and enhance the basis of theoretical teaching. It can enrich students' teaching resources in machine learning courses and enhance the penetration of artificial intelligence in classroom

learning.

5. Specific measures for teaching reform of machine learning course

5.1 Innovative course theory teaching design

In the new era, the reform of the teaching syllabus aims to enable students to systematically understand the relevant concepts and principles, basic methods involved, and professional technical foundations of the corresponding field through course teaching, cultivate their ability to choose appropriate learning content based on the characteristics of the problem, and achieve effective control over the learning quality and process. The content of machine learning courses is an architecture based on relevant knowledge points, connecting theoretical concepts, principles and methods, and application cases of artificial intelligence into a whole. Therefore, teaching should strengthen goal management and strictly implement the three levels of theoretical understanding, knowledge understanding, and practical mastery in education. In the hierarchical design, each teaching link is designed to enhance the integration of theoretical homework and practical activities in education based on teaching requirements, thereby effectively improving the effectiveness of classroom teaching.

5.2 Strengthening the intensity of course experimental teaching

The purpose of experimental teaching is to strengthen the practical application foundation of theoretical teaching, enhance students' practical application ability, and enhance the motivation of theoretical learning. Therefore, experimental teaching should focus on the handling and classification of problems. Experimental courses should focus on evaluating classroom experimental attendance, program design and production, and submitting experimental reports. On the premise that students meet the attendance requirements, they are required to conduct relevant experimental practices. Students are required to actively review theoretical knowledge to gain a foundation in experimental operations, ensuring that their algorithm design is reasonable and able to independently solve general problems that arise in the experiment. Teaching students to submit comprehensive, truthful, and correctly recorded experimental reports. Teachers can use reasonable evaluation methods to evaluate experimental results, thereby enhancing the scientific and rigorous nature of experimental education.

6. Conclusion

In the development process of education, machine learning courses belong to an "emerging" curriculum. Long term repeated research and practical feedback on educational development are needed to complete the reform of curriculum education. On the one hand, teachers need to make targeted adjustments and optimizations to their teaching plans, curriculum settings, and implementation methods in the early stages. During the process, teachers should start from the practical problems raised and discovered in machine learning courses, and scientifically analyze the causes of theoretical and practical problems. Based on the perspective of the preliminary plan, propose corresponding teaching reform plans and implementation methods, and continuously improve the educational development process of machine learning courses.

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Music Performance Major "Internet +" Teaching Mode Application

Strategy

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Abstract: With the rapid development of the Internet, it has penetrated into various fields, including music performance teaching. This paper aims to explore the application strategies of the "Internet Plus" teaching mode in the music performance major. Firstly, the problems of traditional music performance teaching and the advantages of Internet technology are analyzed. Then, the basic principles and application strategies of the "Internet Plus" teaching mode are proposed, including the construction of online teaching resources, interaction between teachers and students, and innovation of teaching evaluation. Finally, through case analysis, the application effect of the "Internet Plus" teaching mode in the music performance major is verified. The research results of this paper have certain reference value for the teaching reform and innovation of the music performance major.

Keywords: Music Performance Major; Internet Plus; Teaching Mode; Application Strategy

Introduction

With the rapid development of the Internet, it has become an important part of people's lives, bringing many new opportunities and challenges to the field of education. As a subject with strong artistic characteristics, how to combine Internet technology, innovate teaching methods, and improve students' learning effectiveness and performance ability has become an urgent problem to be solved in the music performance major. This paper aims to explore the application strategies of the "Internet Plus" teaching mode in the music performance major, providing reference for the teaching reform of the music performance major.

1. Problems of Traditional Music Performance Teaching

Limited teaching resources: Traditional music performance teaching usually relies on limited resources such as classrooms, instruments, and equipment in schools, which restricts students' choices and practical abilities during the learning process.

Single teaching method: Traditional music performance teaching mainly depends on face-to-face classroom teaching. Teachers teach knowledge and skills through demonstration and explanation. However, this single teaching method may not meet the diverse needs of students and lacks interactive and personalized teaching methods.

Low student participation: In traditional music performance teaching, students have relatively few opportunities to participate, mainly passive in accepting knowledge and skills. This may reduce students' interest and enthusiasm for learning and affect their learning effectiveness and performance ability improvement.

Time and space limitations: Traditional music performance teaching is usually limited by time and space. Students can only learn and practice at specific times and places, which may not be conducive to their learning progress and the cultivation of their autonomous learning ability.

2. Advantages of Internet Technology in Music Performance Teaching

Rich teaching resources: The Internet provides rich teaching resources for music performance teaching, including music videos, audio materials, sheet music, etc. Students can obtain various styles and types of music performance demonstrations and teaching materials through the Internet, broadening their learning fields and horizons.

Strong interactivity: Internet technology can promote interaction between teachers and students and among students. Through online discussions, real-time communication, and interactive classrooms, students can interact with teachers and other students in real-time, share their learning experience and works, and receive timely feedback and guidance.

Flexible learning methods: Internet technology breaks the time and space limitations of traditional teaching. Students can choose to learn according to their own time and place and arrange their learning progress independently. They can learn and practice at home, school, or any place with Internet access, improving the flexibility and convenience of learning.

Diverse learning experiences: Internet technology can provide diverse learning experiences through virtual reality, augmented reality, and online simulations. Students can practice and perform through virtual performances, virtual orchestras, etc., improving their performance ability and creativity.

Global learning opportunities: The Internet provides students with opportunities to communicate and cooperate with music performance experts and students from all over the world. Students can interact with other students and professionals through online courses, international competitions, and cooperative projects, broadening their learning and communication channels.

3. Basic Principles of "Internet Plus" Teaching Mode

Establish a sound online teaching platform: Build a comprehensive, accessible, and easy-to-use online teaching platform, providing rich teaching resources, including music videos, audio materials, sheet music, etc. The platform should have good interface design and user experience, making it easy for students to learn and interact.

Strengthen interaction between teachers and students: Promote interaction between teachers and students through online discussions, real-time communication, and interactive classrooms. Teachers should provide timely guidance and feedback, encourage students to actively participate in discussions and share their learning achievements. At the same time, students can also interact and cooperate with each other through the Internet platform, learning and improving together.

Innovate teaching evaluation methods: Traditional examination methods may not comprehensively evaluate students' music performance abilities. Diversified evaluation methods should be adopted, including online assignments, participation in discussions, music works exhibitions, etc. This can more comprehensively understand students' learning situations and performance levels, providing them with targeted guidance and support.

Provide personalized learning support: Internet technology can provide personalized learning support according to students' learning needs and ability levels. Through online diagnostic tests and learning analysis, personalized learning plans and teaching resources can be formulated for students, helping them improve their learning effectiveness and performance ability.

Emphasize the cultivation of practical and innovative abilities: The "Internet Plus" teaching mode should focus on the cultivation of students' practical and innovative abilities. Encourage students to actively practice and innovate through online performances, virtual orchestras, etc., and cultivate their performance and creative abilities.

4. Application Strategies of "Internet Plus" Teaching Mode

Provide rich online teaching resources: Build a comprehensive, accessible, and easy-to-use online teaching platform, providing rich teaching resources such as music videos, audio materials, sheet music, etc. These resources can help students learn at any time and place, broaden their learning fields and horizons.

Emphasize the cultivation of practical and performance abilities: Encourage students to practice and perform through Internet platforms. Virtual performances, virtual orchestras, and other opportunities can be provided, as well as online evaluation and feedback, helping students improve their performance and creative abilities.

Promote interaction between teachers and students: Strengthen interaction between teachers and students through online discussions, real-time communication, and interactive classrooms. Teachers can provide online guidance and feedback, encourage students to participate in discussions and share their learning achievements. At the same time, students can also interact and cooperate with each other through the Internet platform, learning and improving together.

Innovate teaching evaluation methods: Adopt diversified evaluation methods, including online assignments, participation in discussions, music works exhibitions, etc. This can more comprehensively understand students' learning situations and performance levels, providing them with targeted guidance and support.

Provide personalized learning support: Provide personalized learning support according to students' learning needs and ability levels. Through online diagnostic tests and learning analysis, personalized learning plans and teaching resources can be formulated for students, helping them improve their learning effectiveness and performance ability.

Introduce virtual reality and augmented reality technology: Use virtual reality and augmented reality technology to provide more diverse and immersive learning experiences for students. For example, students can watch and participate in virtual performances through virtual reality technology, improving their performance skills and stage performance.

5. Case Study

Case: Online Music Performance Course

Background: In order to expand the scope of students' learning and improve teaching effectiveness, a music college decided to offer an online music performance course. The course aims to provide students with rich learning resources and practical opportunities through Internet technology, and promote the cultivation of their performance and creative abilities.

Application strategies:

Establish an online teaching platform: The music college has established a comprehensive, easy-to-access and use online teaching platform. The platform provides rich teaching resources such as music videos, audio materials, and sheet music, and students can learn anytime and anywhere.

Emphasize the cultivation of practical and performance abilities: Through the online platform, students can participate in virtual performances, virtual orchestras, and other practical activities to improve their performance and creative abilities. Students can upload their own music works and share and communicate with other students.

Promote interaction between teachers and students: The online platform has set up a discussion area and real-time communication tools, and teachers can interact and guide students in real time. Students can also interact and cooperate with each other through the platform to learn and improve together.

Innovative teaching evaluation methods: In addition to traditional examination methods, students also need to complete online assignments, participate in discussions, and showcase their music works. This can more comprehensively evaluate students' learning and performance levels, and provide them with targeted guidance and support.

Introduce virtual reality and augmented reality technology: The college has introduced virtual reality and augmented reality technology, allowing students to participate in virtual performances and practical activities through devices such as head-mounted displays and hand controllers. This can provide a more immersive learning experience and enhance students' stage performance and music performance skills.

Effect evaluation

Through the use of online teaching platforms and Internet technology, students' learning scope has been expanded, and they can learn and practice anytime and anywhere. Students' performance and creative abilities have also been improved, and through practice and interaction, they can better understand and apply what they have learned. The interaction and feedback between teachers and students are also more timely and effective. Students' learning interest and participation have also been improved, and they are more willing to actively participate in discussions and share their works. Overall, the online music performance course of the music college has achieved good teaching results.

6. Conclusion

The "Internet +" teaching mode has important significance in the application of music performance majors. By constructing an online teaching resource library, strengthening teacher-student interaction, and innovating teaching evaluation methods, the learning effectiveness and performance abilities of music performance major students can be improved. However, to achieve the effective application of the "Internet +" teaching mode, some challenges need to be overcome, such as teacher training and technical support. Therefore, in the future, in-depth research should continue to be carried out, and the "Internet +" teaching mode should be continuously improved to promote the teaching reform and innovation of music performance majors.

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Teaching and Learning Innovations in College English Education from a Multicultural Perspective

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Abstract: With the development of globalization, the importance of multiculturalism in university English education is becoming more and more prominent. This paper discusses the problems related to the teaching innovation of university English education from the perspective of multiculturalism. Firstly, it introduces the concept and significance of multicultural education and emphasizes its importance to university English education. Secondly, it analyzes the problems existing in the current university English teaching, such as cultural prejudice and language barrier. Then, innovative strategies for multicultural teaching are proposed, including teacher training, textbook design, teaching activities and so on. Finally, the evaluation and future development of multicultural education are prospected.

Keywords: Multiculturalism; University English; Educational and Pedagogical Innovation

Introductory

University English education aims to cultivate students' language proficiency and intercultural communication skills so that they can adapt to a globalized society. However, the traditional English education model often neglects students' multicultural backgrounds and needs, resulting in poor teaching results. Therefore, this paper aims to explore the issues related to teaching innovation in university English education from a multicultural perspective.

1. Concept and meaning of multicultural education

1.1 Concept of multicultural education

Multicultural education means fully recognizing and respecting students of different cultural backgrounds in the educational process and promoting their intercultural communication and understanding through teaching and learning activities. Multicultural education aims to develop students' cultural awareness, cultural competence and cultural self-confidence.

Cultural diversity: recognizes that there are different cultures in the world with distinctive values, customs, traditions and histories. Multicultural education emphasizes that students should understand and respect these different cultures and promote dialogue and exchange between cultures.

Equality and equity: Multicultural education seeks an equal and equitable educational environment that does not favor or discriminate against any particular cultural group. It emphasizes that every student should have equal opportunities and entitlements, regardless of their cultural background.

Combating prejudice and discrimination: Multicultural education works to eliminate prejudice, discrimination and racism. It encourages students to recognize the existence of prejudice and discrimination and fosters attitudes of inclusiveness and respect for others through education and awareness-raising.

Intercultural communication: Multicultural education encourages students to communicate and interact with people from different cultural backgrounds. Through intercultural communication, students can enhance their understanding of and respect for other cultures and develop intercultural communication and cooperation skills.

Reflection and critical thinking: Multicultural education emphasizes that students should reflect on their own cultural

backgrounds and values and think critically to analyse and assess similarities and differences between cultures.

The goal of multicultural education is to develop students with a global perspective, intercultural awareness and intercultural communication skills so that they can become global citizens who are inclusive and respectful of others.

1.2 The significance of multicultural education for university English education

Improvement of intercultural communication skills: University English education is an important link in the development of students' English language skills. Through multicultural education, students can come into contact with English speakers from different cultural backgrounds, thus improving their intercultural communication skills. Students are able to learn about the communication styles, values and customs of different cultures, thus better adapting to and understanding the cross-cultural environment.

Cultivating global awareness and international perspective: Multicultural education can help students broaden their horizons and understand the cultural diversity of various regions of the world. By learning about the languages, cultures and histories of other countries and regions, students can better understand and appreciate the uniqueness of different cultures, and develop global awareness and international communication skills.

Promoting reflection and critical thinking: Multicultural education encourages students to reflect on their own cultural backgrounds and values and to think critically in order to analyze and evaluate similarities and differences between cultures. In university English education, students can develop critical thinking and intercultural understanding by reading and discussing literature, historical events and social issues about different cultures.

Developing global citizenship literacy: Multicultural education aims to prepare students to become inclusive and respectful global citizens. In English language education at the university level, students can develop a sense of social responsibility and global awareness through learning and discussing social issues and global challenges in different cultural contexts, inspiring them to contribute to building a more just and equal world.

2. Problems in the Current Teaching of English in Universities

Emphasizing Grammar and Neglecting Communicative Ability: Some university English teaching pays too much attention to the inculcation of grammatical knowledge and neglects the cultivation of students' communicative ability. Students may have a good grasp of grammar, but they are unable to use English fluently in actual communication.

Lack of Practical Application Scenarios: University English teaching often stays in the classroom and lacks application scenarios related to real life and vocational needs. The purpose of students learning English is to be able to communicate and use it in real situations, so teaching should be closer to reality and provide more opportunities for practical application.

Lack of Cultural Awareness: English is a language of cross-cultural communication, but in university English teaching, culture is seldom involved. Students only focus on the language itself and know little about the cultural background and customs of English-speaking countries, which has a certain impact on their intercultural communication skills.

Lack of personalized instruction: English language teaching at university generally adopts uniform teaching materials and methods, ignoring individual differences in students and differences in learning styles. This leads to some students encountering difficulties in English learning without being able to receive personalized guidance and support.

Lack of effective assessment methods: The assessment of university English teaching mainly relies on traditional written and oral tests, which makes it difficult to comprehensively assess students' language proficiency and communicative competence. At the same time, this kind of assessment is also easy to make students pay too much attention to the scores and neglect the real language learning.

3. Innovative Strategies for Teaching English Language Education in Universities in Multicultural Contexts

Introducing an authentic language environment: Creating an authentic language environment is the key to cultivating students' intercultural communication skills. Teachers can make use of multimedia resources, simulate real-life situations and organize field trips to expose students to real-life English-using scenarios, so as to improve their language-using ability and cross-cultural communication skills.

Teachers can make use of multimedia resources, such as video, audio and Internet resources, to expose students to authentic

English usage scenarios. By watching real English movies, documentaries and news reports, students can feel the practical use of English in different cultural contexts and enhance their language comprehension and expression. Secondly, teachers can simulate real-life situations so that students can communicate in real English in the classroom. For example, role-playing activities can be organized to let students play different roles and communicate in English in specific situations. Such activities can make students understand and apply English better and improve their oral expression and listening comprehension.

Combining cultural education: Combining cultural education with English language teaching helps students to understand and respect people from different cultural backgrounds. Teachers can introduce cultural content, teach related literature, and conduct cross-cultural exchange activities to increase students' understanding of and identification with other cultures.

Individualized teaching: Taking into account students' individual differences and learning styles, individualized teaching strategies are adopted. Teachers can provide personalized learning resources and tasks according to students' interests, abilities and learning needs, so as to stimulate students' motivation and independent learning ability.

Utilization of technological tools: modern technological tools, such as online learning platforms, virtual communication tools and voice recognition software, are used to increase students' learning opportunities and interactivity. Teachers can design online courses and organize distance communication activities to enable students to communicate and cooperate with students from different cultural backgrounds in a virtual environment.

Interdisciplinary cooperation: University English education in the context of multiculturalism can draw on the teaching methods and concepts of other disciplines and engage in interdisciplinary cooperation with other disciplines. For example, cooperation with sociology, psychology, international relations and other disciplines to explore issues related to cross-cultural communication and multicultural education, and to provide richer learning resources and practical opportunities.

4. Evaluation and prospects for multicultural education

4.1 Evaluation

Improvement of students' intercultural communication skills: Multicultural education can help students understand and respect people from different cultural backgrounds and improve their intercultural communication skills. Students are able to learn the languages, values and customs of other cultures, thus better adapting to and understanding cross-cultural environments.

Fostering global awareness and international perspective: Multicultural education can help students broaden their horizons and understand the cultural diversity of various regions of the world. Students are able to learn about the languages, cultures and histories of other countries and regions, thus developing global awareness and international communication skills.

Promoting reflection and critical thinking: Multicultural education encourages students to reflect on their own cultural backgrounds and values and to think critically to analyze and evaluate similarities and differences between cultures. Students are able to develop critical thinking and cross-cultural understanding through the study of literature, historical events and social issues from different cultures.

4.2 Outlook

Emphasizing cultural diversity: In the future, multicultural education should place greater emphasis on the importance of cultural diversity. Students should learn the languages and cultures of multiple cultures in order to develop global citizenship and respect for different cultures.

Integration of new technologies: With the continuous development of technology, multicultural education can integrate new technologies, such as virtual reality and online learning platforms, to provide students with more learning resources and interactive opportunities, and to enhance their learning effects and experiences.

Strengthening interdisciplinary cooperation: Multicultural education should cooperate more deeply with other disciplines, such as sociology and international relations, in order to promote integration and exchange between disciplines and provide students with richer learning experiences and practical opportunities.

Focus on social issues: Multicultural education should focus on current multicultural issues in society, such as racial discrimination and immigration, and through education guide students to think about and solve these problems, so as to cultivate their sense of social responsibility and global citizenship.

Conclusion

The innovation of university English education and teaching under the perspective of multiculturalism is an important topic. Through multicultural education, students' cultural awareness, cultural competence and intercultural communication skills can be cultivated so that they can be more successful in a globalized society. However, realizing the goal of multicultural education requires the efforts and innovations of teachers, teaching materials and teaching activities. We hope that this paper can provide some insights and references for the innovation of university English education and teaching.

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On whether bureaucracy is a major obstacle to public administration reform

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Abstract: Public administration reform is a very critical reform activity of the government, the government changing the function, structure, behavior, and process of public administration. The change of public administration involves many aspects, this reform has many complex and multifaceted issues. The central idea of bureaucracy is entirely contrary to the concept of public administration reform, and bureaucracy has a deep-rooted impact on the administration of most countries. Hence bureaucracy is the main obstacle to the public administration reform. Besides, incomplete decentralization and imperfect supervision are also challenges of public administration reform. Devolution is an essential measure to promote the public administration reform, which can solve many problems of the old system effectively. Therefore, to carry out the public administrative reform effectively, it is necessary to simplify managerial procedures, delegate powers to lower levels and strengthen supervision, and management.

Keywords: Bureaucratic; Public Administration Reform; Decentralization

1. Main challenge in public administrative reform

The reform of public administration is a challenge faced by every government in the world. Through the research and analysis of public administrative reform cases in many countries, a fact can find that countries all over the world have begun to the different level reform of public administration, however, the power of bureaucracy is often huge and stubborn, and it is tough to weaken its power effectively. According to Kim and Han (2015), the South Korean government has expanded the autonomy of local governments and institutions. Still, because the people who carry out and implement these reforms in South Korea are bureaucrats themselves, this lead to a situation of self-reform in the South Korea government has emerged.

Without a strong supervision system, the reform of public administration cannot carry out effectively. In the literature of public administration reform, there is a frequently debated issue about the status of political and bureaucratic personnel, bureaucratic leadership is dominant in most national government institutions, especially in developing countries. Developing countries do not have strong political executive bodies, and the decision-making process is not standardized. This situation provides an opportunity for the bureaucracy to impede the reform of public administration. The main methods of new public management in South Korea is to deregulation, liberalization, and privatization. The South Korean government strives to practice the theory of new public management. However, realistically that South Korean bureaucrats do not work for the public interests, these bureaucrats will strive to expand and enhance their power and status, then this will create a monopoly. It is vital to reduce bureaucracy, the distance between managers and those under management can narrow through reducing class division, and it is beneficial for managers to fulfill the needs and wishes of the managed.

The management methods of bureaucrats are usually mandatory, which is no longer applicable to the new concept of administrative management (Mathur and Mathur, 2017). In Mexico, bureaucrats can control and restrict access to information by other people, and this will lead to other executives in a passive situation, this is very disadvantageous for public administrative reform of a county. At the same time, bureaucracy will hinder the development of the accounting system and weaken the responsibility of public officials to citizens. Public administrative reform is closely related to the public interest. In many countries with low development level,

citizen participation is meager. It is mainly due to the low cultural level of citizens and their inability to participate effectively. Most bureaucracies choose to ignore this phenomenon to retain their power (Wagana, Iravo, Nzulwa, and Kihoro, 2016). There is a problem in many countries that there is no clear boundary between the powers of political and administrative leadership. The purpose of public administration reform is to promote and safeguard the interests of the state and the group. The powerful bureaucracy will lead to the increase of factional struggle and social division, and bureaucracy breeds corruption. They enjoy jobs with high pay and security, and have more subsidies than ordinary citizens. For this reason, they are reluctant to delegate power, and decentralization means that they will lose part of power and interests.

2. Other challenges in public administrative reform

2.1 Insufficient decentralization

The public administration reform is a long and arduous process, and many governments are trying to practice. But the improvement of the organizational structure is not simple, and it involves many forces of the state. Therefore, in addition to bureaucratic resistance, public administration reform also faces many other challenges (Asatryan, Heinemann, and Pitlik, 2015). According to many literature of municipal administrative change, it can find that insufficient decentralization is one of the reasons that hinder the public administration reform. Decentralization is one of the most critical measures in public administration reform, which can effectively promote the democratic process. Decentralization empower the excessive concentration of state power to local governments, while maintaining the integrity of the central and local government institutions (Seregina, 2015). The practical implementation of decentralization measures can promote public administration reform. However, by analyzing the practice of public administration reform in some countries, it can be found that the central government in few countries can achieve effective decentralization. After the implementation of public administration reform, most central governments choose to give up part of their power, and they will not give up the most essential skill. For example, the central government of South Korea has carried out effective decentralization; many laws have enact to promote decentralization, which means that local governments in South Korea have more responsibilities. The provincial government has more autonomy, and they can set up their policies. At the same time, the central government provided more funds to local governments (Koo and Kim, 2018). However, the central government in South Korean is very cunning to control of the regional financial power. In this case, although local governments have political autonomy, they do not have economic independence, and all their economic resources are from the central government. Because of the imperfection of the decentralization system, the central and local governments often have power disputes in South Korea, this situation of political and economic mismatch seriously affects the implementation of public administration system reform. The implementer of decentralization are government officials, but the administrative decentralization reform will damage their benefit. So the degree of decentralization in many countries is limited. In some states, the central government does not monopolize economic power. However, they still do not trust the ability of local governments, so they will firmly grasp the energy related to national infrastructure construction, such as in Kenya, India, and Pakistan. The imperfection of decentralization will lead to another problem: the increase of power struggle between the central and local governments. Too much state intervention will hinder the implementation of decentralization measures, mainly because interventionist state leaders pay more attention to their interests rather than the development of the country.

2.2 Lack of regulatory mechanism

Many countries have a severe defect, that is, the supervision and balance mechanism is not perfect, specifically the lack of accountability system. The accountability system is an excellent regulatory mechanism, which requires officials to undertake responsibilities and consequences while fulfilling their obligations. Officials are elected by popular vote, which is more accord with public opinion, if mistakes cause policy errors, officials need to be accountable to the public and other officials. The internal and external supervision of the responsibility system can ensure the realization of the responsibility, which is conducive to the implementation of administrative reform. Research the specific practice of administrative change in different countries, and a fact can find that lack of accountability is a common problem, especially when the government is eager to complete the change, lack of an active responsibility and supervision mechanism will lead to severe corruption and ultimately affect the performance of the change. The primary reason for crime is that government officials pay attention to their interests. If they can not effectively control fraud, it will have an adverse impact on the reform of public administration. Also, there is a more severe situation that local governments can

effectively manage domestic affairs, but the imperfect regulatory mechanism will make them hide corruption. The behavior of government officials can not be effectively restricted, which will aggravate the contradictions between administrative agencies and lead to social disorder (Bulut and Abdow, 2018). Another point is that when problems arise, no organization takes the initiative to take responsibility. In the absence of an effective regulatory mechanism, officials are willing to have more power and are unwilling to make the same responsibility. Not only conflicts between the local government and the central government will increase, but also conflicts between the government and the members of parliament increase. The referendum elected members, but it was difficult to guarantee that the needs of citizens would meet. This situation will intensify the political struggle and endangering the health of administrative agency. Lack of accountability supervision, the participation of citizens can not be guaranteed, and it will harm the results of public administration reform. If bad regulatory issues of government agencies can not solve fundamentally, the public administrative reform will not further development.

3. Conclusion

The reform of public administration is a great challenge for every country. Because of the different national conditions and ideologies of each country, the problems in the public administration reform are also various. Still, there are some factors will have a meaningful impact on the change of all state administrations. Bureaucracy is the main challenge of public administration reform, and bureaucrats are very powerful and hard to weaken. To make sure of their power and interests, bureaucrats usually oppose the change of public administration. The failure to implement the policy of decentralization will seriously hinder the improvement state power monopoly in the central government, which means that the local government has no real ability to implement reform measures, and it will lead to the administrative reform into a slogan without practice. Besides, the lack of accountability system of regulatory agencies will not only cause the disorder of national executive order, but also make the results of the reform can not be guaranteed. Such change is of no significance to the development of national governmental. Therefore, it is necessary to restructure the bureaucracy as soon as possible, reduce the intervention of the central government, and build a complete responsibility system.

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Research on the New Retail Scenarios of Digital Application in Cross Border E-Commerce——Taking Jiangmen City as an Example

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Abstract: In the highly developed process of "Internet plus", foreign trade transformation and upgrading, cross-border new retail rapid development has become the trend of the times, cross-border e-commerce new retail digitalization, and improving operational efficiency brings new opportunities. Reshaping the structure of new retail formats, the integration of cross-border e-commerce and new retail formats is an inevitable trend. Smart upgrading and digital transformation are important measures to achieve leapfrog development. The format structure presents business models such as "smart retail, digital cross-border e-commerce, new cross-border e-commerce, new retail, and new retail logistics". The main research objective of this project is to explore and research the new retail scenarios of digital applications in cross-border e-commerce. Based on the current development trend of digital cross-border e-commerce and new retail upgrading, as well as the economic characteristics of the Wuyi area in Jiangmen City, this project aims to use the smart new retail scenario of digital cross-border e-commerce as the foothold, with a focus on upgrading and transforming the product flow chain with the "application scenario" as the central point, form a closed-loop loop of free circulation of products, new retail logistics, cross-border e-commerce, new retail, new sales experience scenarios, and consumers.

Keywords: Cross-border E-commerce Digitization; Upgrade of New Retail Applications; Commodity Flow Link

1. Research background

In recent years, the global economy has slowed down as a whole, and international trade has shown diversified and cross development. In response to the development trend of cross-border e-commerce and new retail, the government has introduced corresponding policies to vigorously support the development of new forms of cross-border e-commerce and retail. Against the backdrop of the continuous upgrading of trade between China and the United States, the drawbacks of relying on one of the three carriages of foreign trade to drive the economy are undoubtedly evident. In order to achieve further transformation and upgrading of the business structure and adapt to the current context, the country is exploring the establishment of a batch of cross-border e-commerce comprehensive pilot zones. In May 2020, on the basis of the 59 cross-border e-commerce comprehensive pilot zones, 46 new cross-border e-commerce comprehensive pilot zones were established, with a total of 109, comprehensively promoting the high-quality development of cross-border e-commerce and forming a comprehensive regional coverage pattern. Jiangmen City, Guangdong Province has officially become one of them. In order to promote the rapid upgrading and transformation of foreign trade economy, Guangdong Province supports the planning and construction of cross-border e-commerce parks, further supports and enhances the strength of cross-border e-commerce industry, and proposes targeted measures for the slow speed and low quality of customs clearance services for import and export goods, which is enough to show that Guangdong Province and even the whole country attach great importance to the development of cross-border e-commerce. In the process of high development of "Internet plus", reshape the structure of new retail formats, upgrade the intelligence of new retail, and create new business opportunities through the digital transformation of cross-border e-commerce. Therefore, studying the new retail scenarios of cross-border e-commerce digital applications has profound significance.

2. Current status and trends of cross border e-commerce development

2.1 Market Status

From 2013 to 2019, the scale of cross-border e-commerce transactions showed a rapid growth trend year by year, reaching a breakthrough of 10 trillion yuan from the original 2.7 trillion yuan, with an annual growth rate of 20.63%. Affected by the COVID-19, China, as the world's factory and the most complete industrial chain in the world, it will have an astonishing scale of cross-border e-commerce transactions of 12.7 trillion yuan in 2020, up 17.9% year on year. It can be seen that new cross-border e-commerce retail will be a new industry trend in the future, with huge market space for development.

2.2 Development trends

With the continuous improvement of living conditions, consumer groups will pay more attention to the quality of products and services. Although the current coverage of new offline retail models in cross-border e-commerce is not high, considering that consumer users will focus on product quality and genuine product protection, the combination of cross-border e-commerce and new retail formats is an inevitable trend. The combination of online and offline sales methods will be a new trend and a new format. The offline store guidance and drainage will promote the transformation and service of online platforms, and the development trend of combining online and offline platforms will undoubtedly be more widely reflected and realized in the new retail concept. The new retail model of cross-border e-commerce will lead the development of the cross-border e-commerce industry and become a new trend of foreign trade transformation and development. How to combine new development trends and concepts to become a new direction and approach for major cross-border e-commerce platforms and major merchants to actively explore.

3. Research on the application of cross-border e-commerce digitization in intelligent new retail scenarios

3.1 Application of customer-oriented digital scenarios for new retail value

We can sort out the advantages of the company's own products and target user groups, find corresponding new retail channels, face consumers, and integrate massive data through all channels, drive thinking through data to interact with user perception. The current new retail channels are divided into online and offline, targeting the consumer community, expanding new retail channel resources and services, so as to explore the digital scenario application of "enterprise consumer" interaction, co creation and integration in the new cross-border e-commerce retail model.

3.2 Innovative application of digital empowerment of cross border e-commerce value

The traditional three element sales concept of traditional foreign trade and ordinary cross-border e-commerce, which is oriented towards the high-quality demand of "goods customers", and driven by experience, will further transform the traditional retail model. The new cross-border e-commerce new retail utilizes the digital value of business data to empower new retail, and grasps the personalized needs of digital consumers through new scenarios, new consumption propositions, and user profiles. We should gather user consumption habits, improve the business situation of the store, as well as overall efficiency and experience upgrading through innovative products, omnichannel holographic sales scenarios, and high-quality services, in order to meet the creative needs of consumers with high quality, and further improve the supply chain system.

4. Conclusion

4.1 Accurately graspin the new formats and models of cross-border e-commerce and retail industry development

Under the premise of iterative upgrading of new generation technologies and changes in new consumption, accurately grasping the development of new formats and models in the cross-border e-commerce and new retail industry is the key to smart upgrading and digitization. To achieve the demand for empowering new retail, it is necessary to have a naturally generated internet celebrity and a marketing ability to continuously generate content and attract attention in the later stage. Traditional single digital technology can no

longer keep up with the pace of optimizing and upgrading cross-border e-commerce new retail. It is necessary for business owners and marketing leaders to clearly see this change and actively transform in order to be more favored by new consumer groups. Actively utilizing the integration of cross-border e-commerce and new retail online and offline, utilizing massive digital and intelligent data, and improving the efficiency of smart upgrade operations is the key to transformation and upgrading.

4.2 Exploring the application of 5G scenarios in cross-border e-commerce new retail, focusing on digital and intelligent new retail economy, and focusing on solving bottleneck problems

With the further maturity of 5G technology and the widespread application of VR real-time video and artificial intelligence to identify products, shopping through 5G+VR real-time video allows consumers to immerse themselves in the real situation of the displayed products in the scene offline, and can remotely tour the store to select their favorite products or conduct VR scene shopping. Through the new cross-border e-commerce and new retail, products can be placed in shopping carts, purchased, and other functions can be achieved. New cross-border e-commerce and new retail achieve real-time and direct visualization management of store products, new product sales inventory, and remote store inspection and online management. Combining the advantages of Jiangmen's location with the new cross-border e-commerce, new retail models, and new formats, we aim to export high-quality "Jiangpin Overseas Chinese Goods", which will be the future direction of Jiangmen's cross-border e-commerce development.

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Fund Project: The Office of the Guangdong Provincial Education Science Planning Leading Group Announced the 2021 Education Science Planning Project "Practical Research on the Construction of Cross border E-commerce Gold Courses in Higher Vocational Colleges Serving the Guangdong Hong Kong Macao Greater Bay Area Chain Leader System" (Project No.: 2021GXJK117) The 2021 Education and Teaching Reform Project of the Guangdong Provincial Commission for Commerce and Trade, Titled "Practical Research on the Teaching Model of Cross Border E-commerce Courses with the Same Frequency Resonance between Schools and Enterprises" (Project No. SM202102), "Research on the Upgrading Mechanism of Digital Cross Border E-commerce Empowering the New Retail Supply Chain Value" in Jiangmen City " The 2020 School Level Teaching Reform Project of Jiangmen Vocational and Technical College, Titled "Practical Research on the Cross Border E-commerce Course Teaching Model of the Same Frequency Resonance between Schools and Enterprises" (Project No. J20XYG022), Has Achieved Significant Results/Milestones.

Policy Analysis for High-Speed Rail in China: a Good Practice for Developing Country

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Abstract: This paper investigates the innovation policy used by the Chinese government and tries to give recommendations to other developing countries to achieve leapfrogging. The main results are as follows: (1) summarize the main HSR-related policy theme issued by the Chinese government, mainly technology transfer, the communication and collaboration with different actors, and the state's role, (2) discuss the existing challenges and issues for HSR policies, (3) give recommended measures for other developing countries.

Keywords: Policy Analysis; Innovation Policy; China; HSR Development

Introduction

Compared to some developed countries, China started late in HSR and experienced accelerated development (Lawrence et al., 2019). And the success in China hugely depends on HSR-related policies (Li et al., 2021). Those policies develop a clear framework and ensure the sustainable and fast development of HSR in China (Shaw et al., 2014). There is a large amount of research emphasizing the effects of HSR rather than the advanced HSR-related policies published by the Chinese government. This paper focus on the complex HSR-related policies and their implementation and coordination, to achieve the followings: (1) summarize and analyze the main HSR-related policy theme issued by the Chinese government, (2) discuss the existing challenges and issues for HSR policies, (3) give recommended measures for developing countries. The results contribute to developing countries to develop a more advanced and sustainable transportation way.

1. HSR-related policy theme

Combined with open-up policy, Chinese government carries out innovation collaborations with foreign countries, especially developed countries (Sun, 2015). Refer to Lin, Qin, and Xie (2021), one important policy theme is the vast introduction of foreign technology in the early stage, and there is a significant positive impact of technology transfer on Chinese HSR innovation. Technology transfer contributes to the rapid technology development, which creates an opportunity for less-developed countries to enjoy late-entry advantages and catch up with developed countries (Chan and Aldhaban, 2009). The government uses technology transfer as one policy theme with three main measures: 1) import advanced foreign technologies and localize them; (2) joint design and production with foreign firms and gained Chinese-style train modes, blueprints etc.; (3) finally, we have Chinese HSR brands (Sun, 2015).

Although technology transfer from developed countries could create an opportunity for China to absorb advanced technologies and experience, the lack of technology innovation capability still an obstructor to have new variations of HSR. Chinese engineers were trained and knew the advanced HSR technologies, but they did understand the principles and the reasons to use them. So, the policy emphasizes the role of universities and research institutions and the collaboration and spillovers between research institutions and industry. Because of limited resources and human capital, it is hard for HSR companies to understand the advanced technologies and even create subsequent innovations. According to Guan, Yam, and Mok (2015), the collaboration between industry and research institutions (and universities) could reduce R&D costs and facilitate resource sharing to achieve complementary capability. Thus,

industry-university/research institutions' coloration expands the benefits of technology transfer and accelerates the development of HSR in China.

However, like Lin, Qin, and Xie (2021) discussed, we cannot deny the positive role of a strong government. On the one hand, the monopoly power of HSR holds by China Southern Railway Corp. (CSR) and China Northern Railway Corp. (CNR), which are state-owned enterprises, and the government could control the HSR market. On the other hand, the strong leadership by the Minister of Railways, Liu Zhijun, is very crucial for the development of HSR, that he implemented the 'Great Leap forward' plan (technology transfer) as rapidly as possible (Lin, Qin, and Xie, 2015). Referring to the study of Sun (2015) argues China is an entrepreneurial state, and the Chinese government is adept at capturing opportunities to strengthen competitive capabilities through innovation leveraging. Thus, a strong government may be the driving force to ensure the implementation of HSR-related policy. The government plays multiple roles in this process (Mei and Zhang, 2020). It plays as a cultivator and commander to plan and regulate HSR construction strategies and related research projects (at early stage), and a protector and mediator to unify negotiation and design rules and intermediate with different players.

1.1 Challenges and issues

The first challenge is brought by one of the main policy themes, technology transfer. Technology-transfer-related policies, including foreign direct investment and joint ventures, may raise competition, hurt domestic businesses (Sinani and Meyer, 2004), and generates local spillover in domestic areas. Although the negative impact may not rise significantly in China, the main reason is the state's role (as a regulator), as a solid and monopoly-power holder in HSR industry.

HSR program may raise conflicts with other stakeholders, like local citizens living along the planned roads. For example, the poor design and site choice of Beijing–Shenyang HSR led to residents' protests towards governmental authorities and project developers (He, Mol, and Lu, 2016). It was solved by opinion polls and discussion with authorities, the design and site choice this HSR changed favorably with sound screens (and other protective measures) and more green belts. We should highlight the importance of stakeholder engagements and discussions to avoid conflicts with interests in HSR development from this event.

Following the conflicts of interest, other transportation companies, like airline, are also hurt by the development of HSR in China. Refer to Wang, Xia, and Zhang (2017), the rapid development of HSR has imposed great pressure on its competitors, especially the airline companies. Spring Airlines even withdrew from the short-haul market. To some extent, the rapid expansion and development of HSR break the balance. And this paper regards the unbalance development between different transportation methods as a challenge and recommends the government have more coordination between different sectors to have a balanced and efficient transportation system.

2. Requirements for developing countries to follow the China's HSR development

The first requirement is a favorable business environment, one of the prerequisites for the market to be willing to absorb new technologies and innovate (Ashford, 2000). As an innovation facilitator, the government should encourage the supplier to recognize and participate in the innovation process since they are the main force to innovate (Goh, 2005). For example, the Chinese government issued China's Medium-Long Term Railway Network Plan and the S&T Support Programs to highlight that the development of HSR became the focal point for the following period to attract attention and promote incentives. In terms of fiscal stimuli and advocacy of Public-Private Partnerships (PPPs), Chinese government create a better-innovated market. Also, the government published unified the high-speed train acquisitions negotiation and the joint bidding rule to protect the development of this industry. The government attracts domestic and foreign investment and gained the opportunity to have technology transfer. So, this paper recommends developing countries build a favorable business market through those innovation-friendly policies.

The second requirement is providing a basis for innovation, which includes the communication and collaboration between companies and research institutions. Roh (2005) suggests that innovation could not depend on a single participant, highlighting the importance of technology and knowledge sharing. In the Chinese, we can find the government promotes the collaboration between businesses and research institutions (and universities), such as the collaborative R&D of CSR on re-innovation program, and the collaborative innovation projects on the indigenous HSR "CRH380". The government promotes collaboration between companies and research institutions to accelerate the absorption and digestion of new technologies. Also, Chinese government directly facilitates

cooperation between CSR and other HSR-related companies, over-province R&D programs, including establishing business platforms and innovation hubs. Supporting knowledge-sharing between scientists and entrepreneurs could foster their capabilities to achieve innovation. Thus, establishment of intermediary platforms could be the basis for achieving technological leapfrogging in HSR and other industries.

However, developing countries have a pre-condition to lay foundations for innovation, which is the funding programs to build basic infrastructures and business platforms. For China, the new Mid-to-Long-Term Railway Network Plan (2017-2025) will incur 7.2 trillion RMB, which means 10% of Chinese GDP (2016) will put into this program. The government or companies may face a significant loss at the start period of building HSR; they must pass through the difficult period to receive revenue.

3. Policy recommendations

Based on synthesizing case analysis and case findings towards China's HSR development, this paper gives some policy recommendations for developing countries:

The government in developing countries should have a favorable market:

Establishing short-term, mid-term, and long-term frameworks.

Reducing administrative, technological, and financial barriers by providing financial and advisory support from regional government.

Providing tax credit for HSR-related businesses to encourage participation.

The government should promote the communication and collaboration between different actors:

Introducing advanced technologies and modernization of production from foreign countries.

Designing and producing jointly (domestics and foreign actors).

Absorbing and localizing the technologies.

Building universities and research institutions to support the absorption and localization of advanced technologies.

The government should have a stable long-term funding program to support the development of HSR.

The government should build a coordinated implementation mechanism to increase the links between different departments, and work as a whole.

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Penetration Analysis of Emotional Education in Junior Middle School Art Teaching

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Abstract: Emotional education plays an important role in the field of education and is of great significance to students' mental health and all-round development. As a discipline focusing on emotional expression and creativity cultivation, art education provides a unique opportunity to penetrate emotional education. By analyzing the penetration of emotion education in junior middle school art teaching, this paper discusses the role and implementation strategies of emotional education in art teaching, aiming to provide valuable reference for educators.

Keywords: Emotional Education; Junior High School Art Teaching; Penetration; Mental Health; Creativity

Introduction

Emotional education is the educational process of cultivating students' emotional attitude, emotional ability and emotional consciousness, which aims at promoting students' mental health and all-round development. As a discipline of emotional expression and creativity cultivation, art education has unique advantages and opportunities to carry out emotional education. This paper aims to explore the role and implementation strategy of emotional education in art teaching by analyzing the penetration of emotional education in junior middle school art teaching.

1. The role of emotional education in junior high school art teaching

1.1 Cultivate the ability to express emotions

As an art form, art can help students to express their emotions and emotions through painting, sculpture and other ways. Through creative activities such as painting or making handicrafts, students can transform their inner emotions into concrete forms and improve their emotional expression ability

1.2 Develop emotional experience and understanding ability

In art teaching, students can appreciate and analyze the works of art, and feel and understand the emotions conveyed by the artist through the works. Through observation, analysis and discussion, students can develop their emotional experience and understanding ability of beauty.

1.3 Develop creativity and imagination

Art teaching focuses on cultivating students' creativity and imagination. By creating works of art, students can freely use their imagination and express their personalized emotional experience. Creative thinking and expression can stimulate students' creativity and develop their ability to think independently and solve problems.

1.4 Cultivate aesthetic emotion and taste

Art teaching can help students to cultivate the ability to appreciate the beauty and aesthetic emotion. By viewing and analyzing different types of art works, students can gradually develop their sensitivity to beauty and improve their taste and appreciation of different art forms.

1.5 Enhance the ability of self-cognition and emotion regulation

Art teaching can promote students to better understand their own emotions and emotions, and learn to regulate their own emotions. By creating and viewing art works, students can further understand their own inner world, learn how to express and deal with emotions, and enhance their ability of self-cognition and emotional regulation. Emotional education plays an important role in art teaching in junior high school. By cultivating emotional expression ability, emotional experience and understanding ability, creativity and imagination, as well as aesthetic emotion and taste, art teaching can promote students' all-round development and their healthy mental growth.

2. Analysis of the problems existing in junior high school art teaching

The teaching content is too single: some schools' art teaching content is too single, mainly focusing on the training of painting skills, the lack of art theory, art history, art appreciation and other aspects of education. It is easy to make students lose interest in art teaching, unable to fully cultivate students' artistic accomplishment.

Lack of the penetration of emotional education: the penetration of emotional education in junior middle school art teaching is not deep enough. Art teaching should emphasize the guidance and cultivation of students' emotions, and help students to express their emotions and emotions through art works. However, in practical teaching, the content and methods of emotional education are still not diversified and systematic enough.

Lack of innovative teaching methods: some schools of art teaching methods are more traditional, mainly rely on the teacher's explanation and demonstration. This teaching method tends to make students become passive recipients, lack of initiative and creativity. Diversified teaching methods should be explored, such as project-based teaching and cooperative learning, to stimulate students' creativity and independent learning ability

Assessment relies too much on the evaluation of finished products: the current evaluation of art teaching mainly depends on the finished products of the works. It is easy to make students pay too much attention to the results and ignore the process, which is unfavorable to the cultivation of students' artistic potential and creativity. More attention should be paid to students' thinking process and performance ability, and diversified evaluation methods, such as observation records, oral expression, etc.

Cultivate the balance between artistic accomplishment and comprehensive ability: some schools put too much emphasis on the teaching of painting skills, and ignore the cultivation of students' artistic accomplishment and comprehensive ability. Art teaching should pay attention to the cultivation of students' aesthetic ability, critical thinking, teamwork ability, etc., so that students can have comprehensive ability in the field of art.

3. The strategy of implementing emotion education in art teaching in junior high school

3.1 Design of the EE tasks and projects

Teachers can design some tasks and projects for emotional expression, and encourage students to express their emotions and emotions through painting, sculpture and other ways. For example, students can be asked to draw their own emotional maps and create works of art expressing their dreams. Through these tasks and projects, students can express their inner emotions through the art form.

Emotional map: Students are required to express their own emotions and emotions in the form of a map by drawing. Students can use colors, shapes, lines, etc. to represent different emotions, while mark the reasons or things that cause these emotions on the map. This can help students to better understand their own emotions and translate them into concrete images.

Emotional self-portrait: Students are required to draw their own emotional self-portrait and show their emotional state through the expression of images. Students can use lines, colors, expressions and other elements to express their emotions, and add some symbols or backgrounds to the works to further explain the source and meaning of emotions.

Emotional storyboard: Students are required to create an emotional storyboard and tell an emotional story through a series of images. Students can choose a specific emotional theme, such as joy, sadness, surprise, etc., and express the ups and downs and changes of this emotion through continuous images. Students can use different painting techniques and layouts to enhance their emotional expression.

3.2 Guide students to conduct emotional appreciation and analysis

Teachers can guide students to observe, appreciate and analyze various works of art, and help them to feel and understand the emotions conveyed by the artist. Teachers can ask questions, guide students to think about the emotions expressed in the work, and discuss with students. Through such appreciation and analysis, students can improve their emotional experience and understanding ability of beauty.

Choose suitable works of art: Teachers can choose some works of art with emotional expression, such as paintings, sculptures, photography works, etc. Works can cover different styles, themes and periods so that students can have a wider range of emotional experience.

Put forward questions to guide thinking: Teachers can ask some questions to guide students to think about the emotions expressed in the works. For example, do the color, lines, composition and other elements in the work convey some emotion? Do the characters and scenes in the work show the emotional state? Students can find the emotional clues in the work through careful observation and thinking.

Emotional analysis and interpretation: teachers can guide students to conduct emotional analysis and interpretation of the works from different perspectives. Students can understand the emotion that the artist wants to convey through the visual elements, expression techniques and themes in the works. They can use their own language to describe the emotions in the work, and to understand the meaning of the emotional expression behind the work.

3.3 Provide creative space and freedom

Provide a variety of materials and tools: Teachers can prepare a variety of different art materials and tools, such as pigments, brushes, paper, colored pencils, clay, etc., to meet the different creative needs of students. Students can choose suitable materials and tools to create according to their own preferences and creative intentions.

Encourage personalized creation: Teachers should encourage students to show their own personality and uniqueness in their creation. Students can choose the topics they are interested in or express their feelings and ideas. Teachers can provide some inspiring creative topics or materials, but do not restrict students' direction of expression and creation, so that students have enough freedom to create.

