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Contents
Original Articles

Students' perception of mobile assisted language learning on academic listening and speaking performance

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Abstract: This qualitative study investigates the impact of Mobile Assisted Language Learning (MALL) on improving English listening and speaking skills among Chinese postgraduate students. Focusing on the perceptions and experiences of one student preparing for the IELTS exam, the study highlights positive attitudes towards MALL and suggests its effectiveness in enhancing communicative competencies. The findings provide implications for learning strategies that could foster more efficient and productive language acquisition outcomes.

Keywords: Mobile Assisted Learning; Students' Perceptions; English Listening and Speaking; Chinese Postgraduate Student

1. Introduction

The rapid advancement of technology, particularly the Internet, has profoundly transformed communication, work, and education. Mobile devices such as smartphones and tablets, recognized for their user-friendly and robust functionalities [9], have become pivotal in educational settings. These devices allow teachers and students to access a wide array of authentic materials related to foreign countries at any time and place, enabling learning at individual paces.

Following Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) has emerged as a significant educational approach impacting both educators and learners. Research has extensively covered the enhancement of the four key English skills—listening, speaking, reading, writing, and vocabulary through mobile technologies. The adoption of mobile devices in education is often motivated by their portability, multifunctionality, superior connectivity, and user-centric design [4]. Studies such as Klimova and Polakova (2020) [7] have documented a favorable reception towards mobile applications for language learning, underscoring their practicality and convenience. This preference is echoed by Thornton and Houser (2005) [12], who noted a predilection for mobile over traditional computer use for brief educational sessions.

In contemporary China, proficiency in English is increasingly deemed crucial for those seeking international education opportunities, competitive employment, and improved social status. Yet, the mastery of effective English listening and speaking skills remains a formidable challenge, hindered by limited access to quality spoken English, insufficient practice opportunities in authentic contexts, and a reliance on traditional pedagogical method [5]. These barriers often prevent learners from achieving high competence in communicative English [2]. Addressing these issues, this study employs qualitative interviews to investigate learners' perceptions of MALL's role in enhancing English listening and speaking skills, aiming to understand its potential to overcome the educational limitations currently faced by English learners in China.

2. Literature Review

Mobile Assisted Language Learning (MALL) utilizes handheld or palmtop devices equipped with educational programs to enhance language learning and teaching, encompassing both formal and informal activities [11]. Kukulska-Hulme and Shield (2008) [8] argues that MALL, deriving from Computer Assisted Language Learning (CALL), offers unique benefits through its use of personal, portable devices that foster continuous and spontaneous learning across diverse settings. This adaptability has made MALL a pivotal tool in second and foreign language acquisition, aiding learners to access educational content anytime and anywhere, which modifies the traditional dynamics of teacher-student interactions and facilitates active learning both inside and outside the classroom [14].

The effectiveness of MALL in improving language skills—particularly listening and speaking—is supported by numerous studies. Some studies highlight the positive reception of mobile technologies in English speaking courses, noting that applications like LINE enhance student engagement and motivation. Similarly, Hwang and his colleagues (2006) [6], and Liu and Chu (2010) [10] demonstrate that game-based

mobile systems can significantly improve speaking skills compared to traditional learning methods. Such mobile applications not only support diverse learning styles but also encourage continual learning and interaction, crucial for language proficiency [1].

Despite these advantages, the implementation of MALL is not without challenges. Issues such as small screen sizes, unreliable internet connectivity, and distractions from calls and notifications can impede learning [7]. Moreover, the informal nature of mobile learning environments may adversely affect learning outcomes if not adequately structured [3]. Furthermore, the integration of MALL into language learning processes, especially in regions like China, is still in its nascent stages. There is a growing need to explore how mobile technologies can be effectively utilized to overcome barriers in traditional language education settings and enhance the English listening and speaking abilities of non-native speakers.

3. Theoretical Framework

This study is anchored in the Unified Theory of Acceptance and Use of Technology (UTAUT), a model that identifies four core determinants of technology acceptance and usage: performance expectancy, effort expectancy, social influence, and facilitating conditions [13]. This framework provides a robust tool for understanding the reasons behind technology adoption and assessing the likelihood of successful implementation based on user experiences.

• Performance Expectancy: This dimension explores users' beliefs about whether using MALL will enhance their language learning outcomes.

• Effort Expectancy: This aspect assesses the perceived ease of using MALL technologies during language learning activities.

• Social Influence: This factor examines how the opinions of significant others (e.g., peers, instructors) can influence learners' decisions to use MALL.

• Facilitating Conditions: This component evaluates the extent to which an adequate infrastructure supports the effective use of MALL.

These dimensions are utilized to analyze students' perceptions of mobile-assisted language learning, providing insights into both the adoption and ongoing use of MALL in enhancing English language skills.

4. Methodology

This qualitative study employed semi-structured interviews to gather detailed insights into students' attitudes and behaviors regarding the use of mobile applications for language learning. The research focused on a single Chinese postgraduate student from the Education Department at Henan University, who had been preparing for the IELTS exam and had a background of nearly ten years in English study. The participant's prior engagement with various mobile applications for academic purposes, and a baseline performance with an average IELTS listening and speaking score of 5.5, provided a solid foundation for exploring the nuances of MALL adoption.

The interview protocol, informed by the UTAUT model, delved into several key areas: the reasons for choosing MALL, the frequency and nature of its use, selection criteria for mobile learning tools, and perceptions of its impact on language proficiency. This approach allowed for a comprehensive understanding of the participant's experiences and the contextual factors influencing the use of mobile technology in language learning.

5. Data Analysis

This study employed a general inductive approach to analyze the interview data, focusing on the participant's perceptions of using Mobile Assisted Language Learning (MALL) to enhance English listening and speaking skills. The analysis categorized responses into four key aspects, addressing two central research questions: the attitudes towards MALL and its practical utility during the learning process.

5.1 Usage and Selection

The participant identified three main reasons for using MALL technologies:

1. Physical Features: Preference for the compact and portable nature of mobile devices over bulkier alternatives like tablets or laptops, emphasizing convenience and flexibility in learning environments.

2. Academic Needs: Utilization of MALL to supplement gaps in traditional education, particularly for practicing speaking skills not adequately covered in regular classes and to prepare for the IELTS exam.

3. Access to Resources: Mobile applications provide a wealth of educational materials from authentic English contexts, which are crucial for immersive language learning.

The participant expressed: "I use mobile applications in language learning because, unlike computers, which are heavy and inconvenient, MALL is portable, accessible, and offers a variety of exercises and activities. It allows me to engage with real contexts of native speakers' conversations and access resources systematically categorized for easy retrieval."

Decision-making factors for choosing specific apps included recommendations from peers and educators, as well as ratings and reviews from app stores, which align with their specific learning objectives.

5.2 Frequency and Experience of Usage

The participant frequently used mobile tools in quiet settings to avoid distractions, primarily at night, to focus on listening and speaking exercises. Daily usage was kept under two hours to prevent fatigue, with the most time spent on listening activities that required intensive practice.

"I prefer using these apps during breaks or while commuting, as they allow me to efficiently utilize downtime for language practice. The design of these apps helps me focus intensely on the material, especially for complex listening passages."

5.3 Improvements and Challenges

Significant improvements were noted in the fluency of spoken English, aided by interactive features like role-play and simulation games, which enhance verbal interactions with peers and instructors. However, challenges such as the presence of advertisements, the voluntary nature of the learning process, and the cost of premium features occasionally hindered progress.

"Despite the distractions and occasional costs, these tools have fundamentally enhanced my ability to practice and improve my English, both in listening and speaking."

5.4 Perceptions of Future Implementation

The participant is optimistic about the continued use of MALL, citing its potential to significantly enhance language proficiency through tailored and flexible learning experiences.

"The versatility and resourcefulness of mobile applications make them indispensable for my ongoing language studies. They not only help improve my listening and speaking skills but also facilitate a broader acquisition of vocabulary and cultural knowledge."

6. Discussion and Conclusion

This study explored the use of Mobile Assisted Language Learning (MALL) among Chinese postgraduate students via the Unified Theory of Acceptance and Use of Technology (UTAUT). Key motivations for adopting MALL included the convenience of mobile devices, their ability to supplement educational gaps, particularly in IELTS preparation, and access to extensive English resources. Participants reported enhancements in English fluency and listening skills, facilitated by interactive exercises such as role-playing, which also boosted their confidence.

Despite these benefits, challenges like unsupervised learning environments, distracting advertisements, and the costs of premium features sometimes undermined the effectiveness of MALL. Social influences from peers and educators significantly affected the choice of applications, emphasizing the need for community input in technology selection.

Effective integration of MALL requires selecting applications aligned with specific educational goals and managing the learning environment to minimize distractions. While MALL has potential in language education, realizing this potential depends on overcoming these challenges. Future research should expand on these findings to refine MALL implementation strategies, enhancing language learning outcomes.

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Fair access to higher education: a myth or reality? -UK context

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Abstract: This paper examines the disparities in access to higher education in the UK, focusing on under-represented groups. It reviews the concept and implementation of Contextual Admission (CA) policies aimed at addressing these inequalities. Despite efforts to improve access, significant barriers remain, including lower academic achievement, inadequate support, financial constraints, and resource disparities. The CA system, while promising, faces challenges in standardization, data reliability, and comprehensive effectiveness. The paper argues that while CA can improve opportunities for some, it does not fully resolve the broader issues of inequality in higher education, potentially reinforcing structural disparities and limiting social mobility.

Keywords: Higher Education; Fair Access; Contextual Admission; UK Education Policy

1. The Problem: unequal access to higher education.

Equal education access involves increasing aspirations and educational attainment among under-represented groups, such as those from areas with low higher education participation, BAME students, disabled students, estranged individuals, Gypsy, Roma, and Traveler communities, refugees, and children from military families (OfS, 2019). Improving access includes encouraging these groups to apply to and enter higher education, including part-time study, especially in selective institutions.

However, barriers identified in previous research hinder achieving equality in higher education. Students from disadvantaged backgrounds often have lower achievement levels, making them less competitive for college admission (Bolton & Lewis, 2023). They often lack sufficient advice and support when applying to university. Advantaged students are 1.4 times more likely to consider higher education in primary school than disadvantaged students (UCAS, 2021). Financial problems also deter young people from applying to university, particularly those from working-class backgrounds, who are more likely to be averse to debt. Since 2002, the reluctance of this group to pursue higher education has increased due to associated costs (Bolton & Lewis, 2023).

This paper reviews England's practice of Contextual Admission (CA) and its role in reducing unequal access to education. While current policies aim to facilitate admissions from disadvantaged groups, the CA system faces practical difficulties, and evidence of its effectiveness is limited, perpetuating myths about equal access to education in England.

2. Why equal access to higher education is hard to achieve?

Educational resources are unequally distributed, with affluent areas having more resources than disadvantaged ones. This inequality is evident in the segregation of private and public education systems. Private schools attract affluent families who can afford qualified teachers, textbooks, and specialized workshops (Books2All Team, 2020). In contrast, public schools in disadvantaged areas often have less experienced teachers, shared textbooks, and fewer resources overall.

This resource gap translates into an achievement gap. Disadvantaged students can be up to 18 months behind their peers by the time they take GCSE exams (Books2All Team, 2020). They often find it difficult to catch up and narrow this gap. Societal forces further exacerbate these inequalities. As university admissions become more competitive, students with fewer resources are at a disadvantage, making equal access to selective universities increasingly difficult. Organizational intervention, such as contextual admission, has been proposed to address these issues.

3. Contextual admission (CA) in the UK

The goal of contextual admission policy is to encourage higher education institutions to admit applicants with potential, despite slightly lower grades. Contextual information is used in admission (Mountford Zimdars et al, 2016). At the individual level, this includes applicants'

socio-economic disadvantage (access to free school meals, low family income), and serious adverse personal circumstances (e.g., having spent some time in care or being interrupted due to serious illness). Individual contextual data is mostly self-reported with some administrative verification. Regional data, based on postal codes, includes local socio-economic disadvantages and higher education participation rates. Contextual outreach is reaching out to disadvantaged groups before application. One example of contextual outreach is the widening access scheme as a background indicator when evaluating admission applications (Boliver et al, 2017).

The University of Edinburgh was the first to systematically adopt CA in 2004, and it has since spread to other institutions. The development of background admissions policies at individual universities is supported by Supporting Professionalism in Admissions (SPA) and the Universities and Colleges Admissions Service (UCAS), which provides additional background information. (Mountford Zimdars et al, 2016). Most universities claim they use background information in admissions, but CA practices vary and are not clearly defined at each institution. Boliver et al. summarized the contextual indicators used by Sutton Trust 30 universities for undergraduate admissions in 2016/17, noting differences in individual, regional, and school-level indicators among schools (Boliver et al, 2017).

4. Contextual admission providing possibilities for equal access.

The contextual admission (CA) aims to reduce the emphasis on prior attainment for disadvantaged students. Studies have shown increased chances of earning a first-class degree for low-income students from 1998 to 2008 (Smith, 2016). Contextual outreach activities, such as the Access and Participation Plans (A&P Plans) introduced by OfS in 2018, aim to increase opportunities for disadvantaged students. Financial support has also helped reduce dropout rates among low-income students since the 2006 student fee reform (Bradley & Migali, 2015).

Evidence shows CA can provide high-potential, low-achievement students with access to universities. For example, students from schools with lower average grades but admitted to Russell Group institutions achieve higher grades at university than those from schools with top grades (HEFCE, 2003).