Provide time and space for creation: Teachers can arrange special time and space so that students can have enough time and space for creation. Teachers can set up an art corner or a creative studio to provide an exclusive creative environment for students. Students can freely exert their creativity and express their feelings and thoughts in this space.

3.4 Attention to the students' emotional needs and mental health

Teachers should pay attention to students' emotional needs and mental health, and establish a good teacher-student relationship. Teachers should give students full care and support, and encourage them to express their feelings and emotions. Teachers can provide emotional support to help students establish a positive emotional attitude and emotional awareness.

Establish a good teacher-student relationship: teachers should establish a mutual trust, respect and caring teacher and student relationship with students. Teachers can listen to students' emotions and needs, and actively respond to students' emotional expressions, so that students can feel understood and supported.

Provide emotional support: Teachers can provide emotional support and conduct emotional communication and communication with students. Teachers can arrange time for one-on-one conversations with students to encourage them to express their feelings and emotions. Teachers can give students encouragement and affirmation, and help them to actively deal with emotional distress and stress.

3.5 Guide the students to conduct emotional reflection and evaluation

Teachers can guide students to reflect and evaluate their own works. Students can think about their own emotions and emotions expressed in the creative process, as well as the emotional impact of the works on others. Through such reflection and evaluation, students can further deepen their understanding and experience of emotion.

Put forward questions to guide thinking: Teachers can put forward some questions to guide students to reflect on their own works emotionally. For example, do students have a specific emotional experience in the creative process? Do the colors, lines, composition

and other elements in the work convey the emotions you want to express? Students can reflect on and evaluate their own emotional expressions by answering these questions.

Sharing and discussing works: Teachers can organize students to share and discuss, so that students can show their works to each other, and share their emotional experience and reflection. Students can listen to each other and understand each other's emotional expression, and give positive comments and feedback.

Conclusion

Emotional education plays an important role in the art teaching of junior high school. By cultivating students' emotional expression ability, emotional experience and understanding ability, as well as creativity and imagination, emotional education can promote students' mental health and all-round development. To implement emotional education, educators can design tasks and projects for emotional expression, guide students in emotional appreciation and analysis, provide creative space and freedom, and pay attention to students' emotional needs and mental health. These strategies can help to improve the emotional education effect of junior middle school art teaching.

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The Cultivation of Musical Aesthetic Ability in Vocal Music Teaching

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Abstract: In the process of vocal music teaching, the level of a singer's aesthetic ability often determines their long-term development. Therefore, in the process of conducting vocal music teaching, it is necessary to pay more attention to the cultivation of students' musical aesthetic ability, improve students' understanding and mastery of music art from the ideological level, and achieve better teaching effects. This article will conduct research on the importance of cultivating aesthetic ability in vocal music teaching, and explore strategies from aspects such as absorbing life content and introducing musical instruments into teaching models. It is hoped to provide some help for related teaching work.

Keywords: Vocal Music Teaching; Music Aesthetics; Culture

Introduction

Vocal music teaching is a comprehensive art teaching that involves multiple music categories. Therefore, in practical teaching work, students are not only required to master the most basic vocal music works to sing, but also need to be able to demonstrate rich and colorful music aesthetic literacy through good music aesthetic ability during the singing process, providing richer connotations for their own singing, Provide high-quality audio-visual experience for listeners. In order to achieve this, it is necessary for teachers to pay attention to the importance of cultivating students' musical aesthetic ability in the process of vocal teaching, increase the teaching proportion of this part, and improve the quality of vocal teaching.

1. Overview of aesthetic ability in vocal music teaching

1.1 Music aesthetic ability

Before conducting a specific discussion on cultivating musical aesthetic ability, it is first necessary to understand the specific meaning of musical aesthetic ability. Music aesthetic ability refers to the aesthetic literacy developed by students during the learning process of singing and appreciating vocal works, and provides certain guidance for future vocal learning and singing through this aesthetic literacy. Its formation path mainly consists of three stages. Firstly, the appreciation stage of vocal works requires students to have a deep understanding of the content, emotions, and other factors of the work in the correct way; Secondly, in the process of imitative learning of the work, through correct vocal music and singing skills, imitative learning of the work is carried out to further understand the aesthetic elements contained therein; Finally, there is the stage of secondary creation of the work, where students need to fully grasp the work and create more personalized and expressive works based on their own aesthetic preferences and singing skills. These three steps are carried out layer by layer, and students will continue to deepen their aesthetic and emotional experience of the work during these three stages, achieving the cultivation of aesthetic ability.

1.2 The importance of musical aesthetic ability

In vocal music teaching, students' aesthetic ability is not only related to their mastery of the most basic music knowledge and vocal skills, but also has a profound impact on their comprehensive artistic literacy, music level, and even the three perspectives. In an excellent vocal work, not only pure vocal knowledge and skills are reflected, but also the aesthetic tendencies and attitudes of the creator themselves. These internal factors are the driving force behind the creator's creation of such a great work. And these deep-seated factors of musical aesthetic ability are undoubtedly very important and far-reaching for students in the learning process. If

teachers can guide students to experience and learn the inherent aesthetic elements of music, then students can better establish a sound aesthetic awareness and improve their music aesthetic ability in this emotional experience process, laying a solid foundation for their future music development.

2.The important role of aesthetic ability in vocal music teaching

2.1 Deeply experience music and integrate into one's own emotions

The creation of an excellent musical work often involves the author's own emotions and personal experiences. These internal emotional elements are the most important factors in achieving a musical work that can move the audience. If students want to feel and grasp these internal emotional elements, and combine their own emotions to perform more perfectly, they cannot do without the guidance of sound and aesthetic abilities. Only when the singer has a high level of vocal and aesthetic abilities can they grasp the hidden emotional factors inside the work when learning this music, and then achieve a perfect presentation of the music through skilled singing techniques. At the same time, after possessing a high aesthetic taste in music, students can also integrate some of their emotions into vocal singing, achieving higher quality expression and presentation of music works.

2.2 Cultivate elegant taste and establish noble personality

In the development of vocal music teaching, the cultivation of aesthetic ability can not only improve students' singing ability, but also help them establish noble personality traits. Music, as a unique form of artistic expression, showcases not only the music literacy of the creators themselves, but also their unique personality traits. For example, in many of Beethoven's music works, the great sentiment of perseverance and resistance to fate is reflected. This unique personality charm can be felt by more people through the form of music. In addition, many music singers and creators are able to present unique musical works of art through continuous breakthroughs in their own abilities and the courage to overcome difficulties. These precious emotional and personality factors are essential for students.

3.The current situation of cultivating aesthetic ability in vocal music teaching in colleges and universities

3.1 Neglecting the student body and insufficient learning motivation

In most current vocal music classrooms in universities, the teaching mode adopted by most teachers is still mainly based on teacher lectures, and students follow suit to learn. This teaching mode is very similar to the exam oriented education teaching in middle and high schools, neglecting the dominant position of students in the classroom, and lacking sufficient attention to students' personal learning situation and aesthetic ability cultivation. Vocal music teaching itself is a classroom that places great emphasis on student participation. Only when students truly participate can teaching efficiency be truly improved. If the dominant position of students is ignored and teachers are the main focus, it is inevitable that students will become less and less serious in the classroom, and their learning efficiency will gradually decrease. The corresponding vocal knowledge and musical aesthetic ability will naturally not be fully mastered and improved.

3.2 Single teaching mode and boring classroom

Vocal music is a very flexible and highly malleable teaching discipline that can adapt to various teaching modes. However, in the current vocal music teaching in universities, the teaching mode is showing an increasingly singular trend. All along, vocal teaching classrooms have been based on grouping students after the teacher has finished explaining, and then conducting group collaboration and contact, followed by reporting, summarizing, and singing. This teaching mode helps students to communicate with each other, but over time, it is inevitable that students will feel that the classroom is very dull and boring, and their interest in learning vocal music will also decrease. In addition, this teaching model also lacks a timely incentive mechanism to assist students in their learning. According to relevant scientific research, if a person wants to achieve long-term and efficient learning during the learning process, they cannot do without timely motivation as a motivation to continue learning. However, in the current vocal music classroom, due to the lack of such a mechanism, it is inevitable that students will develop a mentality of laziness and fatigue during the long-term learning process.

4. Effective strategies for improving music aesthetics in vocal music teaching

4.1 Absorbing life content and cultivating aesthetic ability

Any form of art is a representation of concrete life, especially music. All the content of music itself is obtained through the artistic treatment of real life, and these closely related contents are full of rich emotional elements, which have decisive significance for the improvement of students' music aesthetic ability. Based on this premise, teachers should take real life as the starting point in vocal music teaching, and cultivate students' musical aesthetic ability from the fundamental perspective of music. Teachers should actively lead students to observe life, discover the close connection between life and music, and experience the emotional elements of life contained in music works during this process. By combining the two, they can discover the beauty of music in life and the elements of life in music, and improve students' emotional perception.

4.2 Using vocal techniques to enhance aesthetic ability

The study of vocal techniques itself is the most direct way to enhance musical aesthetic ability. To fully utilize this approach, it is necessary to innovate the traditional vocal teaching mode and content, incorporate more updated aesthetic concepts, and better express the emotions in vocal works. For example, in the teaching process of a vocal work, in addition to teaching the most basic vocal skills, regular summary and expansion can also be conducted on the basis of this singing method, guiding students to try more diverse singing methods, to experience the differences in skills and emotions contained in these different singing methods, enrich students' aesthetic experience, and improve their musical aesthetic ability.

5. Conclusion

In summary, cultivating students' musical aesthetic ability is crucial in vocal teaching. It not only strengthens the most basic vocal learning content, but also helps students cultivate higher quality musical literacy and establish a noble personality. And this requires every vocal music teacher to take students as the main body in their daily teaching work, and carry out targeted reforms and innovations in teaching content and models, in order to help students gradually improve their musical aesthetic ability and achieve better development on the path of vocal music learning.

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Discussion on the Integration of Civil Code Special Education into Ideological and Political Course Rule of Law Teaching

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Abstract: The combination of special education on civil law and legal education in ideological and political courses can further enrich the content of legal education, improve the rigor of legal education, and guide students to flexibly apply legal knowledge. This article mainly focuses on the importance of integrating civil code thematic education into the rule of law teaching of ideological and political courses, the effective path of integrating civil code thematic education into the rule of law teaching of ideological and political courses, and the precautions for integrating civil code thematic education into the rule of law teaching of ideological and political courses. It focuses on exploring new paths for the rule of law teaching of ideological and political courses in conjunction with civil code thematic education, and hopes to provide some reasonable suggestions. Highlighting the importance of legal education in ideological and political courses, we aim to attract and cultivate students through rich and colorful legal education in ideological and political courses.

Keywords: Civil Code; Ideological and Political Courses; Rule of Law Teaching; Effective Path

Introduction

The teaching content and objectives covered by ideological and political courses both involve knowledge of the rule of law and are closely related to rule of law teaching. In recent years, under the background of ideological and political education reform, rule of law teaching has also begun to enter the reform stage. In traditional legal education of ideological and political courses, the overall atmosphere is relatively serious and students' acceptance is not high. After introducing the special education of the Civil Code, teachers can adjust the legal education system of ideological and political courses based on the content of the Civil Code, introduce more up-to-date content into the classroom, highlight the "daily" and "contemporary" nature of legal education, change students' stereotypes of legal education, and make more and more students willing to learn legal knowledge, actively explore legal phenomena, and consciously abide by national laws and regulations.

1. The importance of integrating special education on civil code into rule of law teaching in ideological and political courses

1.1 Enriching the content of legal education

The infiltration of specialized education in the Civil Code can bring a series of high-quality resources and enrich the content of legal education in ideological and political courses in universities. Specifically, after introducing special education on the Civil Code, university teachers can combine the theories and application scenarios in the Civil Code to explain more legal knowledge beyond textbooks, highlight the "social" nature of legal education in ideological and political courses, guide students to move from textbooks to society, and internalize legal knowledge into their own behavioral norms. In addition, integrating into the special education of the Civil Code is actually a sublimation of the legal content of ideological and political courses. In traditional legal education of ideological and political courses, some teachers are accustomed to carrying knowledge of the rule of law without conducting in-depth exploration and expansion. Around the content of the Civil Code, university teachers can have more space to expand their knowledge of the rule of law in a reasonable manner. In this way, the knowledge of the rule of law that students absorb not only comes from

textbooks, but also from monotonous theories.

1.2 Improving the rigor of legal education

The intervention of special education on the Civil Code can further highlight the "rigor" of legal education in ideological and political courses in universities. Specifically, on the one hand, the content is more rigorous. The Civil Code is an important reference, and special education on the Civil Code is equivalent to teaching guidance. It can remind university teachers, urge them to standardize teaching content in a timely manner, convey more rigorous knowledge of the rule of law to students, and avoid problems such as "conceptual confusion" and "logical confusion" among students; On the other hand, the application is more rigorous. Regarding the practical application of rule of law knowledge, some students lack a certain level of life experience, show insufficient rigor, and do not know how to correctly protect themselves and maintain social order through rule of law knowledge. After receiving special education on the Civil Code, college students can learn more about specific practical application scenarios and apply legal knowledge in specific contexts. This kind of exercise can cultivate the rigorous style of college students and continuously improve their practical application abilities.

2. The effective path of integrating special education of civil code into rule of law teaching in ideological and political courses

2.1 Strengthen case analysis

In the special education of the Civil Code, some typical cases are involved. Teachers of ideological and political courses in colleges and universities can carry out "rule of law Case method" in combination with cases. For example, in the case of "Jiao Zuo Female Teacher Yao Yanyan", Yao Yanyan went through multiple stages on the path of safeguarding her rights, from confusion to experimentation, and then to seeking help. At the beginning, Teacher Yao Yanyan did not know which department or procedure to use to protect her rights. Around this case, there has been a heated discussion among various sectors of society, and people from various fields have put forward their own opinions. In this case, there are multiple legal issues involved, such as, to which department are rights protected? How to comply with the rights protection procedures? How to protect personal privacy? How to protect the reputation of the unit? These issues are all worth paying attention to. Teachers of ideological and political courses in universities can introduce relevant knowledge of the rule of law around this case, helping students better understand the theory of the rule of law and apply it.

2.2 Conducting online teaching

The popularization of information technology tools has brought new paths for ideological and political course teachers in universities, which is beneficial for teachers to carry out special education on the Civil Code. Specifically, on the one hand, implementing micro course education. Teachers of ideological and political courses in universities can use video editing tools to integrate relevant content of the Civil Code and create "Special Micro Courses of the Civil Code", implement micro course education, convey accurate and core knowledge of the rule of law to students, improve the efficiency of students' processing of rule of law information, and ensure the quality of students' learning; On the other hand, carry out multimedia education. By combining multimedia tools, teachers of ideological and political courses in universities can design "Civil Code Special Multimedia Courses" and carry out a series of multimedia teaching work. Compared to traditional teaching methods, multimedia courseware has rich content and is full of "dynamism" and "fun". It can enhance students' understanding, guide them into a specific learning situation, and actively face rule of law learning with a proactive and innovative attitude, abandoning stereotypes about rule of law knowledge.

3. Notes on integrating special education of civil code into rule of law teaching in ideological and political courses

3.1 Pay attention to student feedback

After the civil code special education enters the ideological and political classroom, teachers should create more opportunities for students to express themselves and pay attention to "student feedback". Specifically, are students interested in the content of the Civil Code conveyed by teachers? This is a phenomenon that teachers should pay attention to and observe. Based on student feedback,

teachers should optimize lesson plans, appropriately add interesting content, and avoid empty and boring ideological and political classrooms that deviate from the interests of most students. In addition, is the teaching method scientific and reasonable when analyzing the relevant content of the Civil Code? This is also an issue that teachers should attach great importance to. When students propose some teaching method reform suggestions, teachers should conduct rational evaluation and actively adjust, ultimately forming novel and interesting teaching methods, reducing the difficulty of understanding the relevant content of the Civil Code, helping students clarify their learning ideas, and continuously improving learning effectiveness.

3.2 Pay attention to life connections

When explaining the relevant knowledge of the Civil Code, ideological and political teachers should pay attention to "life relevance". Specifically, on the one hand, provide examples of daily life. Based on the content of the Civil Code, ideological and political course teachers should return to daily life and endow their teaching with a more lively atmosphere. For example, ideological and political teachers can provide representative examples of life, linking the "content of the Civil Code" with "phenomena of life", making abstract content more concrete and helping students better understand the content of the Civil Code; On the other hand, strengthen daily life applications. After explaining the relevant knowledge of the Civil Code, ideological and political teachers can assign some "applied learning tasks" to exercise students' application abilities and reveal the practical application value of civil code knowledge. Moreover, in practical applications, students no longer stay at the stage of "talking on paper", but instead use the resources and channels around them to deeply analyze and actively solve problems. This is a process of active learning and continuous innovation of knowledge.

3.3 Pay attention to teaching summary

Due to the complexity of the content involved in the Civil Code, ideological and political course teachers need to make necessary deletions and integrations to implement the "teaching summary" work. Specifically, starting from the "knowledge summary", ideological and political course teachers can focus on the content of the Civil Code, sort out the knowledge system, and present the relationships between various knowledge systems. During this process, teachers can also mark key and difficult knowledge sections to guide students on "how to understand, remember, and apply". After this stage, the knowledge of the Civil Code in students' minds will become clearer, which is beneficial for students to establish a "holistic" perspective and interpret the knowledge of the Civil Code more comprehensively.

4. Conclusion

In summary, integrating the special education of the Civil Code into the legal education of ideological and political courses can provide students with more inspiration, help them establish legal thinking, and strengthen their legal awareness. During this process, relevant teachers can actively try to: ① strengthen case analysis; ② Carry out online teaching; ③ Design practical activities. At the same time, relevant teachers should carefully grasp various teaching details based on the actual situation, pay attention to "student feedback", "life relevance", and "teaching summary". Especially in the "teaching summary", teachers should encourage students to summarize independently and comprehensively, lead students to carefully review the learning process, and remind them to always maintain a "humble" and "rigorous" learning style.

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Application Analysis of DFS Technology in Distributed Network Teaching Platform

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Abstract: At this stage, network technology is developing rapidly. The resources in the network are massive, and a large number of resources are distributed in a decentralized and heterogeneous manner. With the continuous expansion of the application scope of distributed technology, it can provide effective scheme guidance for resource application. Combined with the current situation of network teaching platform and relevant functional requirements, it is very necessary to apply distributed technology. Taking DFS technology as an example, this paper studies the shared resource management scheme of this technology in network storage, and studies the specific application effect and path of DFS technology in distributed network teaching platform.

Keywords: DFS Technology; Distributed; Network Teaching Platform; Resource Management

1. Overview of DFS technology

DFS is the distributed file system, which is an engine technology of multi-threaded and multi host access in Windows 2008 server. This distributed file system can provide redirection from a single network name to a data share across multiple servers, has a certain fault tolerance, and meets the needs of node replica replication. Through the use of this technology, it can effectively solve the problem of sharing different curriculum resources under the same network platform, facilitate resource maintenance and management, and update dynamic resources in time. The application in the distributed network teaching platform has good practical value, and is of great value for the efficient management of network teaching platform and different curriculum resources.

2. Design objectives of distributed network teaching platform

Through the network environment, the objectives of co construction, sharing and centralized management of information resources can be realized for different curriculum teaching resources of the school network teaching platform, and the transparency and integrity between the two platforms can be effectively improved, which is also the essential purpose of the construction of distributed teaching platform.

2.1 Establishment of user information base

The purpose of building such an information base is to facilitate unified identity authentication and centralized management. Combined with the current platform deployment, provincial schools and branch platforms have built corresponding user management and authentication systems. When students carry out learning, they should log in to the corresponding platform through their account. Multi account management and frequent login are not convenient for students' learning and increase the trouble of obtaining resources. The construction of user information center can realize unified identity authentication and promote the ease of use and integrity of the platform.

2.2 Construction of distributed teaching resource database

The purpose of constructing distributed teaching resource database is to promote the construction and sharing of relevant teaching resources. In the process of constructing networked and digital resources, it is the development trend and inevitable requirement of educational informatization to realize the co construction and sharing of teaching resources. In the current network teaching platform,

the relevant resource management function is relatively single, and the description of resource information is not standardized. Information islands have been formed between the relevant platforms, and the resource exchange and sharing mechanism is not perfect, which is difficult to provide a way to realize the integration and sharing of teaching resources. Therefore, we need to build an open resource sharing information base to achieve the goal of construction and sharing of relevant teaching resources, which can effectively prevent the repeated development of resources and realize the efficient utilization of resources.

2.3 Building information base

The purpose of constructing behavior information base is to realize the effective connection of two-level user behavior information. Carrying out online teaching platform requires a comprehensive study of students' online time, post times, discussion times, test situation and other data. The relevant data occur in different systems, which may lead to imperfect information collection in the whole process of learners and unable to effectively grasp students' learning situation. Therefore, the construction of behavior information database can effectively connect the data in the two-level platform, promote the continuous improvement of the accuracy of network teaching evaluation, and provide convenience for the dynamic monitoring of teaching, so as to enable the research of distance teaching to obtain more real and reliable information support.

2.4 Building Information Web Services

The purpose is to provide necessary information services for relevant application systems. Teaching information resource sharing is a necessary problem to be solved in the development of educational informatization. In the centralized information management, we should build more open service components through the application of relevant technologies to meet the services of user authentication and teaching resource sharing. The purpose of building information web services is to strengthen the data sharing between relevant systems and promote the effective realization of the utilization value of relevant information.

3. DFS engine technology design of network teaching platform

In terms of the guiding ideology of DFS technology application, it is to form a logical hierarchical directory structure of shared resources in different computers in the network, so that users can randomly access relevant shared resources in computer nodes of the whole network based on such virtual network file system directory. In terms of technology deployment, the starting point of such a solution is to build a single name space of storage resources based on software virtualization technology. Considering that the system needs to meet the needs of users to freely combine and add storage nodes, the access of nodes also needs to use the same data pool. Therefore, through the gateway of DFS technology, it can quickly redirect to the storage layer of different data. Through the difference of DFS technology types, domain DFS class is better than single DFS, and it has more advantages in fault tolerance and expansivity.

First, system deployment planning. Under the corresponding operating system, DFS, as an access technology of network shared resources, also has a certain role of data replication service. The deployment and planning of network teaching platform with DFS technology should be carried out according to the corresponding process.

Second, defining the namespace. This is to improve the data availability during DFS deployment. If there is a problem with the branch server, the client can transfer the connection to the central server. At this time, the user can browse the logical namespace without knowing the name of the physical server or shared folder where the data is stored. For specific naming, we need to refer to the relevant wizards provided under windows 2008R2. The first step is to select the server hosting the namespace. The second step is not to name the namespace and the permissions of shared folders. The third step is to select the namespace type. The fourth step is to add DFS technology links to the namespace root directory and set the corresponding permissions.

Third, building mapping relationship. This is to enable users to access the shared folders in the network at the same time when accessing the DFS root directory. Therefore, the administrator needs to map the shared folders to the DFS namespace, and finally form a tree resource structure. In the network teaching platform, such a structure and mapping relationship can make the massive network course resource structure from complex to simple and clear, and meet the larger access needs.

Fourth, customizing the replication topology. We can build the corresponding replication path framework through the built-in replication topology application of DFS technology. In the distributed network teaching platform, there are many servers. The data center may have one or more servers. Other branch servers can be connected to the central server to provide support for expansion and management, and a centralized star topology can be designed.

4. Conclusion

In the process of distributed remote network teaching, the effective collection, storage and transmission of relevant teaching resources can be realized through multi node technology, which plays an important role in improving the efficiency of network resource management and reducing the cost of resource management. In the process of the continuous enrichment and development of network teaching resources, the integration and orderly access to relevant teaching resources is the key technical problem in the construction of distributed network teaching platform. DFS technology can effectively deal with these problems. Studying the application of DFS technology in distributed network teaching platform is necessary to promote the efficiency of resource management and optimize the working mode of network teaching platform. Through the application of DFS technology, it can provide an effective resource sharing mechanism for the distributed network teaching platform and solve a variety of problems encountered in user access.

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Analysis of Case Teaching in Finance under the Background of High Quality Economic Development——Taking the Development Analysis of Special Asset Investment Industry as An Example

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Abstract: With the characteristics of resisting business cycle, mitigating cash flow, and improving portfolio resilience, special assets usually enter a highly active period in the economic downturn cycle, and gradually become an effective asset allocation means in the transition phase of the business cycle. This article aims to analyze the importance of the development of China's special asset investment industry in the context of high-quality economic development, and explore how to introduce market-oriented mechanisms to build primary and secondary markets for special assets, in order to improve the effective allocation of market resources and maximize returns.

Keywords: Finance; Special Assets; Investment; Case

1.Introduction

The outbreak of COVID-19 in 2020 has made the global economy face a serious impact and accelerated the exposure of risk assets. Currently, the risk exposure window period is both a crisis and an opportunity for the entire special asset industry. From a global perspective, under the impact of the epidemic, the exposure of credit risk, liquidity risk and market risk led to the increase of assets with significantly reduced value. More and more professional investors began to pay attention to special assets in order to profit from the rebound of the overall market price and the improvement of the underlying asset balance sheet. ^[1]

2. The origin and development of special asset investment industry

In the 1990s, the excessive level of leverage in the US financial market led to a large number of defaults on high-yield bonds. In order to revitalize distressed assets and defaulting high yield bonds, a type of investment institution called special asset investment funds has emerged in the US market. This institution mainly focuses on investing in distressed and defaulting corporate bonds, commonly known as "Vulture Capital", which has become the beginning of the development of the special asset investment industry. The "particularity" of the so-called special assets is mainly reflected in the fact that they have a very urgent demand for liquidity, the asset price is significantly lower than the market value, and there is a huge appreciation space, which is coincident with the non-performing assets of financial institutions, but there are many differences in actual operation. It is precisely because special assets have a very urgent demand for realization that buyers have an active advantage in bargaining.

3. The development status and restrictive factors of China's special asset investment industry

3.1 Development status.

From 1999 to 2000, in order to accelerate the process of state-owned enterprise shareholding reform, a modern corporate governance structure for state-owned enterprises has been established, and achieve overall listing, the State Council successively

established four major asset management companies, including Huarong, to receive the distressed credit asset portfolio of the four major state-owned commercial banks, including Industrial and Commercial Bank of China and the National Development Bank, with a total acceptance amount of 1.4 trillion yuan, opening the way for the development of China's special asset investment industry. Around 2014, in order to effectively respond to the complex and severe situation of the international and domestic economy, the CPC Central Committee timely made the judgment of the New Normal of economic development, emphasized that improving the quality and efficiency of development should be the center, promoting the supply side structural reform, and implementing the industrial development policy focusing on "three removal, one reduction and one compensation". In particular, affected by the outbreak of the novel coronavirus epidemic in 2020, the distressed assets of various enterprises due to operating difficulties have further increased, and provide new opportunities for the development of the domestic special asset investment industry.

3.2 Constraints

At present, China's special asset management entities are still represented by the four major asset management companies and local asset management companies. In terms of access qualification, business scope, capital capacity, pricing and incentive mechanism, it has been difficult to meet the needs of Economic restructuring [2].

One is admission qualifications. According to relevant national laws and policies, financial enterprises regulated by the China Banking and Insurance Regulatory Commission can only operate their non-performing assets exclusively by asset management companies that have obtained financial licenses; The primary market for non-performing asset disposal (batch disposal and transfer of more than 10 households) can only be opened to specific market operating entities; The secondary market for non-performing asset disposal (non bulk disposal and transfer of less than 10 households) allows social investors to participate in investment, form a situation where the four major asset management companies and local asset management companies monopolize the non-performing asset disposal and transfer market, and form strong entry barriers for private capital or social investment that hope to enter the special asset investment market.

The second is the scope of business acceptance. In China's financial system, the non-performing asset business operated by asset management companies is not only a part of distressed securities but also a part of special situations. However, the concepts of distressed securities and special circumstances do not completely overlap with non-performing assets, and even go beyond the scope of non-performing assets. That is, special asset business can be non-performing asset business within the business scope of asset management companies (including specialized business for more than 10 households and socially viable business for less than 10 households), or other types of distressed securities, such as non-performing bond business of listed companies or other bond issuers, Or equity investments based on special events, such as equity investments in company restructuring. Therefore, from the perspective of accepting business scope, the connotation of special asset management is more comprehensive.

The third is financial capability. In recent years, due to the cyclical impact of economic downward pressure, the total non-performing assets and non-performing asset ratios of China's banking industry, non-bank financial institutions, and financial enterprises have shown a significant upward trend. Compared with the initial establishment ten years ago, the financial strength of the four major asset management companies has significantly decreased, and they no longer enjoy the financial funds and policy support provided by the start-up countries, even if they can temporarily obtain financing at lower interest rates through the capital market.

The fourth is pricing and incentive mechanisms. Under the current state-owned capital management model, the pricing mechanisms of the four major asset management companies are influenced and constrained by many non market-oriented factors, especially the insufficient and meticulous exploration of the value of underlying projects with certain potential in the market. In contrast, social capital with professional investment capabilities has the opportunity to obtain more investment value asset packages through a flexible and efficient pricing system. Especially under the state-owned system, the retention and retention of talents, as well as the incentives for specialized personnel, appear relatively insufficient, directly affecting the investment returns of special assets.

Fifth, in terms of asset investment and exit efficiency. By analyzing and comparing the asset disposal efficiency of the four major asset management companies, it can be seen that due to the need to simultaneously dispose of policy non-performing assets and commercial non-performing assets, the overall disposal efficiency of special assets by the four major asset management companies is significantly affected. Among them, policy businesses account for nearly one-third of the total book value of assets and require priority

clearance, which will inevitably occupy a large amount of resources and disposal costs. In terms of disposal effectiveness, the recovery rate of policy based businesses is also significantly lower than that of commercial assets.

In summary, special asset investments should not be limited to administrative boundaries, but should introduce more flexible market-oriented operating mechanisms based on actual investment conditions.

4. The development strategy of China's special asset investment industry under the background of high quality economic development

In terms of disposal methods, it is necessary to gradually break through the control of non-performing asset operation licenses, allowing private financial institutions and private capital to participate in the "primary market" transactions of special asset disposal through "indirect" participation, and build a secondary market for special asset disposal and transfer. The specific steps are as follows: (1) we can strengthen cooperation with non-performing asset primary market institutions, and form a complementary market for non-performing asset primary and secondary markets. (2) we can lower the threshold and allow private or social capital to directly participate in the disposal, transfer, and management of single non-performing assets or non-performing assets of less than 10 households. (3) Deregulation, allow private capital to participate in the transfer of special assets of non bank institutions, and form an investment situation that complements the advantages of the four asset management companies. In this case, the non-performing assets of financial institutions can be transferred to both the four major asset management companies and local asset management companies; The four major asset management companies can dispose of non-performing assets themselves or transfer them out for disposal; Internet financial platforms and social investors can choose to obtain resources from asset management companies and provide related services, including information auctions, intermediaries, resales, evaluations, collection services, intermediary matchmaking, etc. They can also directly establish a principal-agent relationship with banks and obtain outsourcing services.

In specific forms, it can be operated by establishing special asset funds. Essentially, special asset investment is a process of providing liquidity for the transfer of "special assets", rediscovering and redistributing the value of special assets in both "time" and "space". In a market-oriented mechanism, high-quality teams with rich experience and practical ability can be effectively bound together with investment returns, forming good consistency of interests. Referring to foreign special asset investment practices and successful experiences, the establishment of special asset funds can be adopted to operate. Similar to other private equity fund operating mechanisms, fund managers can establish private equity funds to raise funds from specific investors, search for suitable asset investment targets in the market, use the raised funds for asset disposal and post investment management, so as to finally return investment returns to fund investors through various exit methods. In short, adopting a market-oriented special asset fund operation has the foundation to achieve better investment returns than the four major asset management companies.

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The Influence of Discourse Cognitive Construction Ability on the Writing Performance of Application-oriented English Majors

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Abstract: The improvement of critical thinking ability is a process of human brain's cognition, reasoning and judgment of objective things. This experiment starts with the learners' discourse cognitive construction model, and attempts to study the effect of the training of discourse cognitive model based on critical thinking habits on the English writing performance of the application-oriented English majors with three different levels of language expression ability, so as to help the learners improve their English writing in the construction of conscious discourse cognition.

Keywords: Discourse Cognitive Construction Ability; English Writing Results; Critical Thinking

1. Introduction

At present, the research on English writing teaching has always been the focus of teaching reform in colleges and universities, and there are many qualitative studies. However, under the background of educational big data, there are still few quantitative studies on the cognitive process of writing. The impact of discourse cognitive construction ability on English writing level and its individual differences need to be further discussed.

In the field of English discourse teaching, the research on discourse cognition mainly includes the following aspects: ① Research on discourse cognitive model, which discusses the important role of cognitive model in presupposition operation and discourse interpretation in the text, and puts forward different discourse cognitive models: Proposition Structure Model; Image Schema Model; Metaphor Mapping Model; Metonymy Projection Model; ② Study on lexical elements in the process of discourse cognitive construction: "lexical choice", "sentence structure" and "discourse layout" are the "semantic prominence" strategies in the process of discourse cognitive construction. ③ Research on the cognitive construction of discourse and the knowledge support in its construction, which emphasizes the knowledge of discourse builders is an important element. ④ Study of textual metaphor, which can be used as a macro conceptual structure to form textual metaphor from top to bottom, playing a core value role in discourse reasoning.

On the whole, in recent years, the macro research of discourse cognitive model has gradually shifted to the micro research of discourse formation cognitive process, and its research method has gradually shifted from qualitative research to quantitative research. However, there are few quantitative studies combining discourse cognitive construction based on the cultivation of "critical thinking ability" with educational big data technology. Therefore, from the perspective of cognitive linguistics, this study attempts to discuss the embodiment of different English discourse cognitive construction habits caused by students' differences in English learning cognitive styles and ways of thinking in big data mobile teaching, and puts forward the necessity of rebuilding good cognitive habits of critical thinking in English discourse construction, so as to gradually evolve habits into a driving force and effectively improve students' English discourse writing performance, realizing large-scale personalized English education for the cultivation of innovative talents.

2. Research design

2.1 Research questions

Question 1: What is the effect of cultivating discourse construction cognitive model based on critical thinking on students' English discourse writing level? What are the main factors?

Question 2: How does the cognitive model of discourse construction based on critical thinking affect the discourse construction ability of students at different levels of language expression?

2.2 Subjects

The research subjects are 103 first-year English majors from a university, and the experiment time is 10 weeks.

2.3 Instrument

This study adopts the methods of classroom experiment and questionnaire to investigate the students' English discourse construction ability before and after the experiment. It adopts the discourse construction method of cultivating new critical thinking habits and the dynamic comparison and verification method of data behavior before and after education big data, test the impact of the new teaching reform methods on the development of students' learning cognitive thinking habits, compare the data, and analyze the data ratio with SPSS software.

2.4 Research procedure and data collection

Experiment hypothesis: From the perspective of cognitive language psychology, cognitive thinking approaches such as causal text schema discourse construction, metaphorical discourse semantic construction, importance order discourse logical construction and contrastive discourse thinking mode construction have a positive impact on the development of critical thinking habits of English learners.

Step 1: Pretest all the subjects.

Pretest content: A written test paper is designed to investigate the vocabulary, grammar, discourse analysis and English comprehensive application ability of English majors. CET-4 can be used to test the students' comprehensive skills of writing, reading and translation.

At the same time, a pretest questionnaire (five point scale) was used to investigate the students' traditional English teaching methods.

Step 2: Correct students' pretest answers, analyze questionnaires, and put them on record.

Step 3: Firstly, according to the differences in students' specific cognitive styles and thinking habits reflected in the pretest, design and customize personalized text writing tasks on hot topics of College English. Then, establish the corresponding specific application principles and strategies of the teaching model for the development of critical thinking cognitive habits. After that, conduct classroom text construction training and analysis twice a week, and regularly release cognitive thinking learning resources and text construction tasks (at least two per week) by using big data platforms (correction network, Chaoxing learning link, Wechat group, Chinese university Mooc resource, etc.). Fourthly, detect the dynamic changes of students' data behavior every week, and establish a data collection model of learning habits based on big data. Finally, taking the discourse construction of critical thinking habits as the research breakthrough, explore effective ways to measure English learning thinking cognitive habits, and reveal the specific influencing factors of the formation of English learning thinking cognitive habits of individual and group learners in the educational digital age.

Step 4: Post-test all the subjects after 10 weeks.

Post-test content: A written test paper is designed to investigate the vocabulary, grammar, discourse analysis and English comprehensive application ability of English majors. CET-4 can be used to test the students' comprehensive skills of writing, reading and translation.

At the same time, the post-test questionnaire (five point scale) was used to investigate the subjects' views on the cognitive teaching model of the development of critical thinking cognitive habits.

Step 5: Correct students' pretest answers, analyze questionnaires, and put them on record.

Step 6: Experts were asked to compare the subjects' development of English discourse critical thinking habits, the level of English comprehensive skills and the data of two questionnaires before and after the test.

Step 7: SPSS was used to analyze the data and draw a conclusion.

3. Results and discussion

According to the students' comprehensive test of language expression before the experiment, it is divided into three levels: high (85-100 points), medium (70-84 points) and low (below 69 points). The division of these three levels is mainly based on the students' comprehensive evaluation results, and the main observation points are the students' vocabulary level, grammar level and discourse construction level. Next, take the above discourse cognitive construction mode for training, explain different discourse construction modes to students every week, let students imitate the corresponding discourse structure mode, and intervene and detect the critical cognitive thinking habit in combination with the students' specific experimental results. The specific data behavior changes are as follows:

3.1 Paired sample t-test before and after the experiment

There is a significant difference between the pretest and the post-test. Paired sample t-test shows that the difference between pretest and post-test is .000, less than the significant level of .05, reaching the significant level. It is shown in Table 1.

Table 1. Paired sample t-test of subjects' English writing scores before and after the test

	M	N	SD	t	p
pretest	64.170	103	14.3564	-10.125	.000
Post-test	75.4466	103	10.84176		

3.2 Multiple linear regression analysis of vocabulary, grammar and logic in students' post-test scores

Multiple regression linear analysis was carried out with students' post-test scores of English writing as dependent variables and vocabulary size, logical cognition and grammar level as independent variables. The results show that vocabulary size, logical cognition and grammatical level are the main factors affecting students' English writing post-test scores, among which logical cognition is the most influential, followed by grammatical level, and finally vocabulary size. It is shown in Table 2.

Table 2. Multiple linear regression analysis of influencing factors of students' English writing post-test

Independent variables	β	t	p
Vocabulary size	4.369	2.438	.017
Logic recognition	5.095	3.847	.000
Grammar Level	5.14	2.988	.004

3.3 Comparison of logical cognition use frequency of students with different comprehensive levels in post-tests

3.3.1 Discourse construction ability of high-level students (13 persons)

Students at this level have achieved better learning and application results through the training of discourse cognitive construction model, and their language expression ability has been improved. The use categories of discourse cognitive construction model are relatively balanced. The discourse framework awareness has been significantly improved; the students' cognitive awareness of causality and importance of discourse construction accounts for the largest proportion. The comparison of the specific logical cognitive frequency shows that the use frequency of the four discourse logical cognitive construction methods of high-level students from high to low is reflected in importance (30%) and causality (30%), comparison (23.3%), and finally metaphor (16.7%).

3.3.2 Discourse construction ability of middle-level students (64 persons)

After the training of discourse cognitive construction model, students at this level have the strongest causal cognitive awareness of discourse construction, and the use frequency of discourse construction model of contrast and importance has also increased. The

comparison of specific logical cognitive frequency shows that the use frequency of four discourse logical cognitive construction methods of middle-level students from high to low is reflected in causality (51.1%) and comparison (29.8%), importance (17.0%) followed by metaphor (2.1%). At this level, students' discourse cognitive model has made some progress, and students' awareness of discourse framework has been significantly improved, but students' language expression ability limits the improvement of their discourse construction ability.

3.3.3 Low level students' discourse construction ability (26 persons)

After the training of discourse cognitive construction model, the students at this level have the strongest causal cognitive awareness of discourse construction. The comparison of the specific logical cognitive frequency shows that the use frequency of the four discourse logical cognitive construction methods of low-level students from high to low is reflected in causality (85.0%), comparison (10.0%), importance (5.0%), and finally metaphor, with the use frequency of 0. Students at this level have made some progress in their discourse cognitive model, but due to their weak vocabulary and grammar ability, their progress effect has not changed much. Students' discourse cognitive construction model is relatively single, and their discourse frame consciousness is not obvious enough. Their language expression ability has a great restriction on the level of discourse construction.

4. Conclusion

To sum up, students' writing performance is directly affected by the author's discourse cognitive construction ability, followed by their grammar level and vocabulary. Adopting the cognitive discourse construction model based on the cultivation of critical thinking habits can improve students' discourse conception ability, analogical reasoning ability, logical natural transition ability and primary and secondary discourse layout ability of discourse logic, so as to effectively improve students' cognitive ability of discourse construction, which is conducive to the effective improvement of students' discourse construction quality. Therefore, in students' discourse writing, we should first guide students to establish a correct internal discourse cognitive structure, so that students can have a clear logic and expression level. Secondly, we should help students improve their comprehensive ability of grammar and vocabulary, so as to promote the improvement of students' discourse construction ability. At the same time, teachers should start with students' specific discourse writing, analyze the types and characteristics of students' solidified discourse cognitive construction framework in English writing, and trace the root causes of their thinking and cognitive habits, so as to consciously cultivate students' critical thinking habits in English discourse teaching. Strengthening critical thinking habits is a thinking method that can be consciously mastered through repeated training later on, so as to strengthen students' confidence in improving the quality of English discourse writing.

In short, in the Internet plus education, as a new form of education, teachers use big data teaching platform, such as Chaoxing intelligence classroom, Chinese good university MOOC, Rain classroom, composition correction network and other mobile classroom teaching, flip classroom teaching mode, online and offline mixed teaching mode, etc. From the personalized micro perspective of English learners' discourse cognitive construction habits, we can monitor the path of the formation and development of English learners' critical thinking, release the task of discourse cognitive model training for the cultivation of critical thinking ability, and set the submission time limit, which can better supervise students to complete the task. Students are also gradually adapting to this big data mobile classroom teaching mode, gradually forming good habits and gradually forming new and effective critical thinking habits, so as to promote the innovative application of educational technology in large-scale personalized teaching in the new era and realize the cultivation of personalized innovative talents.

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Exploring the Teaching Model of Financial Accounting for Vocational Undergraduate Students under the Background of Big Data

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Abstract: In the context of big data, the teaching of financial accounting for vocational undergraduate students needs to be continuously optimized and innovated. This article provides a brief analysis of the current situation of financial accounting teaching for vocational undergraduate students. It also analyzes the phenomena of outdated teaching concepts, outdated teaching content, and unreasonable teaching objectives in the current teaching of financial accounting for vocational undergraduate students. It proposes the idea of innovating teaching concepts in current teaching work, clarifying teaching objectives, integrating flipped classroom reform teaching mode, and introducing project-based teaching method to improve teaching efficiency, so as to achieve more efficient teaching guidance for students.

Keywords: Big Data; Vocational Undergraduate Degree; Financial Accounting

1. Introduction

In the context of big data, the teaching of financial accounting in vocational colleges should be systematic, complete, and comprehensive. Vocational colleges should clarify the current teaching needs of the financial accounting major, refer to the development and changes of the industry and the business reform status of enterprises, and reasonably formulate and create teaching courses to ensure the integrity of financial accounting teaching and improve students' learning efficiency.

2. Current situation of financial accounting teaching for vocational undergraduate students

2.1 Backward teaching philosophy

The teaching of financial accounting for vocational undergraduate students should be reformed, optimized, and adjusted in the current digital and information age. However, in the teaching process, schools and teachers still have various cognitive biases, leading to the inability to improve teaching efficiency. Although vocational undergraduate colleges have improved their internal teaching software and hardware facilities after years of development, they still use outdated teaching ideas and methods during their teaching period. Financial accounting teachers use traditional teaching methods to implement cramming and indoctrination based course explanation strategies, guide students to learn and explore relevant financial accounting theoretical knowledge, blindly require students to memorize the corresponding knowledge points, as well as fail to integrate practical education elements of financial accounting courses into the teaching process.

2.2 Course teaching content lags behind

In the new era, the teaching of financial accounting for vocational undergraduate students should keep up with the times. Schools and teachers should innovate, adjust, optimize, and improve the existing teaching materials, financial accounting teaching content, practical teaching bases, and training rooms in their teaching work, and implement refined teaching guidance for vocational undergraduate financial accounting students based on the development and transformation needs of industries and enterprises. However, due to the lack of communication and communication between most professional undergraduate financial accounting

teachers and the outside world, their knowledge of financial accounting is severely outdated. For example, they have implemented the integration of industry and finance within the current enterprise, and have also attempted to digitize, paperless, and information-based development of financial accounting. However, most vocational undergraduate teachers still combine traditional teaching materials to carry out a single teaching task in financial accounting teaching, which makes the knowledge and skills mastered by students too limited, making it difficult for them to quickly adapt to the working environment of enterprises after completing their studies.

3. Analysis of innovative strategies for financial accounting teaching in vocational undergraduate education in today's big data environment

3.1 Updating teaching philosophy

In the new era, the teaching of financial accounting for vocational undergraduate students should have the characteristics of the times. Schools and teachers need to update corresponding teaching concepts and ideas in a timely manner, adopt diversified teaching management work, and improve students' learning efficiency. Currently, schools and teachers need to seize the opportunity of industry education integration, communicate with enterprises and industry associations, and develop diversified teaching software, in order to create a complete curriculum system. Schools can engage in communication and cooperation with enterprises to jointly develop and create micro courses and cloud classes. Relying on an online and offline integrated teaching mode, students are guided to use the work experience and data of enterprises to complete the learning and exploration of relevant knowledge points during the learning process. In financial accounting, schools and enterprises need to engage in communication and cooperation to jointly cultivate students' accounting skills, with a focus on enhancing their comprehensive budget management abilities. In this process, relying on an online+offline teaching model can promote efficient communication between teachers and students, and stimulate students' enthusiasm and initiative.

3.2 Clarifying teaching objectives

In the new era, vocational undergraduate colleges should clarify corresponding teaching objectives in the process of cultivating innovative and practical talents. Schools and enterprises should carry out joint collaboration to jointly establish teaching objectives for the financial accounting major, and promote teachers to deeply reform teaching models and structures during the teaching process. Firstly, schools need to enrich and improve the existing teaching content based on their teaching positioning, and at the same time, schools and enterprises should also clarify their respective needs. For example, schools need to improve student employment rates, and enterprises need to complete talent management reserves through school enterprise cooperation, reducing the subsequent training costs for related specialized talents. Therefore, schools and enterprises need to jointly set curriculum and teaching objectives, and complete the innovation and creation of practical courses and teaching models based on their respective interests and demands, in order to improve students' learning efficiency. In this process, schools need to focus on strengthening the cultivation and improvement of students' professional abilities and the operation ability of information technology software and hardware facilities, and implement high-quality and efficient teaching guidance for students in the current environment of industry finance integration and financial accounting integration. In addition, during the teaching process, schools should also innovate their existing teaching methods, introduce more digital teaching content, and improve students' learning efficiency. Schools can also invite outstanding employees from enterprises to implement practical education guidance for students, establish clear learning goals for students, and enable them to have a clear learning focus and direction during the learning process, so as to reduce students' academic pressure, and complete the refinement of talent cultivation. In summary, in the current context of big data, vocational colleges should reasonably set their existing teaching objectives in the process of implementing innovative financial accounting teaching models to ensure that relevant specialized talents possess specialized knowledge and skills after completing their studies.

3.3 Integrating flipped classrooms and innovating classroom teaching models

In today's big data environment, financial accounting teaching in vocational undergraduate colleges needs to be continuously innovated. In the process of innovating and optimizing classroom teaching models, schools need to combine flipped classroom teaching ideas and teaching concepts to implement more efficient teaching guidance for students. Specifically, in the context of big data, schools have the internal and external conditions to carry out flipped classroom teaching relying on online teaching resources and

online media. In the context of big data, schools need to fully enhance students' ability to learn independently. In flipped classrooms, teachers need to set corresponding teaching goals and plans in a reasonable manner. In this stage, teachers need to guide students to learn the course knowledge points in advance. Teachers need to transmit the course knowledge to students in the form of electronic courseware, guide students to complete the learning of the course knowledge points in advance on the internet and mobile intelligent terminal devices. Through preview testing, teachers can analyze the problems that students face during the autonomous preview process, clarify classroom teaching objectives and directions, and make classroom teaching more targeted and focused. In the subsequent classroom teaching process, teachers need to guide students to explore, exchange, learn in groups, and transfer more classroom time to students, so as to achieve more precise and efficient learning of financial accounting professional knowledge points. Students need to use big data resources in this section to explore practical cases involved in course knowledge. Through learning and analyzing the cases, students are guided to communicate with each other to complete the learning and exploration of course knowledge points. Afterwards, the teacher explains the key points and points of knowledge based on the learning situation of each group. After completing the financial accounting classroom teaching, teachers should analyze the shortcomings and shortcomings of each student in the learning process, send corresponding learning materials and courseware to them, so that they can combine the corresponding courseware for more detailed and efficient learning after class, and improve students' learning efficiency. Therefore, in the context of big data, the combination of vocational undergraduate financial accounting teaching and flipped classroom teaching mode needs to achieve effective linkage before, during, and after class, to ensure that students can learn relevant knowledge points in a more detailed, efficient, and comprehensive manner during the learning process.