5. Myth and difficulties in realizing equal access by CA.

5.1 Difficulties in implementing CA

One barrier to implementing CA is the unclear correlation between socioeconomic background, educational achievement, and potential for success in higher education. Research is inconclusive on whether educationally disadvantaged applicants perform as well as their peers at the undergraduate level (Higher Education Funding Council for England, 2003). Assessing the potential achievement of disadvantaged students involves evaluating their grades, competition results, practice experiences, and internships. However, it remains uncertain if their potential can be fully realized at university.

Another barrier is the unstandardized and incomplete nature of contextual data, raising doubts about its reliability. Individual family information and regional codes may not accurately represent disadvantaged individuals. The quality of contextual data varies across regions, making direct comparisons difficult and leading to unfair comparisons among applicants. Institutions are often reluctant to use the data available through UCAS due to these inconsistencies (Bridger et al., 2012).

Data readiness is also a concern, as the quality of data from government or UCAS is often insufficient for reliable analysis. Consequently, some institutions develop their own methods and datasets, further complicating standardization and fair comparisons. Achieving higher consistency and integrity in datasets would improve the coordination of using background data in admissions both within and outside institutions (Bridger et al., 2012).

5.2 Areas where CA does not necessarily improve equal access.

Even if CA could be perfectly implemented, limitation of the system itself lead to unsolved issue in equal access to higher education. CA provides opportunities for some disadvantaged students and provide outreach activities for them to prepare for the university. However, the numbers of students can succeed in entering higher education is limited. This selective process may create an illusion of social mobility,

potentially exacerbating structural inequality again and further legitimizing it in the process.

Additionally, students from disadvantaged groups who get into selective universities may not represent the broader underrepresented group that CA aims to help. These students might have secured places at other institutions, so CA may simply move them up without significantly increasing overall participation. Furthermore, CA does not address the impact on students who are encouraged to apply but do not get accepted into selective universities, possibly affecting their confidence and future applications (Mountford-Zimdars et al, 2016).

6. Conclusion

Fair access to higher education remains a challenging goal. The effectiveness of fair access policies is uncertain, and improvements in access for disadvantaged groups are hard to measure. Disadvantaged students who enter selective universities may still struggle due to gaps in prior educational resources. Finally, CA does not address inequality that essentially driven by the selective nature of popular universities.

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Research on teaching strategies of classical Chinese in middle school under the concept of "attaching equal importance to language and writing"

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Abstract: Classical Chinese is not only the crystallization of ancient wisdom, but also an important carrier to cultivate students' emotions and enrich their cultural connotation. Classical Chinese teaching plays an important role in middle school Chinese teaching, but the separation of "speech" and "text" is a common problem in the actual teaching. The phenomenon of emphasizing "speech" and neglecting "text" is particularly prominent. It is urgent to change the teaching method of classical Chinese. Therefore, the majority of Chinese educators need to clear the fog of understanding of classical Chinese teaching, correctly deal with the relationship between "speech" and "text", and carry out the teaching of classical Chinese in middle school under the idea of "attaching equal importance to language and text".

Keywords: Chinese Teaching; Classical Chinese in Middle School; Both Language and Prose; Traditional Culture

1. Introduction

Classical Chinese is a valuable treasure in the traditional culture of the Chinese nation. Learning classical Chinese can enhance the sense of value of traditional culture for middle school students. The so-called "Yan" refers to the meaning or function of the words and sentences themselves, the basic rules of the use of classical Chinese words and words and the accumulation of classical Chinese knowledge; The so-called "Wen" refers to the thoughts, feelings, cultural deposits and other humanistic factors contained in the words and sentences and the context of the classical Chinese text. The so-called "equal emphasis on words and texts" means that the relationship between "words" and "texts" is complementary and mutually promoting. Paying attention to the accumulation of "words" can pave the way for digging the connotation of texts, and the understanding of words and texts can be dredged with the help of the context of "texts".

2. the teaching strategy of classical Chinese in middle school under the concept of "attaching equal importance to both words and texts"

In classical Chinese teaching, the trend of series teaching is prevalent. Series teaching can help students grasp the words of classical Chinese more quickly and improve the teaching efficiency, but it will seriously hinder the healthy development of classical Chinese teaching in the long run. After analyzing the present situation and shortcomings of classical Chinese teaching in middle schools, the author puts forward the following suggestions on the teaching of classical Chinese in middle schools under the concept of "attaching equal importance to words and texts" :

2.1. Stimulate the interest with emotion and pursue the integration of "speech" and "prose"

First, read the text method. Take the teaching of "A Man in a Country" as an example, teachers can ask students to imagine themselves as ordinary people in ancient times, and think about the question: Can they live in the "emigrated millet" state of Qi? "Emigration millet" actually reflects Mencius' people-oriented thought, and the people-oriented thought is a concept that appears only in future generations. It is necessary to guide students to think deeply about whether this thought of "emigration millet" still has significance in the current historical environment. In fact, this kind of teaching idea is to rely on the text situation, so that students can enter the virtual world related to the text, obtain information from the text and then explore the meaning of their own actual life.

Second, the classroom performance method. Take the teaching of Hongmen Banquet as an example, the teacher asks students to play the role they are interested in and act out the text scenes in class. Through role-playing, students can more intuitively understand the differences in character between Xiang Yu and Liu Bang. Students' personalized interpretation of the characters in the works can improve their

aesthetic perception ability. Although classroom performance has a significant teaching effect, there are also many constraints, so teachers can display pictures or restore text scenes online with the help of film and television works, which is more efficient than classroom performance.

2.2. Pay attention to reading and build a bridge between "speech" and "text"

First, make clear the reading goal. The formulation of reading objectives should be adjusted according to the different learning levels of students. Teachers can not record them in the lesson plan in the lesson preparation stage, but teachers must have some performance in teaching. Taking the teaching of "Information Form" as an example, teachers should guide students to understand the sincere feelings of the author in teaching, formulate clear reading objectives, and help students to think actively in reading.

Second, read through and understand. The basic task of classical Chinese learning is to clear away the obstacles of learning words, so the first thing to do is to read the sound of the words correctly. Teachers should guide students to mark the pronunciation of rare words through text annotations or reference books, and understand their basic meanings. For example, in "I am alone", the pronunciation of "openings" is "jie" (second tone), which means lonely.

Third, read the beauty. To read out the beauty is to express the beauty in the text through the sound language, because the sound seeks qi, read the sentiment. For example, "Homecoming Xi Ci" is a lyrical article, and the joy of returning to the garden is the main emotional tone. Tao Yuanming on the way home to describe the text with a strong emotional color, in the reading should focus on the feeling of excitement and urgency, read more warm, more eager tone. In addition, the beauty of reading classical Chinese is based on understanding, reading the text first and then reading the meaning.

2.3. Interactive exploration, to achieve "speech" and "text" common goods

First, consider the text, because "text" into "speech". Because "Wen" into "speech" is to let students use the context to dreach the meaning of words, take "Jing Ke stabbing the King of Qin" for example, "skip" means that Jing Ke's feet are spread out like a "pan" sitting on the ground, to guide students to connect the next sentence, carefully analyze the deeper meaning of the word, we can see Jing Ke's attitude of contempt and arrogance.

Second, excavate the connotation, taste "Wen" and "Yan". Classical Chinese works contain profound and rich cultural connotations. It is far from enough to use annotations to clear the general idea of the articles. Teachers should guide students to discuss and communicate many times, and students should take the initiative to go deep into the text and discover the deep cultural connotation behind the text as well as the author's thoughts and emotions. Take the teaching of the article "Carefree Travel" as an example. When teaching the article, the teacher first raises questions to guide the students into the situation, and then asks the students the most important sentence of the article, the students answer it is the last sentence of the text.

2.4. Consolidate exercises to promote the integration of "speech" and "writing"

The first is to write the feeling after reading, which is suitable for the sincere and emotional classical Chinese text such as "Chen Chen Table". By writing the feeling after reading, students can feel the deep and sincere feelings of the author and dig the humanistic feelings behind the text.

The second is to expand the original text, which is suitable for the narrative of ancient narrative prose, such as "The Candle of the War to the Qin Teacher", the full text is only 298 characters, but depicts multiple characters, the narrative context is clear, the event structure is complete, students can expand the content through the character's psychological description and action description, which can deepen the impression of the text, but also experience the fun of creation.

The third is thematic writing, which needs to be carried out on the basis of students' accumulation of a certain amount of classical Chinese. For example, after teaching the three ancient narrative essays in compulsory one, the teacher can arrange students to create on the theme of the common points of the three narrative essays, and students will make horizontal comparisons between the three articles, and then express their opinions around a certain Angle.

3. Conclusion

The teaching concept of "equal emphasis on language and text" has opened up a new educational realm for the majority of Chinese educators, but "teaching with law, teaching without fixed law" implies that in the practice of Chinese teaching, we should proceed from the reality, seek truth from facts, not copy and overcorrect. On the one hand, classical Chinese teaching should pay attention to the accumulation of "words", master the basic laws of the use of classical Chinese words and sentences, lay a solid foundation for the study of classical Chinese, and pave a good way for higher learning goals; On the other hand, the teaching of classical Chinese should pay attention to the understanding of "Wen", explore and inherit the profound cultural connotation contained in the classical Chinese, and dredge the understanding of words and words with the context of "wen".

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An Analysis Of Conceptual Relations In Ideological And Political Education

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Abstract: The core connotation of "big ideological and politics", "course ideological and politics", and" ideological and political integration construction in universities and primary and secondary schools" is all about educating people. All three are inherent requirements of ideological and political education and exist in a relationship of interconnection while also having distinct characteristics. Only by correctly grasping the relationship between the three can we achieve synergy and enhance the integrated construction.

Keywords: Big Ideological and Politics; Course Ideological and Politics; Construction of Integrated Ideological and Political Work

1."Big ideological and political course", "curriculum ideological and political course" and "universities and primary and secondary schools" concept definition

1.1 Definition of the concept of "Big Ideological and political course"

The concept of the so-called "big ideological and political course" is that the school makes full use of and gives play to the ideological and political education functions of various subjects, various courses and various resources in implementing the fundamental task of cultivating morality and cultivating people, and forms a collaborative education effect. The research on "Great ideological and political course" mainly involves two aspects, namely "great ideological and political course" and "great ideological and political course view".

1.2 Definition of "curriculum ideology and politics"

"Curriculum ideology and politics"is a comprehensive educational concept that takes "cultivating morality and cultivating people" as the fundamental task of education, and is committed to building a pattern of educating all members, all the way, and all kinds of courses and ideological and political theory courses in the same direction to form a synergistic effect. Curriculum thought and politics is a holistic curriculum view and an innovative educational concept, which aims to break the functional barriers between disciplines and courses, fully tap the ideological and political education connotation and moral education function of professional courses, entrusts ideological and political education with fresh vitality, and expands the educational and teaching function of professional courses. More and more relevant theories and practices have proved that curriculum thinking and politics is the inevitable choice to effectively play the role of the main channel of classroom education. According to the views of scholars, the biggest feature of curriculum ideology and politics is that ideological and political education is no longer the sole task of ideological and political teachers and ideological and political education teams, but the task of each subject and each teacher in the whole school.

1.3 Definition of the concept of "ideological and political integration construction in universities and primary and secondary schools"

The integrated construction of ideological and political courses in universities and primary and secondary schools refers to the gradual and spiraling establishment of ideological and political theory courses in universities and primary and secondary schools, taking the overall promotion of the integration of ideological and political courses in universities and primary and secondary schools as an important project, adhering to the combination of problem-oriented and goal-oriented, and adhering to the unity of keeping and innovating to promote the confluence development of ideological and political courses construction.

2. The difference between "big ideological and political courses", "curriculum ideological and political courses" and "ideological and political integration construction in universities and primary and secondary schools"

2.1 Different scopes.

" The "Great ideological and political course" is the overall layout and direction of ideological and political education, and involves a larger scope. It has the characteristics of full participation, the continuity and expansion of time and space, and the openness and development of the education and teaching system. It emphasizes that ideological and political education forms an overall layout, which can guide the whole process of ideological and political education. The essence of the idea of the ideological and political course is actually the life of faith education, which can be widely applied to our daily life. Curriculum thought and politics is more focused on the integration with other disciplines, more around the "curriculum" and "thought and politics" these two core to develop. The integration of ideological and political courses in primary and secondary schools emphasizes that ideological and political education should be gradually and spiraling through all stages of large and middle schools, emphasizing that it is necessary to break the barriers between each school section, promote the integration of each school section, and form an organic development of the whole, which is mainly applied to the ideological and political education of each school section.

2.2 Different priorities.

The realization of the pattern of "big ideological and political course" must pay attention to synergy, and all aspects and links of the division of labor system play their roles separately, which cannot guarantee the formation of joint forces. The formation of "big ideological and political courses" must be realized through the positive interaction and coordinated development among different subjects.

Curriculum ideological and political education mainly involves the relationship between "curriculum" and "ideological and political education", sorts out the internal connection between curriculum and ideological and political education, and excavates the ideological and political education elements in the curriculum, aiming at realizing the extension of ideological and political education to other courses, covering all courses fully, and making all courses play the implicit role of ideological and political education.

The integrated construction of ideological and political courses in universities and primary and secondary schools emphasizes cohesion. The integration of ideological and political courses in primary and secondary schools, based on the different development tasks of different students, pay attention to the characteristics of different students, and the objectives of ideological and political courses in each school section are graded and spiraled, so as to jointly complete the fundamental goal of moral education, casting souls and educating people. At the same time, focus on the same topic in different sections of the textbook between the cohesion. The contents of the same teaching subject should be related from easy to difficult, and a teaching material system with knowledge connection, complete structure and layer by layer should be constructed to highlight the scientific and systematic nature of ideological and political teaching materials.

3. The connection between "big ideological and political course", "curriculum ideological and political courses "and"ideological and political integration construction in universities and primary and secondary schools"

Under the overall guidance of the concept of "big ideological and political course", the integration of "curriculum ideological and political course" and the construction of ideological and political course in universities and primary and secondary schools can exert the effect of educating people from the horizontal and vertical integration. "Big ideological and political course" is the overall layout and direction of guidance. The core connotation of the three is to educate people, are the internal requirements of ideological and political education curriculum reform. The essential connection of the three is mainly reflected in the commonality of tasks and goals, the consistency of direction and function, and the compatibility of content and requirements.

3.1 The commonality of tasks and goals

the core connotation of the three is to educate people, and the essence of educating people lies in the guidance of ideological values. The three concepts are closely centered on the fundamental task of "moral cultivation". Different classes and different types of courses should always run through the main line of ideological value guidance, and should implement the fundamental task of moral education. The report of the 20th National Congress clearly pointed out that we must implement the fundamental task of cultivating people and train socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor. Relevant policy documents have also repeatedly emphasized the need to "train qualified socialist builders and reliable successors." As the main channel of ideological and political education for college students, ideological and political theory course must take "training qualified socialist builders and reliable successors" as the fundamental task and goal.

3.2 Consistency in direction and function

The three concepts all focus on the integration of ideological and political education, carrying out systematic thinking, overall planning and three-dimensional design of ideological and political education, so as to give full play to the educational force. From the point of view of the essential attributes of ideological and political courses, the ideological and political courses in primary and secondary schools are in the same direction, no matter which section or subject they are in, the fundamental task of the course is to cultivate talents useful to the motherland.

3.3 Compatibility of content and requirements

Both ideological and political theory content in ideological and political courses, ideological and political education elements in other courses, ideological and political education in colleges and universities, and moral education in primary and secondary schools are important components of the content system of ideological and political education, with inherent compatibility. In addition, the three concepts all put forward higher requirements for ideological and political teachers. Under the background of ideological and political integration, teachers should further understand the characteristics of students, and be good at exploiting the ideological and political education resources of intellectual education, physical education, aesthetic education and other courses on the basis of satisfying the characteristics of the school section, so as to make them walk in the same direction with the ideological and political education resources of moral education courses, and form a educating force.

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An Exploration of the Application of Case Teaching in Cost Management Accounting in the Context of New Business Studies

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Abstract: With the vigorous rise of a new trend of scientific technology and its resulting industrial revolution, digital economy has gradually become the main economic and social form in the world, which has brought unprecedented challenges and opportunities to the talent cultivation in business majors. Based on the basic characteristics of China's new business construction in the digital economy era, this paper puts forward the thinking of the case teaching path of cultivating talents in the cost management accounting lesson from four aspects: the significance of case-based teaching, the role of case teaching, the process of applying case studies, issues and recommendations identified during implementation, so as to provide practical support for the innovation of talent cultivating mode for China's talent in the new business specialty in the new era.

Keywords: The Digital Economy; New Business; Case-based Teaching, Cost Management Accounting

At present, the digital era of cross-border compounding of knowledge and skills, cross-fertilisation of multiple thinking, and the development of industrial economy on the ground has promoted the development of new business studies. In this case, the traditional business courses with the background of industrial economy need to enhance the new features brought by the digital economy-data thinking, innovation-driven, practice-oriented in the teaching mode, teaching content and talent cultivation programme, and the teaching mode of new business courses needs to be changed accordingly, and the new business courses have put forward new requirements for talent cultivation.

1. Case teaching is an effective way to meet the teaching requirements of cost management accounting in the context of the new business.

Cost Management Accounting, as a course combining cost accounting and modern management accounting, is a wisdom crystallization of financial personnel thinking in practice and innovation in thinking results, and its teaching goal is to cultivate students' comprehensive ability. Students who possess that ability not only can complete the daily accounting of the enterprise with the method of cost accounting, but also can be able to use a variety of enterprise information to solve practical problemsin supported by digital technology. Students can achieve the comprehensive practical ability and at the same time have the new characteristics of the digital era, so as to meet the needs of the times, which requires teachers' help.

"Teaching as a guide, learning as the subject" is the basis of case-based teaching and an effective method to improve the teaching effect of Cost Management Accounting. The content of Cost Management Accounting is the combination of cost accounting and management accounting, which is widely used in modern enterprises and is also the main point of concern for business decision makers. Both parts of the course require the guidance of the teacher and the basis of practical cases. Therefore, the traditional lecture teaching mode of the course should be changed to the case teaching mode. Case-based teaching emphasises teachers and students working with each other to guide students to actively participate in the case discussion and ensure that students actively think to acheive the combination of theoretical learning and practice. Let students adapt to the learning mode of independent inquiry, stimulate students' enthusiasm for learning, and cultivate students' practical thinking at the same time.

2. The role ofthe case-based teaching model in the new business.

The case method was first proposed by Harvard Law School in the 1920s and then advocated by Harvard Business School. In the 1980s, the case method was emphasised in teacher education, notably by the Carnegie Task Force in its 1986 report "A Ready Nation: Teachers for the Twenty-First Century, which recommended the value of the case method in teacher education programmes as an effective teaching

model. In particular, in 1986, the Carnegie Task Force in the United States, in its report A Prepared Nation: Teachers for the 21st Century, recommended the value of the case study method in teacher education programmes and found it to be a fairly effective teaching model. In the 1990s, the domestic education sector became an aira to explore the case teaching method .

2.1 Enabling knowledge sharing

A complete case teaching process must go through several links, usually including: personal reading and research, group communication and research, classroom discussion and research, post-course report writing and so on [1] .
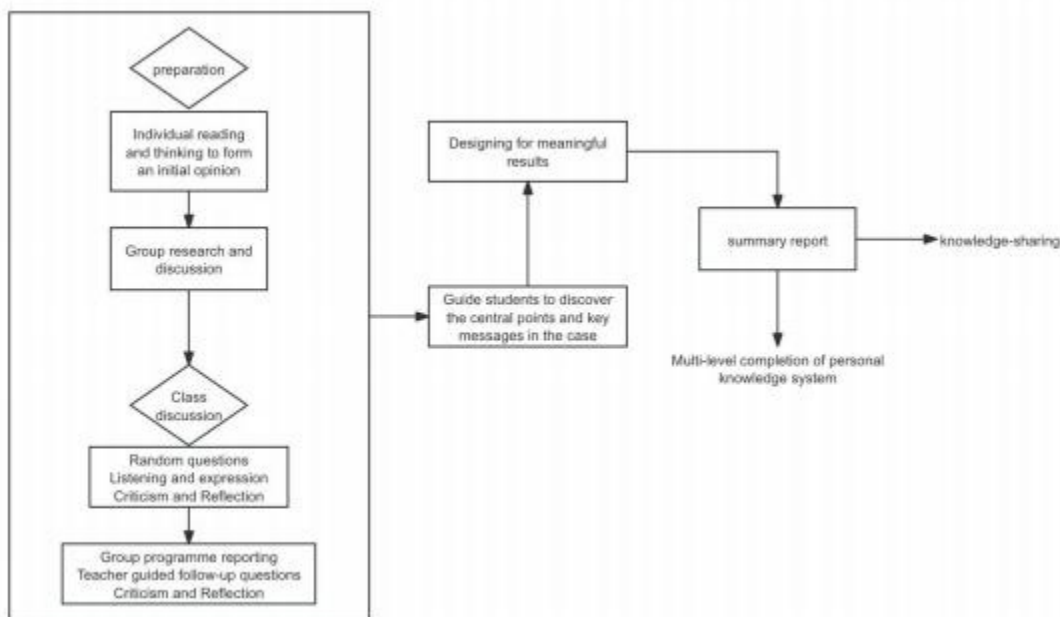

Figure1.Case Teaching Process

In the individual preparation phase of case teaching, students should familiarize themselves as much as possible with the entire case and present their own views and opinions by consulting paper and online materials, asking professionals for advice, etc. At this point, the students' personal knowledge is expanding and incorporating the relevant knowledge. In group research and discussion, generally in this kind of informal discussion students will not be too concerned about misrepresentation or naivety, and each member of the group will have more opportunities to speak. Knowledge sharing happens among students. Next, after group preparation, pooling of knowledge outcomes of team members, and which contains a large amount of personal creation and accumulation of tacit knowledge about logic, perspective, methodology, etc.. Collective case discussion in class is a very critical part of the effectiveness of example teaching and learning, which can be fully realised.

2.2 Cultivating new thinking

In the concept of training new business talents, there is no longer too much emphasis on how much knowledge and concepts students have to remember, but rather on giving students a new mindset that enables them to identify and solve problems in the face of the new digital and integrated business, outside the confines of traditional thinking. The case teaching method is based on analyses of enterprises in different countries, different industries or different development modes in the same industr, and then let students become the "protagonist" in the case study, teacher only as a "guide". Such an exchange of roles in the course will undoubtedly enhance students' initiative in case analysis and discussion, and stimulate students' desire for individual thinking and collective communication. To adapt, students need to try new tools (data mining, big data analytics, etc.), understand new industry dynamics, and master knowledge cross-fertilisation, and they should learn a new way of thinking about business that is "business + technology". When you are faced with conditions of uncertainty, you can use new mindset

in business to turn uncertainty into certainty.

3. The application process of case teaching in cost management accounting course

3.1 Screening teaching cases

When the case of cost management accounting is selected, it must be close to the real society and keep up with the modern information technology, network and social changes. Data can be obtained through "school-enterprise co-operation" or by purchasing software from third parties. In this way the students' analyses will be more relevant to the actual situation. Therefore, the introduction of enterprise examples in the teaching process of Cost Management Accounting will give students a vivid practical course in costing, production and operation forecasting, decision-making and cost control. For example, in the teaching of the knowledge point Cost Behavior, students can take the cost control strategy of real enterprises as a case, and form a case report through a series of processes such as case reflection, discussion and summary to improve their knowledge system.

3.2 Enhance the effectiveness of the case teaching method with a variety ofpractical forms.

The process of the case teaching method from case discussion, synthesis and analysis to the manifestation of the final teaching effect puts higher demands on the teacher and the teaching environment. Before the start of the course, the teaching programme and the allocation of credit hours will affect whether the implementation of the effects of case study teaching will meet expectations.

4. Problems and Suggestions on the Application Process of Case Teaching in Cost Management Accounting Courses.

4.1 Case selection needs to be combined with practice

As a lecturer in the Cost Management Accounting course, I was able to clearly identify that the traditional method of teaching Cost Management Accounting to develop the ability to apply knowledge is generally to follow the examples. However, the update speed of paradigmatic example questions has a certain time lag with the reality, and it is difficult to keep up with the changes of modern information technology, network, and society, and cannot reflect the real and more urgent problems of business operations. And the students are unable to use case study to dig out the essence behind the phenomenon, and they are unable to connect with the social reality, or although they can establish the connection barely, but they also lack of a certain degree of comparability. Therefore, real and relevant examples of business operations should be selected. And the cases of cost management accounting must be adapted to the real society when they are selected.

4.2 Teachers' competences face new challenges.

Undergraduate students' personal knowledge is relatively limited, so how to lead effectively in case teaching is a very critical part.For example, the case enterprise under discussion may involve different industries and types, then the management requirements and product characteristics of the enterprise are different leading to different methods of calculating costs and different profit points for generating revenue. At the same time, this ability also requires the teacher to think in advance about the relevant points involved in each case to be discussed, as well as the points that students may raise.

Conclusion:

Under the background of the new requirements of talent cultivation of the new business discipline, this paper analyses the role and process of applying the case teaching method, and finds

that the case teaching method can not only achieve knowledge sharing and cultivate new thinking, but also enhance the comprehensive ability of students. Specifically applied to the cost management accounting course, can effectively improve the teaching quality of the cost management accounting course, but also help students develop the habit of independent thinking, and effectively improve the practical ability of students.

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Review of the quality assessment and effect tracking of after-school service courses of science and technology in primary schools

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Abstract: From the global perspective, the international science and technology competition is becoming increasingly fierce. In order to meet the needs of the current social development, the after-school service of science and technology has developed in depth, but the potential problems have gradually emerged. The difference between the quality of after-school service of science and technology in primary schools and the deviation between the effect and expectation of after-school service of science and technology have increasingly become a problem that cannot be ignored in the after-school service of science and technology. This paper conducts a literature review on the quality assessment and effect tracking of after-school service courses in primary schools, and finally reviews the existing studies.

Keywords: After-school Service; Science and Technology Education; Quality Evaluation and Effect Tracking

1. Research in science and technology and education

1.1 Policy research on science and technology education

In terms of science and technology education policies, China attaches great importance to the role of education in promoting the development of science and technology, implements the strategy of "rejuvenating the country through science and education", and tries to promote scientific and technological progress through science and technology education. The researchers analyzed the direct relationship between science and technology education and national strength, and believed that science and technology education plays an important role in the realization of the great rejuvenation of the Chinese nation[1]. Education system reform and the relationship between science and technology education is one of the focus of scholars, the articles of association of the Ministry of Education Science and technology committee of China's education modernization 2023 and a series of documents issued and implemented, to promote the development of education, education information depth fusion of science and technology, science and technology education in method concept means of comprehensive innovation provides the policy guarantee.