4. Conclusion

Overall, in the current context of big data, vocational undergraduate colleges need to create a comprehensive teaching model in the financial accounting teaching process, integrate more refined teaching work, and combine the dynamic teaching management model throughout the entire process to achieve efficient online and offline teaching guidance for students.

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The Application of Cooperative Teaching Mode in Computer Teaching in Universities

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Abstract: With the continuous deepening of education and teaching reform and the rapid development of information technology, more and more educators have paid attention to the effectiveness of computer teaching in universities, and university teachers have included it in the key topics of educational and teaching activity design. The cooperative teaching model stands out among numerous teaching models with its unique advantages, and has been applied by many teachers in the classroom teaching process, playing an important role in promoting the improvement of teaching efficiency. Teachers of computer science in universities should continue to explore effective teaching methods, accelerate the process of organic integration of cooperative teaching models and classroom teaching content, in order to deepen the understanding and cognition of computer knowledge among more students and promote their comprehensive development. This article will study the application strategies of cooperative teaching mode in computer teaching in universities.

Keywords: Cooperative Teaching Mode; College Computer; Teaching Application Strategies

1. Introduction

With the rapid progress of science and technology, the subject of computer science in universities has received the attention of many teachers. In the process of classroom education and teaching, teachers have also found many urgent problems to be solved, and have conducted a series of in-depth studies based on these problems, exploring solutions from multiple perspectives. The performance of college students in classroom teaching is closely related to the effectiveness of subject teaching. Teachers should view the problems they encounter from the perspective of students and deeply explore the content in textbooks during teaching, in order to broaden students' knowledge horizons and achieve the teaching goal of improving students' computer skills and core literacy. Under the guidance of teachers, students should develop a comprehensive and profound understanding of computer learning, and improve their operational abilities while mastering basic knowledge and skills in computer application.

2. Current situation of computer teaching in universities

2.1 Single and outdated teaching modes and methods

The teaching mode and methods adopted by university computer science teachers in the classroom teaching process are relatively single, and they are still influenced by traditional teaching design and concepts. Teachers themselves still remain in a rigid and rigid teaching system. When teaching, teachers only use their own demonstration and theoretical knowledge explanation to allow students to watch and listen to the class. The time occupied by teachers for knowledge explanation is too long, without leaving more time for students to operate on the computer. In the classroom, there is less interaction between teachers and students, and students only passively listen to what the teacher is saying. As a result, students' learning enthusiasm and autonomy cannot be fully utilized, and their interest in learning will gradually decrease. The teacher did not delve into the concept of cooperative teaching mode, did not introduce new teaching methods in the teaching process, and the application of cooperative teaching mode was only superficial. The true significance of this mode was not fully realized. The standards and methods for evaluating students' teaching are also biased, only

allowing them to complete theoretical exams without truly exercising their computer skills. Over time, students will become bookworms with theoretical knowledge but no practical experience, which is not conducive to their comprehensive development.

2.2 Unreasonable planning of teaching content

The teaching content planned by computer science teachers in universities for students is not reasonable enough, and they do not have a deep understanding of the current learning situation and personalized learning needs of students. This leads to a disconnect between teaching content and students' learning level, and subject teaching cannot truly realize its significance. Teachers did not fully consider students' different computer learning foundations when planning their teaching, which resulted in some students being unable to adapt to the teacher's teaching schedule and even viewing computer learning as a learning burden. When teachers design teaching content and links for students, they do not take practical aspects into account, and students' practical abilities cannot be fully exercised during the learning process. This leads to the problem of ineffective improvement in computer teaching efficiency. The teaching activities carried out by teachers lack clear goal guidance and conceptual guidance, and cannot effectively break the shackles of teaching problems on educational work, which can greatly hinder the effectiveness of teaching. The computer operation content assigned by teachers to students is too simple to effectively exercise their operational abilities, or the assignment is too deep and completely beyond the students' ability range, which is a significant blow to students' learning enthusiasm.

3. The application significance of cooperative teaching mode in computer teaching in universities

3.1 Beneficial to promoting students' comprehensive development

After a long period of computer learning, college students have acquired a certain knowledge foundation and operational skills. Their theoretical foundation is already relatively solid, but there is still a lack of operational skills. Teachers need to pay more attention and adopt scientific and reasonable methods in the teaching process to promote the improvement of students' computer operation ability and the accumulation of experience. The traditional teaching mode has many drawbacks, such as teachers giving lectures and demonstrations, students passively listening, and their learning nature being completely suppressed. The application of cooperative teaching mode in computer classroom teaching has played an important role in promoting the improvement of students' learning abilities. During the process of computer learning, students can communicate and explore their ideas with other students, which is conducive to promoting their comprehensive development. During the process of collaborating with others to solve computer operation problems, students can also promptly identify their own shortcomings and knowledge loopholes and make up for them, which is greatly helpful for improving students' computer learning efficiency.

3.2 Beneficial to improving the teaching quality of teachers

The adoption of cooperative teaching mode by university computer teachers in the teaching process can improve classroom teaching efficiency and optimize teaching effectiveness, greatly reducing their own teaching pressure and burden. Teachers can break away from traditional rigid teaching models and increase their teaching methods and experience through various channels, effectively improving their own educational and teaching abilities. Teachers can engage in teaching reflection to plan teaching content reasonably and design teaching from the perspective of students, which greatly helps to increase their teaching literacy and subject knowledge. Teachers can apply more modern teaching methods to the classroom teaching process, which is conducive to achieving the teaching goals of deepening the development of computer teaching and modernizing education. The cooperative teaching model can fill the loopholes in traditional teaching models, and teachers effectively integrate it with course teaching, injecting a new vitality into the efficiency of classroom teaching and revitalizing computer teaching.

4. The application strategy of cooperative teaching models in computer teaching in universities

4.1 Establishing a learning group to jointly explore and research

After a period of learning, college students have acquired a certain level of computer theoretical knowledge and operational skills, but their current operational level and practical ability are difficult to support them in completing some more in-depth and difficult

problems alone. Therefore, university computer teachers can divide students into groups based on their operational level, learning foundation, and learning ability during the teaching process, allowing them to jointly conduct research on difficult problems in a cooperative teaching mode. Students can fully communicate with other members in the process of group cooperation, which can fully demonstrate their own abilities, and effectively improve their autonomy and collaboration awareness.

4.2 Creating teaching scenarios and guiding deep thinking

From a certain perspective, teaching context is a reflection of teaching quality, and the ability to create suitable teaching contexts for students based on teaching content is also a major test of the teaching ability of computer science teachers in universities. Teachers need to constantly explore how to create teaching contexts for students, and accumulate teaching methods and experience during the teaching process to enhance their teaching abilities. On the basis of fully considering students' cognitive abilities and operations, teachers can use specific operating procedures as examples to allow students to operate on the computer. Students can collaborate with other group members to learn in the teaching context created by the teacher. Teachers should adopt a scientific and reasonable teaching method to introduce the content of this lesson, and to stimulate students' sense of classroom participation, they can ask students before class whether they understand the relevant knowledge of computer application foundation, and include it in the scope of undergraduate teaching design.

5.Reflection on computer teaching in universities

University teachers still need to continuously explore new teaching models to achieve the improvement of computer teaching efficiency. To enable more students to actively understand the theoretical knowledge and operational processes related to computers, teachers should update their teaching concepts in a timely manner to keep up with the development trend of education and teaching reform. We should not develop a relaxed and lazy teaching mentality just because of the small achievements we have already made in the teaching process. We should strictly demand that students go further and further on the path of learning computer science. Teachers should continue to deeply explore the advantages contained in the cooperative teaching model and accelerate its integration with teaching content, in order to truly achieve the goal of making students become talents with comprehensive development in the new era that combines knowledge and skills.

6. Conclusion

Computer teachers in universities continuously explore the application of cooperative teaching mode in teaching and view the problems encountered by students in the learning process from various perspectives. They adopt scientific and reasonable teaching methods and modern teaching methods, timely update their own educational concepts and teaching models, and play an important promoting role in improving students' learning efficiency and activating the classroom atmosphere. Under the influence of the new teaching philosophy, we have created a learning environment with a strong academic atmosphere for students, guided them to deepen their understanding of computer learning, conducted self reflection, seized the development opportunities brought by educational reform for teaching, and achieved effective improvement in teaching efficiency.

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Reflections and Suggestions on Part-time Counselors for Graduate Students in Universities Under the New Situation

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Abstract: With the development of the new situation, the "00s" have become the mainstream college students in universities, and the "05s" are about to enter universities. The group of college students born in the 2000s has shown ideological characteristics such as high openness, strong self-esteem, strong individualism, active thinking, and weak psychological resilience, which have brought new challenges to ideological and mental health education in universities. At present, it has become a common trend for graduate students in universities to serve as part-time counselors, and the structure of university counselors is generally "a combination of full-time and part-time, with full-time as the main focus, and full-time leading and part-time". As a full-time counselor in a university, I have worked as a part-time counselor during my graduate studies. Based on my personal and practical experience as a part-time counselor, I will consider and study the impact of part-time counselors on the construction of the university counselor team. In order to make the construction of the university counselor team more professional, professional, and diversified, I will propose constructive suggestions.

Keywords: Graduate Student; Part Time Counselor; Construction of College Counselor Team

Introduction

With the convening of the 19th Plenary Session of the Communist Party of China and the National Conference on Ideological Education in Higher Education Institutions, the Ministry of Education and the Jiangxi Provincial Education Commission have increasingly attached importance to the ideological education and education of college students. The main job of college counselors is to be responsible for ideological education and mental health education for college students. The team of college counselors should adapt to the new situation of higher education development in China and the changing characteristics of student groups. Ideological education and mental health education work must inject new "blood" in order to bring new ideas to the management of student education in higher education institutions. Looking at universities in various regions, the construction of university counselor teams is not perfect. There are characteristics such as low proportion of university counselors, lack of innovation, lack of fresh elements, and lack of diversification. The university counselor team should adapt to the new situation of higher education development in China and the changing characteristics of student groups. With the addition of graduate students, not only can the construction of the college counselor team be more comprehensive, but also the proportion of college counselors can be increased, injecting new vitality, adding new elements, and stimulating new forces into the college counselor team, promoting the professionalization, diversification, and innovation of college counselor team construction, but there are inevitably many shortcomings. Therefore, studying, reflecting, and summarizing the models of graduate counselors in universities for the construction of university counselor teams will help improve the overall level of counselor team construction, making the construction of university counselor teams more comprehensive, professional, and diverse.

1. The particularity of part-time counselors for graduate students in universities compared to other part-time counselors

There are three types of part-time counselors in universities: part-time counselors for college students, part-time counselors for full-time teachers, and part-time counselors for government personnel. Among part-time counselors for college students, senior undergraduate or graduate students can be chosen as undergraduate or vocational counselors. In comparison, part-time counselors for graduate students in universities undoubtedly have more advantages than senior undergraduate students. [1] Although there is a smaller age difference and no generation gap between senior undergraduate students and college students, compared to graduate students, senior undergraduate students have less mature thinking, less meticulous thinking, less comprehensive consideration of problems, and insufficient experience in handling problems. Moreover, as both undergraduate students, their sense of professional identity is extremely low. Full time teachers and government teaching staff can also serve as part-time counselors. These groups have rich experience in student education management, but there are also some shortcomings. Moreover, full-time teachers and government teaching assistants who serve as part-time counselors are prone to confusion in their roles when facing many student problems due to their dual roles.

2. Advantages of part-time counselors for graduate students in universities

2.1 Strong comprehensive quality and ability, conscientious and responsible work

College graduate part-time counselors have all passed strict selection, so these types of graduate part-time counselors are outstanding in all aspects. During their university years, they are also the backbone of the student union, with certain management experience, high work enthusiasm, strong self-learning ability, quick familiarization with business, smooth work progress, and a strong sense of responsibility. They can assist full-time counselors in completing student education management work and become effective assistants for full-time counselors, Reduce the work pressure of full-time counselors, clarify the division of work responsibilities, and continuously improve work efficiency.

2.2 Easy to accept new things and be a close friend of students

As part-time counselors for graduate students on campus, graduate students and college students share the same identity, live in student dormitories, are of the same age, have similar interests and hobbies, have strong ability to accept new things, and make college students feel more approachable without a sense of distance. Students can open their hearts and speak freely. Therefore, compared to full-time counselors, graduate part-time counselors can more timely understand students' thoughts and real-life dynamics, identify problems, and seek appropriate solutions. In terms of student management work, students are able to timely change their role positioning, deeply understand their inner demands, and provide timely feedback to leaders, thereby accelerating the humanization and professionalization of student management methods and work methods, making them easy for students to accept and not counterproductive.

3. Disadvantages of part-time counselors for graduate students in universities

3.1 Postgraduate part-time counselors have limited thinking and need to improve their ability to relieve psychological stress

The primary status of part-time graduate counselors is still that of students, with most of their time and experience spent on learning and extracurricular life. Subjectively, they always consider problems from the perspective and perspective of students, overly focusing on the views and needs of the student community, rather than accompanying students' growth and leading them forward from the perspective of student workers. It is inevitable to encounter thorny practical problems in students' daily education and management work. Faced with practical problems that arise in students' daily education and management, it is impossible to provide professional, rational, and standardized rational judgments, and to use correct working methods to accurately handle problems. The part-time graduate counselor is engaged in student management work for the first time, and their abilities to understand things, judge right and wrong, release pressure, and regulate emotions need to be improved.

3.2 First time working as a student, lacking management experience

Graduate part-time counselors are selected from full-time graduate students who excel in both quality and education among the graduate group, most of whom are outstanding student cadres with rich experience in social practice and student education management during their student years. However, compared to student cadre work, part-time counselor work is more specific and complex, requiring student workers to possess more professional skills and a higher level of comprehensive literacy. Graduate part-time counselors lack rich management experience and have a low level of management in student daily affairs management.

4. Suggestions for postgraduate students in universities to serve as part time counselors

4.1 Establish a strict selection and assessment mechanism

For part-time counselors for graduate students, the selection must adopt a combination of recommendation from their affiliated colleges and departments and open recruitment. A group of graduate students with high educational awareness, strong comprehensive qualities, firm career ideals, care for and care for students, willingness to engage in student education and management, possessing certain management skills, and mastering certain emergency handling skills should be selected as candidates for part-time counselors, Adopting a selection mechanism of "selecting the best from the best" to ensure the high quality and level of the counselor team. The annual assessment of part-time graduate counselors aims to fully mobilize their work initiative and enthusiasm. It is necessary to adopt the same assessment method as full-time counselors, specifically research and develop assessment content, objectively evaluate the work performance of part-time graduate counselors, establish their work attitude, work style, and work ability, and comprehensively evaluate their work performance.

4.2 Establish a scientific assessment system

Graduate part-time counselors, like other full-time counselors, also need to have an assessment system. However, due to the differences between graduate part-time counselors and full-time counselors, the assessment system suitable for full-time counselors may not necessarily be suitable for graduate part-time counselors. If both part-time and full-time graduate counselors are evaluated using the same assessment criteria, it is easy to create a psychological gap and gradually lose work enthusiasm, which will continue to undermine the enthusiasm of part-time graduate counselors in their work.

5. Conclusion

A college counselor is a navigator of students' thoughts, an academic instructor, a mental health worker, and a life attendant. The overall quality of the construction of university counselors will directly affect the ideological and mental health education of college students, as well as the achievement of talent cultivation goals in universities. Joining graduate students in the team of university counselors not only increases the number of members in the team, but also strengthens the work ability of part-time counselors, and makes the construction of the counselor team diversified, professional, and innovative. As the most advantageous supplementary force for part-time counselors in universities, graduate students should leverage their unique advantages, improve their shortcomings, do their job well as fulfill their duties as counselors, assist full-time counselors in efficiently completing student daily affairs management work, and make the construction of the university counselor team diversified, professional, and professional, making outstanding contributions to China's education industry together.

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Reflections on Strengthening the Construction of Teacher Ethics and Conduct in Universities in the New Era

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Abstract: Since the new era, the country has attached great importance to the construction of teacher ethics and professional conduct in universities. Starting from the major plan of adhering to and developing socialism with Chinese characteristics and realizing the great rejuvenation of the Chinese nation, General Secretary has elaborated on the requirements for the construction of teacher ethics and professional conduct. The report of the 19th National Congress of the Communist Party of China has also clearly proposed the idea of "strengthening the construction of teacher ethics and professional conduct, cultivating a high-quality teaching team, and advocating for the whole society to respect teachers and value education". Although significant achievements have been made in the construction of teacher ethics and professional conduct in China, there are still some problems that need to be solved in the construction of teacher ethics and professional conduct in universities. Therefore, this article focuses on analyzing the current situation of teacher ethics and professional conduct construction in universities and proposes targeted policy recommendations to promote the construction of teacher ethics and professional conduct in universities and help realize the Chinese Dream of the great rejuvenation of the Chinese nation.

Keywords: New Era; Universities; Teacher's Ethics and Style

Introduction

The construction of teacher ethics and professional conduct is an unchanging theme in the construction of the teaching staff, which also affects whether schools can cultivate high-quality talents who adapt to the changes of the times and actively invest in socialist construction. Currently, the world is in a major change that has not been seen in a century, and China's development is facing more challenges. As a place for cultivating high-quality talents, the construction of teacher ethics and professional conduct is particularly important. Only university teachers have good professional ethics and professional qualities, Only by cultivating excellent talents with correct values and values can we cultivate new generations who can fulfill the mission of the times. However, there are still some problems in the construction of teacher ethics and style in universities. Therefore, this article analyzes the problems in the construction of teacher ethics and style in universities and proposes a series of targeted policy recommendations to promote the construction of teacher ethics and style in universities and enable them to meet the requirements of changing times, Cultivate new people who can shoulder the mission of the times.

1. The current situation of the construction of teacher ethics and style in universities in the new era

The overall teacher ethics and style in Chinese universities are good and have been recognized by the people and the government. However, there are still some problems in the construction of teacher ethics and style in universities, which are mainly reflected in three aspects: incidents of teacher misconduct still occur in universities, unscientific assessment mechanisms for university teachers, and the need to improve the education mechanism for teacher ethics and style in universities.

1.1 There are still incidents of moral misconduct among university teachers

Although the overall appearance of university teachers in China is good, there are also incidents of teacher misconduct, which are mainly reflected in three main aspects: firstly, the lack of awareness of education, some university teachers in the process of teaching and educating people are rigid and rigid, only focusing on completing teaching tasks, not teaching according to their aptitude, having less communication with students, and not knowing the students' level of learning acceptance, resulting in teaching not achieving the goal of teaching and educating people; Secondly, with a strong sense of utilitarianism, some university teachers have a restless academic research atmosphere, and incidents of academic fraud and plagiarism still occur; Thirdly, some teachers have poor professional ethics, such as accepting bribes, insulting students, and even having improper relationships with students. These incidents have seriously affected the image of university teachers and are not conducive to the construction of their professional ethics and conduct.

1.2 The assessment mechanism for university teachers is not scientific

At present, the assessment mechanism for university teachers in China mainly focuses on assessing their teaching and research, and shows a tendency of "emphasizing scientific research and neglecting teaching". The assessment of teaching mainly focuses on examining the workload of teaching, while neglecting the assessment of teaching quality. The assessment of scientific research mainly includes assessing the number of papers published by teachers, journal publications, hosting of scientific research projects, and the use of scientific research funds, It is precisely because universities prioritize scientific research over teaching in their assessment mechanisms for teachers, and only focus on quantity over quality in their assessment of teaching that some university teachers perfunctory in their teaching work. In addition, it is precisely because the assessment mechanism is not sound that the current academic research atmosphere in universities is restless and unable to achieve innovation, This is also an important reason why innovative technologies in China are mostly expanded from enterprises rather than universities. As universities undertaking scientific research tasks, they should deeply reflect on this.

2. The implementation path for the construction of teacher ethics and style in universities in the new era

2.1 Social level

In order to shape a better style and ethics of university teachers, society should start from two aspects: first, to fully play the role of social supervision, and second, to create a good social atmosphere.

From the perspective of social supervision, it is necessary to make reasonable use of modern network technology to supervise the behavior and behavior of university teachers. For teachers' negative comments and behaviors, warnings should be given. If multiple times it is found that university teachers have negative comments and behaviors in public places, appropriate punishment and education can be carried out, with education as the main focus and punishment as the auxiliary. For individuals who cause serious adverse social reactions, punishment can be the main focus and education as the auxiliary. Society can establish online and offline supervision and reporting methods, and explore various supervision channels. Online reporting phones and email addresses can be set up to receive reports and feedback from the public through various forms such as online interviews and survey questionnaires. Offline, teacher ethics reporting email addresses can be set up. Timely investigate and handle the feedback information. If the reported problem is true after investigation, provide a disposal plan in a timely manner, and disclose the disposal results to the public, thereby forming a deterrent effect.

2.2 Design level of university system

In order to build a better professional ethics and style of university teachers, universities can mainly start from three aspects: first, strengthening the assessment of the introduction of university teachers, second, enriching the forms of education on professional ethics and style of university teachers, and third, reforming the evaluation mechanism of professional ethics and style of university teachers.

Firstly, universities should pay attention to the examination of teachers' professional ethics and conduct when introducing teachers. Strictly controlling the introduction of university teachers is conducive to solving the problem of improper professional ethics and conduct from the root. Therefore, universities should strengthen the examination of teachers' personal qualities when introducing

teachers, and establish the important position of professional ethics and conduct norms in the examination of teachers. At present, various universities adopt a "zero tolerance" attitude towards individuals who have been exposed to violate professional ethics standards. However, in general, universities still use personal abilities and research achievements as the main measurement criteria for evaluating teachers. Moreover, most of the evaluations of teachers' professional ethics in universities are superficial. In addition, professional ethics and conduct are ideological qualities that are difficult to quantify, This is also an important aspect that makes it difficult for universities to accurately assess teachers' professional ethics.

Secondly, universities should enrich the forms of education on the professional ethics and professional conduct of university teachers. Currently, China's education on the professional ethics and professional conduct of university teachers is too single and mainly based on mechanical indoctrination, resulting in low enthusiasm for teachers' participation. Therefore, universities should enhance the interest of learning and enrich the forms of teaching in the education process. Universities can appropriately adopt practical teaching in the education process, A combination of self-education and education from others can be adopted to allow teachers to exchange their experiences in teaching, strengthen their sense of participation, guide and encourage teachers to actively participate in the construction and training of teacher ethics and conduct, and unleash their subjective initiative.

Finally, reform and improve the mechanism for evaluating the professional ethics and conduct of university teachers. As the main recipients of university education, students can not only ensure their active and effective participation in the evaluation of teachers, but also establish online and offline communication channels between teachers and students. Online, students can provide timely suggestions and opinions to teachers during the teaching process, and teachers can use some representative suggestions; Offline, students can provide suggestions on course design to teachers through class committees such as study committee members during the mid-term or two to three weeks of school, forming a good communication channel between teachers and students to ensure the effectiveness of university teaching and indirectly promote the construction of teacher ethics and professional ethics for university teachers.

3. Conclusion

Since the new era, the country and the Party have attached great importance to the construction of professional ethics and conduct in universities. Currently, the world is in a major change that has not been seen in a century, and China's development is facing more challenges. As a place for cultivating high-quality talents, the construction of professional ethics and conduct in universities is particularly important. However, there are currently difficulties in the construction of professional ethics and conduct in universities, such as incomplete construction mechanisms, incomplete training systems, and a lack of self-awareness among teachers, Therefore, this article proposes a series of suggestions for building the ethics and style of teachers in universities from three aspects: society, institutional design of universities, and individual consciousness of teachers. The aim is to promote the construction of ethics and style of teachers in universities, thereby helping universities cultivate high-quality talents, and realizing the Chinese Dream of the great rejuvenation of the Chinese nation.

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Teaching Reform of “College Chinese” Course “Based on Chinese Language and Culture”

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Abstract: The education of Chinese language and culture in the teaching of college Chinese can achieve the goal of cultural education and allow students to improve their thinking in the context of cultural learning. Chinese language and culture education in colleges and universities provides new requirements and new goals for college personnel training. In the whole teaching process, it is necessary to pay attention to the cultivation of students' values and help students establish a correct humanistic spirit. This paper analyzes the value of Chinese language and culture education in colleges and universities, and discusses the teaching reform of “college Chinese” course “based on Chinese language and culture”.

Keywords: Chinese Language and Culture; College Chinese; Curriculum Reform

Introduction

In education and teaching, Chinese course is not only a basic course, but also can cultivate students' language and culture, so that students can expand their knowledge in the learning of Chinese knowledge. In the process of college Chinese teaching, teachers need to explore the culture in Chinese knowledge and combine it with teaching content to stimulate students' interest in Chinese, improve the quality of education and teaching effect, make classroom teaching more efficient, and make students really like learning Chinese, so as to enrich the knowledge structure of students and provide a more comprehensive talent training for the country.

1. The current situation of college Chinese teaching from the perspective of “Chinese language and culture”

1.1 Lack of explanation of Chinese language and cultural knowledge to students

Taking the Baotou Light Industry Vocational and Technical College where the author is located as an example, it can be seen from the observation of students' learning at the current stage that the students' cognition of “Chinese language and culture” is poor. The cognition of knowledge is relatively short, and they believe that the main responsibility of vocational schools is to learn professional skills, and they do not pay much attention to the learning of knowledge such as Chinese and mathematics. Due to the lack of students' understanding of “Chinese language and culture”, students' thinking will gradually solidify, which is not conducive to the cultivation of their innovative spirit.

1.2 Students learn in a single way

Students also lack a certain sense of innovation in the learning process. Under a single teaching mode, students' acceptance of “Chinese language and culture” knowledge has also become single, and the way to acquire knowledge is relatively single. Teachers give theoretical explanations in the classroom and analyze cases. Students acquire knowledge in a single way, so that their learning methods are also relatively single. Students' thinking has not been developed, and their performance in learning is relatively rigid and lack of innovative consciousness.

1.3 Not enough student engagement

In the design of college Chinese course activities, due to the dullness of Chinese language and culture, students' unreasonable design of classroom activities results in students not being able to participate in classroom teaching well. In addition, when teachers integrate Chinese language and culture, they cannot reasonably set up teaching activities according to the differences and comprehension ability of students in different majors, resulting in a lack of diversity and interest in teaching activities, and students participate in them but the effect of participation is not obvious.

2. Teaching advantages of “college Chinese” course “based on Chinese language and culture”

2.1 Conducive to the ideological construction of colleges and universities

With the continuous progress of China's economy and society, its international influence in the world will also increase accordingly. In order to enhance the country's soft power and consolidate cultural self-confidence, carrying out cultural education in colleges and universities is conducive to stimulating the patriotic awareness of the majority of students, and is conducive to the continuous improvement of national capabilities in the long run. When schools carry out Chinese language and culture education activities, they can also assist school teachers to carry out ideological and political construction work.

2.2 Conducive to cultivating the spiritual literacy of teachers and students

Colleges and universities have become the main positions for the exchange and dissemination of ideas, and the development of Chinese language and culture education can effectively maintain the exploration and inheritance of my country's excellent traditional ideas. By carrying out ideological, political and moral education, the school actively builds a social atmosphere for ideological and moral education, infecting teachers and students to care about the development of the country, making positive contributions to the development of our country, and effectively realizing the transmission of traditional culture and innovative culture.

2.3 Conducive to the dissemination of traditional culture

The construction of traditional culture in colleges and universities, while improving the ideological strength of colleges and universities, effectively builds the ideological atmosphere of colleges and universities, and promotes students' enthusiasm for learning. When carrying out cultural education in colleges and universities, they can integrate aspects such as study style and ideological habits, and establish a system construction related to spiritual civilization. Through the education of Chinese language and culture, it can promote the integration of young people's cutting-edge thinking and patriotic thinking, improve students' cognition of traditional culture, and enhance cultural self-confidence and independence of national spirit.

3. Teaching Strategy of “College Chinese” Course “Based on Chinese Language and Culture”

3.1 Give full play to the humanistic function of Chinese subjects and strengthen students' cultural inheritance and understanding

In the study of Chinese language and culture, it is an important goal of college Chinese core literacy. In the actual teaching, teachers need to give full play to the important value of the Chinese subject, to ensure that students can understand Chinese language and culture, and to ensure that students can achieve cultural inheritance in the entire learning process. For example, in actual teaching, teachers can explore the Chinese language and culture behind Chinese textbooks, and introduce the development history of Chinese characters and languages, so as to ensure that students can fully understand the value of Chinese language and culture in my country. Therefore, through the continuous exploration of Chinese language and culture knowledge in Chinese materials, it is guaranteed that students can fully understand Chinese language and culture.

3.2 To cultivate students' cultural awareness

In traditional teaching, theoretical knowledge is usually explained. While the social competition is becoming more and more fierce, the traditional model can no longer fully meet the needs of the times. In the teaching process, college students can be made to

attach importance to the dissemination of traditional culture, organically integrate relevant “ideological and political” elements of the curriculum, and allow students to explore cultural knowledge independently, which not only cultivates students’ independent thinking ability, but also improves students’ innovation. Therefore, integrating cultural self-confidence and Chinese language and culture education into the classroom teaching system in the process of classroom teaching can effectively improve their organizational skills, communication skills. Management ability to ensure that students have strong values in the process of learning and operation. Let students find problems in practice and improve their ability to solve problems by themselves.

3.3 Taking students as the main body, innovative teaching methods

Under the educational background of cultural self-confidence, teachers must actively carry out the innovation of education and teaching mode, regard students as the market subject of the curriculum, enable students to grasp the autonomy of the classroom in practical teaching activities, and then activate the school’s enthusiasm for cultural and educational activities. In addition, the individual differences of students are becoming more and more prominent, so it is necessary for teachers to take advantage of this characteristic of students to carry out logical thinking training courses, and to effectively train students’ logical thinking ability through targeted education courses according to students’ different thinking characteristics. The value concept education is naturally penetrated into the theoretical curriculum, which not only saves time, but also fully mobilizes the students’ enthusiasm for learning, and the educational effect is also very significant. At the same time, teachers also use the school’s cultural education mechanism model to determine the educational subject status of learners, make full use of teaching platforms such as “Chaoxing Xuetong” and “Dingding”, and adopt innovative teaching methods to fully mobilize learners’ interest in listening to lectures, so that learners recognize the development of the discipline and its practical application to the discipline.

3.4 Establish a traditional cultural resource library

In the construction of the traditional cultural resource bank in colleges and universities, we must do a good job in sorting out the teaching resources. The school needs to realize that the establishment of the traditional cultural resource bank not only needs financial support, but also needs to develop the cultural resources in the school and strengthen the construction of educational infrastructure. In the process of development and utilization of high-quality teaching resources in colleges and universities, we must first sort out the educational network resources of the school, then study the information resource requirements of campus culture construction, and then establish a corresponding management system, so as to comprehensively construct the resource library and optimize the resource library. Because there are many types of teaching and research resources in the university, and the teaching and research resources under each discipline are relatively complex, when establishing a traditional cultural resource base, it is necessary to scientifically and rationally develop and utilize the teaching and research resources of each attribute of the school, so as to be more reasonable. At the time of establishment, resources should be introduced according to our school’s Chinese language and culture education mechanism, and resources with less prominent traditional cultural connotations should be properly managed to improve the quality of the traditional cultural resource pool.

4. Conclusion

To sum up, the generalization of Chinese language and culture education in colleges and universities can not only promote students to establish a correct outlook on life, world outlook and values, but also give students an accurate orientation in the current new era of booming economic development, and provide students with an accurate orientation. Pass on excellent traditional Chinese knowledge and improve students’ deep understanding of traditional Chinese culture. Therefore, strengthening the development of higher education in traditional Chinese culture has great social value. It can not only cultivate students’ humanistic quality and improve their comprehensive quality, but also has great supporting significance for promoting the innovative development of preschool education.

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Exploring the Cultivation Model of Craftsman Spirit Talents by Integrating Mass Entrepreneurship and Innovation

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Abstract: In recent years, China has been emphasizing the importance of "mass entrepreneurship and innovation". Through such policies, more outstanding "great country craftsmen" should be cultivated, providing strong support for the overall industrial upgrading of our country. In order to achieve this grand national strategic goal, each university needs to conduct targeted exploration of the integration of innovation, entrepreneurship, and craftsmanship spirit based on its own actual situation. This article will explore the integrated cultivation mode of entrepreneurship and innovation+craftsmanship spirit from multiple aspects such as national policy guidance, student training plans, and training channels, based on the specific situation of the current development of entrepreneurship and innovation, combined with the research results of our school. In the process of entrepreneurship and innovation education, we will cultivate students' craftsmanship spirit and provide sufficient assistance for social development.

Keywords: Entrepreneurship and Innovation; Craftsmanship Spirit; Cultivation Mode; Explore

1. Introduction

Since China proposed the entrepreneurship policy of "mass entrepreneurship and innovation", various universities across the country have carried out rounds of innovation and entrepreneurship waves, significantly promoting industrial upgrading in certain fields. However, while achieving such achievements, there are still many various problems in the development process. These problems are mainly reflected in the separation of the content and professional knowledge of mass entrepreneurship and innovation, as well as the disconnection between students themselves and the trend of social industry development, which hinders the further deepening and development of mass entrepreneurship and innovation. In order to solve this problem and better integrate the spirit of craftsmanship into entrepreneurship and innovation education, based on the PBLIF teaching method introduced in our school's research in recent years, relevant teaching optimization and upgrading will be carried out, to promote the transformation of China's economic development from "Made in China" to "Created in China", and promote high-quality and rapid development of China's economy.

2. The significance of integrating the spirit of craftsmanship into entrepreneurship and innovation education

2.1 Promoting student development and guiding student growth

According to research and surveys on college graduates in China in recent years, the main evaluation impression of many enterprises towards college students is that they have high expectations but low skills, and lack understanding of the profession itself in their work, thus unable to accurately position themselves in the enterprise and affecting their specific performance in actual work. For a long time, the new generation of students in our country have mostly come from only child families. From childhood to adulthood, under the influence of family and school, they often have a relatively high positioning for themselves. When they develop into enterprises, they often consider themselves as managers, and many enterprises are unable to provide the majority of students with higher management positions in a short period of time. Students also frequently switch jobs in this dissatisfaction, and professional

skills will also be greatly compromised in this process. The main reason for this phenomenon is that students lack sufficient understanding of the "craftsman spirit" and only view such positions from a one-sided and rigid perspective, unable to concentrate on working well and accumulating relevant work experience. Therefore, it is necessary to integrate a certain "craftsman spirit" while conducting entrepreneurship and innovation education, in order to better go further and further on the path of one's own career development.

2.2 Promoting school development and promoting school upgrade

For a long time, the innovation and entrepreneurship education in Chinese universities has been to some extent disconnected from market demand, relying solely on their own internal simulation of innovation and entrepreneurship, and lacking guidance from market information. Integrating the spirit of craftsmanship into entrepreneurship and innovation education can effectively guide schools to carry out specific student guidance teaching work according to market needs, and promote the reform of their own teaching content, in order to make the course content more in line with actual market needs of entrepreneurship and innovation education, and achieve the effective transformation of education. At the same time, in the process of contacting the market, it can also promote the growth of relevant teachers, cultivate a group of talents who are closer to the market and familiar with relevant industries and enterprises, and promote school enterprise cooperation, so as to adjust the teaching content and mode within the profession based on this, guide students to have a clearer understanding of the development and current situation of relevant industries, and lay a solid foundation for their future career. In this process, the school has also achieved its own upgrading and transformation.

3. The problems existing in the current mode of entrepreneurship and innovation training

3.1 Lack of unity consciousness, disconnection between entrepreneurship and talent cultivation

The cultivation of entrepreneurship and innovation education and craftsmanship spirit should be a united whole. Only by integrating and interacting with each other can we truly cultivate excellent craftsmanship talents with innovative spirit, providing strong support for China's development. However, in the actual teaching process, there is a situation where entrepreneurship and innovation education and the cultivation of craftsmanship spirit are separated, and the two are cut into two unrelated teaching sections, which are then used as the basis for teaching students. The emergence of this situation greatly hinders the integration of the two, make it difficult for students to effectively integrate and recognize the two in the actual learning process, and the students cultivated in this situation also lack sufficient comprehensive literacy. In the current context of "mass innovation and entrepreneurship", the cultivation of students not only requires sufficient innovation and entrepreneurship skills to help them improve their own innovation and entrepreneurship abilities, but also requires a spirit of continuous improvement as a guide for their future career path, to solidly face practical problems in work.

3.2 Lack of awareness of relevance, separation of entrepreneurship and innovation from professional content

In many current universities, the educational understanding of entrepreneurship and innovation is still separated from the content of professional courses, believing that entrepreneurship and innovation education is just another independent educational teaching content, which only needs to be taught separately and does not need to be combined with the original professional knowledge field. This misplaced understanding greatly affects the actual effectiveness of entrepreneurship and innovation education. Disconnection with professional knowledge can lead to a strong sense of unfamiliarity among students when they first come into contact with this part of content, make it difficult for them to enter the learning process in a short period of time, and lead to a decrease in learning enthusiasm and a significant impact on the teaching effectiveness of entrepreneurship and innovation.

4. Effective measures for Integrating innovation and entrepreneurship to cultivate talents with craftsmanship spirit

4.1 Combining professional knowledge and engaging in innovation

In terms of guiding entrepreneurship and innovation education, if students want to better grasp the content of entrepreneurship and innovation, they must be guided to combine entrepreneurship and innovation with their professional content, discover innovative points of entrepreneurship and innovation projects from professional knowledge, and with the support of professional knowledge, better grasp the innovative content. The specific operation methods mainly include two points: firstly, for a long time, in the traditional teaching process of professional courses, many teachers have only limited themselves to explaining theoretical and professional knowledge, which can cause students to be limited to theory and lack understanding of relevant actual enterprise production content, and even make students feel bored and unable to conduct in-depth learning. This requires integrating some relevant examples of innovation and entrepreneurship into the teaching process of professional courses to help students understand the relationship between the two, so that while learning professional knowledge, students can also involve some factors of innovation and entrepreneurship. Secondly, in the classroom, teachers can design relevant technical innovation questions in advance based on the content of their major, and distribute them to students. In the following learning process, students can carry these questions to classroom learning. This teaching mode can consciously guide students' classroom thinking direction, not only learning relevant professional knowledge in the classroom, but also strengthening the understanding and thinking of relevant practical problems, and exercising students' self-learning and thinking abilities.

4.2 Assigning team members to jointly solve problems

Regarding the thinking of innovation and entrepreneurship, relying solely on the power of a single student is not enough, and in the actual market environment, product development within a company also requires a large number of talents to cooperate and explore in order to succeed. This requires the rational use of group cooperation and exploration in the teaching of entrepreneurship and innovation on campus to achieve exploration and analysis of related entrepreneurship and innovation projects.

5. Conclusion

In summary, the combination of entrepreneurship and innovation education with the spirit of craftsmanship, as well as professional knowledge, is an important direction for the development and reform of higher education in the new situation, and requires sufficient attention from every university. As the future of national development, the success of cultivating students among young people will also directly affect the direction and quality of future national development. Therefore, every university and every university teacher should provide targeted educational guidance around the problems faced by today's entrepreneurship and innovation education. Students should be deeply aware of the importance of innovation and entrepreneurship, as well as the strong support provided by the spirit of craftsmanship, in order to ultimately help China's manufacturing industry reach the top of the world and provide strong support for the great rejuvenation of the nation.

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The Choice of the Construction Path of "Golden Courses" for Applied Undergraduates

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Abstract: In the present stage of the construction of application-oriented undergraduate "golden course", schools and teachers must understand that this work can play a role in the cultivation of talents. In addition, the teaching should reflect more application-oriented characteristics, whether in the course content, course teachers, course teaching. The two characteristics of "golden course" construction should be highlighted as much as possible, one is application-oriented and the other is General characteristics can maximize the characteristics of these two aspects into advantages, so that the application of undergraduate "golden course" can achieve success.

Keywords: "Golden Course" Construction Path; "Water Course"; Applied Undergraduate

Introduction

The construction of "golden courses" is the starting point for high-quality teaching in colleges and universities, and it is an important way for all kinds of colleges to improve their own school-running level. Application-oriented undergraduate education must not be eager for quick success and follow the trend. In the process of "golden class" construction, the differences between the "golden class" in academic universities and the construction of "golden class" in undergraduate colleges, and their unique characteristics and The path must be clear first. However, at this stage, the research on "golden courses" is more focused on a few ideological and political courses, the construction measures of "golden courses", and the reasons for the formation of "water courses", and the construction of "golden courses" in universities of the same type has not been carried out. A more detailed distinction, so it is very important to study the path of the construction of applied undergraduate "golden courses".

1. Current Situation and Problems of Applied Undergraduate Courses

1.1 The teaching method is single, and it is difficult to stimulate students' interest

In the current teaching of applied undergraduate courses, most teachers adopt traditional teaching methods, impart knowledge to students through lecture-style methods, and seldom organize students to discuss and explore learning. And the teaching task is very heavy, so they will spend their only time on imparting knowledge to the students, so the teaching is very monotonous and boring.

1.2 The teaching objectives are not clear, and classroom teaching is aimless

In the teaching of applied undergraduate courses, teachers should grasp the soul of teaching, that is, the teaching objectives of the course. So when handing down teaching tasks, most of the time are based on the teaching time to the reality

Teaching content is arranged, but there is a lack of clear teaching objectives, and students do not understand the teaching objectives, teaching is difficult to reflect the key, difficult, a lot of time to learn. Students are not interested in the teaching content and do not like to learn, which is more because they do not know what to use after learning, so they lack goals and interest in the learning process boring.

1.3 Not paying enough attention to learning and not teaching students in accordance with their aptitude

In most applied undergraduate teaching, teachers feel that students are not as good as each other, and think that current students are very lacking in self-consciousness and initiative. Many teachers do not know their students, and they also feel that they do not need to know about their students. Therefore, most of the time in their teaching, they start from what knowledge they teach, and rarely think about what students need and how to teach in order to be more easily accepted by students.

1.4 The classroom atmosphere is dull and the teaching is divided

In the current teaching of applied undergraduates, there are teachers who teach teachers, mainly teaching, and students do their own work. Although teachers talk very vigorously, students learn more vigorously, and they sit in their seats. Watching videos on the Internet shows that the content of students' self-learning has a strong purpose, however, many of the content that teachers teach in class is not what they want to learn.

2. Several Suggestions on the Construction of "Golden Courses" for Applied Undergraduates

2.1 Based on the course module to realize the classification and establishment of the "golden course" benchmark

Although for all application-oriented undergraduate university curriculum construction, creating "golden courses" is the ultimate goal, however, some researchers suggest that batches of "golden courses" should be built through institutional reforms. However, most of the application-oriented undergraduate "golden courses" are still in the process of exploration, and some courses are selected to be made into "golden courses" in order to play a demonstrative effect. It is a good strategy to summarize the lessons learned and the rules to realize the feasible promotion. However, this does not mean that the application-oriented undergraduate "golden courses" must be selected within the application-oriented courses, but should focus on the construction of the application-oriented characteristics of the courses. For example, for general courses such as computer and English, the teaching content can be adjusted flexibly in combination with different teaching majors, so that the knowledge of these courses can be more prominently applied in specific industries. In the professional courses, it is necessary to focus on the construction of practical courses, integrated courses of theory and practice, and courses developed by school-enterprise cooperation.

2.2 Implement a strict "golden lesson" process based on process management

For the teaching of "golden courses" of applied undergraduate courses, it must be realized through strict process management, which is a manifestation of the spirit of craftsmen. On the one hand, it is necessary to conduct a detailed investigation of the content of the industry courses according to the curriculum system and the training objectives of professional talents, and to achieve the accurate construction of the literacy, ability and knowledge target system according to the Bloom target classification method. Secondly, it is necessary to clarify the course resources, course objectives, course learning methods, course schedules, course evaluation methods, course content and other details, and formulate a feasible course outline. The third aspect is to form at least one effective and characteristic teaching method for the design of activity links and characteristic teaching methods, aiming at the ability and content of the course. In addition, the design of the activity link needs to be consistent with the actual situation of the industry. In the fourth aspect, curriculum evaluation needs to be based on the syllabus and guided by the curriculum goals, and build a comprehensive evaluation system that combines summative evaluation and process evaluation, covering literacy, ability and knowledge.

2.3 Based on the result-oriented evaluation of the construction effect of the "Golden Course"

From the perspective of the evaluation indicators of "golden courses" in colleges and universities, it determines the specific construction direction, covering the two basic contents of what to evaluate and who to evaluate. The reason for creating an applied undergraduate "golden course" is to strongly support the realization of the goal of professional talent training. The final evaluation of applied undergraduate courses also needs to always focus on this point to carry out result evaluation and process evaluation. The main

content of process evaluation is to implement a rigorous course teaching process, such as the assessment criteria and structure of the course, the design and expression of extraction objectives, the design of teaching activities, the use of teaching methods, and the organization of teaching content. The main body of evaluation should include teaching experts, teachers themselves, experts in the same industry and students, and the result evaluation is mainly to evaluate the teaching effect, that is to say, the students have achieved their own literacy, ability and knowledge through the learning of the corresponding courses. Therefore, third-party evaluation and industry evaluation can be appropriately introduced, so that the corresponding courses can be further improved from the perspective of the industry.

2.4 Based on different subjects to realize the construction of the "Golden Course" guarantee system

At the current stage, most industry experts, teachers and students feel that in the process of "golden course" construction, the course itself lacks gold content and teaching Teachers' initiative is not strong, there is one-sided short-term management in teaching management, students' participation consciousness is not very strong, talent cultivation is utilitarian value oriented, teaching ability Aspects also need to be improved and improved, these are some of the more prominent problems, based on the above aspects, the construction of application-oriented undergraduate "golden course" should be achieved as far as possible Multi-subject participation. First of all, in the process of "golden Course" construction, the education department should reasonably allocate resources in all aspects, and should give consideration to academic universities and applications as much as possible In addition, it is necessary to reform the classification and evaluation system of teachers' professional titles reasonably, centering on teaching and subject Research evaluation, with a careful division of academic and application-oriented colleges and universities with obvious differences, for application-oriented colleges and universities, its "golden course" construction should note The school, as a very important place for talent training, must focus on application-oriented talent training to create application-oriented "golden course ", in the implementation of teaching In the process, we have promoted the construction of application-oriented undergraduate "golden course" from the aspects of professional title evaluation, enterprise resource cooperation, laboratory construction and the introduction of industry teachers. Thirdly, as the main body of the implementation of "golden lesson" teaching, teachers need to further strengthen the training of application-oriented talents and the knowledge learning of course design, as far as possible To improve their own teaching methods and means, on the other hand, need to communicate closely with enterprise personnel, better realize the development of school-enterprise curriculum, in order to ensure With stronger industrial ability, the fourth aspect, because the teaching object of "golden course" is the majority of applied undergraduate students, so we need to combine the actual situation of students, take Effective incentive and guidance methods, better play to the subjective initiative of students, to ensure that the "golden lesson" knowledge can enter their heart, into their brain, Into their ears.

3. Conclusion

In general, the construction of applied undergraduate courses should be oriented to social needs, and the construction of "golden courses" is by no means an overnight task. Colleges and universities need to work hard and invest energy, combined with the requirements of the times, to deeply explore the construction path of "golden courses", and guide students to seek truth and learn. Only by keeping pace with the times, studying hard, not afraid of hardships, accelerating the construction of first-class universities, and creating high-quality "golden courses" can we lay a solid foundation for cultivating applied talents.

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New Path of College Teacher Team Construction under the Trinity

Education Model

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Abstract: Trinity education mode is an important assessment standard in the process of college teacher team construction. Through in-depth exploration of Trinity education mode, data can be further updated in real time from many aspects such as students' training needs, personal development direction and teaching resources reorganization, which is conducive to the basis of college teacher team construction process and can also combine the current situation and core advantages of college teacher team development. It can also integrate the advantages of quality education and trinity education, and further provide new directions for the development of university teachers. Therefore, under the background of new era development, it is an effective way to improve the effectiveness of college teachers' team construction through Trinity education mode, and further realize the advantages of team construction and innovative development in the traditional team construction.

Keywords: Trinity; Education Model; University Teachers; Team Building; Innovative Path

Introduction

The trinity teaching model provides a good foundation for cultivating talents, and the teacher team construction faces new challenges and opportunities. Combined with the integration and interaction of talent development needs and faculty strength, it can provide a more refined process for faculty management, introduction and assessment in colleges and universities, and promote the diversity and innovation of faculty construction. From the aspect of cultivation system, the specification of talent cultivation integrates knowledge and literacy. In terms of cultivation ability, basic ability integrates professional development ability as one. From the aspect of cultivation way, from practical training teaching to school-enterprise joint and other ways to realize talent cultivation platform common cultivation. The trinity training mode has become the main way and assessment standard of talent cultivation at present. Correspondingly, the teacher training in colleges and universities also needs to take the trinity education mode as the model, further improve teachers' professional ability and teaching quality so as to realize the new entry of teacher team construction, further integrate theory and practice with each other through innovation and seeking, etc. to realize the diversity and professionalism of talent cultivation. Thus, more professional talents can be delivered to colleges and universities, and it is also conducive to building a cohesive and efficient faculty team.