1.2 Cognition research of science and technology education

Bartels And Rupe (2019) found that even if some teachers plan and implement courses that they consider technology content, they are still not sure what technology education is[2]. Radloff And Guzey (2016) took teachers who have received systematic theoretical learning as the main subject, and found that although such teachers can focus on the relationship or hierarchy between science, technology and students' quality development, they could not describe detailed concepts[3]. Ring et al. (2017) found that professional science teachers, despite their professional development training, still have no exact concept of science and technology education[4]. In general, teachers' cognition of science and technology education is not deep enough.

1.3 Research on science and technology education methods

Asghar (2012) pointed out that the discussion of science and technology education pedagogy includes the role of teachers in establishing a learning environment conducive to collaboration, creativity, innovation, and skill development[5]. Harron (2018) emphasized the role of design thinking in science and technology education, modeling the proposed to solve problems, students' learning needs, available opportunities in education, and designed solutions[6]. Johns and Mentzer (2016) point out that the principle of design thinking is an integral part of disciplines and interdisciplinary approaches, but there are differences in the way in which certain elements (especially conception and authen-

ticity) are established[7]。

2. Quality assessment and effect tracking system research

The quality assessment and effect tracking of science and technology education have always been a difficult problem in academia and educational practice. Based on relevant foreign studies, the quality assessment is mainly divided into three variables: teacher, curriculum integration and student.

2.1 Evaluation study with teachers as the variable

Park (2016) points out that teacher experience influences their views on science and technology education. Compared with new teachers, old teachers are more active in science and technology education. Nadelson (2013) believes that teachers' years of experience has nothing to do with their understanding or comfort of science and technology teaching[8]. In addition, teachers' enthusiasm for science and technology education will also affect their confidence and comfort level in the implementation of the curriculum. Stohlmann (2012) found that teachers with higher enthusiasm pay more attention to students' interdisciplinary learning ability, and are able to make more detailed teaching plans without knowing the time needed for students to complete each task. Van Haneghan (2015) pointed out that teachers with more teaching enthusiasm scored higher in the teaching technical knowledge related to science and technology education and the ability to achieve the goals of science and technology education[9]。

2.2 Assessment of curriculum integration as a variable

The key difficulty of the operation of science and technology education lies in that students often need to apply multiple subject skills and knowledge in the process of science and technology practice, and interdisciplinary courses focus on the integration and cooperation across fields. Bagiati And Van Haneghan (2015) believe that most teachers recognize the benefits of the cross-course nature of science and technology education and can provide valuable problem solutions for teaching[10]. Bruce-Davis (2014) noted that cross-course linkages that students establish are seen as an advantage of STEM education because they provide students with the necessary skills needed to approach and solve problems similar to those they encounter in their future careers[11]。

2.3 Evaluation study with students as the variable

Lesseig (2016) pointed out that the ultimate goal of science and technology education is to enable students to gain the perseverance and interest in solving problems[12]. Dare (2014) points out that technology education should be important on whether students can improve their designs and solutions[13]. Holstein and Keene (2013) believe that students' ability to think independently and critically determines the success of science and technology education[14]. El-Deghaidy (2017) believes that students' cooperative ability is also one of the important indicators in the evaluation of science and technology education[15]. Quality evaluation and effect analysis from the perspective of students is also an important part of the evaluation system.

3. Research review

When the above research results comprehensively analyze the quality evaluation and effect tracking of after-school primary school science and technology services, although they cover many aspects, there are still shortcomings, mainly manifested in the following two points.

First, the research mostly focuses on theoretical exploration and policy analysis, and the empirical research needs to be strengthened. Science and technology after-class service involving human capital and implementation path, but mostly stay in the theoretical level, the mechanism of in-depth analysis and the application of empirical research, lack of specific case analysis and data support, for the basic education stage of science and technology education for systematic and specialized research is necessary.

Secondly, the study of sustainability and practical operation process is difficult, and the optimization strategy needs to be innovated. Most of the quality assessment research focuses on the three variables of teachers, cross-course integration and students. Although it puts forward implementation paths and policy measures such as paying attention to students' enjoyment and participation and establishing scientific

quality view of basic education, the analysis is not in-depth enough and may face some difficulties in practical operation.

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Transnational higher education and changing higher educational governance in China

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Abstract: Chinese-foreign cooperative education has emerged as a result of education being opened up to the outside world against the backdrop of higher education becoming more globalized. It is now one of the major types of international collaboration and exchange in China's higher education sector. The state of Chinese-foreign cooperative education in China is improving steadily these days. One the one hand, Chinese-foreign cooperative education has seen notable advancements in its growth process. However, because China and the West have very different cultural foundations, foreign educational materials of a high caliber cannot be readily converted to the local educational system upon arrival.

As a result, it is imperative that Sino-foreign collaboration aggressively utilize and learn from the learning outcomes and curriculum structure of top-tier international institutions. According to my study, a top-notch curriculum is essential for both research and instruction, and higher education cannot reach its goal of producing students who are on par with their peers internationally without a world-class worldwide curriculum system.

The successes of Malaysia's transnational higher education cooperative schooling, which draws resources from across the world for education, are readily apparent to everybody. The growth and improvement of the Chinese-foreign cooperative education model in China's higher education can be aided by the lessons learned from Malaysia's educational administration experience.

This paper gathers the available data and literature, examines the state of Sino-foreign cooperation today, examines the issues that remain—that is, the issues that prevent Sino-foreign cooperation from having a significant internationalization impact—and offers specific viewpoints. The goal is to support Sino-foreign joint ventures in higher education in developing high-caliber people with an international perspective and abilities at a reasonable cost, as well as to increase their impact and competitiveness in the global education market by virtue of their unique advantages.

Keywords: Higher Education; Internationalization; Chinese-foreign Joint Venture

1. Description of Relevant Situation

1.1 Current situation of Sino-foreign joint ventures in higher education

Sino-foreign cooperative education, which is expanding in scope and growth quickly, has emerged as a significant means of conducting international collaboration and exchanges in the field of higher education in China as a result of the increased globalization of higher education. Higher education must actively engage with the world to complement its shortcomings and capitalize on its strengths in order to raise the bar for national higher education and develop talent with global awareness, communication skills, and competitiveness. Sino-foreign cooperative education programs are instructional and educational initiatives run by Chinese educational institutions in compliance with Chinese legislation, in collaboration with foreign educational institutions in China, with the primary enrollment target being Chinese nationals. Chinese and Western educational ideas, teaching strategies, and curricular material are typically integrated in this cooperative paradigm.

Based on data from the Ministry of Education's Chinese-Foreign Cooperative Education Supervision and Information Platform, as of January 2023, there were 1,218 projects, 10 of which were Chinese-foreign cooperative education institutions with independent legal person status at the undergraduate level, and 182 Chinese-foreign cooperative teaching institutions with an undergraduate degree or above. Chinese-foreign cooperative educational institutions having legal personality, Chinese-foreign cooperative secondary colleges, and Chinese-foreign cooperative educational programs are the three primary categories of Chinese-foreign cooperative educational programs that exist in China today. The 1+3, 2+2, and other segmented education modalities make up the majority of the cooperative education programs.

1.2 Internationalization of Chinese-foreign cooperative education

Different scholars have given different definitions of internationalization of higher education from their own perspectives.From the perspective of education model, Yang（2000）thinks that the internationalization of higher education should strengthen the exchange and cooperation of international education, actively open up the domestic education market and make full use of the international education market, so as to adapt to the needs of international communication and development, and to cultivate talents with international awareness, international communication ability and international competition ability.Knight（2004）on the other hand, defines the internationalization of higher education as the integration of international, cross-cultural, and global dimensions into the goals, functions, or delivery processes of higher education at the institutional level and the national level.

Higher education is generally becoming more internationalized in many areas, including teaching, research, administration, faculty, and students. The percentage of foreign students studying abroad and the percentage of international students compared to domestic students both show how globally engaged students are becoming. The percentage of foreign teachers relative to all teachers is a measure of teacher internationalization. Creating an internationalized curriculum, recruiting or inviting foreign specialists to teach, and providing foreign core curriculum materials are all part of teaching internationalization. The goal of internationalizing research is to raise university research output and impact through collaboration and international research exchanges. Internationalization of management include education, research, administration, students, and resources. These are all significant elements influencing colleges' efforts to become more global.

2. Problems in the internationalization of Chinese-foreign cooperative universities

China's Chinese-foreign cooperative university programs are being actively carried out, but some problems have been exposed in the process of program implementation, which have a certain impact on the internationalization process of the program.

2.1 The Chinese-foreign joint universities

Represented by the University of Nottingham Ningbo and New York University Shanghai have relatively high admission scores and entry thresholds. However, despite such high standards, these schools have not fully achieved their desired internationalization goals. The main problems are the overly localized management structure, the problematic curriculum development, and the low level of international accreditation.

2.2 Chinese-foreign joint ventures in second-tier universities and professional schools

The level of operation of these schools is not strong, and many students choose these schools not because of their quality and ability, but because they think they can enable students to obtain foreign qualifications without setting foot outside the country. However, this model is not effective in nurturing talents. In the process of running a school, the school puts too much emphasis on "all-English teaching" by teachers and English learning by students. For students, courses taught in foreign languages and original foreign language textbooks are great challenges. It is difficult for them to overcome the language barrier, and they can't understand the foreign language lectures given by foreign teachers, which seriously affects their learning effectiveness and makes it difficult for them to realize the expected results of their well-designed course plans.

When it comes to teacher allocation, some instructors are unable to carry out their teaching obligations because their personality and teaching credentials are subpar. Chinese educators must possess strong internationalized education principles, professional expertise, and the competence to teach in two languages. However, some Chinese educators fall short in these areas. In an attempt to satisfy the foreign teacher ratio requirements, some cooperative programs choose their foreign teachers purely on the basis of quantity rather than quality control. This leads to the entry of some foreign teachers into Sino-foreign cooperative education who do not possess excellent teaching qualifications, which has a negative impact on efforts to raise educational standards.

2.3 Sino-foreign cooperative programs in second-level colleges of colleges and universities

Due to the relatively special status of Sino-foreign cooperative programs in China's higher education system, there may be differences

in social recognition of them. Due to the special nature of its teaching philosophy and quality, the employment of graduates may also face certain can-over troubles, which is also a reason for the low recognition.

The actual demands of managing Sino-foreign cooperative education cannot be met by the standard teaching management system in terms of teaching management. Administrative management, with its more blatantly administrative features, is at the core of traditional teaching management. The demands of Sino-foreign cooperative colleges' teaching management cannot be satisfied by a system that is solely administrative in nature. Because of our university's daily curriculum layout, general education classes are generally required of students much like in regular colleges. It will be challenging to fully realize the benefits and features of Sino-foreign cooperative education in such a setting as the curriculum and teaching administration of international institutions would be constrained.

Some weaker universities introduce low-quality resources and imitate them blindly in the process of running schools in an attempt to hang the "internationalization" hat on the school. This has caused chaotic phenomena like specialization convergence, duplication of schools, and an overabundance of high-level schools, which have tarnished the reputation of Chinese-foreign cooperative schools. It is easy to determine from the examination of the current state of affairs that the students do not take courses that are internationalized and that the school primarily concentrates on engineering, economics, and management—all of which are overly market-oriented.

International businesses may provide internship and employment chances to students in order to give them additional hands-on experience. The advantage over regular faculties is that we can concentrate on developing students' international perspective and cross-cultural communication skills, which is a useful way to increase their employability and show the public the real impact of Sino-foreign collaborative programs. To help people understand the career possibilities of the programs, the employment rate and employment statistics of graduates of Sino-foreign joint programs are periodically provided.

3. Suggestions

3.1 Chinese-foreign joint universities with independent legal person status

The first step is to improve the internationalization of the management structure. In the management framework of Sino-foreign universities, both Chinese and foreign parties should have equal decision-making rights. The establishment of joint management committees, academic committees, etc. can ensure the equal participation of both sides in important matters, so that both sides can participate in the decision-making process. At the same time, through the regular organization of bilateral meetings to provide a platform for local governments, universities and cooperating foreign universities to express their views, strengthen communication in teaching, research, management, etc., to ensure that both sides can reach a consensus in the process of cooperation, solve problems in a timely manner, and also to maintain relatively consistent academic arrangements with foreign universities.

In order to better improve academic norms, it is necessary to introduce international first-class academic resources, such as teaching materials and databases, to improve the academic literacy and research level of teachers and students. Establish a curriculum system and teaching methods that are in line with those of foreign joint universities, and emphasize the quality rather than the quantity of academic achievements. At the same time, let the teachers of the two universities visit each other to improve the internationalization level of the teaching force. Both Chinese and foreign sides jointly participate in the development of teaching plans and curriculum systems to ensure the combination of localization and internationalization of teaching content and methods. Establishing a platform for scientific research cooperation, Chinese and foreign researchers jointly declare scientific research projects, share scientific research resources and improve the level of scientific research.

Secondly, it is through the publicity of the achievements of internationalized school running. The university itself organizes various international academic seminars and other activities to attract the participation of Chinese and foreign scholars, and participates more in international educational exhibitions externally. Strengthen the work of alumni, encourage alumni to play a role in the international plus, enhance the influence of the school. Strengthen cooperation with international organizations, such as the World Bank, WTO, and internationally renowned academic organizations, to carry out joint research projects and enhance the school's status in the field of international education. Strive for internationally recognized quality accreditation of education, such as the American Council for Educational Accreditation (ACBSP),

the Association of International Business Schools (AACSB). Ensure that their curriculum content and teaching methods meet internationally recognized educational standards.

3.2 Chinese-foreign joint ventures in second-tier universities and professional schools

Colleges and universities in the process of Chinese-foreign cooperative education should first of all clarify the school's own development orientation and determine the objectives of talent cultivation. Different from the innovative and academic type of the first type of Chinese-foreign cooperative universities, they should focus on cultivating applied talents in different industries in the process of cooperative education, and on this basis, gradually enhance their international influence.