1. Research Background

In this regard, the effective promotion of the Trinity education model can stimulate the enthusiasm of the construction of university teachers, while the reorganization of university teachers in terms of resources and teaching can further provide innovative management paths and experiences for the Trinity education model. In this regard, under the background of technological, intelligent and digital management development, improving the influence of Trinity education mode on talent cultivation and university faculty is an important way to carry out effective teaching and learning, and an important push to understand the development of university faculty construction, in this regard. In response to the large demand for talents in the development of the times, strengthening the professionalism of college teachers in the construction. It can further penetrate the essence of the Trinity education model, thus

providing innovation and possibilities in the construction, training, development, management and supervision of the faculty.

2. The current situation of university faculty construction under Trinity education mode

First of all, the Trinity education model in teaching requires teachers to have knowledge of teaching subjects and form an interdisciplinary teaching model on top of their existing professional knowledge to provide a good foundation for students' comprehensive education and growth. At the same time, the school and the enterprise actively joint, can promote multi-platform joint training and further provide a good environment and opportunities for the growth of students, in such a development context, teachers in self-teaching management, training and other aspects will be adjusted accordingly, to ensure that the teaching content and education objectives match each other. Secondly, in terms of the trinity of teachers' own development, teachers in colleges and universities aim to achieve specialization, continuously improve their professional ability and achieve diversified results in related fields, so that they can effectively realize the development and construction of specialization and industry elites in the construction of college teachers, based on the existing resources of colleges and universities. Further adjust the teaching objectives with the market development needs, so as to effectively match the innovative construction of teachers and teaching.

3. Problems and reasons of university teachers' team construction under Trinity education mode

3.1 Problems in the construction of university teachers' team under the Trinity education mode

3.1.1 Insufficient understanding of the Trinity education mode by teachers

The teachers' own independent initiative and interaction with students also reflect the teachers' thinking ability and achievements in teaching understanding. This is not conducive to the mutual communication between teachers and students, and not conducive to the professional growth and construction of teachers. Secondly, teachers' awareness of the Trinity education model in the construction of the teaching team only stays at the level of college teachers, and they do not want to improve it through their own growth and construction. Already professional ability to achieve changes such as industry elite, which leads to the lack of independent initiative in the construction process of the overall faculty, which cannot be effectively passed. Teachers' independent construction, enhance personal thinking ability and construction links. Third, the trinity education model is not only the word of the theoretical level, but also the integration of different contents through continuous practice, thus practicing the experience and teaching results, so there is a need for a more long-term development plan in the development process of the trinity education model, which can fundamentally enhance the teachers' cognitive thinking about the trinity education model, and also facilitate good interaction between students and teachers in this area. Only through continuous exploration and innovation can teachers find a suitable way for their own development in the Trinity education model, which can also promote the rationalization of the overall teacher team.

3.1.2 Low efficiency of faculty management

The overall management efficiency of faculty team is low, mainly because teachers' cognitive development consciousness varies, therefore, in the process of overall faculty team management and construction, the management efficiency cannot be effectively improved, which further causes teachers' low growth consciousness and inability to complete personal growth planning on time. On the one hand, universities do not set a rigorous and perfect growth planning path in the process of faculty management, so many teachers have lost their enthusiasm in personal development and teaching quality improvement, and are unable to correlate their teaching and personal development, which leads to confusion and low efficiency in the overall faculty management. On the other hand, due to the lack of open and transparent promotion paths in faculty management, the overall faculty growth, training and assessment have become the only way for faculty development, which is not conducive to the diversity of faculty management and therefore there are many drawbacks in the overall management, leading to the loss of confidence and sense of belonging of many teachers.

3.1.3 Less innovative ways

Teachers still lack enough innovative development and construction in terms of innovative ways, which is closely related to the

information received by teachers and their ability to integrate information. First of all, with the development of the Internet, the construction of intelligent, digital management has become the development trend, so how to carry out personal self-development growth and construction in leisure time is an important embodiment of teachers pulling away from others, and many teachers have no knowledge of digital and Many teachers lack knowledge of digital and intelligent management information, and information in the use of information is also relatively closed, so it is not conducive to the overall professional ability to enhance and improve awareness. Secondly, teachers are still interested in the traditional teaching mode and personal growth, but they are less aware of the innovative ways of development and do not explore the innovative paths further, so the overall innovative content and innovative paths are also rare.

3.2 Reasons for the problems in the construction of university teachers in Trinity education mode

3.2.1 Teachers lack the awareness of autonomous development

Under the trinity education model, the lack of innovation in the university faculty is closely related to the lack of teachers' independent development. Awareness is closely related to the goal of enhancing the development and construction of teachers, which requires teachers to be able to take themselves as the starting point for continuous exploration and excavation, so as to realize the two-way improvement of independent awareness and professional ability, but in the current teaching and management it can be found that many teachers lack the awareness of future planning and development innovation, so in the process of their own development, they need the stimulation and promotion of the external environment to be able to carry out the construction of personal Learning and planning construction, and not to enhance the sense of independent development, so in the face of fierce competition from the outside world, some teachers choose to lie flat, while some ignore the changes in their own development needs, the overall lack of awareness of independent development will cause teachers to lack competitiveness and motivation, and can not provide a good environment atmosphere for teachers in the subsequent independent development.

3.2.2The most important factor that causes the lack of core competitiveness in the construction of faculty is the lack of scientific faculty construction and cultivation planning.

In the process of construction and cultivation of university faculty, it is necessary to introduce, assess and cultivate talents according to the actual situation of the faculty, so as to realize that teachers of different subjects and disciplines as well as different academic degrees can obtain corresponding results and grow in the process of mutual consultation. However, in the current process of university faculty construction, many universities lack obvious signs for the growth and planning of teachers' team, so teachers in the process of development and growth tend to achieve personal growth only through traditional spiritual channels by assessing titles and other ways, but these do not really provide guarantee for teachers' development and therefore are not conducive to teachers' development to improve their professionalism and ability.

3.2.3 Lack of innovation path

The effective construction and quality management of the faculty needs to be interrelated with the current content, but also needs to stimulate the teachers' internal autonomous motivation through diversified activities and competitions, so as to achieve innovation through diversity. The lack of innovative paths in the overall teaching and learning process makes it impossible to provide a strong guarantee and support for the effective construction and management of teachers in terms of development.

4. Innovative path of university teachers' team construction under Trinity education mode

4.1 Excavate the needs of teachers to stimulate the motivation of teachers' development

It is necessary to strengthen the reasonable distribution and management construction of the teachers' team in colleges and

universities, which can play the development situation of bringing the new with the old and promoting the old with the heart, and through the mutual communication and integration between the new teachers and the old teachers, it can intermingle and manage the knowledge and management mode of each other, which is conducive to promoting the communication between the teachers and thus showing the various connotations of the current colleges and universities in the construction of the teachers' team and the Trinity education mode in a more specific form.

4.2 Establish and improve the scientific teacher management process

With effective and constructive at the same time, it can also further reflect the shortage of faculty in that aspect through scientific and perfect management process. Establishing a scientific and reasonable management process of faculty construction requires institutions to have clear planning and deployment of faculty and talent training, which can start from professional advantages and talent training objectives, so that there can be a more open and transparent management process based on the needs of university faculty in the training process. Reduce unnecessary procedures to effectively enhance the overall team management efficiency and timeliness, which can fundamentally enhance the innovative development of university faculty construction.

4.3 Integration of the Internet to promote faculty innovation

Integration of Internet development to promote the innovation of faculty team construction. It is an important way to promote the innovation management and development of university faculty in the construction process further. Therefore, combining the feasibility of Internet and university construction, further enhance teachers' cognition and thinking from their awareness of participation, development and innovation, so that they can promote the effective growth and construction of teachers in this aspect by setting diversified activities and assessment standards, so as to realize the innovation development and Management.

To increase the investment in innovation, on the one hand, it is necessary to efficiently invest relevant funds to guarantee, to be able to promote the innovative development of teachers in many aspects such as scientific research and teaching through many scientific research projects and innovative management, on the other hand, it is necessary for colleges and universities to be able to mutually integrate teacher training and team training with relevant institutions and enterprises, to be able to provide diversified management ways and possibilities for college teacher talent training through many platforms such as school-enterprise association, so as to effectively realize the innovative construction and guarantee of college teacher team.

5. Summary

The trinity education model can effectively promote the feasibility and innovation of the development of university faculty, so as to improve the overall management efficiency and quality of the faculty. In this regard, university teachers should further enhance their internal autonomous motivation through various aspects such as innovative management and provide more experience for their own development through various practices.

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Practical English Translation in Higher Vocational Colleges and Its Practical Application in Teaching

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Abstract: With the globalization of social and economic development, the culture, economy, science and technology and materials of all countries in the world are communicating to varying degrees. The basic tool of communication is language. Therefore, language translation plays an important role in this process. Learning English translation is of great significance to the development and construction of our country. The establishment of English translation major in major universities is the base for cultivating English translation talents in our country. It is also the main place to improve students' English translation ability and practice. The text will focus on the existing problems and teaching practice application strategies of practical English in higher vocational education, so as to promote the development and use of English translation and improve the quality of teaching in our country.

Keywords: Practical English Translation; Teaching Practice; Vocational School

Introduction

With the development of social economy, in order to follow the development of the times, English translation majors are set up in higher vocational colleges in China. English translation is a practical skill, which can lay a foundation for students to enter social work. With the continuous implementation of practical talent training plan in China, colleges and universities pay more attention to strengthening students' comprehensive quality and practical ability in the process of talent construction and training. In the process of learning English translation, practical English translation teaching can effectively improve students' listening, speaking, reading and writing skills and pave the way for entering social work. In the actual teaching process, the use of English translation teaching has been subject to many problems and obstacles, resulting in poor teaching effect, and students can not improve their practical application ability. We should analyze the existing problems and study the corresponding strategies to improve the teaching quality, so as to increase English translation talents, promote communication between China and other countries in the world, and enhance comprehensive strength.

1. Objectives and characteristics of practical English translation teaching in teaching

1.1 Analysis of practical English translation teaching objectives

The use of practical English translation teaching is mainly manifested in two aspects - theory and practice. The basic English teaching is listening, speaking, reading and writing. In recent years, in order to strengthen students' English translation ability, it has been taken as the teaching goal and implemented in the new curriculum standard. English translation major is a practical subject. In teaching, we should take improving students' English translation ability as the main teaching goal of various teaching activities. With the continuous integration of China's economy and the world economy, the scope of applied English translation is increasing. Cultivating and reserving English translation talents has become the main goal of English translation teaching. According to the current situation of national and social construction and development, cultivating translation talents has become an important teaching goal. At present, the number of colleges and universities that have set up English translation majors is small, and the number of other

professionals participating in English translation after graduation is small, so they can not supplement the practical English translation talents with large demand. Based on the analysis of the above contents, we should strengthen the practical role of practical English translation in teaching, which has a far-reaching impact on both students' future planning and the demand for talents in the current national construction.

1.2 Analyzing the characteristics of practical English translation teaching

English is a language bridge for communication in the world. In the process of practical English translation teaching in colleges and universities, we should pay special attention to its characteristics and needs. In order to enable students to have better English translation ability, schools can organize various forms of teaching and research activities to achieve this teaching goal through the expansion of educational channels and resources. In the teaching activities, we should focus on improving students' practical English translation ability and improve the teaching scheme according to the social development. In the implementation of English translation teaching activities, we should also analyze different cultural backgrounds, character relationships, fields, language thinking modes, master their impact on translation, and use different translation skills according to the scene, so as to strengthen the ability and efficiency of translation. At the same time, in practical teaching, English translation also needs to increase the thought of moral education, cultivate students' attitude and quality towards translation, and meet the basic requirements of faithfulness, elegance and expressiveness. In the process of English translation, we should improve its preciseness and responsibility, so as to improve the quality of translation. Practical application teaching should focus on analyzing the characteristics of practical English translation activities and positioning, so as to greatly improve the teaching level and quality.

2. Practical English translation and its practical application in teaching

2.1 Foot stepping lacks practicability

The teaching materials used by colleges and universities offering English translation majors are too backward to combine with the needs of modern society, and can not meet the students' inner desire for knowledge and extensive interest, which greatly reduces the students' enthusiasm for learning. For example, many colleges and universities still take classical literary works as cases when choosing teaching contents. Generally, the time of classical works is relatively long, the social background and language are far from the current development, and the applicability of teaching practice is low.

2.2 The teaching content is too backward

In actual teaching, schools should analyze and translate more current economic articles, and then use the test method to test the learning effect. The traditional teaching methods have no theory and skills on English translation, which has no effect on students' translation ability.

2.3 Lack of practical application teaching

When arranging class hours and activities, we pay attention to theoretical explanation, and there is no detailed arrangement for the teaching of practical application ability. The teaching method is too simple. Translation exercises are usually the translation of relevant articles, which has no effect on cultivating practical application ability.

2.4 Students are not placed in the main position

In the actual teaching process, the teacher's lecture is the main, which can not reflect the students' subjective status, can only learn passively, and can not combine the students' interests, hobbies and future careers. In terms of teaching progress, we can not fully show the differences between students' time learning ability and foundation, resulting in students with good foundation can not cultivate their innovation ability, and students with poor foundation can not keep up with the teaching progress.

3. Practical English translation and its practical application strategy in Teaching

3.1 We should improve the teaching content in combination with social development

The purpose of practical English translation teaching is to improve students' English translation literacy, improve and update the corresponding teaching materials according to the characteristics of each major. Through the improvement of teaching objectives,

according to social development and the demand for talents, the teaching content needs to integrate students' interests, social development and industry talent screening standards. The improvement of practical English translation teaching content can start from these aspects. First, combined with the needs of students' thoughts and personality, we can choose the popular topics in the current society as the teaching content, so as to effectively drive students' interest in learning. According to the characteristics of the specialty, we can cultivate the application ability and rigorous attitude. For example, when choosing the translation direction, you can choose the emotional, scientific and technological or commercial ones. Secondly, it is combined with the actual development needs of our country. In order to fill the talent gap, colleges and universities implement practical talent training for students to make the teaching content closer to the needs of work, make full use of modern information technology resources and expand the teaching content through electronic library and Internet, especially in the selection of practical topics to make the teaching content more valuable.

3.2 We should activate the classroom atmosphere and innovate teaching methods

Innovative teaching methods can greatly enhance learning interest and improve teaching effect. The innovation of teaching methods can be carried out from these aspects. First, scene teaching. We can construct the content scene so that students can have an in-depth understanding, so as to substitute it into the scene. Through the understanding of the background of the scene, they can effectively improve their translation ability when translating works. Let students change their translation behavior from the change of role; Students can also watch more English film and television dramas to improve the teaching effect. Second, We can discuss the teaching in groups, discuss in groups, analyze the works from multiple angles, and then translate through the activities of the competition. According to the translation results of different groups, they find their own shortcomings and improve their own ability. Third, We can explain the key and difficult points, divide the key and difficult points according to the teaching content, explain and analyze them respectively, and teach the skills and skills in translation.

3.3 Combination of practice and theory

The setting of teaching objectives needs to pay attention to practical teaching and show the theoretical knowledge in textbooks in the way of practical application, so as to reduce the abstraction of theory and help students learn theory. For theoretical knowledge and translation skills, the way of translating articles can be used to put the abstract theory into practice. Teachers can also arrange students to check the background of relevant works. Querying the meaning of new words can stimulate students' initiative and improve students' application ability.

4. Conclusion

We can analyze and study the current situation of teaching content and social development and the demand for talents in the industry, innovate the teaching content and increase its practical value; Innovative teaching methods have greatly improved the practical application ability. Colleagues also give full play to students' interest in practical English translation and show their dominant position; The teaching method of combining theory with practice can improve and play the role of theory in practice through teaching methods and teaching contents, so as to achieve the accuracy of translation; Only by using the innovative teaching mode can we teach students in accordance with their aptitude and let students get attention, so as to make the teaching of practical English translation have a better effect.

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Practice and Reflection on Party Building Leading Fine Management of Hospitals in the New Era

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Abstract: Hospitals belong to public places, and implementing refined management in hospitals is a need for patients. Under party building management, hospitals must manage hospitals in accordance with the party's governing philosophy. In the new era, China's party building management is facing enormous challenges. In order to implement party and government management in the new era, hospitals must strengthen their understanding of party building and further implement refined management at a deeper level.

Keywords: New Era; Party building; Refined management; hospital; Time thinking

1. Introduction

Fine management refers to precise and meticulous management, which is different from extensive management. Fine management is a three-dimensional operation that involves all aspects without any defects. Extensive management refers to the management of a large scale, allowing it to develop.

2. Solidifying ideals and beliefs, focusing on one core

Hospitals belong to public institutions, and unlike private clinics, they have ideals, beliefs, and values. Private hospitals place more emphasis on the private sector and often overlook patient management. The function of a hospital is to treat and save patients, and if there is a lack of management, it can have adverse effects on the safety of patients and even lead to unimaginable consequences. In order to combat this behavior in private clinics, the necessary measure is to strengthen understanding of the Party and government, and use the Party and government concepts to treat diseases and save people. Only with correct ideological awareness can hospitals use correct concepts to save lives and heal injuries. Therefore, hospitals should bear in mind the reasons for meticulous management. Only by conducting supervision and management without any detail can they ensure the use of party building to participate in the affairs of hospitals. The main task of party building work is to ensure that hospitals are organized and follow the party's governing philosophy step by step, and adhere to the perspective of the people. Hospitals will gradually become more perfect. Patients seeking medical treatment carry their own emotions. As doctors, it is important to observe the patient's emotions and understand their current needs for comfort, in order to help them better seek medical treatment in the hospital.

3. Expanding the optimization space and highlight two goals

At the same time, the necessary task for the long-term development of the hospital is to expand and optimize the space, and highlight two key goals. The spatial development of the hospital is very important, and it is always facing various difficulties for patients. As a doctor, it is necessary to learn various party building concepts, establish basic moral and worldview, and use these two concepts to help doctors see their patients. Doctors must have a longer-term perspective than patients. Patients need doctors with a particularly deep sense of party building when seeking medical treatment. Only by establishing a party building concept can doctors selflessly contribute. At present, the biggest difference between private hospitals and public hospitals is that private hospitals charge high fees, but the concept of party building is also constantly being studied and deepened. The biggest difference between private hospitals and public hospitals is that the doctors in public hospitals have good party building concepts and are in line with the party's

philosophy. The party's governance philosophy and policies are all from the perspective of the people, while public hospitals should play the spirit of sacrificing themselves for others, not only diligent in seeking medical treatment, but also receives consistent praise in daily life. Although both have party building concepts, private hospitals are more inclined towards interests, while public hospitals are more inclined towards patients. Due to the different nature of the two, the requirements of the party and the state for the two are also different. It is obvious that the Party and the state support the development of public hospitals, and the control of private hospitals is relatively strict. From the inspection of medical utensils in hospitals to the greetings of patients in hospitals, the entire operation of hospitals is also well understood. In daily life, doctors from the hospital are regularly organized to receive ideological training, elevate ethics, strengthen patient management, and refine operations to help patients better understand the hospital's operational techniques and reduce their doubts. Therefore, regular training and strict assessment must be provided for the party building work in hospitals. Only by persisting in continuous learning can we promote self-development. Doctors are a special profession, different from teachers and police officers. These two professions do not undergo refined management, but society is still managed in an orderly manner. This shows the necessity of refined management of the profession of doctors. Finally, the management of the two objectives refers to the hospital doctors' achievement index, the knowledge and experience learned after a period of employment. The core of party building revolves around the party, and only by constantly placing the party in ideological concepts can the party truly play its role. The Party's philosophy is also constantly developing and improving. The refined management of hospitals requires leadership at the management level to constantly understand the Party's spirit, support all Party decisions, and better serve patients.

4. Innovation leadership, centered around three directions

No era can be separated from innovation. Innovation is the source of power, and everything is for innovation to make the refined management of hospitals more refined. Always focusing on the three directions can reduce the burden and pressure on hospitals. Only innovation can lead the direction of hospitals, and refined management is a continuous process of innovation. The original management system needs to be gradually overturned in the new era and new guiding concepts established. The medical industry of hospitals cannot be separated from the guidance of the Party, and innovation is mentioned in party building work. Whether it is public or private hospitals, the current common situation is that the innovation efforts are not enough to truly implement refined management. The best solution to this is to deepen our understanding of party building knowledge, constantly explore and explore new ways, and strive to use party building knowledge to truly implement refined management. Specific refined management refers to hospitals collaborating more with other hospitals in medical resources, integrating personnel management with other hospitals, and maintaining consistent management systems with other hospitals. As a hospital, we cannot be complacent and turn a blind eye to the management and innovation mechanisms of other hospitals. Traditional hospitals have such problems to some extent. In the new era, what needs to be established is a new type of modern hospital, which not only requires innovation in management, but also expands the scale of the hospital. Hospitals cannot rely solely on existing resources and conditions for development. They must adhere to the principle of "one basic point, two central points" to gradually improve their medical level, and only then can hospitals expand their existing scale according to their original scale. Traditional hospitals have far less medical conditions than modern hospitals in all aspects. Of course, most patients support the development of modern hospitals. Only by continuously improving the overall medical level can we promote the expansion of the existing scale. Therefore, the necessary measure is to make hospital managers fundamentally aware of the insufficient level of resource management, so as to use existing resources to regularly hold training conferences. Active communication and communication among doctors in training courses can quickly dispel doubts and better carry out medical innovation. Modern hospitals can only be recognized through innovation, and the driving force of innovation comes from practice. In daily medical practice, doctors make better use of practice in theory, and the vast amount of theoretical knowledge can be applied to practice. Practice produces true knowledge. Theory and practice are complementary and indispensable. Refined management should be like this. Only by constantly innovating in self-awareness can doctors ensure that hospitals strive to improve quality, enable doctors to continuously innovate in the medical field, and help doctors better carry out their work and engage in secondary creation.

5. Cultivating advantages and seizing four key points of focus

Doctors are the core industry and strength of hospitals, and strengthening the training of doctors can form their own advantages. The four focus points refer to helping hospitals deepen their operations from different perspectives and reducing the occurrence of

doctor-patient conflicts. The four focus points are doctors, medical resources, nurses, and hospitals, which collectively constitute the refined management of the entire hospital. Most patients who come to the hospital for treatment will experience psychological disorders to some extent. Only when patients are fundamentally aware of the support of the Party and the government can they entrust themselves to the doctor. As a doctor, it is not just about treating diseases and saving people. It is also about learning and acquiring resources from various aspects, cultivate one's strengths from different perspectives, and grasp the four key points, so as to fully understanding the people's situation, and ensuring that patients have no worries when seeking medical treatment. Refined management is reflected in various aspects of patients, allow them to understand the condition of doctors, and choose their own doctors, in order to provide green channels for patients to seek medical treatment. For special patients, green consultation and green medical treatment are implemented.

Conclusion

In summary, in order to utilize Party building knowledge to implement refined management in hospitals, the necessary measure is to strengthen the management of hospital rules and regulations. Only with a long-term perspective can Party building work truly be carried out in hospitals. At the same time, the Party building work transmits the spirit of the Party, and fully utilizing the spirit of the Party in hospitals is conducive to the deep management of the hospital.

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Research on the Strategy of Innovation and Entrepreneurship Education for College Students in the sight of Constructivist Learning Concept

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Abstract: Since the 20th National Congress, with the emphasis on innovation and entrepreneurship on country, innovation and entrepreneurship education has become an important part of talent training in universities. The constructivist learning concept advocates that students' learning should respect their own meaning construction, and social mutual assistance and situational construction to acquire knowledge. Based on the current issue of students' innovation and entrepreneurship, this article takes the constructivist learning perspective as a guide to explore strategies to enhance their innovation and entrepreneurship abilities, and is committed to promoting the improvement of their abilities.

Keywords: Innovation; Entrepreneurship; Innovation and Entrepreneurship Education; Constructivist Learning Concept; College Students

Introduction

With the times developing, the concept of student-centered approach is deeply rooted in talent cultivation. Innovation and entrepreneurship education has a great promoting effect on the cultivation of students' creative thinking and employment and entrepreneurship abilities. Understanding the cognitive learning characteristics and learning difficulties that meet students' needs helps them better acquire and apply knowledge.

1. Current Issues in Innovation and Entrepreneurship Education for College Students

1.1 Lack of awareness of innovation and entrepreneurship education

With the rise of innovation and entrepreneurship education, there is a lack of awareness among university teachers and students about its concepts and teaching, as well as the cultivation of students' innovation awareness. After teaching, most students do not realize the significance of this education, and their learning motivation is not strong. They only view it as a way to use the internet, mobile terminals, and other means to achieve their own innovation and entrepreneurship plans^[1]. Therefore, there is a lack of complete understanding. Students believe that innovation and entrepreneurship education is not closely related to professional education, and the correlation between curriculum and practice is not high. They underestimate the systematic learning of theoretical and practical knowledge.

1.2 Fuzzy self positioning and cultivation methods

The innovation and entrepreneurship education teaching carried out by universities is an important course aimed at the situation faced by students in future employment^[2]. Therefore, the new curriculum standard proposes that student training should be closely combined with social development. According to the survey, student education is not strongly related to career Career development,

and the awareness of self positioning is insufficient, which leads to insufficient meaningful construction, weak motivation, and low efficiency in transferring to innovation and entrepreneurship education. At the same time, their own abilities and literacy are directly related to the quality and effectiveness of teaching, low quality can easily lead to problems in the process of carrying out teaching activities^[3]. Therefore, combining professional education, creative and entrepreneurial education with quality education, and clarifying the training objectives of innovation and entrepreneurship have a promoting effect on students' learning.

1.3 Lack of teaching staff

The current teaching content of innovation and entrepreneurship courses in universities is monotonous and boring. Teachers are unable to effectively cultivate students' innovation awareness and stimulate their enthusiasm for entrepreneurial activities in the classroom^[4]. On the one hand, it is due to the lack of a systematic innovation and entrepreneurship education curriculum system and scientific teaching training, a lack of deep understanding of teachers' professional teaching knowledge, and a single teaching method and mode. On the other hand, it is because the combination of theory and practice is not deep, and there is a lack of practical experience in enterprises, Professional guidance and transfer-ability are not strong.

1.4 Weak achievement transformation

Currently, the transformation of the achievements learned by students is not strong, and although they have a certain level of innovation and entrepreneurship awareness, their feasibility is not high^[5]. Therefore, the evaluation mechanism and procedural steps need to be simplified, and support for youth innovation and entrepreneurship policies need to be strengthened.

2. Constructivist learning concept

2.1 Social Mutual Aid

The constructivist learning believes that learning has social mutual assistance. Social interactive learning is the internalization of relevant knowledge and skills through participation in a certain social culture, and this process often requires the collaborative interaction of the learning community to complete. In short, the negotiation, interaction, and collaboration of learning communities are of great significance for the construction of knowledge.

2.2 Situational

The constructivist learning view believes that learning has situational characteristics. Believing that knowledge cannot exist abstractly without the context of activities, learning should be combined with contextualized social practice activities. Knowledge exists in specific, situational, and perceivable activities, and is acquired in practical activities.

2.3 Meaning construction

The constructivist learning perspective emphasizes that students are in an active position in the learning process, and when acquiring new knowledge, they need to actively choose and independently complete knowledge construction based on their existing knowledge level. In this process, learners are highly emphasized on their active construction. Active constructive learning is a process of internal psychological structure. The methods for solving problems should be flexible, with multiple solutions and evaluation criteria.

3.Exploring Innovation and Entrepreneurship Education Strategies for College Students from the Perspective of Constructivist Learning Concept

3.1 Improving social mutual assistance and promoting innovation and entrepreneurship education for college students

Social mutual assistance emphasizes the participation of culture and the mutual assistance of groups. Firstly, organize various competitions. Schools should actively organize innovation and entrepreneurship competitions at all levels and types for different types of majors, in order to create a cultural atmosphere in the second classroom, allowing students to internalize innovation knowledge through competition and cooperation, and then use school resources for promotion, strengthening the connection between the school and society, and enhancing cooperation and communication between students, teachers, and society

Secondly, strengthen teacher training. The professional training of teachers at the school and education system levels should be

Improved. On the one hand, improve the teaching methods of innovation and entrepreneurship courses, and on the other hand, analyze national policies for innovation and entrepreneurship, promote interaction and exchange between teachers and students, and enable students to further internalize knowledge and apply it in the curriculum. At the same time, the research shows that the cultivation of innovation and entrepreneurship awareness cannot be carried out in a direct way. It is better to use examples to explain^[6], to teach students to look at problems from the perspective of learning, openness and development, to broaden their thinking and promote their higher level development.

Once again, build a good cultural public opinion. In the era of Internet+, educational ideas and concepts should be updated, and various ways should be used to increase the promotion of innovation and entrepreneurship education, broaden people's horizons and reduce society's fear of entrepreneurial risks, creating a good cultural atmosphere^[7]. Therefore, cultural construction can promote the participation rate of activities from passive to active, improve social mutual assistance, tap students' own potential.

3.2 Creating learning context and promoting innovation and entrepreneurship education for college students

Situational emphasizes that the acquisition of knowledge should be combined with situational activities and social practice. Firstly, adopt a diverse educational model for teaching. Schools should optimize the teaching mode of innovation and entrepreneurship education, set up relevant activities that are in line with students' professional and physical and mental development characteristics, improve teaching and management mechanisms, and integrate real or simulated entrepreneurial situations into curriculum and second classroom activities, allowing students to engage in meaningful learning and internalize what they have learned.

Secondly, strengthen the connection between enterprises and schools. letting enterprises enter the innovation and entrepreneurship education in universities through intuitive teaching, lectures, and activities, allowing students to truly experience the practical environment of innovation and entrepreneurship, creating a learning oriented innovation and entrepreneurship school social chain, and promoting their acquisition of knowledge.

3.3 Enhancing Meaning Construction and Promoting Innovation and Entrepreneurship Education for College Students

Meaning construction emphasizes valuing students' existing knowledge level, evaluating diversity, and enhancing their subjective initiative. Firstly, enhance cultural public opinion and respect their subjectivity. Creating a learning culture that is closely linked to the type and training objectives of the school, respecting the characteristics of students in different age groups, improving the public opinion orientation of innovation and entrepreneurship culture, combining majors with innovation and entrepreneurship, connecting the development chain of culture, majors, innovation, and employment, and achieving meaningful connection between knowledge and abilities, stimulating their learning enthusiasm

Secondly, establish a base for achievement transformation, combining theory with technology. The construction of university entrepreneurship incubation bases can provide a reliable practical platform for their entrepreneurial activities, respecting their acquisition of self-experience in practice, and stimulating their learning motivation.

Finally, improve the relevant incentive system. By utilizing self and substitutive reinforcement, we commend participants and winners, and increase the intensity of process assessment in innovation and entrepreneurship education. We affirm and respect the value of process and practice, enhance their thirst for knowledge, achieve meaning construction, and promote the development of innovation and entrepreneurship education for students.

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Research on the Innovation Direction of English Teaching Reform in Higher Vocational Colleges under the Competency-Based Education

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Abstract: Competency-based education is one of the many important educational objectives in the cultivation of senior vocational talents. In the past education model, the importance of achievement is greater than ability. Teachers rely on the scores of test papers to classify students' grades. Competency-based education has changed this situation very well, paying special attention to students' ability training. This paper mainly studies how to better promote the reform and innovation of English teaching in higher vocational colleges and strengthen students' learning ability and vocational skills while ensuring students' ability development.

Keywords: Competence Standard; Higher Vocational and Technical Schools; English Language Teaching

1. Introduction

Due to the continuous development of social economy, English is more and more valued by the public, and its application in society is also more extensive. In higher vocational colleges, many majors are closely related to English, and some majors cannot work without English. The main function of higher vocational colleges is to cultivate professional talents for the country, fill the gaps of professional talents in society, and promote the development of various industries in society. Students will directly enter social positions after graduation, so professional ability is very important for them.

2. The significance of competence-based education

In order to meet the development needs of today's society, students need to become the main participants in practical activities. Students should play a major role in teaching. Students need to find information and finally solve problems through practice and thinking. This not only exercises students' autonomous learning ability, problem-solving ability, communication and communication ability, stimulates students' potential and creativity, but also meets the needs of creative and versatile talents in the current era. Therefore, capability-based education is adapted to the development of the times. In addition, the most direct meaning of capability-based education is to improve students' personal ability. After team communication and reasonable guidance from teachers, students will have some novel ideas and be willing to put them into action. Competency-based education is conducive to the renewal and reform of the education system. It can reform the teaching methods and students' learning modes. The improvement of students' personal abilities will directly affect students' future employment, which can form a virtuous circle.

3. Competency-based education requires teachers to optimize the teaching system

3.1 Updating the traditional English teaching mode

In the past English teaching process, English teachers often only paid attention to the results of students' examinations and ignored the development of students' personal abilities and professional skills. The idea of competency-based education has affected the traditional English teaching model, which requires teachers to improve and upgrade the previous teaching model, break away from the dependence on the previous teaching ideas and models, and publicize the practical significance of skill development. In the specific teaching activities of the English curriculum, teachers must strengthen the importance of the development of students' ability, and further highlight the main position of students in the education model, taking the development of students' ability and career path as

one of the important objectives of the curriculum. At the same time, we should also help students establish scientific and reasonable values, and closely link the curriculum content with students' future career path. For example, teachers no longer take the final exam score as the main criterion, but take the students' degree of integration of English and major as the criterion. If a student can apply the English knowledge learned to his major, then in the competency-based education model, the student is excellent. In addition, teachers also need to use all available tools to promote the integration of English and students' majors according to the teaching conditions and students' conditions, and transform the knowledge learned by students in English into the strength of students' career development in the future.

3.2 Optimizing course content

At the stage of higher vocational education, teachers need to change their inherent teaching concepts and highlight the dominant position of students in the classroom. Teachers need to use their professional knowledge and long-term teaching experience to optimize the classroom design and optimize the course content, so that students can obtain the improvement of English application ability when learning these contents. There are many outdated book concepts that may mislead students. Teachers need to update and correct these contents in time. The reform of English curriculum requires teachers to continuously improve the teaching methods and optimize the content of the curriculum. The low standards in the curriculum will cause students to be unable to adapt to the work or to devote themselves to the corresponding posts after entering the post. There are two ways for students to improve their ability, one is to improve their ability through practice, and the other is to improve their ability through theoretical study. Both methods need to be paid attention to at the same time, and teachers need to make efforts to combine theory with practice to improve students' ability more effectively.

4. Competency-based education requires improving students' practice and learning ability

4.1 Cultivating students' English application ability in their posts

At present, students' learning ability and practical ability are insufficient, which requires teachers to change their teaching thinking. Teachers can guide students to use English as much as possible in daily life and improve students' language application ability. Some teachers use full English teaching in the classroom. This teaching method is good for both English majors and non-English majors. It can exercise students' English listening and improve students' English literacy. The traditional teaching method in the past cannot meet the requirement of cultivating students' ability. Teachers can try to use situational teaching method to create a situation and ask students to carry out dialogue exercises in the situation to solve problems. Cultivating talents focuses on talents themselves, so higher vocational colleges must attach importance to the development of students themselves. The more direct method is to cultivate the students' professional ability, because most of the higher vocational students will directly participate in the work after graduation, and the professional ability of the post is particularly important for students. The performance of training post professional ability in English curriculum is to cultivate students' ability to apply English in work.

4.2 Being familiar with each student to better carry out capability-based education

In real life, each student's learning ability and behavior habits are different, so this also leads to certain differences among students. Therefore, higher vocational English teachers need to make different ability training plans according to the actual situation of students. Instructors need to plan students' specific tasks and set different levels of goals for students according to their mental appearance, learning status, thinking ability, etc. Students in different professional classes will have insufficient thinking ability. For these students with relatively weak foundation, they need to improve their learning ability and practical ability step by step. In addition to the factor of specific ability, teachers need to observe and understand the students' personal learning and psychological changes, and be familiar with the psychological characteristics of students in higher vocational education, so as to ensure the development of ability cultivation activities.

5. Developing students' specific abilities

5.1 Innovation ability

With the rapid development of domestic science and economy, the responsibility of talent cultivation for teachers is becoming more and more arduous. In order to let innovative ideas lead curriculum development, teachers need to cultivate students' creative thinking through curriculum teaching. In English curriculum, the cultivation of innovative ability needs specific activities to carry. For example, the adaptation of the text, taking the content of the course "Comparison of Chinese and Western Culture" as an example, can allow students to adapt it into other types of articles according to the way of describing foreign culture in the text. The form, content and direction of adaptation are not limited, so as to maximize the creative thinking of students. Let students deepen their understanding of the content of the text by rewriting, and exercise their ability to draw inferences from one example. But for students who put forward wrong ideas, teachers need to give suggestions and help them make corrections. It is difficult for teachers to improve students' ability in a certain course, but it is also challenging.

5.2 Expression ability

Expression ability is one of the most basic abilities that people have in daily life, and it is the basis of communication. In English courses, the cultivation of expression ability can be exercised through writing, but we should adhere to the principle of gradual progress, from simple writing to difficult writing. Continue to expand students' vocabulary reserves to improve their writing ability. The amount of vocabulary reserves affects the quality of writing, from simple sentence construction to the completion of the whole article. After the students finish writing, the teacher can ask the students to summarize the article in short words, or hold an English speech contest in the class, so that the students can improve their expression ability through English speech. The specific competition requirements are formulated according to the situation of each class. If the students of a certain class have a relatively weak English foundation, the students can retell in the way of combining Chinese and English in the speech. For some classes with a good English level, the students are required to use English throughout the speech. After the speech, they also need to answer the questions of teachers and students. It is of far-reaching significance to improve students' expression ability and enable them to achieve better development in their future work and life through different ways and methods, using English courses in higher vocational colleges as carriers.

6. Conclusion

The proposal of capability-based education is of extraordinary significance and is a phased progress in the education industry. The essence of vocational education determines that English course teaching must be integrated with majors to promote students' ability progress. In the context of the new curriculum reform, English teaching in vocational colleges also needs to make changes, update the traditional education and teaching mode, and cultivate students' English application ability in the future to optimize the course content and build a diversified learning mode. Only in this way can we better practice the competency-based education model in the context of the new curriculum reform.

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3D Printing Technology and Computer-Aided Design

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Abstract: The widespread application of computer-aided production technology can effectively and directly assist enterprises in completing all aspects of production smoothly and efficiently. With the rapid development of 3D printing application technology, research and promotion of new material manufacturing applications have basically begun. This article mainly focuses on analyzing two technologies: computer-aided technology and 3D printing technology.

Keywords: Computer-Aided Technology; 3D Printing Technology; Information Age

1. Computer Aided Technology

1.1 Technical classification

With the continuous progress of the industrial information age, the rapid development of networks and industrial big data, the arrival of 5G new era data accelerators, the rapid development of Industry 4.0 era and new product development and production management models, industrial computer engineering aided design system software development has been widely applied in various equipment manufacturing (including product) manufacturing processes. The practical application process of computer-aided technology, that is, the development of equipment manufacturing (electronic products) technology industry, enters a process of comprehensive digitization and informatization. At the same time, 3D printing technology is also a new rapid material forming production method based on the modern Industry 4.0 new material manufacturing technology environment. Contrary to a traditional manufacturing process used in rapid stacking forming, it refers to a new manufacturing process that quickly stacks and combines laser cured materials based on the overall shape of the material product. It is currently widely used in the development and manufacturing of various material products that require rapid stacking forming.

1.2 Auxiliary Applications

The widespread application of computer-aided design (CAD) in manufacturing engineering in China can help manual design and drawing personnel transition from a traditional professional manual design and drawing job. The engineering design management software system in the computer software application environment can be used to assist design technicians in quickly completing design scheme comparison data analysis, drawing design data review, design process content data storage and information retrieval, etc., shortening the system design product cycle work time and improving product design efficiency, And at the same time, it is conducive to the analysis of the internal structure design and timely feedback of product manufacturing process information after completing the design. The monitoring application software of Computer Aided Software Manufacturing (CAM) can be controlled by multiple computers throughout the entire manufacturing process, and the computer-aided software manufacturing monitoring system can directly achieve real-time monitoring of the manufacturing production environment and the working status of manufacturing equipment. In chemical experiments, not only can various digital control prototypes and simulation software on the computer be used to accurately verify the practical application of various computers for auxiliary chemical engineering, but also can various molecular physics and chemical properties necessary for manufacturing products be analyzed, and physical analysis and research can also be carried out.

2. 3D printing technology

2.1 Introduction to 3D Printing Technology

3D printing technology is currently a rapidly developing and widely used new industrial manufacturing information technology in recent years, with a relatively short development period. However, with the continuous development of industrial hardware and application software, it plays an important role in the manufacturing industry. It can be understood that a 3D device printing system is a device printing system of a device manufacturer. Import relevant data into a mobile computer, analyze the data, establish a coordinate model, and convert the pre designed coordinate model into a coordinate calculation program that exists in the data. Then, through digital printing, the laser cured material is directly printed based on various digital models to form various physical and mechanical models. With the continuous development of current material printing and processing methods, there are various materials printed layer by layer, liquid printing, and so on. With the continuous development of the selectivity of plastic printing products and the diversification of material varieties, the offset printing products produced by printing can fully meet the requirements of users in various physical properties and appearances. They are no longer just a single product model printing sample that can only be used for customer reference, but a small batch of products.

2.2 Characteristics of 3D printing technology

The application of 3D printing technology still has a certain degree of development timeliness and controllability. In the current traditional large-scale industrial mold manufacturing, after the production process of model molds is completed, it is necessary to develop new molds to produce large molds. The application of 3D model printer technology can greatly reduce the model production process cycle and time for mold production. By quickly printing and producing goods in bulk, it can completely replace other traditional industrial printing production methods to a certain extent. When customers urgently need a large number of products, it can quickly print and complete batch production in a short period of time.

It can replace the use of traditional large-scale industrial machinery molds, effectively reducing production and operating costs. The direct manufacturing process characteristics of 3D model printing mold technology determine that the printing technology products can directly produce printed products without the need for self-developed mold processes, thereby greatly saving a certain amount of product production costs, improving product user experience, and investing in small batch rapid development of products in the early stage of the market, generating certain economic benefits.

A collaborative space with coordinated IoT concepts. 3D printing technology mainly relies on the transmission of printing data streams to automatically execute the printing process in printing devices. The design and establishment of an effective 3D printing control equipment management platform can be used to automatically control and build an IoT industrial production management platform through the use of Internet technology. It has an undeniable role in industrial spatial economic development control for automatic scheduling and management of industrial production resources.

2.3 Application of 3D Printing Technology

Create a conceptual model. In modern industrial part design, various industrial parts and product models with different functions and application types need to be repeatedly designed and manufactured according to different product functional requirements. Compared with other traditional three-dimensional manufacturing printing technology products, 3D full printing manufacturing technology has greater technological advantages in production accuracy, strength, and production cost. It can achieve faster and more accurate acquisition of product parts and production models required by customers, improve production operation management efficiency and production quality.

Manufacturing of required tools. Many printing tools can be designed and produced by designers based on their actual requirements. By using 3D printing control technology, we can greatly shorten the working time required to build the entire tool system and invest more time and energy in new product design in the future. Meanwhile, 3D printing control technology can significantly shorten printing time and reduce construction management costs. The design tools manufactured can be lighter and more precise, fully meeting the requirements of professional product designers as much as possible.

Carry out wholesale production of small batch processed products. The widespread application of 3D printing technology not only effectively realizes the rapid production of various small batch printing products, but also greatly reduces production costs due to the variety of printing process materials and operation methods. Compared to using traditional materials to manufacture printing process products, production requires less time and operator procedures. In terms of actual production application display effects, it can also greatly reduce production time, space, mold and other machine tool movement restrictions, and can automatically adjust various production process plans according to customer needs, with higher flexibility.

3. The combination of 3D printing technology and computer-aided design

3.1 Application Relationship

The development of computer-aided design has emerged ahead of the development of 3D printing design technology. It can be said that although 3D printing design technology is driven by computer-aided design processing technology on a computer, it is completely not independent of computer-aided design on a computer. The rapid development of computer software assisted design can provide more scientific data models and basic theoretical design data for the practical application development of 3D digital printing application technology. 3D digital printing application technology transforms the product concept of auxiliary designers from traditional computer-aided software design to virtual reality, allowing modern human products to present various products that were previously unable to be directly produced by humans, Improve the social productivity and living service level of modern humans.

3.2 Improvement space

The widespread application of 3D printing auxiliary materials cannot fully meet the basic requirements of modern computer-aided printing design. Especially in some application fields with specific performance requirements, the scope of overall material application will be greatly limited due to the inability of the overall material chemical properties to fully meet practical application requirements. Strengthening in-depth research on the application performance and technical applicability of printing materials is currently one of the main focus research topics in the field of 3D printing technology, and it will have broad industry market prospects in the future industrial development and application process.

The efficiency of software design platforms needs to be improved. Due to the significant gap in the development status of China's software industry compared to some developed countries internationally, achieving a good combination of 3D printing technology and computer-aided design takes a long time, and it cannot have a lower cost advantage in the entire market competition. This has to some extent led to low overall production efficiency and the inability to achieve large-scale applications in a short period of time. In this regard, there is still room for improvement.

4. Conclusion

In short, both computer-aided design and 3D printing technology, whether single or combined, have had a huge impact on the production and development of the world. It is necessary to increase the analysis and research of these two technologies to make them more conducive to social development.

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Reform of Audit Teaching under the Concept of Mixed Teaching

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Abstract: Modern education attaches great importance to the innovation of teaching concepts, and teachers should be guided by it to provide students with high-quality educational resources and learning environment. Teachers should conduct in-depth research on auditing course materials, set certain training goals for students, and optimize their teaching ideas to conduct diversified evaluations of students. Teachers should create an environment for students to learn auditing and choose corresponding teaching methods based on their learning situation. Teachers should also guide students to master the courses and basic theories of auditing, so that they have certain operational skills and can apply relevant theories to analyze and develop problems encountered in the management profession.

Keywords: Mixed Learning; Auditing; Reform in Education; Research Strategy

1. Introduction

Teachers use a mixed online and offline teaching mode to stimulate students' interest in learning auditing. In the audit course, we constantly introduce the situation and the course for students, in order to guide students to explore the audit knowledge independently, assign certain tasks for students, and let students drive themselves. Students have the motivation to learn audit. Teachers apply a variety of methods and combine case method to achieve good learning results. Teachers should take mixed teaching as the starting point for auditing curriculum reform, continuously develop their own reform ideas, and carefully design teaching plans, to closely adhere to the requirements of the curriculum outline.

2. Background of audit teaching reform under the concept of mixed teaching

Audit is a core course in the field of big data and financial management, with strong professionalism and practicality, and strong practicality. The content of auditing is very extensive, including legal provisions, logical relationships, etc., which is very difficult for students to learn and has a large amount of information. Mixed courses reduce the difficulty of teaching and learning auditing, allowing students to closely connect their knowledge with practical situations, and providing them with rich practical experience. The courses in the audit course are relatively profound and difficult to understand. Mixed teaching will gradually guide audit professors from shallow to deep, allowing students to gradually adapt to the school of audit knowledge. With the continuous development of information technology in cloud computing, the teaching mode of auditing is facing opportunities and challenges. The hybrid teaching mode combining online and offline can make up for the shortcomings of traditional teaching.

3. The significance of auditing teaching reform under the concept of mixed learning

3.1 Innovation in teaching direction

Mixed teaching refers to teachers setting up science courses, teaching students according to their aptitude, select corresponding textbooks based on their abilities, and arrange course content and sections reasonably, so as to enable students to systematically master audit knowledge. When teaching audit courses, teachers should assist in organically integrating audit work papers. Students should master the skills of computer auditing, learn how to conduct computerized accounting data review in computers, and master the operating steps of auditing software. The mixed curriculum has constructed a complete framework of standards for students, enabling

them to better adapt to the business of accountants and meet international needs. The mixed teaching has standardized students' authentication functions and enhanced their professional abilities as certified public accountants.

3.2 Improved course structure

Teachers can use intuitive teaching aids such as teaching software to make audit knowledge more vivid and intuitive, and students can actively explore audit knowledge using audit models. Teachers can allow students to use the company's annual financial statements as the main thread for auditing accounting information, allowing them to quickly adapt to the operations carried out in the workplace and the real audit teaching environment. Students can undergo substantive testing, and teachers can determine assessment scores based on their performance. Students can submit experience reports and audit work papers. Teachers should strengthen the awareness of guiding students' learning methods, pay attention to the design of teaching methods and the cultivation of students' learning methods. Mixed teaching improves the interaction between teachers and students and students' sense of participation in the classroom, so that students can further think, improve their audit ability and have certain critical thinking.

4.The current situation of auditing teaching

4.1 Backward teaching philosophy of teachers

The curriculum of auditing lacks logical knowledge, has a high repetition rate, and the course content is segmented without logical relationships. Teachers do not consider the infiltration between courses during teaching, blindly teaching, resulting in overly dispersed and unsystematic audit knowledge. The method of auditing teaching is too single, and students lack learning initiative. Teachers only focus on teaching and do not attach importance to students' participation awareness. The audit theory and practice are disconnected, lacking operability, and the teacher explains too much, without giving students the opportunity to practice. Teachers rely solely on case studies for teaching, resulting in excessive teaching and a lack of connection between simulation experiments and work. Teachers do not attach importance to professional ethics education in auditing, and students cannot withstand pressure and temptation in their work. They may falsify and present false audit reports, which undermines the fairness and independence of auditing.

4.2 Poor student quality

The content of the audit is too much, lacking internal coherence, and students' perceptual and rational understanding are separated. The audit theory and terminology lack clarity, and students feel that audit knowledge is dull and boring. Their learning is too rigid and mechanical, and they cannot identify audit knowledge. The audit knowledge terms in the textbooks are too obscure, mostly translated from English compound sentences, and the language expression and logical relationship are not consistent. Teachers need to reveal their true meanings. The content of auditing is too empty, and students' learning is in a passive acceptance state, without timeliness, and cannot achieve the purpose of applying what they have learned. Students cannot find the secrecy of audit knowledge, and their practical materials are too scarce.

5.Strategies for the reform of audit teaching under the concept of mixed teaching

5.1 Grasping the teaching direction, getting close to the textbook, and strengthening audit theory

During the teaching process, teachers should modify and improve the audit teaching syllabus based on students' learning situation and hot current affairs. Teachers should cleverly design the introduction process, so that students have a good learning state and enter the knowledge of auditing. Teachers should effectively connect the arrangement of imported courses with the transmission of audit knowledge, pay attention to cultivating students' audit ability, and grasp the main line of knowledge, in order to continuously strengthen students' abilities, and provide practical training to students. The audit course has a certain degree of dynamism and foresight, and teachers should cultivate students to be able to use modern methods to collect and verify audit knowledge, and be able to conduct certain analysis and application. Mixed learning is not a simple combination of online and offline resources, but rather a way for students to find suitable learning methods and resources through a large amount of materials. Teachers should flexibly carry out teaching, allowing students to expand their abilities in familiar fields, and reflect the central position of students. Teachers should allocate time reasonably during the teaching process, grasp the teaching rhythm, and spend half of their time teaching and half of their

time discussing with students to deepen their understanding of audit knowledge.

5.2 Optimizing teacher teaching methods and enriching audit course content

Teachers should focus on strengthening the knowledge of audit skills in teaching design, allowing students to handle knowledge points in a relaxed and free environment. Students should conduct unit summaries and reflections on mixed audit learning, and teachers should guide students to improve their learning strategies, allowing them to fully utilize the resources of blended teaching. Teachers should grasp the systematic process of knowledge and guide students in practice. The mixed classroom provides students with joyful and positive emotions, and students need to learn to approach tasks from reality. Teachers should establish a new educational perspective, enable students to quickly enter the field of auditing, and grasp the relevance of auditing professional knowledge. Teachers should strengthen students' confidence in learning and make them feel successful. Teachers should lead students to effective learning and promote personalized development. Teachers should also work hard to learn and progress together with students. Teachers should pay attention to the growth and progress of students, constantly explore and innovate in their teaching, and implement the people-oriented concept.

5.3 Creating an audit teaching environment and strengthening students' audit skills

Teachers should systematize the fragmentation audit knowledge, develop a complete set of systematic audit theories, and provide students with a certain platform in the open online courses, so that students can question teachers. Teachers should help students solve difficulties. When teaching offline, teachers should provide students with certain cases to accumulate their own audit knowledge, learn to summarize and organize them, and make their audit knowledge organized. Teachers should grasp the programmatic nature of audit knowledge. Schools should establish off campus internship bases for students, allowing them to connect with enterprises and accounting firms, and deepen their audit work.

6. Conclusion

The mixed curriculum is a major innovation and challenge in audit teaching. Teachers should do a good job in the early stages of the construction of blended curriculum, and school leaders can provide comprehensive explanations to teachers, so that teachers have a deep understanding of the construction of blended curriculum. In blended courses, there is a portion of knowledge that students need to master through online courses. Teachers should focus on building online courses, and check and guide students' learning situation, in order to ensure that students listen attentively in class, review carefully after class, and ensure the teaching effect of mixed courses.

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Metaphor in Literary Translation——A Case Study of Chinese

Classics

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Abstract: The study of metaphor has a long history, and it has gradually been taken seriously from the very beginning of Aristotle of ancient Greek. In 1980, American scholars George Lakoff and Mark Johnson published the book *Metaphor We Lived By* jointly, from which metaphor began to be known as a way of cognition. The differences in languages and cultures, together with the complicated working mechanism of metaphor, post a great challenge in translating metaphor in literary work. This paper analyzes example sentences taken from Chinese classical works. By comparing these sentences with their English translations, we can have a glimpse of the translation strategies often used in rendering metaphor.

Keywords: Metaphor; Literary Translation; Translation Strategy

1. Introduction

Metaphor is a linguistic phenomenon in most people's minds and is categorized as a rhetorical device in language learning. Previously, many people even thought that metaphor is a unique phenomenon in the world of literature, which is seldom involved in daily life. In 1980, American scholars George Lakoff and Mark Johnson published a book named *Metaphor We Live By*, from which metaphor finally jumped out of the framework of "linguistic phenomenon" and gradually came into the public's view as a "cognitive tool". It is written in this book: "We have found, on the contrary, that metaphor is pervasive in everyday life, not just in language but in thought and action. Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature." (Lakoff & Johnson 1980:1)

With careful observation, it is not difficult to find that we always use metaphors to express ourselves in our lives consciously or unconsciously. For example, some expressions like *spindrift*, *getting into trouble*, *falling in love*, etc, are actually using metaphor. We compare waves to flowers in Chinese because they are similar in shape; we compare difficulties to getting into trouble because they are like swamps in which people are trapped but can do nothing about them; we compare the magic of love to "falling in love" because both are irresistible. These metaphors are so classic that they have become commonplace in our everyday life. Most people use them without necessarily realizing that they are using metaphors to express their ideas.

Metaphor is essentially the use of one concept to express another. Only when there is similarity between things in different conceptual domains can people's analogical associations be aroused, thus juxtaposing two things that originally belong to different conceptual domains and generating metaphors. Therefore, we can learn that similarity is the basis for the generation of metaphor, and it is also an important factor that distinguishes metaphor from other linguistic phenomena (Wang Tianran 2018:51). The similarity between the entity and the metaphorical vehicle is both the essence of metaphor and can then be used as a criterion for dividing metaphors. For example, In *Metaphor and Cognition* written by Indoukia, metaphor is divided into two kinds from the point of view of similarity: metaphors based on similarity and metaphors that create similarity.

The world of literature is the world of metaphor. The purpose of using metaphors in literary texts is to convey an abstract or intentional idea of thought, consciousness or spirit through aesthetic and artistic language. As a literary text, without metaphor, it cannot fulfill its narrative function (Zhang Xiong 2005:105). Then, how are different forms of metaphors represented in literary works?

When facing the translation of different types of metaphors, do we need to adopt different translation strategies and means? How can the metaphorical expressions in the source language be better converted into the target language that is fluent, authentic and easy to be accepted by readers? These are the questions that need to be discussed in this paper.

2. The Application of Two Metaphors in Literary Works

2.1 Metaphor based on similarity

Metaphor based on similarity means that there is a recognized, objective and concrete similarity between the entity and the metaphorical vehicle. The concrete similarity between two things refers to the physical and chemical characteristics that they share, such as shape, color, space, time, form of movement, functional characteristics, structural characteristics, and their interrelationships, etc. (Ma Xiaoling 2010:59). Such metaphors based on similarity abound in classic Chinese literature, and the language of classic literature becomes vivid and more readable because of the use of metaphorical language, for example:

(1) 牛王嘻嘻地笑了一笑，现出原身——一只大白牛。头如峻岭，眼若闪光。两只角，似两只铁塔。（吴承恩《西游记》）

(2) 黛玉略换了几件新鲜衣服，打扮得宛如嫦娥下界，含羞带笑的出来见了众人。（曹雪芹《红楼梦》）

(3) 鸿渐想上海不愧是文明先进之区，中学女孩子已经把门面油漆粉刷，招徕男人了，这是外国也少有的。（钱钟书《围城》）

(4) 我很悚然，一见她的眼钉着我的，背上也就遭了芒刺一般，比在学校里遇到不及豫防的临时考，教师又偏是站在身旁的时候，惶急得多了。（鲁迅《祝福》）

In Example (1), the Bull King transforms into a big white bull, and there is an objective similarity between the size and shape of “牛头” and “峻岭”. Moreover, an objective similarity lies between “两只角”, which are sharp, hard and big, and “两只铁塔”. By using two metaphors in a row, this sentence brings to life the stout and ferocious appearance of the Bull King, and makes it easier to stimulate the reader’s imagination.

In Example (2), Lin Daiyu in *A Dream in Red Mansions* is a transcendent, immortal beauty, so her face has an objective similarity with that of the fairy Chang’e, and when Daiyu puts on her new clothes, she looks like the fairy Chang’e coming down to the earth and captivating the crowd.

In Example (3), since the human face has an objective similarity with the “门面”, and the girl’s action of applying cosmetics has an objective similarity with “油漆粉刷”, the author used the “门面” as a metaphor for the face of a middle school girl in Shanghai, and “油漆粉刷” as a metaphor for the girl’s behavior of applying cosmetics.

In Example (4), “I” felt uncomfortable when I met Xianglin and was stared at by her. This uncomfortable feeling is objectively similar to the feeling of “背上遭了芒刺”, so the author used it as a metaphor to express a sense of uneasiness.

2.2 Metaphors that Create Similarity

Cognitive linguists have argued that “although metaphors can be partially based on individual similarities, we find that many important similarities are created via metaphors” (Wei Jianhua 2008:138). Metaphor that creates similarity means that there is no natural similarity between the entity and the metaphorical vehicle. The so-called similarity is the result of the listener’s own cognitive activity after the speaker juxtaposes two entities that are far apart. Shu Dingfang(2000:24) has pointed out that “metaphors that create similarity have more cognitive value than metaphors based on similarity”. This is because metaphors that create similarity utilize the subjective initiative of the cognitive subject more than metaphors based on similarity. There are a large number of metaphors that create similarity in literary texts, and they tend to test a writer’s writing skills and thinking ability more, bringing unexpected literary effects to the article and making readers applaud. For example:

(5) 李氏道：“什么钥匙？……你就是你奶奶的一把总钥匙，还要这钥匙作什么。”（曹雪芹《红楼梦》）

(6) 忠厚老实人的恶毒，像饭里的砂砾或者出骨鱼片里未净的刺，会给人一种不期待的伤痛。（钱钟书《围城》）

(7) 呆子闻言，就吓得矮了三寸道：“爷爷呀！我睡他怎么晓得？”（吴承恩《西游记》）

In Example (5), “一把总钥匙” vividly illustrates the importance of Ping’er to Wang Xifeng. Wang is the housekeeper of the Rongguo Mansion in charge of the real power. Her management of a large family in order not only owns to her outstanding ability, but also because of Ping’er, her most competent assistant. From Cao Xueqin’s writing, Ping’er’s role as the “总钥匙” is mainly reflected in assisting Wang in controlling her possessions, supervising her subordinates, and coordinating her interpersonal relationships (Li

Xuechen & Han Wei 2021:325). Although there is no objective similarity in appearance between Ping'er and “总钥匙”, they both have the intrinsic significance of “solving problems” and “being important” to Wang. The reader is able to create the functional similarity between the two by association.

In Example (6), “饭里的砂砾”, “出骨鱼片里未净的刺” and “忠厚老实人的恶毒” are very far from each other in terms of their image, but “饭”, “出骨鱼片” and “忠厚老实人” all give a sense of harmlessness and gentleness, while “砂砾”, “未净的刺” and “恶毒” can cause unexpected harm.

In Example (7), “矮了三寸” is not objectively related to being frightened, but when a person is frightened, his body will always be weak, so he cannot stand up straight and appears to be shorter. Therefore, “矮了三寸” is associated with being frightened through human cognitive processing.

The entities and the metaphorical vehicles in these three examples are very far from each other, but when the listener or the reader hears or sees such an utterance, our cognitive mechanisms and associations will link the entities with the metaphorical vehicles, and then the similarity is created and born in this way, which forms the basis of the metaphor.

3. Translating the Two Kinds of Metaphors in Translation

As mentioned above, although the essence of metaphor is the similarity between the entity and the metaphorical vehicle, this similarity can either be an objective similarity at physical level or a result from human cognitive activities.

Sun Guiying (2010) found that the key to the translation of metaphor lies in the retention of imagery. In the process of translating metaphors, we should pay attention to whether the images produced when using metaphors in the source language and the culture attached to the metaphors can be preserved after translation. Successful translation of metaphors requires equivalence—that is, the literary effect of the metaphor in the source language on the readers of the source language needs to be the same as the literary effect on the readers of the target language in the target language. And this is by no means an easy task.

3.1 The Translation of Metaphors Based on Similarity in Literary Works

The entity and metaphorical vehicle have objective and concrete similarities and shared rationalization features in metaphors based on similarity, which can be easily detected even in cross-cultural communication. Therefore, literal translation becomes the most appropriate way to translate this kind of metaphor. For example:

(8) 那人绰彩袖，春笋纤长；擎玉盏，传茶上奉。（吴承恩《西游记》）

Translation: Her sleeves were wide, and with her fingers as slender as bamboo shoots in spring she handed each of them a jade bowl and bowed.

(9) 行者道：“是老孙一棍子打出豆腐来了。”八戒道：“人头上又有豆腐？”行者道：“打出脑子来了！”（吴承恩《西游记》）

Translation: “It’s because I smashed the beancurd out of them with my cudgel,” said Monkey. “But people don’t have beancurd in their heads,” said Pig. “I beat their brains out,” said Monkey.

(10) 云雾里露出一线月亮，宛如一只挤着的近视眼睛。（钱钟书《围城》）

Translation: A ray of moonlight showed through the clouds like a squinting, nearsighted eye.

(11) 说着，便顺着游廊到门前，往外一瞧，只见宝玉淋的雨打鸡一般。袭人见了又是着忙又是可笑。（曹雪芹《红楼梦》）

Translation: The sight of Bao-yu standing there like a bedraggled hen with the water running off him in streamlets was both alarming and—she could not help but feel very funny.

Example (8) uses the metaphor “春笋纤长” as a direct substitute for the maid’s delicate fingers; Example (9) uses “豆腐” as a direct substitute for the human brain; Example (10) compares “一线月光” to “一只挤着的近视眼睛”; Example (11) compares Bao Yu, drenched in rain, to “雨打鸡”. In these four examples, no matter whether the entity is present or not, there is an objective similarity in appearance between the entity and the metaphorical vehicle, and this similarity is easy to be understood by the target language readers even through the translation.

As a result, this kind of metaphor in the source language is usually literally translated into the same metaphors in the target language.

3.2 The Translation of Metaphors that Create Similarity in Literary Works

Metaphor, as a cognitive phenomenon, is closely related to the way of human thinking and the process of thinking development (Shuang Dingfang 2000:23). We often say: “One side of the water and soil raises one side of the people”. A nation’s natural environment, historical origin, local customs, traditional habits and so on shape its cultural mentality, language habits, ways of thinking and values. Humboldt, a German linguist, pointed out that language is an expression of self and a reflection of culture (Chen Dehong 2000:157). No language in the world can leave a particular culture, and any language is full of traces of human cultural activities (Guo Yingzhen 2004:59). The metaphor that creates similarity is highly dependent on the cognitive process of human beings. Since the way of cognition of different peoples varies from culture to culture, metaphors rooted in different cultures carry the cultural imprints of different peoples. The differences between the East and the West in terms of culture, language, customs and habits also imply that the metaphor that creates similarity cannot be simply copied in translation, which may not only affect the reading experience of the target language readers, but also cause comprehension bias and misunderstanding due to cultural differences. As a result, it is necessary to make adaptations to retain the metaphor by using a combination of various strategies and techniques.

3.2.1 Replace Metaphors in the Source Language with Appropriate Metaphors in the Target Language

(12) 贾瑞如听纶音佛语一般，忙往后退。（曹雪芹《红楼梦》）

Translation: Obedient to his goddess’s command, Jia Rui quickly drew back again.

(13) “凤丫头就是楚霸王，也得这两只膀子好举千斤鼎。她不是这丫头，就得这么周到了！”（曹雪芹《红楼梦》）

Translation: Even though she’s a regular Tyrant King, she still needs her Patience in order to be so efficient, just as much as the real Tyrant King needed his two strong arms in order to be able to lift up those hundredweight tripods.’

The words “纶音佛语” in Example (12) and “楚霸王” in Example (13) are rich in religious and historical colors and Chinese culture. If translated directly, western readers may not be able to understand the contents of the original metaphors. And adding annotations would be cumbersome and reduce the reading experience. The translator chooses the appropriate metaphors “goddess’s command” and “a regular Tyrant King” in the target language on the basis of a comprehensive understanding of the content of the original metaphor, which enables readers to have a clearer understanding of the content of the reference and improve the reading experience.

3.2.2 Replace Metaphors with Simile

(14) 那公主花容月貌。（吴承恩《西游记》）

Translation: She is as lovely as flowers or the moon and brilliant as well.

(15) 这猪八戒一口一碗，就是风卷残云。（吴承恩《西游记》）

Translation: Pig was finishing up bowls in single mouthfuls, like a gale blowing the clouds away.

The words “花容月貌” in Example (14) and “风卷残云” in Example (15) are typical four-character structures in Chinese. The translator here used the strategy of replacing metaphors with simile to reduce “花容月貌” and “风卷云残” to their original meanings—“as lovely as flowers or the moon and brilliant” and “like a gale blowing the clouds away”, which vividly show the princess’s beauty and Zhu Bajie’s fast eating speed.

3.2.3 Combine Simile with the Real Meaning of the Metaphor

(16) 他那天晚上的睡眠，宛如粳米粉的线条，没有粘性，拉不长。（钱钟书《围城》）

Translation: That night Fang’s sleep was fitful, like rice-flour noodles without elasticity or stretchability.

In Example (16), “rice-flour noodles without elasticity or stretchability” is used as a metaphor for “sleep” because of their similarity—“they don’t stretch long”. Here, the translator combined simile with the real meaning of the metaphor, used “rice-flour noodles”, and adding the explanations “without elasticity or stretchability” and “fitful”, so that the readers can guess the meaning of the sentence and reach the conclusion that “he did not sleep well that night”.

3.2.4 Make the Metaphors Explicit

(17) 鸿渐道：“我今年反正是倒霉年，准备到处碰钉子的。”（钱钟书《围城》）

Translation: Hung-chien said, "This is my unlucky year in any case. I'm prepared to be disappointed wherever I go.

(18) 平儿忙笑道：“那是他们瞅着大奶奶是个菩萨，姑娘又是个腼腆小姐，固然是拖懒来混。”（曹雪芹《红楼梦》）

Translation: They think that because Mrs Zhu is such a kind, saintly person and you are such a quiet, shy young lady they can get away with anything.’

(19) 辛楣一肚皮的酒，几乎全成醋酸。（钱钟书《围城》）

Translation: The wine in Hsin-mei's stomach turned to sour vinegar in his jealousy.

(20) 他说这冒昧话，准备碰个软钉子。（钱钟书《围城》）

Translation: Having made this rash remark, he braced himself for a polite rebuff.

In Example (17), “碰钉子” is a metaphor for frustration, and they are similar in that they both make people feel disappointed and despondent; in Example (18), “活菩萨” is a metaphor for the great grandmother, and they are similar in that they are both kind-hearted; in Example (19), “醋酸” is a metaphor for the wine that Xinmei drank into her belly, while its actual meaning is a kind of jealousy; in Example (20), the metaphor “软钉子” is a metaphor for “polite refusal”, and their similarity lies in the fact that they are soft on the surface, but hard on the inside. In the translation of these sentences, the translators have adopted the method of making the metaphors explicit—for example, the phrase “碰钉子” in Example (17) is summarized by “be disappointed” skillfully; “活菩萨” in Example (18) is directly translated into “a kind, saintly person”; “醋酸” in Example (19) is directly translated into “jealousy” to show the meaning of the original text; in Example (20), “软钉子” was skillfully summarized as “polite rebuff”.

3.2.5 Omit the Metaphors

(21) 黛玉便说：“兔死狐悲，物伤其类，”不免感叹起来。湘云听了却动了气。（曹雪芹《红楼梦》）

Translation: Dai-yu, exclaimed in distress and sympathy, but Xiangyun grew most indignant.

In Example (21), “兔死狐悲，物伤其类” is Daiyu's lament, but the translator directly omitted it and only translated the word “感叹”.

This strategy is generally adopted when the mapping of the conceptual domains in the source language does not achieve cognitive equivalence in the target language culture, and it is also impossible to find metaphors for the conceptual domains in the target language (Wang Xin 2007:58). The method of omitting metaphors is not a superior approach, which tends to lead to the absence of metaphors and the loss of culture, as well as the loss of the linguistic beauty of the original text (Wang Rong and Cai Zhongyuan 2010:79). However, sometimes for special considerations, discarding the metaphors of the original text facilitates the simplicity and fluency of the translation instead.

From the above examples, we can find various strategies to translate metaphors in literary works—literal translation, replacing metaphors in the source language with appropriate metaphors in the target language, replacing metaphors with simile, combining simile with the real meaning of metaphor, making the metaphors explicit and omitting the metaphors. Through these methods, the meaning behind the metaphors can be well preserved in the translation, and the reader's reading experience can be enhanced as well.

4. Conclusion

Metaphor is a complex multidimensional structure, an extraordinary linguistic phenomenon, and an unusual collocation of words in a specific linguistic context (Yu Gaofeng 2011:164). Moreover, metaphor is also a special and universal means of cognition. We can better understand the world and transform the world with the help of metaphor.

Sun Jihong (2011) points out that there is both correspondence and heterogeneity in both Chinese and English metaphors. How to reproduce the metaphors from the source language to the target language in literary translation to bring the best reading experience to the readers has always been the direction of translators' pursuit and efforts. This paper summarizes the different strategies for translating metaphors in two types—metaphors based on similarity and metaphors that create similarity.

There is no single strategy for translating metaphors. In literary translation, we should take the readers' reading needs into consideration, trying to retain the cultural connotations of the source language metaphors as much as possible, which requires us to adopt flexible translation strategies. Only in this way can we translate metaphors in literature fully, increase the readability of Chinese and foreign readers, and help Chinese culture go global.

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Exploring the Teaching Mode of "Mechanical Design" Based on 3D Printing

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Abstract: The emergence of modern new technology, 3D printing technology, has attracted the attention of various sectors of society and gradually has a widespread impact on the education industry. In the current teaching of "mechanical design", on the basis of understanding 3D printing technology, university teachers urgently need to think about how to reasonably introduce this technology to innovate the teaching mode of "mechanical design". In this regard, this article analyzes the current situation of the "Mechanical Design" major through the initial introduction of 3D printing, elaborates on the advantages of applying 3D printing technology in the "Mechanical Design" teaching mode, and puts forward application suggestions. It is hoped that this can promote the exploration of the educational philosophy of 3D printing in the "Mechanical Design" teaching mode.

Keywords: 3D Printing; Mechanical Design; Teaching Model

1. Introduction

In the current teaching mode of "mechanical design", when teachers explain complex principles and diverse shapes of component structures to students, simply combining oral explanations with floor plans cannot visually present and help students understand, which is very detrimental to the promotion of "mechanical design" teaching and the cultivation of talents in the mechanical industry. In response to this practical teaching problem, university teachers are exploring the rational application of 3D printing technology in the "mechanical design" teaching mode, which is not only convenient for teachers' classroom teaching, but also beneficial for students to master the basic theory and innovative operational ability of "mechanical design".

2. Introduction and development overview of 3D printing technology

3D printing technology is a three-dimensional printing technology that uses digital technology to realize rapid prototyping. His design process involves first using modeling software on a computer to establish a three-dimensional model, then dividing the model into layer by layer cross-sectional areas. Materials such as powder or liquid are loaded into the printer, and controlled by the computer to read the cross-sectional information and print it layer by layer, thus forming a three-dimensional physical object by stacking and bonding. At present, desktop level 3D printers are the most common in the application education industry. The production of such desktop level printers requires low accuracy, convenient operation, and easy maintenance, so many manufacturers produce them, and the price is not very high. The materials used for 3D printing are mostly PLA and ABS new materials used in universities, priced at tens of yuan per kilogram, which is fully within the acceptable range of daily teaching in schools. Overall, considering only the prices of 3D printing equipment and consumables, it is feasible for universities specializing in "mechanical design" to introduce 3D printing technology, which is also in line with the current situation of modern education progress.

3. Analysis of the current situation of the teaching mode of "mechanical design"

"Mechanical Design" is a professional course in design principles with diversity, designability, complexity, and practicality. It involves multiple types of knowledge points and is difficult to learn. It requires students to have a high professional foundation in drawing, computational logic, spatial imagination thinking, and hands-on practical skills. With the rapid development of industrial

technology in China, the types and internal structures of mechanical products are becoming increasingly complex, posing more practical challenges for teachers to teach this professional course.

In the current teaching mode of "mechanical design", most teachers use traditional teaching methods. When teaching abstract theories and operating principles, most of the teaching aids used are static flat images to assist teaching, which requires students to have high three-dimensional imagination ability to understand the course content. However, for most students, it is difficult to fully grasp and understand the teaching content. Teachers mainly focus on explaining theoretical knowledge and neglect the development of practical teaching. Professional theory and skill operation teaching are not truly integrated and isolated from each other, making it difficult for students to feel dull in their learning due to the single teaching form.

4.The application advantages of 3D printing in "mechanical design" teaching

4.1 Convenient classroom teaching for teachers

Creating a learning atmosphere for 3D printing technology will make students more proactive in their learning, greatly improving classroom teaching efficiency and making it more convenient for teachers to teach in the classroom. At present, using 3D printing technology, teachers can print teaching models, guide students in the classroom to analyze the structure and characteristics of the model, and clearly understand the structure and functional information of the model graphics, so as to make it easier for students to understand the mechanical principles of the model. The use of 3D printing technology in the teaching of "mechanical design" allows teachers to involve students in the design of models. This not only stimulates students' interest in learning, but also improves teaching effectiveness, in order to achieve mutual learning between teaching and learning, change the passive situation of paper-based discussions in the past, and make students more willing to learn.

4.2 Increasing students' interest in learning

For the first time in contact with the complex and abstract subject of "mechanical design", students will learn a lot about the structure of parts from books, but they have not seen the actual object with their own eyes. It is not easy to imagine it alone, and they cannot fully grasp the various shapes of machinery and analyze the internal structure of products. How to solve the problem of presenting physical teaching aids for mechanical parts is a key aspect of "mechanical design", and the practical value of 3D printing technology as a new technology industry precisely has the function of solving this problem. Naturally, under the continuous development requirements of new modern education, it has become the best choice to improve the teaching quality of "mechanical design". The application of 3D printing technology in the teaching of "mechanical design" in universities not only helps to broaden students' spatial imagination, but also provides opportunities for students to hands-on operate and turn inspiration into reality, in order to gain a sense of achievement brought by the comprehensive application of theory and practice in teaching, increase students' interest in learning "mechanical design", and contribute to the development of the entire "mechanical design" system teaching.

5.Suggestions for the application of 3D printing in the teaching of "mechanical design"

5.1 Teacher's production of 3D classroom teaching aids

The use of physical teaching aids in teaching should be the main teaching mode of "mechanical design", but under the traditional teaching process and considering teaching funds, the current provision of physical teaching aids in teaching is very weak. So in exploring the introduction of 3D printing technology in teaching, teachers can take the lead in using 3D printing technology to print and produce as many mechanical and component models as possible, so that the originally empty concept explanations in the classroom can be turned into intuitive practical teaching aids, thereby improving the quality of teaching. In the process of using teaching mode in the production of physical teaching aids models, teachers can also fully leverage the application advantages of 3D printing technology, find some students to participate in the design and production process of physical teaching aids models, give students more opportunities to be exposed to 3D printing technology, and achieve the cultivation and improvement of students' imagination

5.2 3D printing runs through the mechanical principles classroom

Mastering the knowledge of mechanical principles is highly practical, but according to the feedback from students on the effectiveness of teaching, students' mastery and understanding of mechanical principles are not ideal, indicating that students have difficulty accepting knowledge in learning mechanical principles. The current teaching mode of "mechanical design" still needs improvement. Integrating 3D printing technology into mechanical principles lectures will help change teaching modes, stimulate students' interest in learning mechanical principles, and motivate them to participate in classroom learning so as to apply what they have learned, and improve teaching effectiveness.

5.3 Students' mastery of 3D modeling skills

In the traditional teaching of mechanical design drawing, there are generally several parts, including the foundation of drawing, the application of projection theory, surveying and mapping sketches, and the teaching of component assembly drawings. The main teaching goal is for students to master the ability to make and read drawings while being clear about the various standards of mechanical technology drawing stipulated by the state. The current teaching drawing standard combines theory with computer drawing operations, and the main auxiliary drawing method used is AutoCAD's flat drawing software. In the reform of the teaching mode of "mechanical design", the introduction of 3D printing technology is also a reform of the technical foundation. It is necessary for students to shift from mastering standard plane drawing AutoCAD to learning 3D modeling software SoliWorks, and it is also a cultivation of students' mechanical professional ability and the ability to develop new technologies in enterprises. The SoliWorks modeling is included in the teaching of "mechanical design", so that students can master the 3D modeling ability through learning, draw the 3D model of the corresponding product on the computer, save the document format as STL file, input the 3D printer, and print the mechanical model directly and quickly, in order to increase the interest of students in active learning mechanical design for 3D modeling and drawing.

6. Conclusion

In summary, in the teaching of "mechanical design", a distinctive teaching mode is formed by applying 3D printing technology to solve the problem of physical teaching aids in "mechanical teaching", which improves the quality of professional teaching. At the same time, combining 3D printing technology with comprehensive teaching of mechanical principles, flat drawing teaching is transformed into 3D modeling teaching, which provide students with more flexible learning methods, and promote students' independent innovation and practice. Faced with the challenge of changing this teaching mode, it is necessary for teachers to have more professional teaching knowledge and actively explore and improve teaching methods. But this is also an opportunity, a development direction for universities to cultivate high-end skilled talents.

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Exploration of Training Approaches for Applied English Talents in the Context of New Liberal Arts

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Abstract: The reform of the training mode for English majors in the context of the new liberal arts is a dynamic process that conforms to social needs, continuously improves and optimizes. After a series of special investigations, this article proposes development ideas for the cultivation of English majors in local applied undergraduate universities based on the analysis of the demand for English majors' abilities in the job market. The aim is to solve the problems of unclear characteristics of English major talent cultivation in local applied undergraduate universities and weak competitiveness of graduates in employment.

Keywords: English Major; Application Type; Personnel Training

Introduction

In order to comprehensively promote the construction of new humanities, adapt to the new situation of higher education reform and development, and cultivate applied English talents with solid foundation, wide knowledge range, strong ability, and high quality, our school's English major conducted a series of special surveys on the quality of English professional talent cultivation from September to December 2021, aiming to adjust and accurately position the talent cultivation mode of local applied English universities, highlighting the characteristics of talent cultivation, Seeking new paths for the development of English majors in applied universities.

1. Analysis of the demand for English majors

Through research, the employers interviewed in this survey ranked the ideal graduates of English majors in local universities as having excellent foreign language knowledge and skills as well as applied professional knowledge (such as computer applications and online platform operations), solid professional knowledge and good English oral expression ability, excellent foreign language knowledge and skills+practical work experience in the application field, and the ability to use dual foreign languages Excellent foreign language knowledge and skills+theoretical literacy in language, literature, and cultural research fields (such as understanding of international legal provisions); Ranking of college students' English proficiency that employers value the most: comprehensive application ability, listening and speaking ability, translation ability, reading ability, and writing ability; Graduates use English the most in their daily work, including oral communication, translation, written (email) writing, and interpretation.

With the development of the Heilongjiang Pilot Free Trade Zone, the requirements of employers for English majors have gradually increased. In addition to the previous focus on humanistic literacy, proficient English language skills, professional knowledge of English language and literature, and other related professional knowledge, employers have also proposed that graduates should have a national awareness and international perspective, and have the ability to comprehensively develop their knowledge, abilities, and personality.

2. Basic principles of reform in cultivating applied English talents

2.1 Comprehensively carry out professional teaching courses on ideological and political education, and actively promote the implementation of the "Three Entries" work

While fully utilizing the main battlefield of ideological and political courses, we should also focus on the new model of the main battlefield of professional courses and the main team of professional course teachers. Keeping in mind the fundamental task of moral education in higher education institutions, internalizing moral education and cultivating talents into professional training goals, integrating ideological and political education into the curriculum, and integrating ideological and political content into English major classrooms.

2.2 Implementing the concept of "new humanities" and strengthening the importance of general education

The "New Liberal Arts" emphasizes disciplinary restructuring and the intersection of arts and sciences. The cultivation of English majors in application-oriented undergraduate universities should emphasize not only consolidating students' humanistic literacy but also expanding their horizons in natural sciences. Utilize methods such as increasing the proportion of general education and increasing the challenge of general education coursework to promote the deep integration of professional education and interdisciplinary studies. Emphasis should be placed on integrating elements of innovation and entrepreneurship, labor education, and aesthetic education into the teaching of English major courses, in order to enhance students' awareness of innovation and entrepreneurship, creativity, labor quality, and aesthetic education literacy, in order to achieve the goal of cultivating new talents.

3. Training approaches for applied talents in English majors

3.1 Improve the "English+" talent training model

English+" is an effective breakthrough for the development and cultivation of English majors in applied undergraduate universities. It provides opportunities for English graduates from local applied universities to overtake others in job competition.

3.1.1 "English+Humanities Literacy", Strengthening the Teaching of General Education Courses

The cultivation of applied English talents not only emphasizes the improvement of basic language skills, but also emphasizes the cultivation of humanistic literacy and cross-cultural communication skills. With the continuous deepening of globalization, global issues involve the understanding of global knowledge fields such as history, geography, humanities, and cross-cultural in relevant regions. Therefore, the cultivation of English talents should focus on offering general courses such as politics, culture, society and history, establishing a complementary and strengthened curriculum system between humanities knowledge courses and language skills courses, promoting students to interpret cultural phenomena in a foreign language environment, and encouraging students to tell Chinese stories in a foreign language. By combining various practical opportunities such as second classroom activities and practical training, we aim to cultivate outstanding international talents with "English+humanistic literacy".

3.1.2 "English+output", effectively enhancing students' practical abilities

In order to achieve diverse forms of English practical teaching activities and assist in the cultivation and improvement of students' practical abilities through the integration of industry and education, our school's English major students have created a "Student Practice Workshop" under the guidance of teachers, including a series of student studios and student clubs such as English newspapers and magazines, Shakespeare's Drama Troupe, and English News Center. All activities are organized with students as the core, and Chinese and foreign teachers closely cooperate and guide. At present, the student team has enhanced the students' practical ability and sense of learning achievement by realizing the production of English professional promotional films, several campus Shakespeare drama performances, the construction of English WeChat public platform, bilingual news release on the school's official account and other industry and education integration projects.

3.2 Integrating innovation and entrepreneurship education into professional education throughout the entire process of talent cultivation

Starting from the first year of university, we invite large and medium-sized enterprises, foreign-funded enterprises, and successful graduates of independent entrepreneurship with a certain level of popularity and a large number of graduates who are currently working to enter the campus. Through corporate culture lectures, entrepreneurship lectures, second classroom activities, career planning lectures, enterprise tours, winter and summer social practices, school enterprise cooperation courses, and other methods, enterprises can bring more specific and authentic workplace issues, practical cases, and cross-cultural scenarios into teaching, supplement departmental education and teaching, and fill the gaps in the process of education and management. Through four years of continuous entrepreneurship education, students can gradually develop a mature and sufficient understanding of their own strengths, career goals, and future plans during the learning process. And in the seventh semester, the major prepares students for graduation and job hunting by organizing them to intern and train in cooperative enterprises during winter and summer vacations, completing the final match between their previous abilities and job requirements.

3.3 Implementing the "Declaration on the Construction of New Liberal Arts" and Realizing the Dialectical Unity of Humanity and Instrumentality in Foreign Language Discipline

3.3.1 Revise Talent Training Objectives

Based on the analysis of job groups in the service outsourcing industry, cross-border e-commerce industry, and education and teaching positions, as well as the corresponding requirements for talent knowledge, skills, and quality, combined with the cross-border integration characteristics and education and teaching characteristics of the service outsourcing industry, the training objectives for English major talents are determined.

3.3.2 Constructing a four stage talent training model of "general education training, professional training, module training, and practical training"

General education includes the cultivation of humanistic literacy, as well as labor and aesthetic education, including general education courses and public basic courses; Professional training refers to the enhancement of language skills based on professional basic courses and core courses; Module cultivation refers to the integration of English with education and teaching, foreign enterprise services, and cross-border e-commerce, including skills courses related to service outsourcing, information technology, and education and teaching; Practical training refers to the process of students participating in enterprise professional or educational projects through school enterprise cooperation courses and off campus practical training, obtaining practical experience and professional qualification certificates to achieve career development courses.

4. Conclusion

A distinctive talent cultivation model is a basic requirement for higher education institutions in the construction of the new liberal arts, and it is also the necessary path for ordinary local universities to transform into application-oriented universities. The "New Liberal Arts" has given English majors the powerful wings of "English+", and "applied" has pointed the way for the development of English majors. Any change will inevitably experience some obstacles, but we believe that this change will bring new opportunities for the development of English majors in local applied universities.

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Marx's Critique of Proudhonism and Its Implications Introduction

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Abstract: The scientificity and truthfulness of Marxist theory are crucial aspects of our research. To gain a comprehensive understanding, it is essential to examine Marxism within a reference frame and comparative perspective. In this regard, exploring Marx's critique of Proudhonism becomes significant, as it provides insights into the ideological transformations he achieved. Proudhonism, a small bourgeoisie socialism and anarchism that emerged in France in the 1840s and spread across Western Europe in the 1850s-1860s, had intricate connections with Marxism. This analysis not only broadens our research horizon but also holds practical implications for today's society. Thus, our research holds both theoretical and practical significance.

Keywords: Marx Critique; Proudhonism; Implications

1. Theoretical significance

Conducive to further studying the development process of Marx's thought. During the formation and development of Marx's materialist conception of history, Marx continuously analyzed and criticized Proudhonism in his texts, and even after the formation of his new worldview, Marx did not stop his critical stance until after the Paris Commune in 1871. In the process of ideological confrontation and debate with Proudhonism, Marx's thought not only gradually matured but also, through the victory in the debate with Proudhonism during the First International, established his leadership position in the First International, which promoted the widespread dissemination of Marxism in the workers' movement. Therefore, the critique of Proudhonism in Marx's thought occupies an important position in the development process of Marxist thought and deserves further exploration.

Conducive to further clarifying the relationship between Marx and Proudhon. Marx and Proudhon were confronted with similar social environments and historical problems to solve, which is why Marx's initial attitude towards Proudhon was not an absolute rejection and criticism. However, due to the different class positions and analytical methods used by the two, they eventually formed an insurmountable "gap" in theory, and serious differences with Proudhon's thought, which constitutes one of the reasons for Marx's critique of Proudhonism.

Conducive to further understanding Marx's critique methods of erroneous ideological trends. While struggling against Proudhonism, Marx also fought resolutely against trade unionism, Bakunin's anarchism, and achieved great victories. Marxism was tested and enriched through this struggle and further developed under the promotion of practical struggle. By studying the evolution of Marx's relationship with Proudhonism and analyzing how Marx surpassed Proudhonism in terms of ideological thought, we can better understand Marx's attitude and methods of criticizing various erroneous social ideologies during that historical period, and further strengthen our Marxist stance.

1.2 Practical significance

The study of Marx's critique of Proudhonism has practical implications for understanding and dealing with contemporary social issues. Proudhonism, as an important ideological trend in the 19th century, had a deep impact on Western European countries and still has theoretical and practical influence today. By critically analyzing Marx's critique of Proudhonism, we can gain insights into the limitations and shortcomings of Proudhonism and its implications for contemporary society, and provide references for addressing similar issues in the present. Additionally, understanding Marx's critique methods of erroneous ideological trends can help us better respond to and criticize various ideological deviations and errors in today's society, and promote the scientificity and truthfulness of

Marxist theory in contemporary practice.

1.3 Understanding Prussianism: Origins, Contents, and Critiques

Firstly, the emergence of Prussianism can be contextualized by examining the social conditions in 19th century France, where the rapid advancement of capitalism exacerbated the contradictions between the bourgeoisie and the working class, resulting in frequent workers' movements. France, at that time, was characterized by a significant presence of the petty bourgeoisie, providing fertile ground for the rise of Prussianism. Additionally, Pierre-Joseph Proudhon, who hailed from a petty bourgeoisie background, was deeply influenced by bourgeois and petty bourgeois ideologies from an early age, shaping his main ideas from the perspective of a representative of the petty bourgeoisie. Furthermore, the failure of the petty bourgeois socialism of Louis Blanc during the 1848 European revolution created an opportunity for Proudhon to develop his notions of organizing credit and anarchist theories.

Secondly, the core tenets of Proudhon's thought can be analyzed through the three organic components of Prussianism, namely dialectics, socio-economic theory, and social revolution theory.

Thirdly, Karl Marx's critique of Proudhon can be examined from two angles. Proudhonism gained significant traction as a dominant ideology in mid-19th century France and wielded considerable influence in many European countries during the 1850s and 1860s. However, Marx viewed it as an opportunistic and detrimental trend of thought that posed harm to the workers' revolutionary movement, especially after the establishment of the First International, where Proudhonist members assumed control of the Paris branch, hindering the implementation of Marxist strategies and tactics. Furthermore, as Marx's own praxis developed and his theories matured, his stance towards Proudhon evolved from initial acceptance to thorough criticism, revealing an insurmountable "gap" between their respective ideologies.

Lastly, the intellectual struggle and debates between Marx and Proudhon spanned nearly three decades and can be further explored and analyzed. The first stage entailed the ideological conflict between Marx and Proudhon over the workers' revolutionary movement and the path for workers to escape poverty. The second stage comprised the debates between Marx and Proudhon's successors, the Proudhonists, during the early period of the First International. During this period, the struggle against Prussianism primarily revolved around issues such as leadership within the International, the nature and fundamental tasks of the International, the matter of national liberation centered on the "Polish question," the strategic question of private ownership, and the tactical issue of the path to the emancipation of the proletariat. The third stage occurred after the Paris Commune of 1871, wherein Proudhonism and Blanquism, as dominant ideologies within the leadership structure of the Paris Commune, failed to align with Marxism and could not lead the revolutionary struggle of the proletariat to victory. The Paris Commune's significant revolutionary practice further discredited Proudhonism, leading to its gradual decline within the international workers' movement.

2. Marx's Critique of Proudhonism

2.1 Marx's Transcendence of Proudhonianism: Critique and Development

The ideology of Proudhonianism, with its distinctive "dialectics of series," constructs its own political economy, characterized by a methodological metaphysical nature. In contrast, Marx achieved a transformation from rationalism to materialism, laying a crucial foundation for the emergence of his new worldview. The development and establishment of historical materialism by Marx marked a transcendence of Proudhonian idealism in terms of philosophical methodology and worldview.

Furthermore, Marx's seminal work "The Poverty of Philosophy" represents an important critique of Proudhon's "Philosophy of Poverty," providing a systematic critique of Proudhonian social economics. Alongside the emergence of labor theory of value and theory of surplus value, Marx's political economy thought underwent continuous development in the process of critiquing Proudhonian social economics. "Capital: A Critique of Political Economy" further realized the transcendence of Proudhonian social economic thought.

Finally, Marx conducted a theoretical critique of the philosophical and theoretical foundations of Proudhonian social revolutionary thought, including its idealistic philosophical system and vulgar political economic theories. In the face of the anarchist doctrine of "no political parties, no authority, absolute freedom of all individuals and citizens" advocated by Proudhonianism after the completion of social revolution, which is anti-scientific and unattainable, Marx's communist theory ultimately transcended the reformist ideas of the petite bourgeoisie.

The critique of Proudhonism by Karl Marx holds profound practical significance and provides insights for contemporary society. Proudhonism, as a reactionary ideological trend of petty-bourgeois socialism, poses the risk of confusion and misdirection in its dissemination among society and the working class. Marx's critique of Proudhonism exposes its metaphysical nature and idealistic tendencies, further suppressing the spread and influence of this erroneous ideology within the labor movement.

Particularly during the First International period, Marx engaged in intense debates and conflicts with Proudhonism, which propelled the integration of Marxism with workers' movements worldwide, gradually establishing its leadership position within the International Workingmen's Association. Marx's engagement in the battle against Proudhonism facilitated the development of the international communist movement, creating conditions for the integration of Marxist universal truths with specific national movements.

2.2 Marx's Critique of Proudhonianism: Practical Insights for Contemporary Societal Practices

Marx's critique of Proudhonianism not only serves as a theoretical dismantling of a reactionary ideological trend within small-scale bourgeoisie socialism, but also offers practical guidance for contemporary societal practices. Marx's critique highlights the necessity of adhering to the scientific worldview and methodology of dialectical materialism and historical materialism in real-world practice. It underscores the importance of upholding scientific socialism and delineating the boundaries between Marxism and various forms of socialism using the perspectives of scientific socialism, so as to avoid erroneous ideological trends from spreading among society and the working class.

Furthermore, Marx's critique of Proudhonianism emphasizes the need to integrate Marxist universal truths with the specific practical conditions of national movements. This entails applying the principles of Marxism to concrete social and historical contexts, and taking into account the particularities of each nation's social and economic conditions when formulating revolutionary strategies. By doing so, Marxism can effectively transform the objective world and bring about meaningful societal change.

In this sense, Marx's critique of Proudhonianism offers valuable theoretical and practical guidance for the adherence and development of Marxism. It serves as a reminder to uphold the scientific foundations of Marxism, to critically evaluate and combat erroneous ideological trends, and to effectively apply Marxist principles to specific practical conditions in order to achieve the ultimate goal of social revolution and emancipation of the working class.

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Investigation and Analysis of the Development of "Second Classroom" in Colleges and Universities and Countermeasure Research

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Abstract: With the development of college education and the increasing demand of students' comprehensive quality training, the second classroom in colleges and universities has attracted much attention as an important form of education. The purpose of this study is to investigate and analyze the development of the second classroom in colleges and universities, and put forward corresponding countermeasures and suggestions. Through mixed research methods, including questionnaire survey, interview and literature research, we have a comprehensive understanding of the type and quantity of college second classroom projects, student participation, project quality and effectiveness, and organization and management. On this basis, we put forward a series of targeted countermeasures and suggestions, including strategies and measures to improve student participation, suggestions to improve the quality and effect of the project, and optimize the program of organization and management. The results of this study have important theoretical and practical significance for universities to improve the level of the second classroom and promote the all-round development of students.

Keywords: The Second Class; Student Engagement; Project Quality; Organization and Management; Student Development

1. Introduction

1.1 Background Introduction

In college education, as an important part of students' all-round development, the second classroom has been widely concerned and respected. The second class refers to all kinds of activities that students participate in in their spare time, such as interest clubs, volunteer services, academic research and practical practice, aiming at cultivating students' comprehensive literacy, practical ability and innovative spirit. However, with the expansion of the scale of colleges and universities and the increase of course load, there are some problems in the development of the second classroom in some colleges and universities. For example, student participation is not high, project quality is uneven, and organization and management are not effective enough. These problems may affect the cultivation of students' comprehensive quality and the promotion of practical ability.

Therefore, this study aims to investigate and analyze the development of the second classroom in colleges and universities, deeply explore the existing problems, and propose corresponding countermeasures to promote the effective development of the second classroom in colleges and universities and provide better support and guarantee for the comprehensive development of students.

1.2 Research Objectives

This study mainly investigates and analyzes the development of the second classroom in colleges and universities, including the type and number of projects, student participation rate, organizational form and management mechanism, so as to comprehensively understand the current situation. Secondly, it analyzes the problems existing in the development of the second classroom in colleges and universities, such as low student participation, unstable project quality, and difficulties in organization and management, and explores the root causes and influencing factors of the problems. Then, corresponding countermeasures and suggestions are put forward, including strategies and measures to improve student participation, suggestions to improve project quality and effect, and

plans to optimize organization and management, so as to promote the benign development and effective operation of the second classroom in colleges and universities. Through the realization of the above research objectives, this study will provide useful reference and guidance for colleges and universities to improve the quality and effect of the second classroom, and promote the all-round development of students and the cultivation of practical ability.

2. Overview of the second class

2.1 Definition and meaning

The second classroom refers to the form of education in which students enrich their knowledge, exercise their skills, cultivate their interests and develop their potential by participating in various activities such as associations, clubs, volunteer services and practice outside of school education. It is not only a supplement to students' learning on campus, but also an important way to cultivate students' overall quality and practical ability. The significance of the second classroom is to provide students with an opportunity and platform for all-round development. By participating in the second class activities, students can expand the field of knowledge, cultivate practical skills, improve communication and cooperation ability, and further enrich and improve their comprehensive quality. In addition, the second classroom can also cultivate students' innovative thinking and entrepreneurial spirit, enhance students' competitiveness and employability, and lay a solid foundation for future development ^[1].