International exchanges can be strengthened by cultivating the internationalization level of students. For example, students are encouraged to participate in the activities of international organizations, such as the United Nations Youth Conference, overseas volunteer services, to enhance students' awareness of international participation. Colleges and universities can also establish cooperative relationships with national universities and enterprises to provide students with overseas internships and exchange opportunities, so that they can experience an international work environment.

As budgets and other conditions allow, foreign campus resources like as libraries, labs, sports facilities, etc. can be made available to students to help them adjust to the English learning environment. To further foster a varied campus culture, it is also feasible to draw instructors and students from other nations and areas. To offer a venue for intercultural conversation, encourage students to organize international student groups like the Model UN and International Student Union.

3.3 Sino-foreign cooperative programs in secondary colleges of universities

The first step is to establish a quality assurance and assessment mechanism for Chinese-foreign cooperative education, and regularly assess and supervise the cooperative programs to ensure the quality and effectiveness of the cooperative programs. During the evaluation process, feedback and suggestions from both Chinese and foreign parties should be fully listened to, so as to ensure the fairness and objectivity of the evaluation.

More parents will be made aware of the benefits and features of the Sino-foreign cooperative programs through a variety of channels, including online and offline publicity, open days, and enrollment briefing sessions, in order to foster public trust in the programs.Meanwhile, the quality of education is the most important factor for development. The purpose is to enable students to really learn and improve their own ability, to avoid leaving the impression of "buying points".

Colleges and universities can not be completely out of the control of the school, this is because the Sino-foreign joint program is operated in China's education system, need to comply with China's educational regulations and policies. However, the program can realize the internationalization of education and independent operation to a certain extent, and improve the recognition and competitiveness of the program. In the teaching process, the teaching methods and course contents of foreign universities jointly organized by China and foreign countries are introduced. Add cases of cross-cultural communication in the teaching content. Hire excellent teachers from famous foreign universities. Provide students with foreign high-quality teaching materials, online learning resources, etc. Draw on international advanced teaching methods, such as case teaching and project-based learning. Adopt the assessment standards of colleges and universities of Chinese-foreign joint programs in assignments and examinations. Meanwhile, feedback and suggestions from students are regularly collected and analyzed, and the program is adjusted according to the actual situation.

4. Exploration of Transnational Higher Education Practices in Malaysia

Higher education in Malaysia is becoming more internationalized thanks to transnational collaboration, which mostly uses the international curriculum cooperation model. Dual courses and credit transfer courses are two examples of unique forms of collaboration with significant internationalization traits. These foreign programs are typically quite hands-on, and students may take use of the numerous internship possibilities offered by both partners, which goes a long way toward improving their practical abilities.

Comparison of China's curriculum system is still relatively concentrated, more to meet the market to open the traditional popular spe-

cialties, such as management, economics, and did not adapt to China's general higher education disciplines, so the need for new specialties in emerging fields, cutting-edge areas have new breakthroughs. For example, some well-run Sino-foreign joint universities, such as, for example, Xijiao Liverpool University proposed a fusion education model, which is specialized in training elites for industry innovation and creation in the era of artificial intelligence.

Meanwhile, the academic qualifications, quotas, and percentage of full-time teachers in the co-op education process must meet the requirements of the National Academic Accreditation Authority (LAN) in order to improve cooperation with the partner schools; additionally, the partner institutions will send staff members to Malaysia on a regular basis to review and assess the co-op programs in accordance with the agreement.

The construction of quality assurance system for Chinese-foreign cooperative education in China is still not very mature, and the problem still exists. The operational self-assessment system within the higher education institutions, such as teacher assessment rules, teaching supervision mechanism, etc., is still relatively lacking in the assessment of the cooperative foreign schools, the local can not have consistent arrangements with the foreign cooperative institutions in the teaching system, more in accordance with their own requirements, without effective communication with foreign schools. In the main body of the assessment, the participation is not broad, and there are not many participants from foreign schools. The construction of quality assurance system of cooperative education in China can learn from the successful experience of Malaysia, and improve the construction of levels, participating subjects and internal and external assessment system.

5. Conclusion

This paper analyzes the three modes of Sino-foreign cooperative education separately and gives specific suggestions. As a new type of education mode, Sino-foreign joint ventures in China's higher education institutions still need to make continuous efforts and improvements in the practice of internationalized education concepts, international exchanges of teachers and students, curriculum and academic cooperation. In the post epidemic era, Sino-foreign joint ventures still have a bright future, and the role of education opening to the outside world needs to be further played.

Social growth should result in better policies and an emphasis on raising educational standards to develop talent that is globally integrated. China must raise the standard of education in order to support this improvement in the system. Coordination of Chinese-foreign cooperative education and comprehensive support measures are necessary for improving internationalization and quality assurance. For balanced growth, it's crucial to preserve local traits at the same time. Instead of merely copying foreign or public university models, the creation of an internationalized education system should focus on developing a novel and targeted cooperative education approach.

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The Effectiveness of Structured Discussion in Cultivating the Core Competencies of Innovative Talents in the New Era: A Case Study of Second Language Courses

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Abstract: Facing the profound and complex changes in the era, higher education has been entrusted with the mission of cultivating talents capable of adapting to rapid development and achieving a high level of self-reliance and self-improvement. To meet this challenge, this article combines practical cases to explore the core competencies that innovative talents should possess in the new era, as well as the teaching design of structured discussions that help improve core competencies. By conducting a detailed analysis of the practice of structured discussions in "Basic English Reading II", this article aims to provide beneficial theoretical guidance and practical experience for the cultivation of innovative talents.

Keywords: Innovative Talents in the New Era; Structured Discussion; Higher Education; Second Language Teaching

1. Core Competencies of Innovative Talents in the New Era

To design teaching activities that foster innovative talents, it is important to first clarify the qualities that innovative talents should possess. The qualities of innovative talents in the new era are diverse. This article, in conjunction with the report released by the Chinese Academy of Sciences in 2021 [1], divides the core competencies into three aspects:

The first aspect is intelligence. Innovative talents need to have logical thinking and theoretical abstraction abilities to deeply understand complex problems and propose innovative solutions [1]. Meanwhile, with the knowledge, theories, methods, technologies, and means of different disciplines penetrating extensively in a wide range of disciplines, improving the importance of the ability to integrate interdisciplinary knowledge and knowledge transfer [2]. In addition, non-logical thinking abilities, such as intuition, inspiration, and insight, are conducive to the generation of breakthrough ideas in the innovation process; critical thinking and problem-solving abilities enable innovative talents to deeply analyze existing knowledge and viewpoints, and then propose feasible solutions when facing complex problems[3].

As for the interpersonal cognition, one must first have a proper self-identity and a positive perception of one's ability, because innovation entails numerous attempts and mistakes. The creative talents should always have confidence and motivation in the face of all the challenges and failures and should also be able to regulate the direction [1]. Also, the skill of communication and the formation of the cooperation network is also crucial for innovative talents. Thus, innovative talents should be able to communicate with others and manage resources in order to solve tasks and find the partners on the wider range in order to create innovative partnerships to support the project.

Concerning the values and attitudes, emotional intelligence and stress coping are critical skills for innovative talents [4]. Innovative talents can only keep on pushing forward the process of innovation by keeping on the positive attitude when encountering failures and by working hard while being disciplined. Meanwhile, innovative talents should approach their activities with a rational and practical mindset, venture into the unknown, and have the intrinsic motivation to see exploration as a way of self-fulfillment. Also, innovative talents should have a sense of responsibility for the society, then understand and accept the effects of innovative activities on society and the environment.

2. Practice of Structured Discussion in the "Basic English Reading II" Classroom

2.1 Course Background and Student Analysis

"Basic English Reading II" is a course offered in the second semester of the first academic year of university. Students have already mastered the ability to locate, compare the correctness, and sort out the logical relationship between detailed information in the prerequisite course. In order to improve students' logical thinking and critical thinking, open-ended questions have been used as regular after-class as-

signments in "Basic English Reading II". In the 2022-2023 academic year, students scored the lowest in comparative questions in this course. Students' low-scoring homework often only summarizes the problems of the compared parties and only summarizes the comparison between the two parties without comparison, when the comparison of complex ideas involves summarizing, inducing, analyzing, synthesizing, and other thinking processes. It shows that students' knowledge transfer and logical thinking abilities urgently need to be improved. In order to pave the way for students to develop the ability to compare in subsequent learning and help students develop core competencies of innovative talents in the new era, the course designed a structured discussion module in the 2024 teaching period.

2.2 Design of the Structured Discussion Module

In innovative talents developing, the main task of lower-grade courses is to enlighten innovative consciousness [1]. The design aims to cultivate students' abilities in knowledge integration and transfer, logical thinking, and interdisciplinary awareness. By doing so, the module enables students to approach topics and practical problems with intersecting and penetrating thinking. This approach allows them to find new perspectives and propose innovative solutions when faced with challenges.

The structured discussion module covers six class periods, of which the first four are the material analysis stage, and the last two are the structured discussion stage, with the discussion topic being "The Similarities and Differences of the Development of Emerging Technologies Today and in the Past." The material is an academic explanatory text titled "Radio Automation."

(1)The material analysis stage is divided into three rounds of learning. The first round focuses on language points and content summary. The second round focuses on a deeper understanding and analysis of the material content. In this round, students start to associate whether there are similar situations in today's world to the 1940s in the material. The third round focuses on the analysis of the article structure, guiding students to analyze the logical relationship between paragraphs.

(2)The structured discussion stage is divided into four parts. In the first part, the teacher launches the discussion project, introduces the theme, purpose, and process of the structured discussion to students. Students choose a topic, select an emerging technology in the present for comprehensive comparison. Subsequently, the teacher guides students to divide the work within the group through discussion, clarifying that each group member is an active material searcher and opinion contributor, and on this basis, group members freely choose to serve as the group leader, timekeeper, reporter, or recorder. In the second part, students discuss the similarities and differences between the past and present in groups. Students first engage in non-communicative individual thinking, then in non-interruptive round-robin speaking, and finally in collective discussion, classifying and summarizing the discussion results. In the third part, students further organize the discussion results, choosing one of the mind maps, such as fishbone diagrams or tree diagrams, to draw the report outline on paper. In the fourth part, each group takes turns to report the discussion results, and after the report, other groups ask questions and evaluate the members of the reporting group.

3. Evaluation of the Implementation of Structured Discussions

In terms of intelligence, structured discussions have received positive feedback in enhancing students' abilities to integrate and transfer information. Compared with the student assignments from the 2022-2023 academic year, the students' abilities to integrate information and transfer information have shown significant improvement in the reports of this discussion, reflecting the growth of students' logical thinking and interdisciplinary learning abilities. In terms of integrating information, most groups were able to organize and integrate complex and non-professional information from the internet for the selected topic, summarize it according to task requirements, and integrate information and viewpoints from different members into a systematic diagram for presentation. In terms of transferring information, students were able to guide the entire logical discussion by transferring the logical framework from the reading material, which prevented most groups from only summarizing the compared parties and from only summarizing the comparison between the two parties without comparison. In the learning archives of those weeks, "connecting knowledge" and reflections on the logic of the report content were mentioned multiple times, showing that students' interdisciplinary learning awareness and metacognitive abilities have been enhanced.

In the other two dimensions, on the interpersonal cognition dimension and the emotional value dimension, a large number of students gave positive evaluations of the structured discussions in their learning archives for those weeks. By sorting out the learning archives of those weeks, it was found that the most frequently mentioned feeling about structured discussions was that the new group division method

improved the efficiency of coordination and cooperation and the participation of members. It is also worth highlighting that many students mentioned they would try to use this division method when conducting future group activities. On the value and attitude dimension, after the teaching weeks of structured discussions, students' participation and enthusiasm when engaging in more difficult and complex "big" activities have further increased, indicating that students' spirit of diligence and self-discipline as well as the internal driving force to pursue excellence have also been enhanced in the process of solving difficult problems.

4. Conclusion

The structured discussion module has been proven to be effective in enhancing the students' information integration and transfer skills, their interdisciplinary learning skills, and their problem solving and teamworking skills. Through comparison of the students' historical assignments with this report, and through the analysis of the feedback from the learning archives and subsequent classroom performance, the author has validated the efficacy of this teaching design in nurturing talents for the new era. But we should also admit that the creation of innovative talents is a slow and multilayered process which implicates the efforts of the universities, teachers, and the entire society. It is expected that the findings of this paper may offer some implication and suggestion to the teaching design in second language courses in higher education.

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An English Lesson Case Analysis Based on LICC Classroom Observation Framework

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*Abstract:*The LICC model of classroom observation is a new and effective way of classroom evaluation that reflects the requirements of the evaluation concept of the new curriculum reform. It deconstructs classroom teaching from four aspects and builds a framework for teachers' classroom observation. In this paper, a lesson from 2020 Chongqing Junior High School English High Quality Class Competition is selected as an observation case to observe the four dimensions of learning, instruction, curriculum and culture in order to comprehensively and scientifically evaluate classroom teaching.

Keywords: LICC Model; Classroom Observation; High Quality Class

1. Introduction

The LICC model is a new paradigm for classroom observation that consists of four dimensions: learning, instruction, curriculum, and culture (Cui, 2012). These four dimensions are based on both theoretical and practical grounds. The theoretical basis mainly comes from the recognition of the important components of the classroom, that is, the classroom is mainly composed of four aspects: students, teachers, curriculum and classroom culture.