2.2 Importance of the second classroom in colleges and universities

It is of great significance and value to carry out the second classroom in colleges and universities. First of all, the second class can promote students' all-round development. By participating in a variety of activities, students can develop their own interests, develop independent learning ability, enhance leadership and teamwork skills, and further improve their own quality. Secondly, the second classroom can promote the combination of subject knowledge and practice. Students can apply the theoretical knowledge they have learned to practice, deepen their understanding and mastery of knowledge, and improve their learning effect and comprehensive ability of subjects. Third, the second class helps to cultivate students' sense of social responsibility and citizenship. By participating in volunteer service, social practice and other activities, students can enhance their concern and understanding of social problems, cultivate their awareness of caring and helping others, and form a positive attitude towards life.

3. Survey method and sample selection

3.1 Survey method

This study adopted a mixed research method, including questionnaire design and focused interviews. The questionnaire will cover students from all colleges and majors of the university, including the participation in the second class, the type and number of projects, participation motivation, satisfaction and other aspects, in order to comprehensively evaluate the development of the second class. Focus interviews will select representative students, teachers and administrators for in-depth face-to-face discussions to obtain more detailed and specific information and understand the problems and challenges in the development of the second classroom.

3.2 Sample Selection

Sample selection will be based on a multi-stage sampling method. First, we will randomly select several universities from different universities as research objects. Secondly, according to the size and characteristics of the school, we will choose a representative college or major in each university. Finally, in selected colleges or majors, we will identify specific sample students through systematic sampling.

4. Investigation and analysis of the situation in the second classroom

4.1 Project type and quantity analysis

Table 4-1 Analysis of project types and quantity in the second classroom of colleges and universities

Item type	Number of items
Academic research	30
Art and sports	25
Social practice	40

As shown in Table 4-1, through questionnaire survey and statistical analysis of data, we can see that the second classroom projects in colleges and universities mainly cover different types, such as academic research, art and sports, social practice and volunteer service. Among them, the number of social practice projects is the largest, with a total of 40 projects, while the number of artistic sports projects is the smallest, with a total of 25 projects. The distribution of these project types provides us with a more specific understanding of the types of projects in the second classroom of colleges and universities.

4.2 Participation rate and student group analysis

Table 4-2 Analysis of the participation rate and student groups of the second class in colleges and universities

Participation rate	Overall participation rate	Male participation rate	Female participation rate	First-year participation rate	Senior participation rate
Student participation rate	60%	62%	58%	55%	65%

As shown in Table 4-2, through questionnaire survey and data analysis, we can see that the overall participation rate of the second class in colleges and universities is 60%. Boys had slightly higher participation rates than girls, 62 percent and 58 percent, respectively. There are also differences in participation rates between grades, with seniors having the highest participation rate at 65 percent, while first-year students have a relatively low participation rate of 55 percent. These data provide us with an overall understanding of second class participation in colleges and universities.

In addition, from the perspective of student groups, the proportion of students majoring in humanities and social sciences participating in the second class is relatively high, accounting for about 40% of the total participants; Students majoring in science and engineering accounted for about 35% of the total number of participants. Students from other majors accounted for about 25% of the total number of participants. These data show the differences in second class participation among students of different majors.

4.3 Analysis of organizational form and management mechanism

Through the investigation and analysis of the second classroom in colleges and universities, we conclude that in terms of organizational form analysis, the survey results show that student associations and clubs are the most common organizational forms of the second classroom in colleges and universities, accounting for about 60%; Instructor-led programs and curriculum make up about 40 percent. In terms of management mechanism analysis, there are differences in the management mechanism of the second classroom in colleges and universities. Some schools and colleges have set up a special second classroom management department, responsible for project review, guidance and evaluation; Other schools and colleges include the management of the second classroom within the responsibility of the Department of Student Affairs or the Academic Affairs Office of the college. In addition, some schools and colleges have set up student participation in the second Classroom steering group, which is responsible for guiding students' project selection and participation.

5. Analysis of existing problems

5.1 Analysis of reasons for low student participation

As for students' participation in the second class, we found that some students lack awareness and understanding of the second class, and lack recognition of its importance and benefits, resulting in low interest in participation. Faced with heavy academic tasks and exam pressure, students tend to devote more time and energy to study, resulting in low participation in the second class. In some schools and colleges, the publicity and guidance of the second classroom are insufficient, and students do not have a deep understanding of the project and lack of channels and information for participation. The content and form of some second class projects failed to fully attract students' interest and desire to participate, and lacked innovative and up-to-date design.

5.2 Project quality and effect evaluation

In view of the quality and effect evaluation of the second class projects, the design of some of the second class projects is not challenging and practical, and can not fully stimulate the initiative and motivation of students. At the same time, there may be problems in the implementation of the project such as poor organization and insufficient guidance, which affect the learning outcomes and personal development of students. Lack of effective assessment and feedback mechanisms to fully understand student learning outcomes and personal development in the second classroom project. At the same time, the evaluation of project objectives and effects may lack scientificity and objectivity, making it difficult to accurately measure the quality and impact of the project [2].

5.3 Organizational and management challenges

As for the organization and management of the second classroom, some schools and colleges have deficiencies in project planning and promotion, lack of innovation and diversity, and cannot meet the diversified needs of students. At the same time, the publicity and promotion of the project are not enough, which affects the understanding and participation of students. Some instructors and administrators may lack relevant competence and experience in project guidance and management [3]. In addition, the resource support required by the project may be insufficient, including site, equipment, funds, etc., which affects the quality and operation effect of the project.

6. Countermeasure research and suggestions

6.1 Strategies and measures to improve student participation

In order to improve students' enthusiasm and participation in the second class, firstly, we should strengthen the publicity work of the second class and improve students' cognition and interest in the second class. Through campus radio, propaganda posters, online platforms and other channels, to introduce the significance of the second class, advantages and rich activities to students. The second is to increase the diversity of second classroom programs, covering different areas such as academics, arts, sports, and social services to meet the diverse interests and needs of students. At the same time, students are encouraged to put forward new project ideas and suggestions to promote the innovation and vitality of the project. Provide second class projects that are closer to the needs of students based on their interests and professional expertise. Through questionnaire survey, key interviews and other ways to understand students' interest areas and willingness to participate, and carry out projects according to local conditions. Integrate the second classroom project into the school curriculum system so that it can earn credit or recognition. By setting up elective courses, innovation and entrepreneurship practice courses, etc., the second classroom is incorporated into the formal learning framework to stimulate students' enthusiasm for participation [4].

6.2 Suggestions for improving project quality and effect

In order to improve the quality and effect of the second classroom project, we should pay attention to the design and planning of the project to ensure that the project has clear objectives, rich content and strong practice. The project should have certain challenging and quantifiable goals to stimulate the initiative and motivation of the students. Strengthen the training and support of instructors and mentors to improve their level of guidance and professionalism in the project. Tutors should have relevant professional knowledge and practical experience, and be able to give students adequate guidance and support. Establish a sound project evaluation and feedback mechanism, evaluate projects regularly, and collect feedback and suggestions from students [5]. By evaluating the results, timely adjust and improve the contents and methods of the project to improve the quality and effectiveness of the project.

6.3 Plan for optimizing organization and management

In order to solve the challenges and difficulties in the organization and management of the second class, it is necessary to establish a special organization of the second class and clarify the organizational structure and the division of responsibilities. At the same time, the staffing should be strengthened to ensure that there are enough managers and instructors to effectively organize and manage the activities of the second classroom. Secondly, establish information support system and management platform to provide online registration, project inquiry, credit recognition and other functions. Through information means, simplify the process, improve efficiency, and facilitate the participation of students and managers in the management work. Finally, reasonable allocation of project

resources, including site, equipment, funds, etc. Ensure the smooth progress and development of the project, providing a good learning and practice environment.

Conclusion

The second classroom in colleges and universities presents diversified characteristics in the type and quantity of projects, covering many fields such as academic research, art and sports, and social practice. However, students' participation is generally not high, and there are some problems such as weak willingness to participate and high academic pressure. Secondly, there are differences in the quality and effect of the second classroom projects, some of which are not challenging and practical, and lack effective evaluation and feedback mechanisms. In addition, the organization and management of the second classroom face some challenges, including unclear organizational structure, insufficient instructors and managers. Carrying out the second classroom in colleges and universities has great significance and positive influence on the overall development of students. The second classroom provides students with independent learning and practice opportunities to cultivate students' comprehensive literacy and practical ability. By participating in the second class activities, students can broaden their horizons, improve their professional ability, cultivate their innovative spirit, and lay a solid foundation for their lifelong development. The Second Classroom project also provides strong support for social services and public welfare, and promotes social harmony and progress.

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The Framework and Training Path of Accounting Professional Talents in the Digital Economy Era

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Abstract: With the progress of the times, the development of information technologies such as big data, artificial intelligence, and cloud computing is also in full swing. These new information technologies continue to impact China's existing traditional industries, enabling them to integrate and innovate, while also promoting China's entry into the digital economy era. For the accounting industry, this has also led to higher demands from society for accounting professionals, and most basic accounting personnel will face the dilemma of job changes as a result. This requires vocational colleges to consider more comprehensive training strategies when cultivating accounting professionals, so that accounting professionals can adapt to the new accounting functional requirements of contemporary society.

Keywords: Digital Economy Era; Accounting Professionals; Talent Cultivation; Accounting Professional Framework

1. Introduction

The university stage is an important period for accounting talents to cultivate their abilities and shape their professional awareness. The training mode of accounting talents in this stage must keep up with the times in order to effectively cultivate the accounting professionals urgently needed by society. Therefore, in the era of digital economy, vocational colleges should take corresponding accounting curriculum reform measures to adapt to the demand for accounting talents in contemporary society. This article analyzes the necessity of transforming basic accounting personnel into management accounting personnel in the digital economy era, and proposes the ability framework that accounting professionals should possess in the digital economy era, as well as the training strategies that vocational colleges need to reform when cultivating accounting professionals.

2. The necessity of accounting personnel transformation in the digital economy era

2.1 Transformation of basic accounting personnel to management accounting personnel

With the gradual integration of digital technology into various aspects of enterprise management, traditional work models have changed, with the most obvious change being the development from paper-based office to paperless office. In this context, the abilities and tasks that accounting personnel should possess and perform have also changed. Therefore, under the influence of the social environment, more and more basic accounting personnel are gradually transformed into management oriented financial personnel, in order to better promote the healthy and stable progress of the enterprise and achieve its strategic goals.

Related research indicates that by 2030, the composition of accounting personnel in China will become around 10% of accounting personnel, mainly responsible for the financial work of small and micro enterprises; About 20% of accounting personnel are professional accountants, mainly responsible for the financial work of small and medium-sized enterprises; About 70% of accounting personnel are mainly responsible for the financial work of large and medium-sized enterprises as management accountants.

From this study, it can be analyzed that in order for accounting professionals to realize their self-worth in accounting work, they inevitably need to transition from exposure to accounting to management accounting, in order to enhance their professional skills, information technology skills, and management abilities. For vocational colleges, when teaching accounting students, they should also shift from basic accounting teaching content to management accounting teaching content, in order to help accounting students better become management accountants.

2.2 Society has put forward higher requirements for accounting ability

In the past, as an accountant, one only needed to possess the basic functions of accounting calculation ability and accounting supervision ability to complete most of the financial work. However, in the current era of digital economy, the abilities that accounting personnel possess are not limited to accounting and supervision abilities, but should also possess certain innovative abilities, data analysis abilities, and digital thinking abilities.

The reason why accounting needs to have innovative ability is that with the progress of the times, enterprises need to have more innovative decision-making in the development process. Accounting should help managers make decisions through financial analysis, so accounting personnel need to have innovative ability. At the same time, in the era of digital economy, there are already high requirements for data analysis and digital thinking skills. The job of accounting personnel is to deal with various financial data, so with the informatization of financial data, accounting personnel inevitably need to have high data analysis and digital thinking skills.

With the progress of the times, the public has already put forward higher requirements for the abilities that accounting should possess. For vocational colleges, in order to enhance the abilities of accounting students on campus and meet the needs of society for accounting personnel, it is necessary to study the path of optimizing and cultivating accounting professionals in the digital economy era, in order to provide more high-quality and excellent accounting professionals for enterprises.

3. Framework of accounting professional talent capability in the digital economy era

3.1 Professional ethics and values

Professional ethics and values are the foundation of the ability framework of accounting talents, running through the entire career of any accountant. Professional ethics and values are mainly reflected in accounting personnel's ability to maintain objectivity, impartiality, integrity, and self-discipline in fulfilling every job responsibility, so as to handle and analyze every economic business, possess a strong sense of social responsibility and a willingness to learn for life.

3.2 Professional knowledge and skills

Professional knowledge and skills are the entry criteria for the accounting industry. For any accounting talent, only with sufficient professional knowledge and accounting skills can they enter the accounting industry. The so-called professional knowledge and skills refer to the accounting, supervision, analysis, control, management, etc. carried out by accounting personnel in financial work.

3.3 Behavioral Skills

Behavioral skills refer to the ability of accountants to transmit and interpret financial and non-financial information, to establish relationships, and to cooperate across functions, including communication, adaptability, expression, communication, teamwork, problem analysis, problem solving, organization and coordination, and self-learning.

3.4 Strategic and business perspective

Strategic and commercial vision, also known as the business skills of accountants, refers to that accountants identify corresponding risks and build business opportunities for corporate identity to help enterprises create more economic value in the market and economic regulatory environment by using personal professional knowledge. The abilities that should be possessed in the strategic and business perspective of accounting include innovative thinking ability, systematic thinking ability, cross-border thinking ability, macroeconomic perspective, departmental and industry perspective, etc.

4. Strategies for training accounting professionals in the digital economy era

4.1 Enriching accounting teaching content and curriculum system

For vocational colleges, in order to improve the training quality of accounting professionals, the first thing to do is to enrich the teaching content and curriculum system of accounting based on the actual needs of accounting personnel in current social enterprises. Only in this way can accounting students adapt to the work mode of enterprises faster and better after entering society, achieve the integration of teaching content and actual job positions, and become high-quality accounting talents that meet the needs of the new era society.

4.2 Reforming the teaching mode of accounting talent training

When carrying out accounting courses in vocational colleges, the teaching mode used is generally teacher led, and students can only follow the teacher's command and passively learn in the classroom. However, this teaching mode is not conducive to students mastering various accounting knowledge, as the accounting knowledge they learn is already limited by the guidance of the teacher. Only by enabling students to learn accounting in their own way and enhancing their subjective initiative in the classroom can they learn more accounting knowledge and achieve significant results in cultivating accounting talents.

In addition, group teaching mode can also be used during the teaching process. For example, by utilizing group collaboration and conducting case study and analysis activities, students are encouraged to apply their theoretical knowledge in a team manner to enhance their practical and analytical abilities, strengthen their professional accounting skills, and enhance their own expression, communication, and teamwork abilities during this process.

4.3 Actively carry out practical activities in accounting teaching

For the training methods of accounting professionals, most vocational colleges place too much emphasis on theoretical knowledge teaching, because through this method, students can master more accounting theoretical knowledge and easily obtain accounting related professional certificates. Because the ability recognition of accounting professionals in society is evaluated through certificates, for vocational colleges, only by providing more accounting certificates to the accounting professionals they cultivate can it contribute to the improvement of talent employment rate.

5. Conclusion

Overall, in the context of the digital economy era, vocational colleges should transform their traditional plans for cultivating accounting professionals, keep up with the pace of the times, and consider the current needs of society for accounting professionals to innovate their training plans. By enriching the accounting teaching content and curriculum system, innovating the teaching mode of accounting talent cultivation, and actively carrying out practical activities in accounting teaching, we can cultivate more diverse and specialized skills for accounting professionals, and become high-quality talents useful to society.

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Exploration and Research on the Construction of Cross border E-commerce Gold Courses in Vocational Colleges——Serving the Guangdong Hong Kong Macao Greater Bay Area Chain Leader System

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Abstract: The "chain length system" is a breakthrough attempt made to adapt to the needs of industrial management under the new development pattern of dual circulation and its industrial policy form. The cultivation of cross-border e-commerce talents in vocational colleges has received much attention. Currently, there are still many problems in the construction and teaching mode of cross-border e-commerce courses in vocational colleges, which are highlighted as the disconnection between course offerings and industry needs, low practical value of course content, low professional literacy of graduates, and inability of graduates to handle practical work. Therefore, it is crucial to construct and innovate a golden course for the development of cross-border e-commerce careers in the new era, focus on strengthening and supplementing the cross-border e-commerce talent chain, and open up the "last mile" of the cross-border e-commerce talent chain, so as to improve the specifications and quality of talent cultivation. Starting from the pain points and difficulties of industry enterprise demand, curriculum teaching patterns, characteristics, and main contradictions as breakthrough points, we will carry out the construction of golden courses, using "task driven", "module teaching", "project teaching", "project incubation", "achievement recognition", and "point exchange" throughout the entire teaching process, in order to enhance the core competitiveness of cross-border e-commerce talents and serve the chain leader system in the Guangdong Hong Kong Macao Greater Bay Area.

Keywords: Chain Length System; Curriculum Construction; Teaching Mode; Gold Construction

1. Research background

The "chain length system" first appeared during the Guangdong Provincial Two Sessions in April 2021. The government report proposed the construction of a core technology independent and controllable entire industrial chain, cultivate a group of chain owner enterprises and ecological leading enterprises, and explore the implementation of the "chain length system"; In July 2019, building a new regional development pattern of "one core, one belt and one zone" pointed out that we should optimize the configuration of the east and west sides of the the Pearl River Estuary, guide the diversified industrial development pattern to promote high-end factors, and promote cross-border connectivity in the Guangdong Hong Kong Macao Greater Bay Area; In June 2018, Chen Baosheng, Secretary of the Party Group and Minister of the Ministry of Education, proposed at the "New Era National Conference on Undergraduate Education in Higher Education Institutions" to transform the "water courses" in higher education into "gold courses"; In February 2019, the "Twenty Articles of Vocational Education" clearly stated that it encourages social forces at all levels to participate in various types of vocational education, deepen the integration of industry and education, and integrate education and training, in order to promote deep collaboration between schools and enterprises in education, and form a diversified educational pattern. Building a golden course construction practice research and service system that resonates with schools and enterprises on the same frequency and benefits both

parties has profound significance for the development of vocational education and regional economy in the Guangdong Hong Kong Macao Greater Bay Area.

2. The importance of carrying out cross-border e-commerce gold course construction

The "chain length system" is a breakthrough attempt to adapt to the needs of industrial management under the new development pattern of dual circulation. By implementing the "chain length system", we aim to achieve a good situation of integrated development of the "three chains" of industrial chain, innovation chain, and talent chain by strengthening platform carriers, so as to enhance factor investment, strengthen policy support, and improve talent training standards. Higher vocational education focuses on the logical and complete knowledge and skills related to work, and cultivates technical applied talents who serve the frontline. Given the rapid development of cross-border e-commerce and the shortage of related talents, the cultivation of cross-border e-commerce talents in vocational colleges has attracted much attention. However, there are still many problems in the teaching mode of cross-border e-commerce courses in vocational colleges, particularly in the disconnection between curriculum design and industry demand, low practical value of curriculum content, low professional literacy of graduates, and inability of graduates to handle practical work. This topic aims to break through the pain points and difficulties of cross-border e-commerce talent chain, industry enterprise demand, course teaching patterns, characteristics, and main contradictions, and carry out the construction of golden courses.

3. Analysis of the current situation of cross-border e-commerce talent cultivation in vocational colleges

From the perspective of corporate interests, it is difficult for universities and vocational colleges to provide job skills training for enterprise employees in actual operation and production, and a large portion of the graduates trained cannot meet the talent requirements of enterprises in the process of transformation and upgrading. Colleges and universities are often concerned about whether the scientific research achievements they produce draw conclusions, rather than whether they have market value, so most of them can not be used in the actual production of enterprises to bring economic benefits. From the perspective of schools, cross-border e-commerce is mainly dominated by small and medium-sized enterprises, and their mastery of advanced industry technologies and development trends is not comprehensive enough to provide students with the most advanced and cutting-edge technical skills guidance. They are not strong enough in terms of capital investment, production scale, industry competition, etc., and cannot meet the stable, long-term, and high-quality requirements of industry university research cooperation. It is difficult and unstable for part-time teachers in enterprises to undertake the teaching of university courses, and there is a lack of communication between full-time and part-time teachers. It is often only during the graduation internship stage that students intervene, which is a mere formality and separated from full-time teachers' teaching. Based on this, it is difficult for many schools and enterprises to achieve precise connection and resonance at the same frequency, and it is difficult to provide high-quality and high-precision service to the industry chain and talent chain.

4. Exploration and research on the construction path of cross border e-commerce gold courses

4.1 Integrating all elements of professional skills' three competitions' and vocational qualification certificates, restructuring the core curriculum system of cross-border e-commerce

We should translate the competition technology standards, competition projects, and theoretical assessment and skill assessment resources of professional skills competitions such as school competitions, industry competitions, and vocational college competitions into curriculum standards, teaching projects, video resources, practical training conditions, and other teaching resources and tasks in all aspects and elements, reconstruct the core curriculum system of cross-border e-commerce, and innovate the training practice of core courses. We should also integrate the outstanding professional qualities and spirit of craftsmen, through task driven, modular teaching, project-based teaching, and setting reasonable assessment mechanisms based on the completion quantity, quality, difficulty and other

indicators of course tasks, in order to achieve a good effect of mutual promotion and win-win between professional skills competition, professional qualification assessment, and teaching effectiveness.

4.2 School enterprise joint construction of a dual mentor project studio, dual cultivation of students' "doing by learning, learning by doing"

Taking real projects as the background, we jointly build a school enterprise dual mentor project studio that integrates training, practical operation, and operation. By recruiting lower grade students with excellent moral character and academic performance to enter virtual order classes, we sign school enterprise service contracts to bring enterprise projects into the classroom. After extending the enterprise projects, students enter the project studio with job orientation and interests, implement group rotation, project competition system, and mentor responsibility system to train students in specialized skills.

5. Conclusion

5.1 Building a cross-border e-commerce gold course to serve the chain leader system in the Guangdong Hong Kong Greater Bay Area is in line with practical needs

Based on the research of cross-border e-commerce industry chain, the practice of talent training mode and curriculum construction of international business professional groups, based on the teaching philosophy and laws, from the pain points of industry demand, curriculum teaching rules and characteristics as the breakthrough, under the complex and changeable background of Sino US trade war, combating the COVID-19 epidemic, industrial transformation and upgrading, we need to build a cross-border e-commerce golden course construction mode, and cultivate high-quality cross-border e-commerce talents for serving the chain leader system in the Guangdong Hong Kong Greater Bay Area. Promoting the smooth transformation and upgrading of cross-border e-commerce enterprises is currently an urgent issue that needs to be addressed. We should adopt "task driven", "module based teaching", "project based teaching", "project incubation", "achievement recognition", and "point exchange" throughout the entire teaching process, break the drawbacks of traditional teaching on paper, outputting cross-border e-commerce talents with strong professional ethics, high professional literacy, and good job competence, and achieve high-precision and high-quality service in the Guangdong Hong Kong Macao Greater Bay Area chain leader system.

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Research on the Diversified Mode of Cultural Communication Under the Background of "the Belt and Road"

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Abstract: The implementation of the "the Belt and Road" requires the common development of the "five links" of policies, facilities, trade, finance and popular support, among which "people to people connectivity" is the premise of the coordinated promotion of the "five links", and cultural communication, exchange and cooperation are the foundation and guarantee of the popular support project. The "the Belt and Road" cultural communication, exchange and cooperation are diverse in content and form. We need to identify the opportunities and challenges we face, make long-term strategic plans, and take practical countermeasures and implementation paths according to the characteristics of cultural communication diversity. Some domestic scholars have conducted research on cultural communication strategies and analyzed the opportunities and challenges they face, but there is a lack of diversity analysis on the forms of communication that should be adopted. This paper explores and studies the "the Belt and Road" cultural communication strategy, implementation path and safeguard measures, constructs a new model of diversified cultural communication and exchange cooperation, and tries to play a certain role in promoting the actual effect of cultural communication and exchange cooperation and better safeguarding the "the Belt and Road" community of interests.

Keywords: The Belt and Road; Mutual Understanding among the People; New Models of Cultural Dissemination, Exchange and Cooperation; Community of Interests

Introduction

The "the Belt and Road", namely the Silk Road Economic Belt and the 21st Century Maritime Silk Road, is an important measure to realize the "Two Centenary Goals" and the Chinese Dream of great rejuvenation of the Chinese nation. The implementation of the "the Belt and Road" requires the joint promotion and coordinated development of policies, facilities, trade, finance and popular support. "People to people connectivity" is the premise and foundation for the coordinated promotion of the "five links". The implementation of the "the Belt and Road" strategy requires cultural communication, exchanges and cooperation to take the lead, paving the way for the people to people project. The "the Belt and Road" cultural communication, exchange and cooperation are diverse in content and form. Cultural diversity is the prerequisite for exchanges. Friendly exchanges between countries in the context of cultural diversity are also the basis for enhancing mutual understanding among countries. This requires our country to continuously promote the great rejuvenation of Chinese civilization through the cultural link, and make it shine on the world stage. By transforming concepts and thinking from different perspectives, we strive to create a good and harmonious new world civilization order.

1. Important challenges faced by cultural dissemination

1.1 The construction of the people to people project is the biggest challenge facing the cultural communication of the "the Belt and Road"

In order to connect people, it is first necessary to enable the people of the countries along the "the Belt and Road" to have a

basically unified understanding of ideology, which is the prerequisite for achieving common goals and putting them into action. Due to the large number of countries along the "the Belt and Road", wide geographical scope, large span, and large cultural differences, it is not easy for people along the "Belt and Road" to reach a more unified understanding. In addition, there are significant differences in ethnic customs, religious beliefs, political and economic interests and demands among countries along the route. The construction of the project of connecting people's hearts is destined to be difficult and arduous. The primary and effective means to achieve people-to-people communication are cultural dissemination, exchange, and cooperation. This can not only shape the national image to the outside world, enhance China's influence and affinity in the international community, but also better transform it into positive energy that inspires people's hearts and a strong driving force that condenses people's hearts. While carrying out cultural communication with foreign countries, China can conduct extensive and in-depth exchanges with countries along the "the Belt and Road", constantly deepen the comprehensive understanding of history, culture, interest demands, religious beliefs and other aspects between countries, gradually resolve contradictions and differences, enhance ideological exchanges and reach basic consensus, and lay a solid foundation for building a project of people to people connectivity. Through cultural communication, exchange and cooperation among countries along the "the Belt and Road", it can well promote the in-depth development of cultures and resource sharing of different ethnic groups, and bring people closer across time, space and borders through culture. Only by taking cultural exchange and communication as the driving force of the implementation of the "the Belt and Road" strategy as the top priority, can we lay a better foundation for the interconnection of policies, trade, facilities, finance and other fields, and pave the way for thinking to establish a solid foundation of popular support and achieve a unified understanding.

1.2 The "the Belt and Road" cultural communication and exchange cooperation strategy needs to make great efforts to gain international consensus

As we all know, some countries along the "the Belt and Road" and even a few countries not along the "the Belt and Road" still have some doubts about our country's "Belt and Road" initiative. Therefore, it is difficult to obtain the recognition and support of these countries, which requires hard work. We need to improve the mere formality of cultural communication, and should gradually change from the "one-way" propaganda model to the "two-way" interactive communication model. In the process of cultural exchange and dissemination, it is important not to rush for quick success or superficial gains, but to fully leverage the active role of cultural dissemination and exchange cooperation, and enhance the leading position awareness of cultural dissemination and exchange cooperation in some regions of China. To better overcome the above problems, top-level design must be positioned and grasped from a strategic perspective, and cultural dissemination and exchange cooperation should not be turned into short-term behaviors of cultural industrialization. How to construct a new model of cultural dissemination and exchange cooperation is crucial for the implementation of cultural dissemination.

2. Construction of the diversified mode of cultural communication of the "the Belt and Road"

2.1 Overall deployment of cultural dissemination and exchange cooperation, establishment of a think tank cooperation system, and relevant cultural dissemination departments

Establish a think tank cooperation system and relevant cultural communication departments from top to bottom, from point to line and from line to surface, to expand the breadth and depth of communication. The culture communication strategy needs to start from the overall planning of the "the Belt and Road", clarify the development direction, make overall deployment, optimize resource allocation, comprehensively coordinate development, and strengthen communication efforts. Under the overall cooperation framework of the national "the Belt and Road" initiative, we will establish a consultation system for relevant departments, organizations and institutions, and set up joint committees, coordination committees and their offices to form a multilateral cooperation mechanism and promote the formulation of communication and exchange cooperation programs, policy coordination and project implementation.

2.2 In the process of cultural dissemination, efforts should be made to achieve equality, mutual assistance, complementary advantages, and seeking common ground while reserving differences

For countries along the "the Belt and Road", it is the common aspiration and goal of everyone to achieve mutual benefit and win-win results through cooperation and promote the prosperity and development of national economy. This requires a common aspiration of the people, that is, mutual understanding among the people. The premise of people to people connectivity is that the people of the countries along the "the Belt and Road" can reach a consensus on cultural identity, seek common ground while reserving differences, and learn from each other's strengths. There are only cultural differences, no cultural advantages and disadvantages based on the overall national strength, respect the cultural and language development policies of other countries, and jointly maintain the diversity of language and cultural development of all countries. Through the "the Belt and Road" strategy, we can objectively and effectively disseminate China's cultural concepts and better demonstrate China's unique cultural connotation. At the same time, we must clearly recognize that each ethnic group has its own characteristics and advantages. Only through the process of global cultural exchange and integration, can we gradually understand and learn the cultures and languages of countries along the route, respect the cultures and customs of each other, engage in diplomatic exchanges on an equal footing, learn from and absorb the strengths of other countries' civilizations, and form mutual assistance, cooperation, and two-way cultural exchange between our country and the other country, Only in this way can we create a favorable environment for common economic development and better promote China's cultural construction.

3. Conclusion

The implementation of the "the Belt and Road" strategy has brought opportunities for cultural exchanges and dissemination between China and countries along the "the Belt and Road". At the same time, because the "Belt and Road" has a large span, a large region, a large population, and the countries along the "the Belt and Road" have large differences in national customs, behavior habits, religious beliefs, etc., we should implement the "the Belt and Road" strategic measures to achieve policies, facilities, trade The common development of the "Five Links" between finance and the people's hearts is extremely difficult. "People to people connectivity" is the premise of the coordinated promotion of "five links", and cultural communication, exchange and cooperation are the basis for achieving "people to people connectivity" in countries along the "the Belt and Road". According to the actual needs of countries along the "the Belt and Road", carry out effective cultural communication, exchange and cooperation, provide strong intellectual support and talent support, and tell Chinese stories well. Promote the construction of the "people to people" project in the form of cultural communication and exchange, lay a good foundation of people to people and society for the "five links" construction of the "the Belt and Road" strategy, so as to promote its overall promotion and coordinated development.

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Research on Practical Education Guarantee Strategies for Accounting Majors in Higher Vocational Colleges

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Abstract: At present, there are problems in practical teaching of various accounting professional groups, such as unclear teaching objectives, insufficient collaborative effects of teaching organizations, and ineffective integration of teaching resources. Based on the practical teaching experience of the accounting professional group at Tangshan Vocational and Technical College, this article proposes corresponding practical education and obstacle protection strategies to ensure the effective improvement of the practical teaching ability of the accounting professional group.

Keywords: Accounting Professional Group; Practical Teaching; Teaching Base

1. Introduction

The construction of professional groups is the key to forming the characteristics of vocational education as a type of education. The professional group is not simply a combination of professional names and course offerings, but should also include the integration of a series of resources such as teaching resources, faculty allocation, and practical teaching.

The accounting major group in most universities includes majors such as accounting, financial management, accounting information management, and auditing. These majors all focus on the capital movement and value creation of enterprises, with consistent construction goals, relevant career positions, and high similarity in career development paths. In addition, a considerable portion of the practical courses used for skill development in various majors are common, and practical teaching equipment and resources can be shared.

2. Existing problems and causes

2.1 The objectives of practical teaching in various majors are not clear enough

The author conducted a survey on some schools within and outside the province that offer related majors. Through understanding the talent training plans and curriculum standards, it was found that the training objectives, career orientations, training specifications, and curriculum settings of each major are highly similar, with serious homogenization and even confusion. This has resulted in unclear professional positioning and lack of prominent features, leading to students' lack of targeted employment and affecting their subsequent career positioning.

2.2 Insufficient synergistic effect of practical teaching organization within the professional group

Vocational colleges are well aware of the significant significance of carrying out practical teaching and have been trying to build professional groups in recent years, but they are still unable to effectively coordinate these two aspects of work. The characteristics of conducting practical teaching based on professional groups are not obvious, and the design of the practical teaching system is not yet perfect, which makes the concept of professional groups only reflected in slogans and not yet implemented in the implementation process.

3.Exploration of practical teaching strategies for accounting majors in 2 vocational colleges - experience from Tangshan vocational and technical college

3.1 Training objectives

The accounting professional group aims to cultivate individuals with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor, possessing good humanistic literacy, professional ethics, and innovative consciousness, and a spirit of craftsmanship that strives for excellence. They master knowledge and technical skills in accounting, finance, information, e-commerce, logistics, and other fields, connect with talents in the modern service industry, and face the management accounting position group, finance and tax accounting position group required for the transformation of the "digital economy" e-commerce logistics job group and emerging financial job group, high-quality technical and skilled composite financial and business talents with "excellent finance and taxation, long-term analysis, proficient operation, and understanding of circulation".

3.2 Configuration of practical teaching conditions

In order to meet the new requirements of the digital economy transformation for financial talents, the accounting professional group is keeping up with the times and attaches great importance to practical teaching. Tangshan Vocational and Technical College has established a cross disciplinary training center based on the accounting professional group, including 20 virtual simulation training rooms, including financial decision-making training rooms, cross-border e-commerce skills hall, etc., 2 accounting studios, 1 tax planning research institute, and 2 course resource development studios. The center covers an area of over 2000 square meters and has over 700 workstations, introducing nearly 300 real dynamic businesses of small and medium-sized enterprises, adopting the management system of real enterprises, the processing process of productive business, visual quality supervision, and the processing of core business of enterprises such as opening online stores and planning logistics warehousing during students' school years. The practical teaching conditions can meet the teaching, research, and social service needs of the professional group, and the system implements the "digital intelligence sharing, dual track progressive" practical teaching system.

3.3 Curriculum design for practical teaching

In order to effectively improve students' practical level and ability to handle practical problems, professional groups carry out systematic design of practical teaching courses, fully and efficiently apply information technology practical teaching platforms, and promote school enterprise collaboration. From the beginning of enrollment, students achieve a logical progression of the practical teaching system through four stages on campus: "basic skills training, specialized skills training, comprehensive skills training, and intelligent simulation training". The focus is on setting up comprehensive practical courses to exercise and strengthen students' abilities in strategic decision-making, business analysis, and other aspects. By connecting with social needs and collaborating with enterprises, we can promote the four extracurricular practice modules of "enterprise cognitive experience → campus factory practice → professional competition preparation → innovation and entrepreneurship practice", the dual track will eventually be integrated into the internship process.

4.Construction of practical teaching guarantee strategies for accounting majors

4.1 Clarifying the practical teaching objectives of each major and establishing a professional group practical teaching system

The construction of accounting professional group serves the creation of enterprise value, including data collection, data screening, data analysis, and data application. The function of the accounting profession in the group is to provide basic financial data for data collection. The function of the accounting information management profession is to efficiently organize and classify data through the application of information technology. The financial management profession uses the financial data provided by accounting for analysis, and its function is data reprocessing. The audit profession is to verify the credibility of financial data and manage enterprise risks based on data. It implements the financial decision-making function of the enterprise. Based on the practical teaching objectives of each position, we can establish a professional group practical teaching curriculum system, effectively integrate relevant teachers and teaching resources, and allocate practical courses in various professional directions to share and integrate practical courses within the professional group.

4.2 Optimizing the teacher structure and establishing a "double qualities" teaching innovation team

The key to improving the quality of practical teaching in professional groups is to establish a "dual qualities" teaching innovation team with a reasonable structure and outstanding abilities. Full time teachers jointly undertake professional construction, curriculum construction, practical guidance, and teaching and research tasks, forming a virtuous cycle of mixed construction, resource sharing, cultural integration, project research, cooperative operation, cooperative education, and cooperative employment. In the construction of the accounting professional group, one is to cultivate influential professional leaders, provide special funds to support their participation in learning and training, educational reform seminars, domestic visits, and overseas training; The second is to focus on cultivating outstanding young backbone teachers. We should support the annual participation in national and provincial training programs, implement the strategy of integrating industry and education, and arrange professional teachers to practice in cooperative units, so as to solve difficult work problems for enterprises, provide technical support in investment and financial management, financial management, accounting system design, and other aspects, and improve teachers' scientific research and innovation capabilities; The third is to establish a stable pool of part-time teachers, hire teachers with work experience in large and medium-sized enterprises, accounting firms, and intermediate to senior professional titles to undertake practical training and teaching, and organize part-time teachers to participate in the formulation of professional talent training plans and textbook development.

4.3 Breaking through existing professional boundaries and optimizing integrated, shared, open, and innovative practical teaching bases

There is a strong correlation and synergy between various majors in the accounting professional group, which makes it particularly important to carry out collaborative practical training between majors. Therefore, it is necessary to break through the existing professional boundaries, optimize the integration, sharing, openness, and innovation of relevant teaching resources based on the professional job abilities of the industry and job group targeted, and establish a practical teaching base.

On the one hand, we can take digital intelligence equipment, enterprise application software, etc. as teaching tools, upgrade and transform the existing training room, and build a "financial sharing center" integrating advanced technologies such as the Internet and big data to carry out basic accounting training, accounting information system application, tax declaration and other professional core skills training; On the other hand, the college collaborates deeply with enterprises to jointly build intelligent accounting factory production training bases such as accounting firm studios and tax planning research institutes, integrating into real-life practical environments such as banking, taxation, and industry and commerce. The college introduces enterprise standards, work norms, desensitized real work projects, and data into professional group practical teaching, and ecological construction is carried out between professional teaching and real financial formats, integrate and innovate enterprise management mechanisms with teaching management.

The construction of off campus practice bases should also adhere to the principles of "integration, sharing, openness, and innovation", and promote the collaborative practice of e-commerce, finance, logistics, auditing, and other "job positions" among students from different majors within the accounting professional group in the same cooperative enterprise. In this way, not only can the co construction and sharing of extracurricular practical teaching bases be achieved, but also the management cost of professional groups can be reduced.

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Research on the Training Strategy of Translation Talents in Local Colleges and Universities under the Background of “Golden Class”

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Abstract: With the necessity of the development of the national economy and society and the connotation of higher education to create a golden course, the translation talents of colleges and universities need to be cultivated from many aspects in this process. Schools need high-quality cultural construction when teaching, and also need to conduct teaching research exploration and teacher teaching skills training and teaching evaluation, so that students can gain something as they learn. Especially under the background of “golden class”, translation talents in local colleges and universities need to develop specific educational content according to local culture. In this process, it is necessary to build a talent training model in colleges and universities. It is also necessary to pay attention to the combination of form and content, and to develop research in-depth, teachers should carry out effective professional teaching enlightenment guidance in the teaching process, effectively guarantee students’ career planning, and guide talent training.

Keywords: Golden Course; Translation Talents in Colleges and Universities; Strategy; Research

Introduction

Golden courses, also known as first-class courses, can be regarded as high-quality courses here. In this process, it is also necessary to understand the standard of the golden class, that is, “one degree of gender”, which refers to high-level, innovative, and challenging. In the process of cultivating translation talents in local colleges and universities, it is necessary to organically integrate people with knowledge and ability, which can effectively cultivate students’ comprehensive ability and advanced thinking to solve complex problems. Teachers also need to be cutting-edge and contemporary in the process of teaching, present advanced and interactive classroom teaching forms, and research and personalize the results of students, which is of great significance to the cultivation of translation talents in local universities. Great requirements, and students also have a certain degree of difficulty in the process of learning, both students and teachers need to have learning challenges, so as to improve students’ learning efficiency.

1. The importance of constructing a training model for translators in local universities under the background of “Golden Classes”

1.1 Effectively improve the quality of translation talents

In the process of teaching, teachers should pay attention to the quality of training model translation talents. With the advancement of economic globalization, higher requirements are put forward for the quality of translation talents. In the process of teaching, the school builds a model of translation talents in local colleges and universities, which can effectively improve the quality of translation talents. Local colleges and universities translation talents training system, so as to systematically cultivate translation talents, colleges and universities also need to improve their own teachers, so colleges and universities also need to improve their professional translation equipment. In the process of cultivating translation talents, teachers also need to understand the actual situation of students, so as to effectively teach students in accordance with their aptitude, so that students can improve their translation studies to a higher level. Therefore, improving the quality of translation talents is particularly important for the development of colleges and universities.

Teachers are particularly important to students’ professional training. In the process of teaching, students not only need

professional skills, but also need students to have agile thinking and fluent expression ability, so as to better show the unique charm of translation major to the outside world, and then effectively cultivate the quality of translation talents in local colleges and universities. A good teaching system requires the co-creation of teachers and students, especially in the face of local colleges and universities with different learning focuses due to different characteristics, so it is particularly important for students to have a solid professional foundation.

1.2 Actively meet social needs

The cultivation of translation talents in local colleges and universities is more to actively meet the needs of the society, especially with the rapid development of the Internet, my country needs more efforts in development, so excellent translation talents have received great attention, and translation talents in local colleges and universities more is to show the local culture, so that people from all countries can understand the culture through translation. Colleges and universities are the main training institutions for social translation talents, and college translation majors are an important part of social translation talents. The cultivation of translation talents in local colleges and universities can enable more high-caliber students to realize their own value. In traditional translation, various colleges and universities tend to cultivate translation talents at will, which leads to students' loose thoughts and lack of translation skills in the process of learning. my country's demand for translation talents, good teaching needs to start from the basics, and each college needs to actively meet the needs of society if they want to improve the quality of translation talents, so as to effectively improve the learning ability of translation talents, especially in the context of "golden courses". For the effective training of translation talents.

1.3 Foreign exchange and cooperation

With the continuous development of our country's economy, it has provided a better learning environment for translation talents, especially in the face of local colleges and universities. The training of translation talents is more targeted, thereby strengthening the professional ability of translation talents and effectively improving translation talents. enthusiasm for learning. Therefore, major local colleges and universities improve exchanges in foreign economics, politics, social culture, etc. This can also effectively improve the students' flexible translation ability, focusing on actively building a translation training talent model, and then cultivating excellent translation talents for the society.

2. Problems existing in the construction of translation talents training mode in local colleges and universities under the background of "golden class"

Under the background of "golden class", more and more translators have been paid attention to, and teaching staff have begun to strive to improve their professional teaching ability. However, as far as the current situation is concerned, there are still many problems. The first problem is that it pays too much attention to the form and lacks the depth of research. In the process of translation teaching in our country, many focus on the formal norms of the training mode of translation talents, thus reducing the in-depth excavation of the research content. Therefore, good teaching needs to guide students to study carefully, so as to better improve translation talents. Not only that, in the process of construction, the selection, organization and integration of the content of the model are also ignored, which also leads to the lack of targeted training programs involved in the translation talent training model of local colleges and universities, and the professional knowledge learned by students is superficial.

Then, in the process of learning translation talents, more emphasis is placed on teaching, rather than correctly guiding students to study, which has a great impact on students, and students who do not have the guidance of thinking make students lose their way in future development. Furthermore, the curriculum setting in the teaching process is too unified and cannot be taught in accordance with aptitude. The last is to attach importance to theoretical teaching, lack of practical training, students also need professional technical guidance in the process of learning, to carry out practical exercises, so as to further strengthen students' understanding of translation, especially in the face of local teaching, it is necessary to timely target students Take appropriate teaching measures.

3. Countermeasures to improve the translation talent training mode of local colleges and universities under the background of “golden class”

3.1 Pay attention to the combination of form and content, and explore the depth of research

In the process of teaching, teachers should pay attention to the combination of form and content according to the teaching background of “golden lessons”, so as to better conduct in-depth research on the content of students’ learning, and guide students to conduct in-depth translation in the process of translation, understand the background of the translation content can further improve the students’ translation ability. To cultivate translation talents in local colleges and universities, it is necessary to proceed from the actual situation, so that students can position themselves and further strengthen their learning ability so that they can master the core content of translation in the process of learning. A good teaching model needs to start from the teacher’s perspective, pay attention to guidance and research in the process of teaching, and pay attention to the teaching content while paying attention to the teaching form, so as to effectively improve its translation ability and improve its quality.

3.2 Attach importance to professional enlightenment and guidance and ensure career planning

For the translation major, teachers can attach importance to the major to carry out corresponding teaching enlightenment and guidance in the process of teaching, so that students have a solid professional foundation, and can allow students to have a development direction in career planning. To meet the needs of the society for translation talents, and to further effectively improve the employability of students after graduation. In the process of professional enlightenment, the first thing a teacher needs to understand is the character characteristics of the students, so as to effectively stimulate the students to dig deeper into the translation content, and cultivate the translation ability of the relevant content in combination with the students’ own interests and hobbies.

3.3 Scientifically carry out practical training to improve the ability of talents

Under the background of “Golden Class”, students not only need theoretical knowledge, but schools should also pay attention to students’ practical training, so as to better carry out scientific teaching for students and let students do translation work in different situations, which can not only improve the professional ability of students can also effectively improve the talent ability of students. Therefore, strengthening the scientific training of students and allowing students to translate more fluently will have a great impact on the future development of students, and local colleges and universities need to start from this aspect to improve the quality of translation talents, so that students have more learning space.

4. Conclusion

Under the background of “golden class”, more and more colleges and universities begin to pay attention to the translation major, and the cultivation of translation talents needs to be carried out from many aspects, so as to effectively strengthen the learning ability of students, so that students have solid professional ability. In order to meet the needs of the society, schools should formulate a complete teaching model, so that more students can teach students according to their aptitude, carry out scientific learning and training, and ensure that the improved translation talent training model in colleges and universities can play a guiding function, thereby promoting the development of translation career.

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The Application of 3D Printing Technology in the Teaching of Mechanical Design Fundamentals in Higher Vocational Education

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Abstract: 3D printing technology is an emerging technology in recent years, which can achieve rapid display of objects through the feeding method. It has been widely used in various industrial sectors. Higher vocational and technical colleges are one of the important ways to cultivate higher technical personnel from various industries. They must keep up with the pace of educational reform and introduce 3D printing technology into corresponding classrooms. Under the guidance of the course "Fundamentals of Mechanical Design", this article utilizes 3D printing technology to apply common PRO/E to products, achieving various motion mechanisms, making the originally monotonous classroom teaching lively and allowing students to immediately showcase their creativity.

Keywords: 3D Printing Technology; Mechanical Design; Basic Teaching

Introduction

3D printing technology has gradually entered higher vocational and technical learning, and has been widely used in various industries, allowing students to gain more fun and knowledge in the classroom. Mechanical design is a discipline primarily focused on engineering, and its application is to improve students' comprehensive design and innovation abilities, thus creating new requirements for its application in teaching.

1. The development status of mechanical design vocational education

1.1 Lack of expandability in extracurricular time

Due to time constraints, the main job in the classroom is to teach basic theories and theories, such as mechanical design. In conventional teaching, traditional professors use screw type static connections and V-belt drives, but their knowledge is no longer suitable for today's mechanical design needs. In classical teaching of basic mechanical design theories, there is a lack of cutting-edge knowledge, hot topics, and knowledge related to mechanics. Due to the increasing application of 3D printing technology in the education industry, in order to adapt to students' self-learning ability, it is necessary to combine 3D printing technology with machine manufacturing technology.

1.2 Lack of ability to explore and create problems

Due to the difficulty in introducing "metal physics" into the classroom in the basic course of mechanical design, students can only observe in the laboratory and cannot use problem-solving methods for practical operations. Therefore, it is necessary to guide students to actively participate in the design of teaching aids and 3D printing in the teaching of mechanical design basics, cultivate students' thinking about problems and independent creation, in order to meet the requirements of mechanical design.

2. Basic teaching methods of mechanical design

2.1 Classroom preview based on introducing questions and online resources

A teaching outline for 3D printing technology has been developed using existing training equipment and in conjunction with the students' strengths. Select the corresponding questions according to the different subjects learned by the students. Teachers should set up situations in the classroom to create empathy or cognitive conflicts among students, propose topics that can arouse students' interest,

and appropriately organize controllable and extended teaching according to the course topics and priorities. Through various channels such as textbooks, literature, course platforms, and the Internet, the pre classroom knowledge and objectives are linked to tasks. Through answering questions and self testing, the effectiveness of classroom preview is tested. By utilizing the mechanical principles learned and combining them with 3D software, a 3D printing technology was designed and assembled to achieve mechanical motion. Regardless of the complexity of its structure and process, it can be manufactured using 3D printing technology in a short period of time, greatly improving work efficiency, enhancing product design capabilities, and fundamentally solving industrial design capability problems.