The basis of practice comes from the question "What class do I observe?", which leads to the following four specific questions: (1) How do students learn in the classroom? Is it effective? (2) How do teachers teach? What are the main behaviors that are appropriate? (3) What is the lesson? What was the subject matter of the lesson? (4) What was my overall feeling after spending 40 or 45 minutes in the class? These four questions correspond to the four dimensions of the LCCC model. For each dimension, there are five observation perspectives, and each perspective has a number of different observation points.The student learning dimension focuses on students' participation in the learning process and the achievement of goals, and includes five observation perspectives: preparation, listening, interaction, autonomy, and achievement. The teacher's instruction dimension focuses on the process of teaching implementation, including the control of teaching links, presentation of teaching content, dialogues between teachers and students, guidance on learning methods, and overall classroom control. The nature of the curriculum dimension focuses on the design of the observed teaching, including the analysis of learners' characteristics, the analysis of teaching objectives, the analysis of teaching contents, the formulation of teaching strategies, and the evaluation of teaching, etc. The culture of the classroom focuses on the humanistic care of the classroom. The classroom culture dimension focuses on the classroom from the perspective of humanistic care and further observes the developmental changes of teachers and students in the process of teaching and learning, including the five perspectives of democracy, thinking, innovation, caring and characteristics.

2. Background Information of Teaching Case

This teaching case is selected from the video of the No. 43 contestant who won the first prize in the 2020 Chongqing Junior High School English High Quality Class Competition. The teaching content is from 3a-3c Mom Knows Best, of Unit 7 Teenagers should be allowed to choose their own clothes, Grade 9, People's Education Press. The genre of the article is poetry.

This lesson is a poetry appreciation lesson about the understanding of mother's love in three different periods: infants, teenagers and adults. Students can deepen their understanding of family rules by studying this article. With the help of understanding rules, they can experience the love of their family under the requirements of rules and achieve the goal of self-improvement.

This class focuses on the theme of the unit. Students learned how to express their views and communicate with their parents on the basis of learning poetry knowledge. Finally this class sublimated the emotional theme of the unit and cultivated students'sense of gratitude.

As for students, the ninth grade students are active in thinking, and have a strong sense of participation in classroom activities and ac-

tive learning in terms of personality characteristics. Based on the unit learning, students have mastered the expression methods and sentence patterns of ideas, and can express their views and feelings more skillfully. However, it is the first time for students to learn poetry and it is difficult for them to understand it.

3. Case Analysis Based on LICC

3.1 Learning

At the beginning of the class, students have entered a state of initiative. The brainstorm activity "What your moms always ask you to do?" assisted students to quickly enter the problem situation. And they had a free talk which cultivated an active atmosphere. With this familiar topic, students shared their own experiences and got ready for the next step. In the step 2 of this teaching case, students read the poem and found the problems while reading. They finished this task by themselves and formed their own thinking. In the step 3, each group completed different assignments and carried out individual SLAM strategy practice. Through group work, the distance between students and students is closer, and the communication is more convenient, which can complement each other in the cognitive process, so as to jointly improve and cultivate the sense of cooperation in the communication. By completing the task in Step 4 independently, students' learning situation can be evaluated by the teacher. This is also a sort and output of what they learned in this lesson.

3.2 Instruction

The teacher designed the class through two clues: poetry appreciation guided by SLAM strategy and theme exploration guided by perceptual emotion, which gave students full play to their autonomy and independent inquiry ability in the learning process. Students have enough opportunities to actively participate in the class, express their views and give full play to their subjective initiative. And they played a leading role in the teaching process.

The brainstorm activity in the step 1 Warm up and Lead in set up a situation related to students' real life to put the enthusiasm of the students in motion. The familiar topic can make students have something to say and actively participate in the discussion. The teacher's role in step 2 is to introduce SLAM strategy, provide strategic guidance and emotional construction for the learning of this lesson, and make students realize the importance of SLAM strategy in reading. In the step 3 We do (practical application), the teacher handed the class to the students by setting up group discussions, reading aloud, making reports and other forms. Feedback from teachers in step 4 is a kind of encouragement and support for students, which can motivate them to continue to make progress. This step takes the class as the starting point, and extends the class outward indefinitely, which helps students to use their existing knowledge and ability to solve new problems.The homework in the last step is "1.Revise the poem you wrote today. 2.Do something small for your moms.", which is conducive to the achievement of teaching objectives. Students can review the content of the class and consolidate their knowledge again. This step starts from the actual needs of students and gives students full opportunities for free creation, which is conducive to their learning autonomy.

3.3 Curriculum

This lesson is a poetry appreciation lesson about the understanding of mother's love at three different times: infancy, adolescence, and adulthood. Students will be able to deepen their understanding of family rules by studying this text. Recognizing the rules is used to appreciate the love of family members under the requirements of the rules and to achieve self-improvement. This lesson belongs to the fourth lesson in the unit study plan, focusing on the shift from input to knowledge output.

The objectives of this lesson are 1.Students can understand and use new words and phrases and sentence structures. 2.Students learn SLAM theory to know, understand and analyze poems initially. Students work in small groups to complete the practice of the theory and improve their ability to appreciate poetry. 3. Students think about the deeper meaning of mother's love and ways to communicate with parents effectively. 4. Students feel mother's love and are asked to think about how they should return it. Students change their attitudes towards their parents and learn to respect and understand them. This lesson ultimately accomplished all of the instructional objectives.

The design of this lesson is based on the SLAM strategy, which refers to the four parts of a poem, namely, Structure, Language, Affec-

tion and Meaning.SLAM strategy makes the process of reading a poem clear and concise, and allows students to enrich their reading experience, to appreciate the beauty and variations of language, and to explore the deeper meanings in the poem. Explore the deeper meaning in the poem.

3.4 Culture

In general, this lesson created four classes, which are class of interest, class of autonomy, class of SLAM strategy, and class of humanistic quality.

As for the class of interest, the teacher inspired students' interest in poetry learning through the introduction of acrostic poem. Then he let students intuitively understand the structure of the poem by sorting photos. What's more, by showing warm photos of parents and children, he created scenes for students to read and appreciate poems, and enhanced their reading affections.

As for the class of autonomy, students improved their ability of teamwork, communication and summary through group reading and group reporting.

As for the class of SLAM strategy, this lesson has explored the structure, language, affection and meaning of poetry based on the SLAM strategy. This process promoted the construction of students' knowledge system and framework, and improved their English learning skills, so as to achieve the goal of students' independent development and ultimately achieve the improvement of their comprehensive quality.

As for the class of humanistic quality, students can not only feel the charm of poetry, experience humanistic culture, reflect on life attitude, but also feel the meaning behind words and experience the charm of language.

4. Summary

The high quality course videos convey new teaching ideas and showcase new teaching methods through intuitive and innovative teaching methods. By applying the LICC classroom observation model to the evaluation of English classroom teaching, it can make the casual, fragmented, and traditional listening and evaluation more professional, construct a scientific and comprehensive classroom observation framework, and provide a reference basis for teachers to understand the classroom, which is of great significance for improving students' classroom learning and promoting teachers' professional growth. The LICC classroom observation model divides into sixty-eight observation points, which are selected by the teacher according to the situation to be recorded and analyzed. This is very helpful in trying to adopt appropriate methods to solve the problems revealed in teaching and learning as a way to improve teacher' teaching skills.

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Intelligent Building Safety Monitoring System Based on Computer Vision

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Abstract: In recent years, building collapse accidents have occurred from time to time in China, causing serious casualties and property losses. In order to monitor the abnormal phenomena of buildings in time, Intelligent Building Safety Monitoring System based on computer vision is proposed. Using ZigBee wireless sensor network, the crack images and sensor monitoring data of monitoring points are obtained and transmitted to the local control computer. After the data are processed by the integrated crack image recognition and measurement algorithm based on OpenCV, they are displayed on the terminal monitoring software. If the data is abnormal, the early warning function is triggered, and the intelligent monitoring and danger early warning functions for building safety are realized.

Keywords: ZigBee; OpenCV; Image Processing; Crack Identification

1. Introduction

In recent years, housing safety accidents have occurred from time to time, causing serious casualties and property losses. Building safety has always been the basic guarantee for people's economic life and personal safety such as production, operation, residence, learning, and entertainment[1]. In China's history, there are a large number of self-built houses. After decades of urbanization, some buildings have outlived their usefulness, and their safety has declined year by year. Safety of this part of building should be paid special attention to. Before buildings collapse, there are often phenomena such as ground subsidence, building tilt, and wall cracking[2]. If buildings can be monitored regularly and measures can be taken in advance to prevent abnormal phenomena, buildings can be warned of impending danger. If buildings are observed regularly by manual means, the workload is huge and impractical. Therefore, this system aims to use modern technology to achieve low-cost and intelligent building safety monitoring system.

2. System Design

This system is mainly composed of ZigBee wireless sensor network, which integrates monitor software of crack image recognition and danger recognition algorithm based on OpenCV. Those building data acquisition systems are arranged at each monitoring point of the building, usually around the existing cracked wall and the wall prone to cracks. The camera of the collection node periodically collects images, and sensors such as tilt sensors measure the wall tilt angle and other data in real time. The installed collection node transmits the monitoring scene images and sensor data to the back-end monitoring computer through ZigBee wireless sensor network. In the back-end monitoring software, the collected images are processed through the integrated OpenCV image algorithm to capture cracks and measure the length and width data of cracks. In addition, in case of abnormal data or camera being blocked, the peripheral data acquisition nodes can be controlled to take pictures in real time through back-end instructions to realize abnormal rapid monitoring; When the monitored data is abnormal and exceeds the set threshold, the alarm mechanism will be triggered. The system principle is shown in Figure 1.
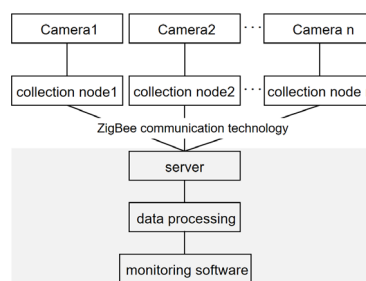

Figure 1. Schematic diagram of the system

The wireless sensor network technology is applied to the field of building safety monitoring. Based on ZigBee wireless communication technology,set system nodes in multiple locations to establish an ad-hoc network[3]. The whole system has three working modes:

1) the nodes integrate cameras, sensors, etc., and have the function of collecting and transmitting images and sensing data at regular intervals (one day or other long-span time) to do a good job in building daily safety monitoring;

2) Rapid monitoring of abnormality, which mainly relies on various sensors for real-time monitor. If the data is abnormal, the surrounding data acquisition nodes can be photographed again by command control to monitor the building condition in real time;

3) After-the-fact rescue mode, because ZigBee nodes have strong network survivability, which can not only realize data transmission by multi-node jumping, but also preserve strong communication ability in collapsed buildings[4], then a help button device can be set on the nodes, which can play the role of asking for help or checking the internal state of collapsed buildings during rescue.

Aiming at crack image recognition, it is divided into two types: conventional crack image recognition and artificial intelligence image processing and analysis,and the obtained image data is captured,identified,analyzed and measured by image processing algorithm[5]; While meeting the basic requirements of building safety monitoring, using artificial intelligence image segmentation algorithm to process and calculate crack images can solve the problems of irregular crack changes and low accuracy of calculation results[6].

3. Hardware Terminal Design

Due to the harsh working environment of the building safety monitoring system, the design of the system needs to ensure low cost, high reliability, ease of use, and low energy consumption (the data acquisition node can not replace the battery within one year). According to the comparison of the advantages and disadvantages of various iot networking technologies, it can be seen that ZigBee, compared with Bluetooth, WiFi, LoRa and other communication technologies, has a working distance of 50 to 300 meters, extremely low power consumption (5mA), dynamic autonomous routing mechanism, higher reliability, strong anti-interference ability, strong networking ability, and can access a large number of network points (more than 65,000). The communication rate is 250kbps and the operating band is 2.4GHz[7]. Meet the requirements of the system, so choose ZigBee for networking.The hardware data acquisition terminal of the system is composed of camera, antenna, high temperature resistant lithium battery, ZigBee communication module and other sensors.
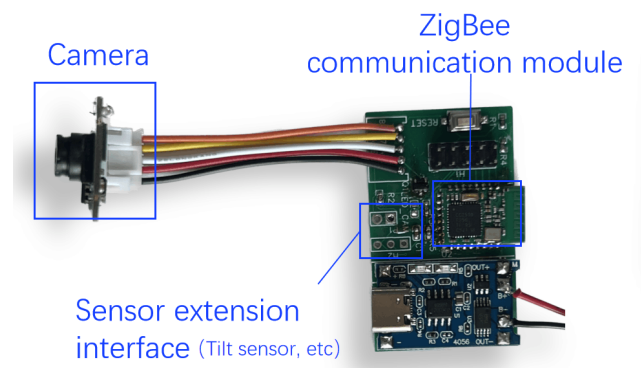

Figure 2. Hardware terminal image

Each terminal node automatically selects the appropriate path through the ZigBee communication protocol, and can change the route in time according to network changes to achieve communication reliability. The collected images and data are transmitted to the coordinator, and the coordinator then transmits the data information to the back-end server.
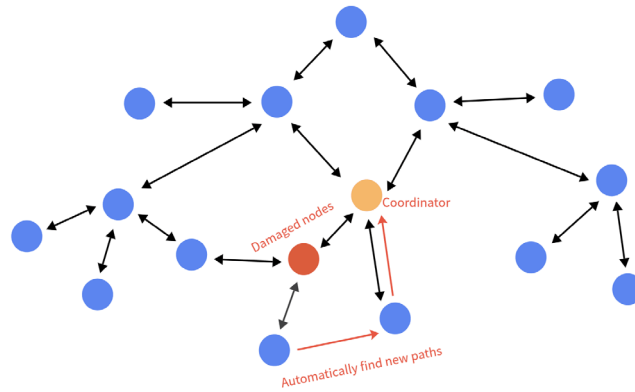
Figure 3. ZigBee autonomous routing