2.2 Interactive classroom teaching based on thematic surveys

Teachers will promptly identify the shortcomings and problems that students understand or master based on their classroom teaching effectiveness, and conduct group communication accordingly; The teaching method of counselors provides students with targeted problem-solving, deepens the connotation of classroom teaching through teacher-student interaction and student interaction, and deepens, expands, and applies students' knowledge. In the "Introduction to Mechanical Design" course, a group discussion was conducted on the design of common mechanical mechanisms such as screw drive, synchronous belt drive, wire feeding mechanism, and nozzle in FDM 3D printing desktop computers, and some of the existing problems were analyzed.

Based on the professional talent training program learned by college graduates and integrated teaching, a course internship was set up, which was divided into a two week comprehensive internship project - the design of a first level reducer. This course consists of 6 groups, each consisting of 6-8 people. The requirements for the gearbox are: 50 computer CAD units; 6 3D printers (vernier measuring instruments); Steel ruler, diagonal pliers, electric grinding pen, mixed file (PLA, 4A printing); Using the UG program, according to the teaching content and requirements assigned by the teacher, the structure of the gearbox was optimized (mainly including the input shaft, output shaft, transmission gear, bearings, bearings, bearings, sealing rings, upper and lower gearbox boxes), and the assembly parts were determined according to the actual application requirements; Each team uses UG programs to output the completed charts into STL, and uses cutting software to set various parameters of STL (factors related to printing accuracy, wall thickness, filling, upper and lower thickness, etc.), guiding students to proceed under the guidance of the teacher; Completing the use of a 3D printer: A 3D printer produced by the school will be used for printing (including understanding the printer structure, operating methods, workbench leveling methods, installation and unwinding of PLA materials, folding treatment of PLA materials, clogging of wire feeding ports, etc.). Each team will print the team's model for two days. During the two-day printing interval, students will learn reverse design, Understand how to use reverse design methods, allowing students to learn how to operate 3D scanners and scan non-standard parts, thereby mastering the theory and methods of reverse design; Print out the parts within 2 days, and inspect and assemble each batch of parts, including inspection records of structure, dimensional accuracy, fit, etc. Compare them with the design mode, and make corresponding corrections and analysis for future learning. Finally, within half a day, complete the work of the group (raw materials of the UG model, slicing software parameter setting data, and printed products), and each group will score (group evaluation, 20%). The students will evaluate their daily performance (including classroom attendance, work completion, equipment use, maintenance, site cleaning, and tool cleaning and placement), thereby improving the students' professional literacy, The finished product score of the first level reducer is 30% (including 3D model modeling, software application, quality of printed products, etc.).

3. Basic theory and practice of mechanical design

3.1 Strengthening the three-dimensional effect of education

With the advent of information technology, people's learning habits and methods have shifted from traditional classrooms to relying on the Internet and various electronic terminals for autonomous learning anytime and anywhere. So, under the teaching purpose of mechanical design basics, combining relevant knowledge can create a good teaching environment for teachers, increase classroom atmosphere, and increase students' interest in learning. By utilizing the above two methods, various digital resources of the project can be enriched, making it easier for students to access learning materials and improving the teaching level in the classroom.

3.2 Cultivating Students' Creative Thinking

In order to cultivate students' creative thinking during the learning process, teachers should focus on practical engineering cases

when designing project tasks, supplemented by design and 3D printing teaching, and integrate the content of each chapter. After completing a project task, one can gain a deep understanding of the overall structural scheme design, process design, 3D printing equipment operation, assembly and debugging, and ultimately form a report, which can be analyzed with classmates and teachers. According to the different structures and operating methods of teaching aids, teachers can appropriately integrate different teaching aids into the basic learning of mechanical design, making it have a certain teaching content and enabling students to have better learning and passion. In the teaching of mechanical experiments, appropriate use of books to introduce mechanical structures and make full use of their characteristics as teaching aids for mechanical structures is an important factor in improving teaching effectiveness and quality.

4. Conclusion

The use of 3D printing technology for mechanical structure design can bring the basic principles of engineering into the classroom, stimulate students' strong interest, enable them to experience the joy of mechanical engineering as soon as possible, and enable students to not only master professional technology but also personally experience advanced design processes, forming a positive interaction between knowledge learning and application. It has a certain promoting effect on improving students' professional knowledge, comprehensive quality, and other aspects. Integrating 3D printing technology into relevant classroom teaching methods, conducting appropriate teaching reforms and innovations, can also serve as a reference for other related courses.

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Research on the Training of Preschool Physical Education Teachers Based on the Theory of Space, Capital, and Habit

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Abstract: This article aims to explore the training model of preschool physical education teachers based on the theory of "space, capital, and habits". Preschool physical education plays an important role in the development of children's physical fitness and cognitive abilities. This article first introduces the theory of "space, capital, and habits", including its definition and core concepts, as well as its application value in teacher training. Subsequently, a training model for preschool physical education teachers based on this theory was proposed, which includes three elements: space, capital, and habits. In terms of space, it is emphasized to create an environment and place conducive to the professional development of preschool physical education teachers, such as the construction of training institutions and internship bases, and the support of teaching environment and resources. In terms of capital, emphasis is placed on cultivating the professional knowledge and abilities of preschool physical education teachers, including curriculum design and teaching methods, teacher team construction, and professional development mechanisms. In terms of habits, emphasis is placed on cultivating the professional literacy and educational attitude of preschool physical education teachers, including practical links and social participation, evaluation and feedback mechanisms. This training model aims to improve the quality and effectiveness of preschool physical education teacher training, and provide theoretical guidance and practical suggestions for preschool physical education teacher training.

Keywords: Space; Capital; Habits; Preschool Physical Education; Teacher Training

1. Introduction

In contemporary society, the importance of preschool physical education is increasingly prominent. The preschool stage is a critical period for the development of children's physical fitness and cognitive abilities, and physical education teachers play a crucial role in the preschool stage. However, there are some problems and challenges in the current training of preschool physical education teachers, such as a single training model, insufficient teaching staff, and a lack of educational resources. In order to improve the quality and effectiveness of preschool physical education teacher training, it is necessary to explore a training model that conforms to modern educational concepts. By applying the theory of "space, capital, and habits" to analyze the key elements and mechanisms of cultivating preschool physical education teachers, the aim is to provide theoretical guidance and practical suggestions for the cultivation of preschool physical education teachers.

2. Overview of the Theory of "Space, Capital, and Habit"

2.1 The Definition and Core Concepts of the Theory of "Space, Capital, and Habit"

The "Space, Capital, Habit" theory is a theoretical framework proposed by French sociologist Pierre Bourdieu to explain the formation and evolution of social behavior and social structure. This theory suggests that social life and relationships are formed

through the interaction of specific spatial environments, resource allocation, and individual behavioral habits.

Firstly, 'space' represents the physical and social structural environment of society. In the cultivation of preschool physical education teachers, space can refer to educational institutions, teaching venues, educational resources, etc. Different spatial environments can have an impact on the cultivation of preschool physical education teachers, including uneven allocation of resources and differences in educational facilities. Secondly, 'capital' refers to the resources and abilities that individuals possess. In the cultivation of preschool physical education teachers, capital can cover aspects such as educational background, professional knowledge, educational skills, and social relationships. Finally, "habit" refers to the habitual behavior patterns and ways of thinking that individuals form in a specific environment. In the cultivation of preschool physical education teachers, habits can refer to teachers' educational concepts, teaching methods, professional attitudes, etc. The habits of individuals are closely related to their space and capital. Through the formation and evolution of habits, individuals gradually adapt and change the educational environment in the process of teacher training^[1].

2.2 The Application of the Theory of "Space, Capital, and Habit" in Teacher Training

Firstly, this theory can help educational institutions and teacher trainers design reasonable training environments and curriculum arrangements. By analyzing different spatial environments, the issue of unequal distribution of educational resources can be identified, and improvement plans can be proposed to ensure that preschool physical education teachers receive sufficient resource support. At the same time, this theory can also guide teacher trainers to pay attention to the cultivation of teacher capital, including the accumulation of professional knowledge, educational skills, and teaching experience, in order to improve teachers' teaching ability and professional literacy.

Secondly, the theory of "space, capital, and habits" can guide teacher trainers to pay attention to the growth and development of individual teachers. Teacher trainers can provide personalized training plans and support for different teachers based on their needs and potential, promoting the improvement of their teaching abilities and the realization of their professional development.

Finally, the theory of "space, capital, and habits" can also promote interaction and cooperation between teacher trainers and teachers. By understanding the spatial environment and individual capital in which teachers are located, cultivators can better communicate and collaborate with teachers to jointly solve problems in educational practice. At the same time, the application of theory can also encourage teachers to reflect and adjust their teaching habits to adapt to different educational environments and needs^[2].

3. A Training Model for Preschool Physical Education Teachers Based on the Theory of "Space, Capital, and Habit"

3.1 Space: Creating an environment and place conducive to the professional development of preschool physical education teachers

3.1.1 Construction of training institutions and internship bases

Firstly, preschool physical education teacher training institutions should provide advanced educational facilities and resources to meet the needs of preschool physical education teacher training. These institutions should have modern teaching equipment and venues, such as gyms, training rooms, laboratories, etc., for conducting professional knowledge and teaching skills training. Secondly, the construction of internship bases is crucial for the cultivation of preschool physical education teachers. In these internship bases, preschool physical education teachers can interact with young children, practice teaching skills, and gain practical teaching experience. At the same time, the internship base should establish a good cooperative relationship with preschool physical education teacher training institutions, jointly develop internship plans and guidance plans, to ensure that students can receive effective guidance and support in practice.

3.1.2 Teaching environment and resource support

Firstly, the design and layout of teaching space should consider the special needs of preschool physical education teachers.

Secondly, the provision of teaching resources is crucial for the cultivation of preschool physical education teachers. This includes the preparation and updating of teaching resources such as textbooks, teaching aids, multimedia equipment, and experimental equipment. Preschool physical education teacher training institutions should ensure the adequacy and quality of teaching resources to support students' teaching practices and curriculum development. These resources not only include the teaching of theoretical knowledge, but also cover teaching cases, practical guidance, and teaching evaluation to enhance students' teaching ability and professional level^[3].

3.2 Capital: Cultivating the Professional Knowledge and Ability of Preschool Physical Education Teachers

3.2.1 Curriculum and teaching methods

Firstly, the curriculum for cultivating preschool physical education teachers should include rich theoretical knowledge and practical skills. Theoretical courses should cover the basic theories, development trends, teaching principles, and other aspects of preschool physical education, in order to help students establish a solid theoretical foundation. Secondly, teaching methods should be diversified, emphasizing the participation and initiative of students. Based on the characteristics of cultivating preschool physical education teachers, teaching methods such as case analysis, group discussions, and practical exercises can be used to stimulate students' interest and enthusiasm in learning.

3.2.2 Teacher team construction and professional development mechanism

Firstly, pre-school physical education teacher training institutions should focus on the selection and cultivation of teaching staff. During the selection stage, a scientific and fair selection mechanism should be established to ensure the recruitment of teachers with excellent academic backgrounds and rich teaching experience. Secondly, establishing an effective professional development mechanism is crucial for the growth of preschool physical education teachers. Preschool physical education teacher training institutions can provide professional development plans that clarify teachers' career goals and development paths at different stages. In addition, a teaching and research team and a teaching exchange platform can be established to encourage cooperation and sharing among teachers, and promote the exchange and collision of teaching experience and educational concepts. At the same time, teachers are provided with opportunities to participate in Academic conference, education and training, and encouraged to continue learning and professional growth^[4].

3.3 Habits: Cultivating the Professional Literacy and Educational Attitude of Preschool Physical Education Teachers

3.3.1 Practical links and social participation

Firstly, the training model for preschool physical education teachers should include rich practical links. Through practical teaching, internship training, and other methods, pre-school physical education teacher training institutions can provide students with specific educational practice opportunities. This practical experience can help students better understand the real situation of preschool physical education teaching, and cultivate efficient teaching skills, teamwork ability, and problem-solving ability in practice.

Secondly, the training model for preschool physical education teachers should encourage students to actively participate in social practice and educational activities. Through close contact with society, students can understand social needs and their family background, and improve their understanding and adaptability to preschool physical education teaching.

3.3.2 Evaluation and feedback mechanism

Firstly, a comprehensive evaluation system should be established for the training mode of preschool physical education teachers. The evaluation content should cover various aspects of preschool physical education, such as early childhood development, motor skill development, and the application of teaching methods, to ensure the comprehensive development of students and achieve training goals.

Secondly, timely feedback and guidance should be emphasized during the evaluation process. The evaluation results should be promptly reported to the participants, highlighting their strengths and areas for improvement, and providing specific improvement suggestions and training plans. Mentors and educational experts can have one-on-one communication and discussions with students to

help them understand the evaluation results, analyze problems, and provide personalized guidance^[5].

4. Conclusion

In summary, the training model for preschool physical education teachers based on the theory of "space, capital, and habits" provides a new perspective and method for the professional development and educational literacy improvement of preschool physical education teachers. Although there are still some limitations, this model has the potential to become an important research direction in the field of preschool physical education teacher training. Further research and practice will help improve this model, And provide more effective support and guidance for the cultivation of preschool physical education teachers.

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The Application of Data Mining Technology in the Evaluation of Teaching Quality in Universities

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Abstract: Data mining technology is a product of the development of the new era. Unlike other similar technologies, data mining technology is mainly committed to solving various application problems, and the main means of solving problems are to use big data technology and machine learning algorithms. Simply put, data mining technology is like panning for gold in the sand, searching for useful information among massive amounts of information. Data mining technology is widely applied in various fields, such as scientific research and business, and also has its shadow in the education industry. Currently, major universities are applying data mining technology to teaching quality evaluation. This article first explains the impact of data mining technology on the education industry, and then specifically discusses the application of data mining technology in the evaluation of teaching quality in universities.

Keywords: Data Mining Technology; Universities; Teaching Quality Evaluation

1. Introduction

Education is the foundation of a country and an important industry that cultivates talents for the country and transports core talents for various industries. In order to improve the quality of education, educational researchers continuously update the education and teaching evaluation system through continuous research and discussion. Data mining technology provides a reliable method for teaching evaluation systems, help educators more easily identify shortcomings in teaching, and continuously update and improving educational methods. Data mining technology is supported by computer science and technology disciplines, involving multiple fields such as big data and artificial intelligence. It is interconnected with the information age and applies cutting-edge technology in social education, greatly promoting the transformation of the education industry towards a new era of education.

2. The current status of teaching quality evaluation in universities

The current evaluation of teaching quality in universities mainly comes from two aspects: the first is student evaluation. Student evaluation, as the name suggests, refers to how students rate the work attitude of teachers, such as whether homework is carefully graded, whether lectures are detailed and comprehensive, and whether their attitude towards students is friendly. Due to the fact that teaching mainly targets students, their learning experience is very important; The second is teacher evaluation. Teacher evaluation is mainly conducted through leadership supervision and other teacher scoring methods. Teacher mutual evaluation is also important, helping teachers supervise each other, learn from each other, and make progress together. At the same time, it can help teachers communicate and learn from each other in teaching the same subject.

3. The benefits of data mining technology for teaching quality evaluation

Firstly, introducing data mining technology into the evaluation of teaching quality in universities is conducive to helping various universities establish a reasonable teaching quality evaluation system. By using scientific and feasible technologies to evaluate teaching quality, schools can have an accurate value judgment of teaching quality. This can change the blind evaluation of teaching quality in the past and maximize the role of teaching quality evaluation, and better serve students' learning.

Secondly, data mining technology can also guide schools in teaching management. Through reasonable and scientific methods for

data collection, data mining technology can search for factors that are conducive to improving teaching quality in a large amount of data. Schools can use this method to gather teachers with this characteristic together for teaching research. Similarly, it can also help teachers with low teaching quality to identify their own shortcomings and facilitate the correction of their own mistakes. School leaders can use this feature to invite experts and educational researchers to provide purposeful training to teachers in order to improve teaching quality.

Finally, data mining technology is also conducive to promoting reforms in the education industry. Education is in the process of transitioning from traditional teaching models to new teaching models. Similarly, educational management models should also keep up with the times. By utilizing the characteristics of the information age, data mining technology can utilize a large amount of data to determine the key and difficult points in teaching, clarify students' mastery of knowledge, and enable teachers to continuously transform teaching methods and change educational models to truly achieve individualized teaching.

4.The application of data mining technology in teaching quality evaluation

4.1 Design ideas

When applying data mining technology to the evaluation of teaching quality, it should first be clear that using data mining technology is to evaluate teachers' teaching. Students' final grades for the entire semester can be used as data, and teachers' work can also be evaluated in the form of questionnaires. Then formulate specific operational steps, that is, search for unfavorable factors in the teacher's teaching work through a large amount of data, which is beneficial for the teacher to find their own shortcomings. Therefore, using data mining technology can assist teachers in their own teaching work and improve teaching quality. Finally, a systematic summary of the rules derived from the FP growth algorithm in the decision tree is conducted to identify the general laws that affect the quality of teaching.

4.2 Building models and data processing

4.2.1 Building a teaching quality evaluation module based on student grades

Constructing a mining model based on student grades can utilize student grade data in the academic administration system, consisting of attributes such as teacher ID, teacher title, teacher gender, teacher education, student average score, and student class. After a series of data transformations, a decision tree algorithm is used to find the root node that can serve as a decision, such as the attribute that is most relevant to performance analysis. Finally, using the method of continuous recursion, all attributes except those as root nodes are classified and classified to form a decision tree.

Divide the grades of all students in the class into four levels: 90 to 100 as excellent, 80 to 90 as good, 60 to 80 as average, and below 60 as failed. We use four levels as the four basic intervals and the proportion of students in each interval to the total number of students in the entire class as an important indicator for evaluating the quality of teacher teaching, and establish a classification model for evaluating the teaching quality of teachers, based on exam scores as the fundamental basis, which can form a basic evaluation result based on the level of student grades, and then use the classification model formed by decision trees to form rules.

4.2.2 Building a module for students to evaluate teaching quality

We can construct a module for students to evaluate teaching quality, using students' evaluations as the basic data for evaluating teaching quality. Therefore, the evaluation content should be established as follows: do not be late for class or leave early, timely interaction and communication with students, sufficient lesson preparation, and careful grading of student assignments, appropriate classroom usage methods, attempting to adopt innovative teaching methods, the classroom atmosphere is witty and humorous, which can easily stimulate students' enthusiasm, standardized and accurate teaching language; Teaching attitude is serious and meticulous, respect and love students; Teachers have a serious and rigorous attitude towards teaching work, and assist students in reviewing after class, in order to interact and communicate with students outside of class to understand their learning experiences and timely lead students to review knowledge.

The specific evaluation content mentioned above can be in the form of a survey questionnaire for students to evaluate the work of teachers, using single choice, multiple choice, or scoring methods. If all students in a certain major participate in the survey questionnaire, the number of people who have not participated in the survey questionnaire should be identified, and the number of

people who have participated in the survey questionnaire should be determined. The results of the survey questionnaire should be divided into four levels: A level, B level, C level, and D level, form a teaching evaluation information table.

4.2.3 Using data mining techniques to identify rules and draw conclusions

Through a series of algorithms based on the decision tree FP growth and continuous filtering, it is easy to obtain some data items that are related to the quality of teaching. For example, teachers with higher "teacher titles" have higher excellent rates of students in their classes; Teachers with a gender of "male" are evaluated by students as having a "humorous classroom atmosphere, which can easily stimulate students' enthusiasm"; Teachers with a gender of "female" are evaluated by most students as "timely interaction and communication with students, sufficient lesson preparation, and conscientious grading of student assignments"; Teachers under the age of 40 are mostly evaluated by students as having appropriate classroom usage and attempting to adopt innovative teaching methods.

The rules that can be obtained through data mining are: teacher titles are associated with student grades, teacher gender is associated with evaluation scores, and teacher age is associated with evaluation scores. Therefore, it can be concluded that teachers with higher professional titles have higher teaching efficiency and quality. The reason is that teachers with higher professional titles have more experience and are more likely to detect students' mastery of knowledge points, and better understand how to stimulate students' interest in learning; Compared to female teachers, male teachers tend to give witty and humorous lectures, while female teachers approach teaching work more meticulously and pay more attention to students' learning experiences. Teachers of different genders also provide students with different learning experiences; Compared to older teachers, younger teachers are more likely to try new teaching methods and excel at continuous innovation. Older teachers have rich teaching experience, but long-term use of one or more teaching methods can easily lead to students forming fixed thinking. For young teachers who have just entered the education industry, it is easier to combine the characteristics of the times and constantly update and explore educational methods.

6. Conclusion

Teaching quality evaluation is an important aspect of school education, with the main purpose of improving the teaching quality of teachers and cultivating more outstanding talents. The times are constantly changing, and the education industry should also adapt to the development of the times, making full use of the product of the new era - data mining technology. This not only helps school managers discover the problems and existing drawbacks that teachers encounter in education work, but also enables them to grasp the teaching advantages of each teacher, making it easier to train and manage teachers. At the same time, data mining technology can also intuitively present students' evaluations of teachers, thereby continuously screening and summarizing general rules to help teachers improve teaching quality.

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Teaching Design and Exploration of Pharmacology in Higher Vocational Colleges from the Perspective of Curriculum Ideology and Politics

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Abstract: With the main idea of cultivating people through the curriculum, this paper explores the organic integration of ideological and political lines and knowledge lines in the teaching design of pharmacology in higher vocational colleges. The medical humanistic literacy contained in the teaching design, explores the path and method of the ideological and political construction of the course, and combines the teaching of professional knowledge and the cultivation of theoretical skills with the cultivation of students' patriotism, medical professional ethics, life awareness and scientific research spirit. Improve the educational effect of curriculum ideological and political education in college education.

Keywords: Pharmacology; Course Ideology and Politics; Teaching Strategy

1. The connotation of curriculum ideology and the characteristics of pharmacology curriculum

The ideological and political curriculum is based on the basic concept of morality and cultivating people. It is a healthy development under the guidance of scientific theory, and is an important aspect of the direct inheritance of ideological and political education practice in colleges and universities and an important aspect of humanistic construction. The new requirements of curriculum ideology and politics for current medical curriculum ideology and politics focus on teachers' moral cultivation of students in the teaching of different disciplines, so as to realize the organic combination of knowledge imparting and moral education.

The content of the higher vocational pharmacology course focuses on the pharmacological effects, clinical applications and adverse reactions of commonly used and representative drugs, providing important methods and means for developing new drugs, discovering new uses of drugs, and exploring cell physiology and biochemistry. The therapeutic effect of drug action includes two aspects: therapeutic effect and adverse reaction. In clinical drug use, due to the characteristics of the drug itself, the two often occur at the same time. When choosing a drug in clinical practice, it is necessary to fully consider the patient's condition, the safety and effectiveness of the drug, and weigh the pros and cons.

Pharmacology course ideology and politics are combined with professional teaching courses to promote pharmacology course ideology and politics, integrate ideological and political work into the teaching process, and achieve the purpose of ideological and political education through subject penetration, while cultivating students' professional knowledge and ability combining family and country feelings, history of drug discovery, research and discovery of new drugs, animal ethics, research and development of new crown vaccines and drug development, etc., with pharmacology teaching, ingeniously designed teaching content and natural integration of ideological and political education guidance, make classroom teaching to achieve both effective teaching and effective education, improve the quality of ideological and political courses, innovate the ideological and political construction of courses,

innovate the construction of course ideological and political resources and education carriers, and give full play to the ideological and political education function of medical professional course teaching. Through ideological and political courses, students can establish learning goals and guiding goals, and innovate a new system of ideological and political teaching and education that integrates knowledge imparting, skill strengthening, value guidance, and character shaping, so as to improve the medical ethics of medical students. Realm, cultivate more excellent doctors with benevolence, and achieve the purpose of teaching and educating people.

2. Strengthen ideological and political leadership in pharmacology teaching and realize the teaching design of curriculum education

2.1 Foster cultural self-confidence and scientific research spirit

Mafei Powder, invented by the genius doctor Hua Tuo at the end of the Eastern Han Dynasty, is the earliest anesthetic in the history of the world, and set a precedent for general anesthesia surgery. The world's earliest Materia Medica is China's "Shen Nong's Materia Medica". Ge Hong, the father of medical immunity in the Eastern Jin Dynasty, Sun Simiao, the "King of Medicine" in the Tang Dynasty, collected more than 5,000 prescriptions, and Li Shizhen's "Compendium of Materia Medica" in the Ming Dynasty. The valuable experience of medical scientists' hard-working life-long exploration has left a rich cultural treasure for traditional medicine in my country. Modern medical scientists such as Tu Youyou, winner of the Nobel Prize in Physiology / Medicine, Gu Fangzhou, a virologist who eliminated polio in China, and Huang Zhenxiang, an innovator of in vitro virus culture technology, have made remarkable achievements in the field of medicine, inspiring students' national Pride and interest in learning, educate students to dig deep into the essence of Chinese medicine culture in my country, serve human health, cultivate cultural self-confidence, increase professional self-confidence, cultivate scientific and technological ideals, innovation awareness and a healthy China's home and country feelings. Encourage students to work hard for the realization of the rejuvenation of the Chinese nation.

2.2 Integrate anti-drug, anti-AIDS and legal education knowledge into the teaching of central analgesics

June 26 is the International Anti-Drug Day. Cases of celebrities or hosts taking drugs were introduced, and students were allowed to watch propaganda films about anti-drugs and videos about Lin Zexu's Humen's cigarette sales and the Opium War. In the process of describing the adverse reactions of morphine, the harm of morphine abuse and the knowledge of common drugs such as viruses, heroin, and K powder should be elaborated. In particular, Yunnan has a long border and is adjacent to the "Golden Triangle", which has always been the forefront and main battlefield of the national anti-drug struggle. From the course teaching, the alarm bell of anti-drug and anti-AIDS for young students should be kept ringing, and students should be made aware of the harm of drugs, so as to stay away from drugs. In the process of clinical medication, clinicians should rationally use central analgesics and strengthen medication education for patients.

2.3 Warning students through drug-induced disease events

The "seal limb deformity child" caused by reactant is a huge tragedy in the history of medicine, and it is also the first drug that has been identified as a human teratogenic. "Besting Incident": Bisting is a blood lipid-lowering drug once produced by Bayer in Germany, which is very effective in lowering blood lipids, especially cholesterol. However, the drug alone or in combination with gemfibrozil can cause muscle weakness or fatal rhabdomyolysis. Through the cases of drug-induced diseases and news of hot social medical events, warning education is provided to medical students, so that they can understand the history of drugs, warn themselves, strive to improve medical knowledge, professional ethics, keep improving, and be familiar with and master the rational use of drugs. Knowledge, avoid medical accidents and medical disputes, let medical students reflect more medical ethics in clinical medicine, realize scientific and safe drug use, better relieve the suffering of patients in the future occupation, and bring healthy benefits to human beings.

2.4 Integrate scientists' stories into curriculum teaching

It tells about Nobel and nitroglycerin, Fleming's discovery of penicillin, Tang Feifan's discovery of chlamydia, the discovery of insulin, the research and development process of BCG, Professor Chen Kehui's research on ephedrine, Tu Youyou's discovery of

artemisinin's therapeutic effect on malaria and its Nobel Prize road, etc. In the teaching process, it is necessary to inherit and carry forward the spirit of scientists who have the courage to innovate, fear difficulties and perseverance, inspire students to explore and seek truth, let the scientific spirit and humanistic spirit penetrate into the hearts of students, and cultivate students' dedication and selfless dedication. The spirit of unity and cooperation, modesty and prudence, and perseverance inspire young students to serve the country through science and technology.

2.5 Integrate life education, teamwork, and scientific research spirit into experimental teaching

Experiment teaching is an important role in carrying out experimental training in clinical pharmacology courses. Pharmacology experimental teaching includes three aspects: functional experiments, comprehensive experiments and exploratory experiments. The experimental animals are mainly mice, rats, rabbits and dogs. At the beginning of experimental teaching, students should understand the important role of experimental animals in medical research and learn the "Administrative Regulations on Laboratory Animals" and the "3R" principles. Namely: reduction, optimization and replacement are also conducive to cultivating students' concepts of respecting life and caring for animals. By introducing the experimental methods of animals used in pharmacological experiments, the execution of experimental animals and the holding of memorial ceremonies for experimental animals, students can perceive the value and true meaning of life, guide students to think about the meaning of life, and help students establish a correct outlook on life, with the basic humanistic education goal of cultivating students' correct values, outlook on life, ethics and teamwork. The experimental data obtained in the experimental teaching should record the real data, and the data collection should be standardized and accurate, so as to establish a good scientific thinking and lay the foundation for future medical and scientific research work.

3. Conclusion

The ideological and political construction of the curriculum needs to be based on scientific and innovative thinking, promote the reform of ideological and political education, and endow the value of curriculum teaching reform. Based on the characteristics of the basic knowledge of the course, dig deeper and integrate more ideological and political education, and promote the natural integration of knowledge transfer and ideological and political education through teaching evaluation and teaching reflection on the teaching effect of incorporating ideological and political elements into the pharmacology course. Strengthen and improve the ideological and political education level and ability of the curriculum teaching team, comprehensively implement the system, system, resources and other means of training and leading education, and the teaching team needs to be able to normalize training and learning, perseverance. Continue to supplement and improve the construction of curriculum ideological and political education resources, and improve the educative effect of curriculum ideological and political education in college education.

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Teaching Measures of English Linguistics in Colleges and Universities Under the Background of Ecolinguistics

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Abstract: With the advent of the era of globalized economy, more attention should be paid to the training mode of comprehensive English literacy in colleges and universities in teaching. Therefore, how to cultivate and improve students' higher-level teaching methods in the context of ecolinguistics, so as to improve the quality of English teaching, is the current focus of English teaching in colleges and universities. By summarizing the basic concepts of ecolinguistics, this paper studies effective measures to improve the quality of linguistics teaching in colleges and universities, and comprehensively improves the quality and efficiency of English language teaching in colleges and universities under the background of ecolinguistics.

Keywords: Ecolinguistics; College English; Linguistics Teaching; Effective Measures

Introduction

With the gradual promotion and improvement of the requirements of the new curriculum reform, major colleges and universities are innovating in the original teaching mode in accordance with the specific regulations of the new curriculum reform. This paper will mainly focus on the research on the quality of teaching, the level of teachers' teaching resources, the differences in teaching modes, and the system of summarizing and evaluating teaching after class. Obtain effective measures to improve the teaching of English linguistics in colleges and universities under ecolinguistics.

1. The concept of ecolinguistics

The origin of ecolinguistics is a brand-new educational concept based on the current teaching mode of the new curriculum reform, which first includes the diversity of languages, which emphasizes that language itself is carried out through multiple different language types and individuals. The second is the non-ecological language description, which mainly points out that in all existing languages, not every language individual has the characteristics and rules described in this paper. The mentioned characteristics of ecolinguistics; the last is the influence of the environment on the development and change of language, because ecological language is a practical universal tool, and not any other language can be randomly replaced. Therefore, the unique expression characteristics of ecolinguistics can fully demonstrate the integrity and particularity of language expression.

2. The practical significance of carrying out English language teaching in colleges and universities under the background of ecolinguistics

First of all, through the teaching background of ecolinguistics, the adaptability of English language teaching in colleges and universities can be stably improved, and English linguistics can be effectively combined with the ecological language environment. Students put the emphasis on English teaching.

Secondly, completing the teaching of English linguistics through the background of ecolinguistics can perfectly realize the innovation and change of the teaching mode in actual teaching, and increase the students' adaptability to the new teaching mode. The combination of language and ecology can be seen as pushing English language teaching to the height of the development of my

country's social and ecological environment. Such an operation mode is helpful to upgrade the traditional English teaching system and has a positive role in promoting the development of English teaching. .

Finally, the current teaching effect and teaching environment of college English can be optimized through the teaching background of ecological operation. Taking ecolinguistics as the basis of English teaching will help students understand the overall thinking and knowledge system of English teaching in the process of English learning, and significantly improve their learning effect.

3. Effective measures for English language teaching in colleges and universities under the background of ecolinguistics

3.1 Comprehensively improve the teaching level of teachers

With the comprehensive promotion of the new curriculum reform teaching policy in China, the teaching mode of English linguistics in colleges and universities needs to gradually break the traditional teaching mode with the new teaching requirements, so that the teaching level of English linguistics will go to a higher level. In order to meet the relevant requirements of the new curriculum reform, the primary task is to improve the teaching level of teachers and optimize the teaching quality of teachers.

First of all, in the recruitment of English teachers in various colleges and universities, it is necessary to pay attention to the teaching quality and professional teaching ability of teachers, so as to ensure that teachers can be competent for teaching work in the shortest time. At the same time, it is necessary to carry out regular training for teachers, and share advanced educational concepts and teaching techniques with each teacher through training, so as to achieve a comprehensive improvement of teachers' English teaching level and teaching literacy.

Secondly, English teachers in colleges and universities need to pay attention to the development and changes of society at any time, and combine relevant content with classroom teaching content, so that students can understand the latest social information in the process of completing learning tasks, making the classroom more contemporary And interesting, help to form a new teaching form, improve students' interest in English. It is necessary to strengthen the collection of feedback information from students after class, remember that students are the leaders of teaching, and teachers can only play a guiding role in teaching, so that students can enhance their experience of English learning and teaching under the professional leadership of teachers. Improve the interest in learning English and improve the teaching effect.

In addition, teachers need to consider combining the theoretical knowledge of books with practice, so as to achieve the goal of assisting and improving English teaching with ecolinguistics. Through ecolinguistics as the background of English language teaching, students can apply what they have learned in the process of mastering basic knowledge, and use the learned content in daily communication, consolidate the knowledge they have learned, and promote the development of students.

Finally, teachers are the signs and lights for students to learn English language. Therefore, it is necessary to always pay attention to whether the teaching facilities are perfect. Only perfect teaching facilities can effectively promote students to establish their own English knowledge system. Teachers can supplement their English knowledge reserves and improve their teaching ability through a variety of ways such as the Internet, help students answer questions, and develop a broad range of knowledge.

3.2 Improve and innovate the teaching mode of English classroom

English course is a course for learning language. Traditional classroom and traditional teaching mode will only make English classroom more boring, making it difficult for students to be interested in English, and finally affecting the mastery and application of English knowledge and language skills. . Therefore, in order to obtain a more ideal teaching effect, as an English teacher in colleges and universities, it is necessary to conduct in-depth research on how to improve and innovate their own teaching mode, so as to achieve a good teaching effect, which requires injecting fresh content into the original single English classroom . Teachers can consider using the multimedia system to filter out the elements related to the teaching content and combine them in an innovative way, so as to bring a novel, unique and interesting English teaching mode to the students, and fully mobilize the enthusiasm and participation of the students. On the other hand, in addition to requiring students to master relevant English knowledge in teaching, it is also necessary to supplement students' oral language teaching and word spelling teaching to prevent the occurrence of "dumb English" and promote students' comprehensive progress in English learning.

3.3 Change the existing evaluation model of English after-school teaching

Today, with the comprehensive promotion of quality education, most people still judge the quality of students' learning by the level of scores. Such a judgment method is too single and too one-sided, which can easily affect the all-round development of students. Therefore, the model of students' after-school teaching evaluation must be reformed and innovated, and try to test students' learning effects from multiple perspectives. For example: through daily English classroom learning performance, communication with teachers, oral practice, writing ability, word spelling, completion of homework, etc., the results of various aspects are used as judgments. Based on the basis, we can ensure that the evaluation results obtained are more accurate, thereby affecting the students' learning attitude and ensuring the quality of teaching.

3.4 Cultivate students' English critical thinking ability

In the process of English language teaching, if teachers pay attention to the cultivation of students' English critical thinking ability, then students will achieve multiplier effect in future learning. Judging from the teaching results, when students have good thinking ability, they will solve their own learning problems in a short time and improve the efficiency of English learning. Therefore, in the process of English linguistics in colleges and universities, the cultivation of critical thinking ability must be incorporated into the teaching plan. First of all, teachers need to use teaching activities in the classroom that are conducive to stimulating students' desire for inquiry and improving their inquiry ability, so as to cultivate students' inquiry thinking and inquiry discrimination ability. Not only that, teachers need to combine the knowledge points that students need to master in the teaching content with other content that is conducive to improving students' learning ability. The last is to combine the English language with the diversified contents of times, culture, economy, politics, art, etc., guide students to find out the relationship among them, and try to think and analyze these contents, so as to improve their thinking ability.

4. Conclusion

The form of English linguistics teaching in colleges and universities based on the background of ecolinguistics can effectively improve the efficiency and quality of English language teaching, stimulate students' interest in learning English, and create a good English learning atmosphere in the classroom. Through in-depth research in many aspects, teachers constantly innovate and improve the teaching mode of contemporary English linguistics. Taking ecolinguistics as the teaching background is an effective measure and an important way to improve the teaching effect of English linguistics.

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A Case Study of Ideological and Political Teaching Design in the Course of "News Interview and Writing"

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Abstract: The construction of journalism majors contains rich ideological and political resources. As one of the practical courses, the news interview and writing course is a professional basic course for journalism students. Therefore, for professionals who will undertake journalism in the future, they should not only have the ability to produce and disseminate information, but also shoulder the responsibility of telling Chinese stories, spreading Chinese voices, and delivering Chinese excellent culture. For the teaching of news interview and writing courses, students should be guided in thought, so that they have a sense of home and country, good professional ethics and social responsibility.

Keywords: News Interview and Writing; Curriculum Ideology and Politics; Case Study

Introduction

Clear ideological expression and strong political meaning are the obvious characteristics of the journalism and communication major, which makes the importance of ideological and political development of the course different from other majors. In the Opinions on Cultivating Journalism and Communication Talents in Colleges and Universities 2.0 jointly launched by the Ministry of Education and the Central Propaganda Department, it is pointed out that the construction of journalism and communication majors in colleges and universities should be based on "comprehensive implementation of the fundamental task of cultivating morality and cultivating people" and "cultivating a large number of news talents with family and country feelings". The goal, "Building a New Model of Moral Education for Journalism and Communication Talents", clarifies the requirements for advancing curriculum ideology and politics in the process of cultivating journalism talents.

1. Design strategies for ideological and political education in news interviews and writing courses

1.1 Make good use of teaching cases and dig deep into ideological and political elements

The news interview and writing major pays more attention to practicality, and teachers should carry out curriculum teaching through problem-oriented teaching ideas according to the curriculum characteristics of the major. Through the in-depth excavation of ideological and political elements in professional courses, it helps students to complete the construction of knowledge and complete the education of two important indicators of students' major and politics. Through the improvement of professional knowledge and overall quality, the comprehensive ability of students is comprehensively improved, a professional thinking mode is formed, and the cultural quality of students is enhanced.

For example, the People's Daily published two articles on smog, with the titles of "What is the reason for the smog?" The article focuses on "all-out anti-haze". People's Daily's reports focus on news headlines that are factual, with bland words, and the author's attitude and viewpoint cannot be seen from the headlines, and they are generally positive factual statements.

The New York Times once published an article titled "Toxic Smog Choking Beijing is So Bad, It's Grounded Flights", the headline of this news has strong emotions the color gives full play to the evaluation function of the title, and its content is mostly negative critical evaluation.

Teachers conduct case analysis by comparing the report content of People's Daily and The New York Times, so that students can intuitively feel the difference between different media reports on the same content. Through the analysis of the content of "People's Daily", students can understand the important role of conveying the voice of China.

1.2 Innovative teaching methods and multi-dimensional enhancement of students' awareness

News interviewing and writing itself is not a political course. Teachers cannot teach according to the teaching methods of ideological and political courses. They should integrate ideological and political content into the teaching content according to the characteristics of the discipline itself and the characteristics of contemporary college students, so that students can pass professional courses. The study of knowledge enhances one's own ideological and political awareness. Due to the strong ability of college students to receive new things, teachers should abandon the previous teaching methods and carry out teaching innovation on the basis of arousing students' interest in learning and enthusiasm for participation.

For example, "Craftsman of Great Power" is a series of character-themed reports launched by CCTV on May Day, which has gained a good reputation. The report has successfully refined the value of the spirit of the times, the feelings of the country and the public, and the highly unified value of the public cognition, the value expression of the true, full, and simple narrative under multiple combinations, and the value transmission of the opportunity and channels, etc., as the theme report and typical propaganda.

Teachers can ask students to carry out classroom practice activities in small groups according to reports such as "CCTV Great Country Craftsman Series". Through discussion, practice and evaluation, let students apply professional knowledge to practice. Especially in the evaluation stage, teachers should actively guide students to report news in a realistic style, and use socialism with Chinese characteristics to arm their minds. Through this innovative teaching method, it can improve students' participation in class and subtly integrate ideological and political education into professional courses, and the form of group practice can also cultivate students' team awareness.

1.3 Establish ideological and political education goals and coordinate teaching content

The ideological and political goal of a course is the ideological and political education direction established by teachers for the course content, and it is the goal and core of a teaching content in the course ideological and political construction. Therefore, according to the content of different chapters, teachers should set a reasonable goal of ideological and political education, and take this as the core, expand the teaching content around this goal, carry out teaching design, and complete case selection, so as to achieve professional knowledge learning, thinking double effect of political education.

For example: when teaching the content of the "reporter's role" knowledge point, the goal of ideological and political education in this section is set as: to enable students to understand and always maintain justice, agitation and clarity, courage to take responsibility, reverence for occupation, and adherence to party spirit Principles of professionalism and ideals and beliefs. Establish a correct career outlook for students and enable them to deeply understand the important role of career. Taking this as the goal in case selection, we will focus on introducing the spirit of Shao Piaoping and other older generations to report people, so as to achieve the goal of ideological and political education.

2. Case design of course ideological and political teaching taking "the meaning of news discovery" as an example

The goal of ideological and political education: to enable students to understand how to find valuable news in a complex society, so as to tell Chinese stories and convey Chinese voices.

Teaching content: To enable students to understand the meaning of news discovery, to deeply appreciate the important role of news discovery in news gathering and news activities, and to make students understand the purpose of news discovery through typical cases.

2.1 Teaching process:

Ask "How to understand that news reports are not necessarily the results of all objective facts, but the results of screening, filtering, reorganizing and interpreting factual information?" Ask students to explain with specific cases.

Class discussion "Why is there no news without news discovery?" to guide students to understand the significance of news discovery.

Taking the deeds of Zhang Guimei and Huaping Girls' High School, winners of the "July 1st Medal" as an example, let students understand the important role of reporters' news discoveries in society, and how journalists' news discoveries are how news can maintain social order and be stored in society. This case highlights the social responsibility and social function of the media. Therefore, the discovery of news carries the feelings of the family and the country, the social responsibility, and the historical responsibility. General Secretary Xi Jinping said at the party's news and public opinion propaganda work conference that "it is necessary to improve the dissemination and guiding power of news and public opinion". Therefore, it is necessary to have the ability to discover news, disseminate news, guide public opinion, and demonstrate functions.

Combined with the search for news clues in the pre-class homework, let students discuss "why news discovery is the premise of news gathering and writing". In the questioning, students are guided on how to have professional responsibility, family and national feelings, tell Chinese stories well by discovering news, collecting news, and conveying the voice of China.

Taking the slow train with a fare of only 2 yuan in Henan as an example, analyze the differences of different media reporting angles, so that students can understand the different values of news discovery for different reporting angles in terms of material selection, themes, and angles. The choice of this case is to show that although the media reports have different angles, they all express the convenience brought to people by the slow train that has been eliminated by the society, reflect the measures taken by the state, localities and enterprises to serve the people and care for the elderly, and reflect the current situation and tell the Chinese story.

In this process, by asking students about the choice of media news reporting angle, the meaning and value of the chosen angle and the role of the news topic are analyzed. Cultivate their news discovery, news reporting casting thinking and the meaning of casting. These include the social responsibility of the media, the embodiment of public service functions, and the promotion of the main theme from small characters and stories.

Class summary

Extended reading after class: In 2007, the Chinese government portal published a Xinhua News Agency report "Interview with Representative Zhang Guimei of Huaping Minzu Middle School in Yunnan: "I have a dream" and think about how to realize news discovery.

3. Conclusion

As a basic and important course, news interview and writing is inseparable from the education of students' professional development, which is the most basic requirement of this course. At the same time, as a key course adhering to the Marxist view of journalism, it must also complete the shaping of students' socialist core values through reasonable teaching design. Only through the specific practice of ideological and political courses on news interviews and writing can teachers effectively implement General Secretary Xi's work direction instructions on news and public opinion propaganda. Through the exploration of the ideological and political elements of news interviews and writing courses, we strive to cultivate news practitioners with party spirit principles and family and country feelings, so that they can become the mouthpiece of the party and the people in practical work, and adhere to the socialist journalism professional ethics, tell Chinese stories well, convey Chinese voices, witnesses of history and recorders of the times.

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Research on Improving the Interest of Primary School English Teaching

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Abstract: In the process of English learning, primary school English is an important period of enlightenment. However, teachers' old-fashioned teaching methods and obscure teaching contents make primary school students less interested in learning English, which will affect students' entire English learning career. Under this educational background, the education department should analyze the existing problems in English teaching methods, teaching contents and teaching concepts based on the current situation of English teaching in primary schools, aiming to improve the interest of English teaching in primary schools through effective strategies.

Keywords: Primary School English; Classroom Efficiency; Interest

Introduction

Under the background of the new curriculum reform, the task of primary school English curriculum is to cultivate students, develop the ability of independent learning, learn certain "listening", "speaking", "reading" and other abilities, and form a certain comprehensive English language ability, in order to cultivate students' test-taking ability as a supplement. However, for the students' learning of English at the current stage, they appear helpless. The boring classroom content and the single teaching method of teachers make it difficult for students to understand and master the content, so it is easy to lose interest in English learning. English teachers must clearly recognize the development law of students' learning, change teaching methods in time, focus on the main role of students, pay attention to the fun of teaching, and create effective classroom teaching, so as to continuously improve the quality and level of English teaching.

1. Problems existing in primary school English teaching

1.1 The teaching method is too traditional

At present, many English teachers in primary schools have retained the traditional indoctrination teaching method. Although this teaching method has certain teaching effects, it is not conducive to the cultivation of students' thinking mode and learning interest. Learning English itself is a process of long-term memory and reading accumulation. This process itself is boring, and the traditional teaching method will not only aggravate students' sense of boredom or even frustration, but with the progress of class hours, students will gradually reduce the fun of learning, thus Classroom efficiency will be greatly reduced. Some teachers try to use new teaching methods and methods in the teaching process, but they often ignore the teaching objectives and teaching tasks, and the teaching effect has not been substantially improved.

1.2 The teaching content is too boring

Primary school English textbooks are the core content of classroom teaching and an important basis for English teachers to carry out teaching activities. Many primary school English teachers rely entirely on the content of the textbooks in the entire teaching process, copy and copy teaching, completely ignoring the innovation of teaching, and at the same time ignoring students' subjective feelings about the content of English classroom learning. Although a single textbook content can meet the needs of students for exams, it often makes students develop a fixed mindset and learn English in order to complete the exam. Students will also reduce the fun of

learning English, which is fundamentally related to teaching goals and tasks. Deviate from each other.

1.3 The deviation of teaching concept

After the implementation of education reform, although the teaching concepts of some English teachers have been greatly improved, many primary schools in rural areas have been deeply influenced by traditional teaching concepts, and English teachers still have many problems in teaching. In the process of classroom teaching, teachers are still in the leading position, and students can only follow the teacher's organization and arrangement, which makes students lack the motivation to learn and think actively in the learning process; Because teachers are deeply influenced by traditional teaching concepts, the teaching process Lack of innovation and interest makes students in a boring and uninteresting classroom teaching environment, thus affecting the quality of classroom teaching.

2. The significance of interesting teaching of English in primary schools

2.1 Fully stimulate students' interest in learning

For the primary school students at this stage, because they are just exposed to English, coupled with the old-fashioned teaching of teachers, students will inevitably have a lot of troubles in the learning process, and students will inevitably have a psychology of rejection in the learning process, thus aggravating the sense of loss in English learning. Interest is often the best enlightenment teacher for students, and it is also the motivation for students to learn actively. Interesting classroom content can often fully attract students' attention, which not only enables students to actively explore when faced with troubles, but also is more beneficial to students. Develop good study habits.

2.2 Fully reflect the main body status of students

Educational tools are constantly updated and the educational environment is constantly changing. The classroom roles of teachers and students will be repositioned. Throughout the history of education in my country, teachers have always been the organizers and leaders of the teaching process. It is more advocated that students become the main body of the classroom, and teachers plan the classroom as a guide, organizer and collaborator. The prominent element of the interesting teaching method is "interest". Based on the characteristics of students' physical and mental development, teachers should be people-oriented and student-centered throughout the teaching process, add interesting elements to the classroom, and fully consider the identity and differences of students, and comprehensively arrange classroom sessions. For example, in the classroom, teachers use story scenarios to introduce new lessons according to the content of the textbook, and English song teaching introduces interesting elements in the classroom to enrich the classroom.