4. Monitoring Software Design

Monitoring software module development: The monitoring software is developed by C# language, the development platform is visual studio 2019, and calls OpenCV library to realize crack image recognition and measurement algorithm.
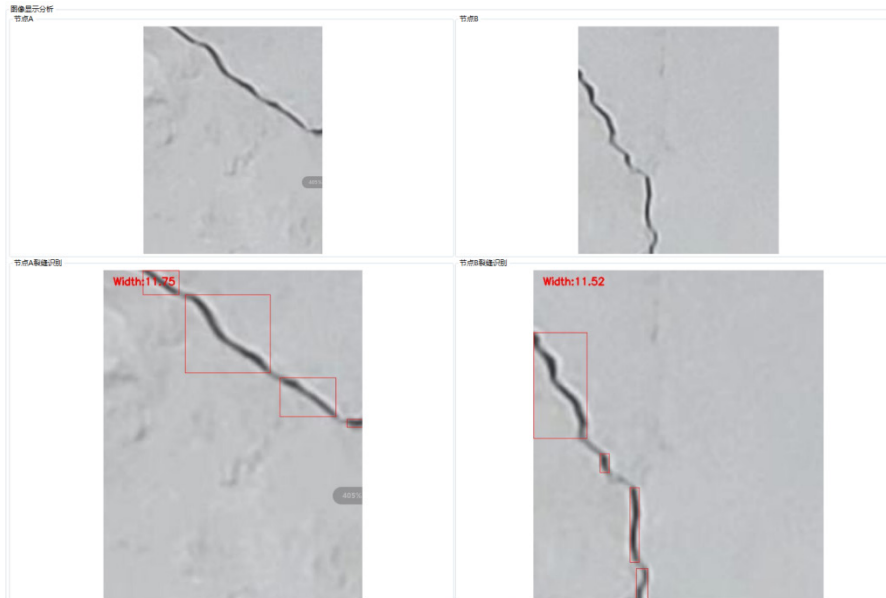

Figure 4. Monitoring software GUI

After receiving the image data, the server automatically records the time when the picture was taken and stores it to the specified database. The monitoring software visually presents the data information collected by the building data acquisition system on the interface.It mainly includes the length and width information of image cracks, sensor data, etc., in which the sensor status bar is green, indicating normal, and red is abnormal.

5. Conclusion

ZigBee networking can transmit the data collected by the system in a low-cost and low-power way. The wireless sensor network has strong self-organizing ability and strong anti-interference ability, and the network may survive after the accident. The setting of help button

device provides certain help for the rescue after the accident.By getting the data information such as the number of cracks, length and width, wall inclination Angle and building settlement can intuitively monitor the change of building safety status. The data acquisition terminal can realize periodic and automatic collection of building related data, save manpower and material resources, and achieve advance monitoring and early warning.The sensor module conducts real-time status monitor. If the data is abnormal, the surrounding data acquisition nodes are photographed through command control, and the safety status of the building is monitored in real time to achieve abnormal and rapid monitoring.It is the significance of the design of this system to effectively and efficiently monitor the safety condition of buildings, to give early warning and help before and after the accident.However, as a building safety monitoring system, this system needs to accurately measure crack data, and the flexibility of the image recognition solution is poor, which is expected to be further improved in the future work.

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Fund project:

The significance, connotation and path of the off-duty director's moral development from the perspective of "moral cultivation"

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Abstract: The development of teacher's ethics is the prerequisite and basis for the completion of the fundamental task of "cultivating morality and cultivating people". The development of teacher's ethics is helpful for the head teacher to play the positive role of integration, penetration and coordination in the work of "cultivating morality". The connotation of teacher ethics development from the perspective of "cultivating morality" includes: on the basis of moral cultivation, improving oneself; To benevolence and love as the fundamental, respect born love; To care for life as the core, to help generate people. In the path exploration, it is necessary to build a system, establish faith, strengthen learning, and include evaluation.

Keywords: Class Teacher; Teacher's Ethics; Moral Tree People; Connotation; Path

1. The significance of the development of off-duty director ethics from the perspective of "moral cultivation".

1.1 The integration value of the development of homeroom teacher's ethics. In the school education with "class" as the basic teaching unit, a "class" teacher team with class teacher as the core has been formed. The work of class teachers in collaboration with each subject teacher is helpful to improve the problem of excessive division of the curriculum, so that each subject teacher can only train people independently of his own subject. The teacher's moral quality will directly affect the degree of cooperation and tacit understanding between teachers and teachers, and affect the coordination and integration of teachers.

1.2 The penetrating value of the development of homeroom teacher's ethics. The development of teacher's ethics in class teachers is helpful to "cultivate morality and cultivate people" throughout the whole process of students' school life. Students' school life includes classroom learning life and non-classroom learning life. In the classroom learning life, teachers of various disciplines are mainly responsible for teaching. In the non-classroom learning life such as class activities, class construction and so on, the head teacher is the first responsible person to carry out the fundamental task of "moral cultivation". At the same time, school moral education includes discipline moral education and class moral education. As the "guide" of discipline teacher and class collective development, class teachers can integrate discipline moral education and class moral education and train students from a holistic perspective.

1.3 The synergistic value of the development of homeroom teacher's ethics. The development of teacher's ethics is helpful to carry out the influence of moral education in coordination with family, school and society. The completion of the fundamental task of "building virtuous people" cannot lack the synergistic effect of family and society. The class teacher can cooperate with the family and the society to build the moral education responsibility community. Through non-classroom teaching activities such as parent-teacher meetings, home visits, and research projects, I actively cooperate with parents to spread social moral norms and moral awareness. At the same time, the teacher's virtue will directly affect the parents and the society's evaluation of school education, and also directly affect the family and society's understanding of the fundamental task of the school's "moral cultivation". Therefore, the development of homeroom teacher's ethics is an important guarantee for the coordinated development of school, family and society.

2.The connotation and implication of the after-work director's ethics from the perspective of "moral cultivation".

2.1 On the basis of moral cultivation, self-improvement." " If a teacher wants to transform others, he must first correct himself. "Uprating oneself" is "virtue", [1] is the premise of "virtue cultivating people", and is also the basis for the development of teacher ethics. "In the

communication between teachers and students, there is a strong penetration and appeal between each other, and the student, as a developing subject, is a subject that is stimulated, induced and helped, that is, the subject of non-independent development, and generally has teacher-oriented."[2] To train socialist builders and successors, it is urgent that our teachers not only master professional knowledge, do a good job of "Confucian teachers", but also cultivate moral virtues and become "human teachers". [3] As the "leader" in the "class", the head teacher needs to do a good job in the unity of "scripture teacher" and "human teacher". As a subject teacher, class teachers need to "impart subject knowledge" and do a good job as "classics teachers". It is more necessary to establish virtue in class construction and class activities, "to demonstrate", to do a good job of "human teacher", and to give play to the exemplary role of teacher ethics in class teachers. "The good teacher ethics of the head teacher is the personified educational content and the direct educational resources [4]".

2.2 Take benevolence and love as the foundation, respect the birth of love. "Love heart" is the soul of teacher's ethics, without love there is no teacher's ethics, let alone education. The teacher's benevolence mainly refers to the love of oneself, lovers and things, which is reflected in respect, understanding, care and tolerance[5]. Teachers need benevolence. First of all, "to establish oneself is to establish others, and to achieve oneself is to become a master" is the concrete embodiment of Confucian "benevolence", its ideological starting point is "oneself", emphasizing that lovers need to love themselves first, and only a teacher who lives like a human can cultivate a real "man". At the same time, another expression of teachers' "love for themselves" is to love their own identity as "educators". Only the identity of the head teacher can have a stronger subjective initiative and patience to do a good job of "cultivating people". Second, the work of the head teacher is closely connected with the students, "love students" is the core of the work of the head teacher, a love of students can respect the diverse needs of students, understand the differences of students' personalities, and look at the growth of each student from the perspective of development. This is also the important quality required by "moral cultivation" teachers. Finally, the head teacher's affairs are more than those of other subject teachers. To do a good job in head teacher's work, we need to have the perseverance of "love things", which means love nature, love the world and love what we are engaged in. The daily work of the head teacher seems trivial and complicated, but each work contains the internal logic of "educating people". Class teachers need to love their own work, in order to exert their educational wisdom in the work of class teachers.

2.3 Take life consciousness as the core to help generate people.

First of all, the head teacher should be self-conscious about life, that is, "clear self". The head teacher can consciously establish the ideal and belief of being a teacher, can clearly identify the particularity and irreplaceability of himself and his profession, and can also know the limitations and limits of his life. And can change their own vitality in the cause of education, to achieve in the adult self, in the adult adult. Secondly, the head teacher should "understand others". The head teacher should have sensitivity, respect and reverence for students' lives, and dare to take the initiative to assume the responsibility for students' life development. It is necessary to clarify the sense of responsibility of the head teacher, but also to have the ability to take responsibility, but also to have the consciousness of responsibility and responsibility into life habits[6]. Finally, the head teacher should be conscious of the external environment of education, that is, "bright environment". The head teacher should choose the advantageous resources that are conducive to the growth of students and their own lives, and reflect on the factors that are unfavorable to the development of life in the environment, so as to consciously "guide" the class students to avoid or dissolve. At the same time, the head teacher needs to construct a good class environment suitable for the life development of teachers and students by reforming the construction of class culture and system.

3.The basic path of the development of teachers' ethics from the perspective of "moral cultivation".

3.1 Build a system. First of all, we should strengthen the integration training of teachers' ethics before and after service. In the pre-service stage, we should set up courses, implement the internship and practice system to strengthen the teachers' love for the class teacher occupation, and strengthen the moral cognition of normal students. In the post-service stage, the teacher's moral emotion, moral will and moral behavior are continuously developed through on-site learning, mentoring system and other modes. Secondly, we should build a teacher's ethics training system combining explicit curriculum and implicit curriculum, attach importance to the construction of campus culture in normal

colleges and primary and secondary schools, highlight the influence of teacher's film and television works on the development of teacher's ethics in class teachers, and realize the cultivation of people through literature and culture.

3.2 Build faith. It is necessary to take the socialist core values as the guide to establish the ideal and belief of the head teacher in "moral cultivation". It is necessary to let the head teacher root in the moral requirements of Ming great morality, keeping public morality and strict private morality. First of all, in the pre-service stage, through ideological and political theory courses, normal university students are trained to understand and practice the core socialist values. Attach importance to the cultivation of normal students' morality in the common courses. Secondly, the teacher education course of "situational teaching" can be set up to let the class teacher integrate into the situation to solve the dilemma of "educating people", so that the class teacher can experience the embodied learning of teacher ethics in the situation, and then enhance the class teacher's understanding and recognition of teacher ethics.

3.3 Inclusion evaluation. To improve the past teacher evaluation system of "heroes based on scores", implement the methods of excellent teacher ethics case report, leadership comments, self-evaluation of class teachers, students' evaluation, and parents' supplementary evaluation, and implement a multi-subject and all-round teacher ethics evaluation system. At the same time, with the help of the digital transformation of education, a digital portrait of each teacher's ethics can be constructed, and an evaluation system of homeroom teacher's ethics that is constantly tracked, updated, traceable and verifiable can be implemented to promote the normalization of the display of homeroom teacher's ethics.

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Application Strategies of Fromm's Expectancy Theory in Secondary School Teaching

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Abstract: This study aims to explore the application strategies of Fromm's expectancy theory in secondary school teaching. By analyzing the basic connotations of expectancy theory and its applicability in the field of education, a series of specific strategies are proposed to stimulate students' learning motivation and enhance their self-directed learning abilities. Expectancy theory emphasizes that individual behavior is influenced by both expected outcomes and the likelihood of their achievement, providing a new perspective and theoretical basis for secondary school teaching reform.

Keywords: Fromm's Expectancy Theory; Secondary School Teaching; Strategy Research

1. Basic Connotations of Fromm's Expectancy Theory

Fromm's expectation theory, also known as "valence - means - expectation theory", is a motivational theory proposed by Victor H. Fromm, a famous North American psychologist and behavioral scientist, in his book Work and Motivation in 1964[1]. The basic connotation of the theory can be elaborated from the following aspects：

1.1. Expectancy Formula

The core of Fromm's Expectancy Theory is the expectancy formula, where the motivational force (M) of an activity for a person depends on the total expected value (V) of the outcomes they can receive multiplied by their perceived probability (E) of achieving those outcomes. In formula terms: $M = V * E$

Motivational Force (M): The internal drive that directly propels or induces individuals to take action, stimulating their internal potential and enthusiasm.

Goal Valence (V): Reflects the importance an individual places on the satisfaction of personal needs after achieving a goal. This psychological concept varies among individuals based on their different environments and needs.

Expectancy (E): Subjective judgment based on past experiences regarding the probability of achieving a goal and resulting in a certain outcome. It reflects the strength of an individual's confidence in achieving needs and motivations.

This formula demonstrates that the magnitude of motivational force is closely related to valence and expectancy; the higher the valence and expectancy, the greater the motivational force, and vice versa.

1.2. Expectancy Model

To maximize the stimulation of individuals' motivation, Fromm proposed an expectancy model:Effort → Performance (Achievement) → Organizational Rewards (Compensation) → Personal Needs[2].