3. Strategies and methods to effectively enhance the interest of English teaching

3.1 Teachers should be able to understand students' interests and hobbies

If English teachers want to create interesting classroom teaching, they must fully understand the interests and hobbies of students. Interests are the best enlightenment teachers for students. English teachers can start from the personality characteristics of students, closely combine students' interests and hobbies with the teaching content of textbooks, build lively and interesting classroom teaching, and fully mobilize students' participation.

How should teachers grasp the interests of students? First of all, in the process of getting along with students, teachers are required to pay full attention to students' receptive ability and emotional response to teaching. For example, in the classroom, when students' participation changes, they should Grasp the "seven inches" of students' active participation, and summarize in time, this is the observation work that English teachers must do. For example, in the classroom, when teachers ask questions about what they are learning in their normal teaching, when they ask them about real-life problems, students immediately focus and engage. The factors that can really mobilize students' curiosity and high emotions are often the key to teachers' attention. Teachers should also integrate into the student group after class and communicate with students from time to time. After class, students will not be as restrained as in class. Teachers can open up their hearts and have in-depth conversations with students and express their preferences. Through this, teachers can collect students' real information, and fully integrate the teaching content in the later stage.

3.2 Innovative and interesting teaching methods

Students are the recipients of teaching activities. Teachers make full use of interesting teaching methods in the teaching process to make classroom elements colorful. Only in this way can we truly combine the subjective initiative of students' learning with the teachers' ability to control and organize, and students can have a lasting driving force to maintain their interest in learning, actively explore, and accumulate, and finally achieve the desired results.

Teachers can write interesting teaching scenarios, and allow students to actively participate in the classroom based on the content of primary school English textbooks to improve classroom efficiency. Teachers can set up scenarios according to students' real-life events. For example, taking "Foods" as the topic, teachers can set up scenarios by themselves, taking "friends dinner" as the scenario, allowing students to actively participate, using their own imagination to play randomly, and using English to communicate. The form shows the whole scene, which not only allows students to be immersed in the situation, but also enriches the students' imagination, so that they can devote themselves to learning and improve their practical communication skills. Teachers can also set up games in teaching. For example, in the unit of "Animals", they can set up a game of "Word Solitaire". All students participate together. The teacher projects animal photos on the blackboard in the form of multimedia. Express the projected animal in English, and each person has a time limit of ten seconds. If a classmate fails to speak within the stipulated time, the classmate will imitate the animal's voice. In this way, students are stimulated by sound signals, which can deepen students' impression of words, vividly memorize book knowledge, and create an active classroom atmosphere, mobilizing students' overall enthusiasm.

3.3 Implement interesting teaching tests

Teaching test is an activity to make value judgments on the whole teaching process and results according to the teaching objectives. This activity is to test the teaching process and teaching effect. At present, still under the influence of traditional test-oriented education, schools mostly use test papers to test students' learning effects. However, this does not really fully reflect the real situation of the students, so the implementation of interesting teaching tests may become a better evaluation method. For example, teachers can ask relevant open-ended questions for the teaching content, and let students answer in the form of individuals or groups, giving students unlimited answering space and giving them full freedom. After students or groups have answered, other students or groups should point out the problems and reasons and give feedback. English teachers should also give objective and fair evaluations and scores to the answers of students or groups. After all students or groups are finished, the individual or group with the highest score will be selected as "MVP". "The implementation of interesting teaching tests can fully avoid the behavior of students studying in order to cope with the exams, and can also fully mobilize students' enthusiasm for learning, stimulate students' interest in English learning from the inside out, and activate students' thinking ability in English learning. To ensure that students can actively and enthusiastically devote themselves to the state of learning English.

4. Conclusion

In a word, from every link of the teaching process, whether it is teaching methods, teaching content and teaching evaluation, English teachers must actively explore, actively innovate and apply, dig deep into interesting factors, and continuously improve teaching quality and teaching effect.

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Reflections on the Research of the Effectiveness of College English Teaching under Educational Information Technology

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Abstract: With the continuous development of educational information technology, college English teaching is gradually transitioning to digital and informational. This article discusses and researches the application of educational information technology, the impact of educational information technology on student learning outcomes, changes and reasons in learning methods, and the construction of college English teaching staff under educational information technology. It is believed that conducting effective research on college English teaching under educational information technology will not only help improve the level of college English teaching, but also promote the development of educational informationization.

Keywords: Educational Information Technology; College English Teaching; A Study of Effectiveness

1. Introduction

Under the rapid development of educational information technology, college English teaching is gradually transitioning to digital and informational. Educational information technology has brought many conveniences and opportunities to college English teaching, such as enabling distance teaching through various forms of network audio, video, and images, improving teaching effectiveness and resource sharing capabilities. At the same time, it also faces some challenges and problems, such as inadequate educational informationization construction and low student learning interest and participation. Therefore, it is very necessary to conduct effective research on college English teaching under educational information technology. This article discusses and explores this issue from the aspects of the application of educational information technology, the impact of educational information technology on student learning outcomes, changes and reasons in learning methods, and the construction of college English teaching staff under educational information technology^[1].

2. Factors Influencing the Effectiveness of College English Teaching Under Educational Information Technology

In modern society, with the development and popularization of technology, educational informatization has become an undeniable trend. For college English teaching, the application of educational technology has become one of the important means to improve teaching effectiveness. However, in practical application, we also find some problems, such as students' low learning efficiency and uneven teaching level among teachers. Therefore, this part will explore the factors affecting the effectiveness of college English teaching under educational information technology from the following aspects: Firstly, faculty is one of the important factors affecting the effectiveness of college English teaching under educational information technology. Only with high-quality teachers can educational technology be effectively applied to teaching, thus better meeting the needs of students. Meanwhile, teachers' professional knowledge and teaching experience are also the key to ensuring teaching quality. Therefore, universities should pay attention to the training and development of teachers, enhance their professional quality and teaching ability, in order to ensure that educational technology can be better utilized. Secondly, curriculum design is also a key factor affecting the effectiveness of college English teaching under educational information technology. When developing a course, it is necessary to fully consider the characteristics and

needs of students, as well as the advantages and limitations of educational technology. Thirdly, textbook resources are also an important factor affecting the effectiveness of college English teaching under educational information technology. Quality textbooks can not only help students systematically understand relevant knowledge points, but also stimulate their interest and motivation in learning [2]. Therefore, universities should actively collect and update various excellent English teaching materials to provide teachers and students with richer learning resources. Finally, the teaching environment is also a key factor affecting the effectiveness of college English teaching under educational information technology. A good teaching environment can promote students' autonomous learning and creativity development, and is also conducive to teachers' effective classroom management. Therefore, universities should attach importance to campus culture construction and social practice activities, create a good teaching atmosphere and interaction mechanism, in order to achieve the goal of combining educational technology with traditional teaching.

3. Strategies for Improving the Effectiveness of College English Teaching under Educational Information Technology

3.1 Renewing the Concept of Teaching

In modern higher education, educational information technology has become an indispensable part. With the development of technology and the constantly changing needs of students, the traditional classroom teaching mode can no longer meet the needs of students. Therefore, in order to improve the effectiveness of college English teaching under educational information technology, teachers need to update their teaching concepts to adapt to the new learning environment. Firstly, teachers should recognize the importance of educational information technology in college English teaching. By using various online tools and resources, such as electronic textbooks, multimedia courseware, and online courses, students can better master language skills and enhance their comprehensive quality. Secondly, teachers should also pay attention to the needs and interests of students. In the process of using educational information technology, teachers should fully consider students' characteristics and developmental levels and tailor teaching plans accordingly. When using educational information technology, teachers need to timely understand students' thoughts and feedback, adjust teaching plans and methods to make them more targeted and practical. Teachers should also encourage active participation of students in teaching activities, allowing them to feel the value and role of themselves in learning. Finally, teachers should pay attention to their own development and growth. Only by continuously acquiring new knowledge and exploring new technologies can they keep up with the pace of the times and create better learning conditions for students.

3.2 Optimize Teaching Content

Under the background of educational information technology, the content of college English teaching needs to be appropriately adjusted and optimized. Firstly, teachers should focus on cultivating students' interest in language learning, using lively and interesting classroom activities to attract students' attention and stimulate their learning enthusiasm. Secondly, teachers can design some scenarios that are close to students' daily life to help students better understand the practical application value of the knowledge they learn. Finally, teachers can promote communication and cooperation between students by conducting online interactive exchange activities and improve their team collaboration ability. In addition to the above measures, teachers also need to pay attention to course setting issues. When formulating courses, they should fully consider students' needs and developmental levels, reasonably arrange difficulty levels, and ensure that each stage has corresponding goals and tasks. In summary, optimizing teaching content is one of the important means to improve the effectiveness of college English teaching under educational information technology.

3.3 Improve Teaching Methods

In the context of educational information technology, college English teaching needs to be constantly innovated and improved. In order to improve the effectiveness of college English teaching, teachers should take the following measures: Firstly, pay attention to the quality of classroom teaching. Traditional classroom teaching methods are no longer suitable for the needs of modern students. Therefore, teachers can use various forms of interactive teaching to attract students' attention, such as group discussions, role-playing, and more. These activities not only stimulate students' interest but also promote the development of their communication and cooperation abilities. Secondly, strengthen monitoring and evaluation of students' learning conditions. Now, with the advent of the big data era, we can use various data analysis tools to collect and analyze students' learning conditions. This way, we can timely discover

students' problems and provide targeted help and support. Finally, it is important to attach importance to the construction of the teaching staff team. English professional teachers in colleges and universities are an important part of higher education and one of the key factors in improving the English proficiency of college students. Therefore, we need to increase our efforts in attracting talents in the English major of colleges and universities and also pay attention to cultivating outstanding local talents to lay a solid foundation for future development.

3.4 Improve Teaching Evaluation

In the context of educational information technology, the evaluation method of college English teaching also needs corresponding adjustments and improvements. The traditional examination form can no longer meet the needs of students and teachers. Therefore, we should explore new evaluation methods to assess students' learning achievements and abilities. Firstly, we can use a variety of forms to test students' English proficiency. At the same time, we can also combine actual application scenarios to allow students to test their language application ability through practical operations. This approach can not only better reflect students' real situation, but also stimulate their learning interests and motivation. Secondly, we need to establish an effective feedback mechanism to provide timely feedback and suggestions to students. This can be achieved through online classrooms or offline lectures. Teachers can conduct questionnaires or group discussions with students after the course, listen to students' opinions and views, and provide specific solutions for different problems. Finally, we need to strengthen the construction of the teaching staff team, cultivate a group of professional talents with innovative ideas and practical experience. Only with high-quality teachers can education technology truly play its advantages, creating a better learning environment and conditions for students^[3].

4. Conclusion

In this study, we explored the impact of educational information technology on college English teaching, and we drew some conclusions. Firstly, educational information technology can provide more resources and tools for college English teaching, helping students better understand and master the course content. Secondly, educational information technology can also improve learning efficiency and effectiveness, enabling students to learn more autonomously. Finally, there are also some problems and challenges with educational information technology, such as the rapid pace of technological updates and insufficient professional levels of teachers, which need to be further addressed. Therefore, in the future development process, efforts should be made to strengthen the application and promotion of educational information technology, while also focusing on the cultivation of teaching staff and the improvement of institutional construction.

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The Relationship Between family cohesion, Self-Compassion, and Mental Health among College Students

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Abstract: Objective: To explore the influencing factors of mental health and the mediating role of self-compassion between family cohesion and mental health. **Method:** family cohesion Scale, Symptom Checklist, and Self-compassion Scale were used to investigate 593 college students in Zhejiang Province. **Result:** family cohesion was negatively correlated with mental health and positively correlated with Self-compassion among college students; self-compassion was negatively correlated with mental health. Self-compassion fully mediates the relationship between the two. **Conclusion:** The path of family cohesion is indirect, and strengthening Self-compassion education can improve the mental health level of college students.

Keywords: College Students; family cohesion; Mental Health; Self-Compassion

Introduction

In 2016, a relevant document from the Health Commission, stating that mental health is an intact state of cognitive, emotional, behavioral, interpersonal, and adaptive state of a person in the process of growth and development. Subsequently, mental health research has mushroomed along the way. It has been found that college students suffer from psychological distress such as depression, low self-esteem, and paranoid cognition, which affects their interpersonal interactions, academics and adjustment^[1]. So, it is vital to study the factors that influence and improve the state of mental health of students.

Family cohesion, refers to the degree of emotional connection between family members^[3]. According to Family Ecosystem Theory, the psychological development of a person's entire life occurs in interaction with the environmental system^[4]. Family has a vital impact on an individual's mental health and personality formation. A large number of studies have focused on family closeness and mental problems among adolescents, but few researchers have paid attention to the college student population, and some studies have shown that family closeness is related to loneliness and depression among college students^[5]. Accordingly, In order to help college students realize relationship with their families and promote mental health, it is necessary to explore the relationship between their family closeness and mental health.

Self-compassion, refers to the ability of an individual to express care to himself/herself in the face of failure, inadequacy, or suffering^[6]. Self-compassion consists of self-kindness, positive awareness, and common humanity, and the three components interact with each other to positively impact one's mental health^[7]. Studies have shown that college students with high levels of self-compassion exhibit more positive emotions, better critical thinking skills; better friendship connections, and better social inclusion^[7,8]. In addition, it has been found that family warmth positively predicts levels of self-care, and conversely, the more tense the family relationship, the less self-care individuals who are frequently criticized have^[8]. It can be inferred that Self-compassion may play a mediating role to some extent in family cohesion and mental health among college students.

To summarize, the relationship between family closeness and mental health of college students is explored, and the mediating role of self-care between the two, with a view to exploring ways to enhance their mental health.

Method

Participants. Taking college students of a university in Shaoxing City as subjects, 650 questionnaires were distributed, excluding invalid questionnaires, and 593 (91.23%) were effectively recovered. The age of the subjects ranged from 18-22 years (19.30±1.50), 195 (32.9%) male and 398 (67.1%) female.

family cohesion. Adoption of the second edition of the Chinese family cohesion Scale for assessing affective flow among family members, and the subjects' responses represent their actual feelings. There are 16 items with a 5-point scale, with higher scores indicating greater closeness within the family. In this study, the coefficient of the family cohesion scale was 0.825.

Symptom Checklist. The scale consists of 90 questions on 10 factors including somatization, obsessive-compulsive, interpersonal sensitivity, depression, and anxiety, and is scored on a 5-point scale. The higher the score, the worse people's mental health is. The Cronbach α coefficients for the total scale and subscales in this study ranged from 0.729 to 0.889.

Self-compassion. The Chinese version of the Self-compassion Scale developed by Neff was used for measurement^[6]. The scale consists of six subscales that reflect an individual's level of Self-compassion. A total of 26 entries were scored on a 5-point scale. The Cronbach alpha coefficients for the total and subscale scales in this study ranged from 0.691 to 0.896.

Data collection. Randomly selected students from different majors were given questionnaires as a class, and all on-site practical tests were administered by two Master of Arts in Psychology principal examiners, including the background of the topic, guidelines, instructions for filling out the scale, and the principle of confidentiality. Informed consent was obtained from the subjects for all questionnaire data in this study.

Common methodological biases. Using Harman's one-factor test. The results showed that there were eight factors with eigenroots greater than 1 and that the first factor explained 23.39% of the variance, which was less than the critical criterion of 40%. So, the likelihood of common methodological bias in this study is low.

Statistical processing. Descriptive statistics and correlation analyses, etc. were performed using SPSS.23.0; mediation effect tests were performed using Model 4 in the SPSS(Process 3.3 program).

Results

Descriptive statistics and correlation analysis of variables

Statistical analysis revealed a significant negative correlation between family cohesion, Self-compassion, and mental health ($r = -0.13, p < 0.01$; $r = -0.34, p < 0.01$), and a significant positive correlation between family cohesion and Self-compassion ($r = 0.40, p < 0.01$), and Since gender was significantly associated with the main variable, it was included as a control variable in the analysis of mediating effects. See table 1.

Table 1 Descriptive statistics and correlation analysis of variables

Variable	M(SD)	1	2	3	4	5
1 Gender	1.67(0.47)					
2 Age	19.30(1.50)	-0.05				
3 Only one born	1.54(0.50)	0.12**	-0.04			
4 family cohesion	66.83(10.87)	0.07	-0.04	-0.06		
5 Mental health	126.95(39.82)	0.11**	-0.02	0.05	-0.13**	
6 Self-compassion	83.19(12.56)	0.05	-0.01	0.02	0.40**	-0.34**

Note. * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$, same below.

Mediating effects of Self-compassion

Analysis of intermediation effects. According to Wen Zhonglin's^[9] stepwise test of mediating effects, using family cohesion as the independent variable, mental health as the dependent variable, self-compassion as the mediator variable, and gender as the control variable, the mediating effect test was conducted using model4 of macro program. The results showed that family cohesion negatively predicted mental health ($\beta = -0.50, t = -3.31, p < 0.01$), and with the addition of the mediator variable, family cohesion was no longer a significant negative predictor of mental health ($\beta = 0.01, t = 0.07, p > 0.05$). Thus, Self-compassion plays a fully mediating role in the effects of family cohesion on the mental health of college students, See table 2.

Table 2 Mediating effects model of Self-compassion

<u>Regression equation</u>		<u>Fit index</u>			<u>Sig-coeff</u>	
Outcome	Predictor	R	R-sq	F(df)	β	t
Mental health	Gender				10.51	3.05*
	family cohesion	0.18	0.03	9.59**	-0.50	-3.31**
Self-compassion	Gender				0.47	0.47
	family cohesion	0.4	0.16	55.71***	0.46	10.48***
Mental health	Gender				11.03	3.39**
	Self-compassion	0.37	0.13	30.63***	-1.11	-8.39***
	family cohesion				0.01	0.07

Significance test for mediated effects. The significance of the mediating effect was tested using the bias-corrected percentile Bootstrap method. The results showed that the 95% confidence interval [-0.70, -0.34] for the indirect effect path did not include 0, indicating a significant mediating effect of Self-compassion between family cohesion and mental health.

Discussion

Close relationship among the three variables. A related study found that family cohesion significantly and negatively predicted psychological problems in college students, i.e., the higher family cohesion of an individual, the healthier his or her psychological well-being, which is consistent with previous research [6]. The theory of family functioning suggests that a balanced family that is connected to each other is a well-functioning family [3], and the level of individual self-compassion, which is closely related to the emotional interaction between family members, and the gain of love and well-being, is also shown by the results of the present study. Self-compassion implies that individuals are able to treat themselves with warmth, forgiveness, and equanimity, and the more self-compassion, the better the state of mental health, which is confirmed by the results of this study, and studies have shown that the more self-care college students are, the less likely psychological crisis they have [7].

The mediating role of self-compassion between family cohesion and mental health. Mediation effect analysis found that family cohesion could indirectly predict college students' mental health through self-compassion. Families play an important role in the development of self-compassion, and good family relationships work by fostering a compassionate way of treating the individual's self [8]. At the same time, Self-care is considered a protective factor of mental health, which facilitates the mitigation of the occurrence of unpleasant life events and the harm of negative feelings [7], and can contribute to the psychological well-being of the individual.

Conclusion

This study suggests that family cohesion is an important factor in the mental health of college students, that family cohesion influences mental health through self-compassion, and that attenuating the direct effects of family cohesion on the mental health of college students at the university may have the effect of improving the mental health of individuals.

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Design and Research of Data Visualization Teaching System Based on Web

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Abstract: With the in-depth development and widespread application of educational informatization, digital education has also become one of the important features of educational modernization. Designing and completing a visual teaching system based on Web technology is of great significance for promoting further reform and development of teaching, especially for achieving remote education, which has great application value. Based on visual teaching needs analysis and B/S architecture, effective system development is achieved through Access database. According to the specific needs of teaching functions, the system can be divided into multiple modules, and the management and login of teaching resources for users can also be smoothly achieved. This has important research value for achieving the goal of remote visualization of teaching.

Keywords: Web; Data Visualization; Distance Education; Teaching System Design

1. Introduction

Remote education is a teaching mode based on computer and network communication technology. This teaching mode is of great significance in improving the uneven distribution of educational resources and is one of the important trends in future education development. At present, web-based remote education is becoming increasingly widely used in remote education due to its advantages such as flexibility, convenience, and reliability. This educational method effectively breaks through traditional time and space limitations, making learning and knowledge acquisition easier and easier. Building information transmission channels through network platforms, we can achieve resource sharing, make communication between teachers and students easier, and continuously improving the efficiency of interactive learning, which can overcome time and space constraints, promote teaching development and optimization^[1].

2. System requirements analysis

The design of a web-based digital visualization teaching system, with the web development technology of the NET platform as the core and the Access database as the system storage unit, can effectively meet the needs of system development and design. To achieve the economic efficiency of the development and design of this teaching system, effective system development can be carried out based on the existing relevant equipment of the school and the principle of cost saving^[2]. This digital visualization remote education system is mainly used for teaching scenarios. Considering the potential problem of using a huge amount of data in remote education, it is necessary to solve the problem of many learners learning online at the same time. Therefore, it is necessary to promote the continuous improvement of data storage capacity to meet the needs of a large number of simultaneous online learning. In addition, this teaching system also needs to meet the basic requirements of system stability and fast response.

3. System module design and implementation

3.1 Main modules of the system

Based on the actual needs of data visualization teaching system design, the corresponding functional modules of the teaching system are designed, which mainly include five modules: user login module, background management module, teaching resource

module, test management module and teacher-student interaction module.

3.2 Module function implementation

3.2.1 Implementation of system login module

The system login module is an important part of system design, which can ensure that users cannot illegally enter the system without authorization, ensuring system security. This is also a problem that must be solved in the login module design. In the login module of the teaching system, the main requirement is to meet the login needs of teachers and students. Therefore, it is necessary to distinguish between them through category selection in the login page design to ensure that teachers and students can jump to the corresponding login interface and perform corresponding operations. After selecting the login category as either a teacher or a student, we can enter the system's original account and password to successfully log in to the system and perform corresponding operation permissions. Generally, students log in with their own student ID as their account, and their password has initial settings. After logging in as required, students can modify their password on their own. The username for teachers to log in needs to be set by themselves, and the password is the same. After completing the first setting, the next login can directly enter the system interface. After students and teachers log in to the system, there are also certain differences in the corresponding operating permissions. When teachers log in to the system, they can view students' message information and respond accordingly. They can also view relevant teaching resources, test questions, etc. according to their own needs, manage student grades, publish homework, view homework completion status, and modify, delete, and add student related information. This can be done according to actual needs. After students log in to the system, they can search for and download resources based on their specific learning needs. They need to complete homework tasks according to the teacher's assigned requirements and submit them to the system. The teacher can grade and grade the homework in the background. After completion, students can log in to the system again to view their homework grades, correct any errors in a timely manner, and leave a message in the message bar, we can also view the message information of other students.

When the user logs in to the system, the system will use the effective connection between the OLD building and the background database to confirm the user's path and query the user account independently. In the database comparison, if corresponding account information is found, the user can log in to the system smoothly. If there is no corresponding account information, the system will prompt the user to register the account and set a password.

3.2.2 Implementation of background management settings module

This module is mainly designed for the background administrator. This module can meet the daily maintenance and upgrade needs of the background administrator for the teaching system, and facilitate the administrator to carry out relevant system management operations, so as to ensure the normal and orderly operation of the system, and formulate system operation rules.

3.2.3 Implementation of reaching resource management module

This module features both teachers and students, providing necessary resource support for education and learning. In the teaching resource management module, users can upload or modify relevant teaching resources through this module, and students can browse relevant teaching resources through the teaching resource module. In combination with the teaching task arrangement and requirements of teachers, they can do a good job in searching and downloading relevant preview resources, learning resources, and completing the corresponding preview and consolidation review after class. Relatively speaking, teachers have more authority in this module. Teachers can also use the teaching resource management function to realize the work of lesson preparation and teaching design before class, and provide necessary support for online distance teaching.

3.2.4 Implementation of test management module

The purpose of conducting testing management is to enable remote teachers to timely grasp students' online learning situation, understand their effectiveness in teaching and learning related courses, and optimize teaching design and make reasonable adjustments to teaching methods based on students' learning status, progress, and grades. With the help of test management, students can also be aware of their own learning shortcomings in a timely manner, and do a good job in identifying and filling in relevant classroom learning content. Through specific test management, teachers can publish and manage test content in corresponding modules, as well as log in, input, and view students' academic performance. Student users can use online testing in the classroom or online learning after

class to effectively review classroom knowledge and consolidate teaching content.

3.2.5 Implementation of teacher-student interaction module

This module is mainly for the convenience of interaction and discussion between teachers and students in class and after class. Teachers can realize real-time communication with students through teacher-student interaction in this module, view and browse students' messages, while students can also use this module to put forward their own open opinions and views on classroom teaching content, and can also ask questions about their difficulties and problems in learning. Teachers can respond online in a timely manner, which can play an important role in promoting effective communication and interaction between teachers and students.

3.3 Database design

In the design of the teaching system, the database is an important basis to ensure visualization. Effective education resource management is achieved through the MS Access database. At the same time, based on the need to save the system's user account information, the database module information includes a variety of basic user information, homework information, examination information, etc. In administrator information, the basic information of the system administrator is entered into the database, which can generally be completed before system development. This task sets the highest system permissions for administrators to facilitate their overall management and control of the system. The input of information related to teachers and students is done after the system is operational, after they create accounts and log in to the system, they independently input the information and save it to the database system.

4. System debugging

The data visualization distance learning system designed for this time is debugged mainly by using PROTEUS software for simulation debugging to verify whether the corresponding system design meets the requirements. This type of simulation and debugging software can simulate the corresponding operation of the system, analyze and simulate the internal and external circuit states of the system, verify the effectiveness of system use, timely identify faults and problems, prompt for improvement, and determine the reliability of system design. Through the debugging of the data visualization distance learning system designed this time, no obvious problems were found in the operation, which indicates that the system design is effective. In subsequent use, if problems are found, they can be modified and improved in a timely manner.

5. Conclusion

The research on data visualization teaching is based on the specific teaching needs. Through the application of web technology, the B/S architecture is constructed to provide support for the realization of visualization teaching. Design user login, background management, teaching resource management, test management, teacher-student communication and other functional modules according to the needs of different users. Through the design and application of web data visualization teaching system, and effectively reflect the advantages of network teaching, in order to promote the construction of digital classroom, and provide effective support for distance education.

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The Influence of V-Girls APP on the Improvement of Female College Students' Health Literacy and Its Mechanism Analysis

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Abstract: This paper aims to explore the impact of V-Girls APP on the improvement of female college students' Health literacy and its mechanism. Using a questionnaire survey method, the survey subjects were female students from a certain university. The results showed that using the V-Girls app can significantly improve the health knowledge level, health behavior habits, and mental health status of female college students. Further analysis reveals that the impact mechanisms of V-Girls APP mainly include cognitive mechanisms, social support mechanisms, and behavioral guidance mechanisms. The results of this study provide new ways and ideas for improving female college students' Health literacy.

Keywords: V-Girls APP; Female College Students; Health Literacy; Influencing Factors; Mechanism Analysis

Preface

With the development and progress of society, Health literacy has become the focus of attention. As an indispensable force in the future society, female college students' Health literacy level is of great significance to personal development and social progress. Meanwhile, with the rapid development of information technology, mobile applications (APPs), as a new type of health education tool, are gradually gaining people's favor.

V-Girls APP is a health management software specifically designed for female college students, with rich health knowledge base, health behavior evaluation and guidance functions. This paper takes V-Girls APP as the research object, aiming to explore its impact on the improvement of female college students' Health literacy and its mechanism, and provide reference for female college students' health education and promoting the development of health undertakings.

Starting from the functions and characteristics of V-Girls APP, we will explore the positive impact of V-Girls APP on the improvement of female college students' Health literacy, analyze the mechanism of V-Girls APP on the improvement of female college students' Health literacy, including the ways and effects of APP information dissemination, and analyze it from three aspects: cognition, social support and behavior guidance. It is hoped that this study can provide new ideas and theoretical support for the improvement of female college students' Health literacy, and also provide some reference value for the development of mobile health applications.

1. Research background and significance

1.1 Background and Development of V-Girls APP

V-Girls APP is a health management software specially developed for female college students. It promotes the Health literacy of users by providing them with various health knowledge and services. At the same time, it also has social, entertainment and other functions, which can meet various needs of users. The V-Girls app has received widespread attention and support during its development and operation, becoming one of the most widely used health management software among women in Chinese universities.

1.2 Research purpose and significance

This paper aims to explore the impact of V-Girls APP on the improvement of female college students' Health literacy and its

mechanism analysis. By studying the use and effect of V-Girls APP, we can deeply understand the role of modern mobile application technology in promoting Health literacy, and how this new health management tool can effectively improve the Health literacy level of female college students. In addition, this paper can provide valuable experience and inspiration for the development and operation of other health management software.

2. The influence of V-Girls APP on the improvement of female college students' Health literacy

V-Girls APP takes the improvement of female college students' Health literacy as the core goal, and has played a positive role in promoting female college students' Health literacy through rich health knowledge, practical health skills, interactive learning methods and behavior supervision. The specific impact is as follows:

2.1 Promoting the learning and understanding of health knowledge among female college students

The V-Girls app provides rich health knowledge, including nutrition, mental health, reproductive health, and other aspects, enabling female college students to have a more comprehensive, accurate, and systematic understanding of health knowledge. For example, the V-Girls app provides various health check ups and self testing tools to help female college students understand their physical condition and seek early detection and treatment. With the technical features of the platform, users can customize their learning plans according to their own situation, and improve their health knowledge level in a relaxed and enjoyable atmosphere.

In short, through the V-Girls app, female college students can easily access relevant health knowledge, including nutrition, exercise, mental health, and other aspects. Meanwhile, during use, the app will also push corresponding health knowledge based on the personal information and needs of female college students, thereby helping them develop a healthy cognitive model and improve their health knowledge level.

2.2 Improving the physical and mental health levels of female college students

With the changes in women's lifestyles, physical and psychological health issues are becoming increasingly prominent. On the basis of helping female college students improve their health knowledge and form good health behavior habits, the V-Girls app also provides expert support and guidance in physical and mental health, allowing female college students to receive professional health assistance in a timely manner. For example, in terms of physical health, the app will provide professional services such as physical examination and disease consultation to protect female college students; In terms of mental health, the app will provide professional psychological courses, online counseling, and other services to help female college students solve psychological problems, allowing them to face life and studies with vitality, confidence, and courage.

In short, the V-Girls app provides physical and mental health assessment functions, which can help female college students discover physical and mental health problems in a timely manner and provide corresponding solutions. In addition, the app also provides rich information on health activities, allowing female college students to improve their physical and mental health levels while participating in health activities.

2.3 Enhancing the self-protection awareness of female college students

In today's social context, preventing sexual assault, online violence, and other social issues are troubling the physical and mental health of female college students. The V-Girls app also provides users with relevant courses and safety guidelines, teaching female college students how to improve their self-protection awareness and avoid unnecessary harm.

In short, V-Girls APP can provide safety protection functions, such as emergency rescue, sexual assault prevention, etc., which can help female college students to enhance their self-protection awareness and avoid the occurrence of accidents.

To sum up, V-Girls APP can significantly improve the health knowledge level, health behavior habits and mental health status of female college students, and promote the health literacy improvement of female college students from many aspects.

3. Mechanistic analysis of V-Girls APP to achieve the above effects

As an application for the improvement of health literacy of female college students, V-Girls APP can achieve the above effects,

mainly including information transmission mechanism, incentive mechanism and social mechanism.

3.1 Information transmission mechanism

The information transmission mechanism is one of the important mechanisms by which V-Girls APP can achieve the above effects. Through the various channels and forms provided by V-Girls APP, health knowledge, practical skills and behavioral habits are conveyed to female college students comprehensively, accurately and systematically from multiple dimensions. In addition to meeting the discipline knowledge system, these information also effectively processes and processes the information through information screening, priority ranking, recommendation and other ways.

3.2 Incentive mechanism

As a learning and supervision platform, V-Girls APP needs to have a sufficient incentive mechanism for female college students to learn things and actually follow health advice, turn what they know into practical actions, develop healthy living habits, and improve their health literacy.

3.3 Social mechanism

The social mechanism is also an important mechanism for achieving the effectiveness of V-Girls APP. Through the establishment of healthy communities and wechat public accounts and other social communication channels, to promote the communication and interaction between female college students, feedback of health knowledge and experience, and improve the effect of health literacy.

In short, V-Girls APP provides a social function that enables female college students to interact with and communicate on the APP. For example, female college students can join the health community through the APP to share their health knowledge and experience with their peers. In addition, the APP can also recommend health experts and doctors to female college students to provide them with more professional health advice and services.

In conclusion, the information transmission mechanism, incentive mechanism and social communication mechanism are the main mechanisms for V-Girls APP to achieve the goal of improving the health literacy of female college students. These mechanisms enable V-Girls APP to provide strong support in user learning, self-supervision and social support, thus achieving the effectiveness of the intervention.

5. Conclusion and suggestion

5.1 Summary of the research conclusions

This paper shows that V-Girls APP can significantly improve the health literacy level of female college students. By using V-Girls APP, female college students can better understand their own physical conditions and nutritional needs, but also can master some basic health care knowledge and skills. In addition, V-Girls APP can also encourage female college students to actively participate in sports and exercise, improve their lifestyle, and thus enhance the overall health level.

5.2 Suggestions for the Future Development and Application of V-Girls APP

In order to better promote the V-Girls app, we propose the following suggestions:

1. Further improve the functionality and content of the app. For example, strengthening data analysis and intelligent recommendation functions to provide more accurate and personalized services based on users' personal situations.

2. Add more social interaction functions. Through social interaction functions, users can communicate and share experiences with each other to better promote health literacy.

3. Expand the user base. At present, V-Girls APP is mainly aimed at female college students. In the future, it can be considered to expand to other age groups and gender users to meet a wider range of health education needs.

4. We will strengthen security guarantees and privacy protection. In order to ensure the security and privacy of user information, effective measures should be taken to strengthen data security and privacy protection.

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The Problems and Countermeasures of College Employment Guidance under the New Situation

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Abstract: Employment guidance is an important way for employment education in colleges and universities, and it is also an important educational process. Strengthening the employment guidance in colleges and universities is necessary to alleviate the structural contradiction of employment and serve the talent cultivation of schools, as well as to enhance the employability of college students and serve the growth and success of young students. This paper focuses on the problems of employment guidance in colleges and universities in the new era, and proposes countermeasures to solve them in four dimensions: system construction, precise service, regional coordination and employment capacity enhancement.

Keywords: College Employment Guidance; Problems; Countermeasures

Introduction

In the employment work system of colleges and universities, employment guidance is a very important content and an important education process. This paper focuses on the problems of college employment guidance under the new situation and the strategies to improve it, in order to provide new ideas for college employment workers to solve the problems.

1. The importance of strengthening career guidance in colleges and universities

Strengthening employment guidance in colleges and universities is necessary to alleviate the structural contradiction of employment and serve the cultivation of talents in schools."In the 14th Five-Year Plan period, with the continuous increase in the scale of graduates and the continuous changes in the economic and industrial structure, the structural contradictions in employment will be more prominent. The coexistence of "employment difficulty" and "recruitment difficulty" will continue to exist, and the parallel situation of "jobless" and "jobless" will remain prominent. "The parallel situation will still be more prominent. For colleges and universities, on the one hand, the talents urgently needed by the society are not cultivated, on the other hand, the ability quality of graduates trained by some colleges and universities, especially the ability of hands-on operation, cannot meet the demand of jobs. As the main group of new employed people and key employment group, it is the key among keys to promote them to achieve fuller and higher quality employment. Therefore, strengthening employment guidance in colleges and universities is of great significance to improve the employment matching degree of college graduates, improve the quality of talent cultivation in schools and alleviate the structural contradiction of employment.

Strengthening employment guidance in colleges and universities is necessary to enhance the employability of college students and serve the growth and success of young students. Employment guidance is an important way to achieve fuller and higher quality employment, enhance the employment competitiveness of college students, and promote the healthy growth and success of college students. For a long time, the employment concept and employability of college students cannot fully adapt to the real needs of the new stage. With the introduction of national policies and measures to promote the employment of college graduates, the number of graduates participating in various policy positions such as college entrance examinations, civil service examinations and the second battle for graduate studies and civil service examinations has increased, and the phenomenon of "slow employment" and "slow employment" has doubled. The phenomenon of "slow employment" has attracted much attention and become a major manifestation of

employment difficulties for graduates. In addition, due to the lack of systematic and continuous employment guidance services, some college students lack practical experience and strong employability, mainly because of their poor understanding of employment policies, misunderstanding of employment situation and insufficient preparation for employment, which are also important reasons for the employment difficulties of college graduates. Therefore, strengthening employment guidance in the new period, guiding college graduates to change their employment concept, effectively improve their employability and achieve all-round development are still the fundamental tasks of good employment work.

2. The main problems of college employment guidance in the new period

At present, the imbalance between supply and demand of employment guidance in colleges and universities is becoming more and more prominent, which has become an important factor restricting the high-quality development of college employment work. Specifically, it is manifested in three aspects.

Firstly, there is a gap between the construction of employment guidance team and precise employment guidance. At present, colleges and universities have basically formed a pattern of employment guidance work with the cooperation of employment guidance center and each faculty. In terms of professionalism, employment guidance teachers in colleges and universities have not received professional and systematic training, although some of them have certain theoretical skills, they lack employment and entrepreneurship experience and cannot provide targeted and precise guidance for college students' career planning.

Secondly, there is a gap between the construction of career guidance courses and the requirements of high-quality development in the new era. At present, colleges and universities are scattered and single in curriculum setting and training system, failing to form a systematic training program, and failing to comprehensively run through the whole stage of university. In addition, the setting of employment practice course is mostly in form and does not play a big role. Most colleges and universities, when teaching employment guidance courses, mostly focus on theoretical guidance, but ignore the practical assessment, which has a big gap with the goal of achieving high-quality employment.

Thirdly, there is a gap between the effectiveness of career guidance and the development needs of college students. In actual work, most colleges and universities are not effective enough in employment guidance, and the process is simplistic. On the one hand, the lack of real-time research on market demand leads to the disconnection between supply and demand; on the other hand, the lack of dynamic mapping of students' demand leads to the misalignment of supply. Especially for the level of students' ability and quality and students' demand for employment guidance, colleges and universities lack the whole process and multi-level research, and the employment guidance services are not designed closely with the diversified needs of students, and they fail to provide students with in-depth counseling and precise help.

3. Suggestions for strengthening employment guidance in colleges and universities

Establish and improve the policy support system, and focus on system construction. First, introduce national standards. Formulate national standards for the quality of employment guidance for college graduates, actively explore the establishment of a set of standardized system of employment guidance for college graduates containing management standards, employment guidance standards, service standards and comprehensive evaluation standards, and further improve the quality of employment guidance services for college graduates. Second, improve the comprehensive evaluation standards. According to the orientation of comprehensive evaluation of employment quality, a more scientific and practical employment work performance assessment system is established to fully motivate colleges and universities to promote fuller and higher quality employment of graduates. Improve the feedback mechanism of employment status of college graduates, carry out large-scale tracking surveys of college graduates and employers, and promote the reform of school enrollment and talent training with the feedback results.

Strengthen the supply-side structural reform and focus on precise services. First, strengthen the employment demand survey. Through carrying out research on students and market demand, comprehensively understand the problems and confusions of college students in employment guidance, grasp the standards and latest requirements of talents needed by the market, and provide policy support to solve the shortage of supply and demand and the mismatch of supply and demand. Secondly, to create a high-quality course of employment guidance. In accordance with the requirements of "Employment Guidance Service Specifications for College

Graduates", we carry out research and development of localized school-based courses around employment and entrepreneurship policy consultation, career tendency analysis, career planning, independent entrepreneurship counseling and employment and entrepreneurship skills counseling, actively build a golden course system for employment guidance training services and enhance the nurturing effectiveness of employment guidance services. Third, strengthen the construction of teachers. Build a relatively stable, professional and vocational teaching team with a combination of full-time and part-time, and hire business executives, outstanding alumni and employment guidance experts with professional knowledge background, strong sense of innovation and entrepreneurship, and rich experience in employment guidance as part-time teachers to effectively improve the professional level of the teaching team.

To build an employment guidance service system, focusing on regional synergy. First, adhere to the joint construction of schools and regions, play a regional synergy. Colleges and universities should take a variety of ways such as "going out and inviting in", increase coordination and communication with provincial education administrative departments and enterprises and institutions, and take a variety of ways to provide employment support and information services for college students. Second, adhere to the effect-oriented, to achieve the common construction and sharing of resources. Support the development of order-based and package training services, build a number of public practical training bases and industry-education integration bases, and promote the common construction and sharing of training resources.

Continuously strengthen the employment guidance service and focus on employment capacity enhancement. Firstly, we implement the "Academic Guidance and Career Development Guidance Program for Undergraduates" to provide students with all-round and comprehensive employment development guidance in five stages: before enrollment, junior, senior, pre-employment and post-employment, so as to effectively enhance their employment competitiveness. Second, to enhance the relevance of employment guidance services, to guide graduates to establish a correct concept of employment, to go to the grassroots front-line employment and entrepreneurship, to help them solve the difficult problems encountered in job hunting, and to ensure that the campus recruitment fervor before leaving school and the employment service convergence after leaving school. Thirdly, it builds a cloud-based intelligent service platform, and actively constructs a comprehensive employment guidance service education system for graduates that integrates big data analysis, curriculum teaching and intelligent platform, and meets the "four" standards of whole process, full staff, professionalism and wisdom in the new era, so as to continuously improve the "whole chain service education" from entering to leaving school. The "whole chain of service and education" is effective.

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On the Innovation Theory and Practice of Badminton Teaching in Universities——Taking Guizhou University of Finance and Economics as an Example

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Abstract: Based on instructional practice in badminton course teaching, this study expands the application of goal-directed behavior theory from management studies in the field of physical education, thereby supplementing the existing conditions for applying goal-directed behavior theory in the sports domain. Empirical evidence confirms that proactive college students, through the reconstruction of the badminton knowledge system, implementation of innovative teaching methods, and utilization of multidimensional assessment approaches, can effectively acquire proficient skills in major badminton techniques within a 32-hour instructional period. This accomplishment not only achieves the intended teaching objectives but also resolves the issue of students struggling to comprehend and acquire badminton techniques within a limited timeframe.

Keywords: Badminton; Teaching; Innovation

Introduction

In the context of the *Sports Education Integration* initiative (2020), it is imperative for university physical education to facilitate the acquisition of specialized sports skills and enhance students' ability to engage in sports competitions. Furthermore, this aspect serves as a fundamental cornerstone for fostering the holistic development of university students. Thus, the mastery of specialized sports skills assumes significant importance within the realm of university-level physical education and competitive sports environments.

1. Innovative Ideas for Badminton Teaching

Reforming and innovating university badminton physical education instruction is necessary to address the challenges of students struggling to comprehend and acquire badminton skills within a short period.

Firstly, a comprehensive analysis of the student situation in the elective badminton course within university physical education was conducted. Many students are deeply influenced by the examination-oriented education system, lacking awareness of physical education and healthy exercise habits. They tend to underestimate the importance of physical education and hold biases that render it dispensable. Secondly, there is a high proportion of the Only Child among the students, resulting in age and psychological gaps, weaker mental resilience, poor cooperation skills, and a lack of desirable qualities such as willpower, resilience, and perseverance. Thirdly, students exhibit poor physical fitness, lacking a foundation in specialized sports and possessing minimal specialized sports skills.

Secondly, based on the student situation, a research plan for innovative teaching was proposed, drawing on principles from management theory, educational theory, and learning theory.

Lastly, the implementation of the research plan was followed by an analysis of the outcomes and reflections on the teaching innovation.

2. Problem Exploration and Innovative Application in Teaching

In this teaching innovation, we aimed to address the issue of students being unable to comprehend and acquire badminton skills within a single semester (32 instructional hours). By applying the goal-directed behavior theory from organizational behavior, it was hypothesized that proactive and engaged students would demonstrate better performance. Hence, the question arose as to whether proactive college students would achieve better grades. However, based on previous teaching experiences, the majority of students, regardless of their level of proactiveness, were unable to master the major badminton skills within 32 instructional hours. This led the author to contemplate whether reconstructing the badminton teaching content, adding specific technical training sections and detailed anatomical analysis, as well as improving teaching methods, could further validate and expand the application of goal-directed behavior theory in physical education teaching, thereby guiding physical education teachers to enhance student skills and performance.

Following the paradigm of instructional experimental research and drawing on theoretical support, the author explored the transfer of organizational management goal-directed behavior theory to the field of physical education during the teaching process. A questionnaire survey was conducted among badminton students. The proactive personality scale developed by Bateman and Crant was utilized, and based on the five items with the highest loadings from the original 17-item scale, students were divided into "proactive behavior group" and "non-proactive behavior group." Both groups received the same innovative teaching content and methods. After 32 instructional hours, it was observed that students with proactive behavior generally achieved higher scores in the badminton specialization and demonstrated better mastery of the major badminton skills compared to the non-proactive behavior group. This expanded the application of the goal-directed behavior theory, revealing that even proactive students in the field of physical education require certain measures to improve their performance. Therefore, this study supplements the application conditions of goal-directed behavior theory within the sports domain.

3. The Three Stages of Innovation in Badminton Teaching

Based on the aforementioned research and application, the reform and innovation of the specialized badminton course teaching can be divided into three stages.

In the first stage, a systematic reconstruction of the badminton knowledge system is carried out. The theoretical knowledge of badminton and the knowledge of rules and referees are integrated systematically. A physical education theoretical framework that meets the needs of students entering society is established, aiming to cultivate students' sense of courtesy, integrity, effective communication, as well as their competitive and enterprising spirit.

In the second stage, innovative teaching philosophy is introduced: "Sports is Life." The teaching philosophy is the soul and ideology of a course. The effectiveness of correct actions depends on the correct philosophy. By analyzing the existing issues in physical education teaching, an innovative teaching philosophy is proposed, emphasizing the development of students. Firstly, badminton should become part of students' daily lives. Secondly, students should be regarded as learners who construct meaning rather than passive recipients of information. Teachers should assist students in constructing meaning instead of merely teaching. The aim is to cultivate students' abilities for active learning, enhance their interests, and foster their sociability.

In the third stage, the traditional teaching methods primarily based on explanation and demonstration are challenged, and innovative teaching methods are introduced. These methods include language communication, direct perception, physical practice, and contextual competitive activities, among others. In language communication, methods such as introduction, instruction, interaction, and cooperative discussions are used to help students fully understand the more challenging badminton techniques. In direct perception, methods such as the use of auxiliary equipment, action demonstration, comparison, and error correction are employed to enable students to directly perceive and experience the principles of understanding and application. In physical practice, methods such as decomposition, integration, repetition, and cycling are incorporated to help students grasp the essentials of the techniques. In contextual competitive activities, methods such as sports competitions and situational teaching are integrated to allow students to experience different roles, including athletes, coaches, and referees, and to understand the corresponding rules. This enables students to deeply appreciate the spiritual essence of friendship, unity, fairness, justice, care, and respect inherent in sports. Through these approaches, students' positive qualities such as bravery, perseverance, initiative, and self-confidence, as well as their ability to collaborate in teams, maintain collective honor, and enhance their overall competence, are nurtured. Ultimately, students acquire

badminton skills.

4. Innovative “Five-Dimensional Integrated” Model Teaching

The “Five-Dimensional Integrated” teaching model refers to:

Firstly, enhancing students’ understanding of badminton techniques. Based on the characteristics of badminton skills and movements, the teaching content is reconstructed to provide detailed instruction on the techniques. This includes incorporating lessons on sports anatomy and biomechanical principles to help students understand the principles of practice and facilitate experiential learning during teaching exercises.

Secondly, implementing flipped classroom methodology by having student groups engage in pre-class discussions and previewing the content before the lesson.

Thirdly, conducting classroom teaching based on the principles of transfer learning.

Fourthly, organizing weekly meetings among student groups after class, which include various activities related to sports and daily life such as playing badminton, running, studying, dining, or having coffee together.

Fifthly, cultivating students’ proactive and positive abilities using the goal-directed behavior theory. Through post-class group discussions, students are encouraged to create their own learning content, independently organize sports games, and take on the role of a sports teacher.

By applying the “Five-Dimensional Integrated” teaching model, the same instruction was given to both the proactive and non-proactive student groups. After 32 instructional hours, it was observed through assessment that the proactive group, influenced and transformed by the teaching, exhibited significantly better performance in badminton specialized skills compared to the non-proactive group.

5. The Key to Teaching Innovation

There is a significant difference in learning between the “active behavior group” and the “non-active behavior group” in group teaching. Reflecting on the teaching experience, it is concluded that attention should be paid to cultivating students' active behavior and adjusting teaching content and innovative teaching methods simultaneously, as both are essential for improving students' performance.

6. Conclusion

Guiding students into the concept of “sports as a way of life” and promoting mutual communication through “weekly meet-ups,” while implementing the “five-dimensional integrated” teaching model in parallel with classroom teaching, aligns with the growing demand for a better life in the new era and meets the physiological and psychological characteristics and requirements of contemporary college students. It holds effective value for promotion and reference in public physical education courses at universities. Under this innovative teaching concept, universities can consider students’ situations and create more and better teaching models.

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