The relationship between these four factors in the expectancy model needs to consider three aspects:

Relationship between Effort and Performance: Individuals always hope to achieve expected goals through certain efforts. If individuals subjectively believe in a high probability of achieving expected goals through effort, they will be confident and stimulated to work with great vigor. However, this is also influenced by employees' abilities and support from superiors.

Relationship between Performance and Rewards: Individuals always hope to receive rewards after achieving results, including both material and spiritual rewards. If they believe that they can receive reasonable rewards after achieving performance, they may generate en-

thusiasm for work, otherwise, they may lack motivation.

Relationship between Rewards and Meeting Personal Needs: Individuals always hope that the rewards they obtain can meet some of their needs. However, because of differences in people's needs in various aspects, the content and extent of their needs may vary. Therefore, for different individuals, using the same reward can meet different needs, and can stimulate different work motivations.

1.3. Theoretical Premises

Fromm's expectancy theory is based on the following two premises:

People will decide subjectively on the value of the results they expect from various actions. Therefore, everyone has different preferences for the expected results.

Any explanation of behavior motivation must consider not only the goals people want to achieve, but also the actions people take to achieve their preferred results.

2. Problems in Applying Fromm's Expectancy Theory in Secondary Education

When applying Fromm's expectancy theory in secondary education, a series of problems may arise[3]. These problems mainly stem from the limitations of the theory itself and the specific characteristics of secondary school education. The following is a detailed analysis of these issues:

2.1. Insufficient Depth of Theoretical Understanding

When applying Fromm's expectancy theory, secondary school teachers may not have a deep enough understanding of the theory due to their professional backgrounds and time constraints. They may find it difficult to fully grasp the essence of the theory and practical application methods. This may lead to teachers being unable to accurately apply the core concepts of the theory, such as valence, expectancy, and motivational force, when implementing it.

2.2. Unrealistic Goal Setting

Setting goals is crucial when applying expectancy theory. However, secondary school teachers may face the problem of setting unrealistic goals in actual teaching. They may set goals that are too high or too low, which do not align with students' actual abilities and needs, or goals that lack specificity and measurability, making it difficult for students to clarify their efforts and effectively assess their progress.

2.3. Improper Management of Expectancy

Proper management of expectancy is equally important when applying expectancy theory. Secondary school teachers may improperly manage students' expectations, such as setting expectations that are too high or too low, or failing to adjust them according to students' actual situations in a timely manner. This may negatively affect students' learning motivation, as excessively high expectations may make students feel too pressured, while too low expectations may lead to a lack of challenge and motivation.

2.4. Single and Non-specific Incentive Measures

Incentive measures are important means of stimulating students' learning motivation. However, secondary school teachers may face the problem of implementing single and non-specific incentive measures. They may overly rely on traditional material rewards or verbal praise, neglecting students' diverse needs and characteristics. This may result in incentive measures that are ineffective in stimulating students' learning motivation and enthusiasm.

2.5. Disconnection between Theory and Practice

Despite its theoretical scientific and practical potential, secondary school teachers may face the problem of a disconnect between theory and practice. They may focus too much on imparting theoretical knowledge and neglect students' actual needs and practical operations. This results in poor application of the theory in actual teaching and its inability to fully exert its due role.

3. Application Strategies of Fromm's Expectancy Theory in Secondary Education

The application of Fromm's expectancy theory in motivation in secondary education is considered an important and effective strategy aimed at stimulating students' learning motivation, improving teachers' teaching enthusiasm, and promoting overall educational quality improvement. The following are specific application methods of this theory in secondary education:

3.1. Scientific Goal Setting to Stimulate Learning Motivation

According to expectancy theory, goal setting should be challenging and achievable. Secondary school teachers should help students set specific and measurable learning goals based on their actual situations, and guide them to recognize the possibility of achieving these goals, thereby enhancing their confidence and expectation. Through scientifically set learning goals, students' learning motivation and potential can be effectively stimulated.

3.2. Enhancing Perception of Valence to Increase Learning Value

Valence is the individual's assessment of the value of behavioral outcomes. Teachers should enhance students' awareness of the value of learning through various means. For example, by demonstrating the practical application and long-term impact of learning content, students can realize the importance of learning; through diverse classroom activities and practical projects, students can experience the joy and sense of accomplishment of learning; through timely feedback and reward mechanisms, students can feel the value and results of their efforts.

3.3. Increasing Expectancy to Enhance Learning Confidence

Expectancy is the individual's judgment of the likelihood of achieving behavioral outcomes. Secondary school teachers should adopt various methods to increase students' expectancy. First, teachers should provide necessary support and guidance to help students overcome difficulties and challenges in learning; second, teachers should give students positive expectations and encouragement to make them believe in their ability to achieve goals; finally, by demonstrating successful cases and positive role models, students' confidence and learning motivation can be stimulated.

3.4. Optimizing Learning Environment to Promote Self-directed Learning

Self-directed learning is one of the important goals of secondary education. According to expectancy theory, an optimized learning environment helps to enhance students' self-directed learning abilities and learning effectiveness. Teachers should strive to create a positive, open, and supportive learning atmosphere, encourage students to actively participate in the learning process, explore new areas, and solve practical problems. At the same time, provide diverse learning resources and tools to meet students' individualized needs and learning styles.

3.5. Improving Evaluation System to Strengthen Incentive Effects

The evaluation system is a key component of incentive strategies. Secondary school teachers should establish a sound evaluation system to ensure fairness, accuracy, and timeliness of evaluation. Evaluation content should cover multiple aspects such as students' learning achievements, attitudes, and innovation capabilities; evaluation methods should combine quantitative and qualitative approaches; evaluation results should be timely feedback to students and parents, helping them understand their learning progress and improvement space. At the same time,based on evaluation results, appropriate incentives should be given to stimulate students' learning motivation and enthusiasm.

Conclusion

Fromm's expectation theory provides a new perspective and theoretical basis for middle school teaching reform. Through the application of strategies such as scientifically setting goals, enhancing titer perception, raising expectation, optimizing learning environment and improving evaluation system, students' learning motivation and autonomous learning ability can be effectively stimulated, thus improving teaching quality and students' learning effect. In the future research, we should further explore the application strategy of expectation theory in middle school teaching, so as to promote the cultivation of high-quality talents with innovative spirit and practical ability.

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Strategies for Cultivating Students' Key Competencies in Universities from the Perspective of Positive Education

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Abstract: For college students, students with good key competencies can achieve high levels of academic performance, promote better personal adaptation to the future world of work and social life, build competitive advantages for personal career development, become active and responsible citizens, and enhance their own sense of well-being and physical and mental health. The application of positive psychology in education focuses on students' mental health and motivation to learn. This study investigated the key competencies of college students and their benefits in positive education, and analyzed the correlation between the two. And the study designed teaching strategies to improve students' learning in positive education.

Keywords: College Students in China; Key Competencies; Positive Education; Positive Psychology

1. INTRODUCTION

The concept of key competencies was proposed in the 1990s. In the long history of educational development, students' "Key Competencies" are the reflection on the fundamental question of "what kind of people to cultivate" in the corresponding stage of social and historical development, with distinctive characteristics and attributes of the times. Since talent cultivation in universities cannot be separated from the interaction and cooperation between institutions and students on the one hand, and on the other hand, the purpose of education is to create value for students and realize their growth, the theory of positive education is a reasonable theoretical perspective for exploring the process of talent cultivation in higher education. Positive education theory comes from positive psychology, which is a new field of psychology that emerged at the end of the 20th century and is "an applied science that reveals human strengths and promotes their functioning" (Ji Jing, 2021).

2. RELATED THRORES

Seligman defines positive education as an education that focuses on the acquisition of academic skills and well-being skills by students. Norrish(2023) deepened the theory by arguing that positive education is an education that combines the scientific theories of positive psychology with effective teaching practices to promote the holistic development of the individual, the school, and society as a whole.

While traditional education or psychoeducation usually focuses on repairing damage and treating illnesses, positive education transforms this negative perspective by focusing on stimulating students' strengths and awakening their positive personality traits, advocating that, instead of education's over-concern with academics and skills, equal attention should be paid to students' character and sense of well-being, and that problems should be prevented by boosting the students' own positive, active mental energy.

3. METHODS/PROCEDURE

In-depth interviews were conducted with a random sample of 30 students from sophomore and junior classes. This interview was used to determine the implementation of positive education, including the forms of positive education, the impact on the interviewees, the challenges to positive education, and the environment in which positive education is implemented. The table below summarizes the interviews according to their content.

Table 1

Defining Elements	Respondent Number
Mental Health Program, Out-of-School Practicum, Educational Internship, Arts and Physical Education.	#5
Universiade Volunteer Activities	#7
Safety education. For example, safe use of electricity in the dormitory, handling of emergencies.	#8

Table 1 shows the forms of positive education. The first major category is didactic, for example, students take such a positive psychology class once a week and learn some positive psychology methods. The second category is called penetrative. Teachers can use the principles of positive psychology in their own classes, and can penetrate into every class in the whole school. The third type is experiential. Positive education is extended from the school to the family and to the community. Students are able to experience the ever-present influence of positive psychology on them, and thus are able to develop a more vigorous mentality. Primary and secondary schools in Australian mainly divided into explicit and implicit courses.The explicit course requires students to receive positive education courses on a regular basis, with stage-by-stage learning contents and fixed class hours; the implicit course is implicit in the subject curriculum, which transfers the educational contents of the explicit course to the traditional subjects (Gu & Xie,2022) .Results showed that adolescent depression among Chinese students can be prevented by positive emotion interventions.(Zhao et al., 2019).

Table 2

Defining Elements	Respondent Number
Social responsibility, cognitive and behavioral skills, teamwork and collaboration, and creative skills are all enhanced.	#29
International Perspective. Through active education, I can combine my professional knowledge with social practice, use my language skills to help foreigners in volunteer activities, and introduce the cultures of various countries to elementary school students through off-campus practical training classes, etc.	#28
Key competencies for Interdisciplinary Learning to learn more about psychology. Raising Information Informational literacy is the ability of people to access information, we learn to find the information we need more efficiently.	#26

From Table 2, it can be concluded that the key competencies of the interviewees has been improved after receiving positive education. It includes the overall development of comprehensive competencies such as social communication skills, social responsibility, cognitive and behavioral skills, teamwork and collaboration skills, creative skills, international perspective, social practice skills, emotional attitude culture and moral literacy. This is in line with scholars' research on vocational education, which should first be based on the basic educational concept of nurturing people and return the center of attention to the subject of people themselves. Adhering to the concept of cultivation of key competencies, in addition to skills education, vocational education should also train students to improve their learning ability, adaptability, self-education, and career planning ability, etc., which can benefit students for life should be the ultimate goal of vocational education (Hong Dehui, 2019).

Table 3

Defining Elements	Respondent Number
Shortage of educational resources, such as teachers, funds, and equipment.	#8
Difficulty with time management, communication and collaboration with team members can lead to disagreements. Requires continuous learning and growth.	#9
Positive education does not fully suit everyone and may even have a negative effect on some students.	#30

According to Table 3, the challenges faced by active education in its current implementation include the following: First, the evaluation method is unscientific. Evaluation indicators are not sufficient to reflect core competencies, which can easily lead to incomplete and objective

evaluation of students, and unable to measure changes in students' emotions, attitudes, values, etc. An overly single evaluation subject cannot fully understand students' learning and living conditions, thus resulting in a one-sided understanding of students, which is not conducive to teaching students in accordance with their aptitude and the cultivation of core competencies (Qin Keyue, 2021). Second, the teaching methods and means are outdated, and students lack positive emotional experience. The teaching form is mainly theoretical teaching, which is difficult to stimulate students' interest in learning. New teaching methods such as project-based teaching and situational teaching are rarely used, and teaching is mainly based on traditional classroom teaching. Third, the issue of educational equity. China has also made active explorations in the field of education, striving to improve the level of educational equity by increasing financial investment and improving school conditions and teaching staff in rural areas. Forth, teach students in accordance with their aptitude. Positive education cannot fully adapt to everyone, and may even have a negative effect on some students.

Table 4

Defining Elements	Respondent Number
Family education is a supplement to school education. School education is undertaken by professionals in specialized institutions with strong purpose.	#14
School education is an important place to cultivate the all-round development of students.	#5
School education, the level of education a person receives determines the bottom line of his life development. Before entering the society, most of the time is spent in school. School plays an important role.	#7

Table 4 describes the environment for positive education to cultivate key competencies. According to the interviewees, there are four aspects. First, school education. School is the main place to improve key competencies. It is a concrete place to exert educational influence on people and cultivate people. The influence on people is formed invisibly, and the shaping of people is mostly abstract. Second, family education. Early family education has a profound impact on students, and plays a huge role in the formation of living habits, communication and social skills, and the cultivation of moral qualities. Third, the social environment. Many scholars emphasize that the formation of students' character is not only formed through language, writing, thinking and talking, but also requires the joint responsibility of family, school and society to cultivate it. Fourth, community education. The community is an important channel for cultivating children's positive psychology. Students' personality and quality are more important factors for their lives.

4. DISSCUSION

The Chinese education system should be consistent in their search for a paradigm shift in teaching from teacher-centered approach to a more inclusive student-centered learning and classroom. Positive emotion, engagement, accomplishment, purpose, relationships, and health should be integrated not only in Physical Education curriculum but also across all courses. Class activities in interpersonal literacy in communication skills, teamwork and collaboration, international perspectives, sense of social responsibility in cognition and behavioral skill areas should be consistently employed. The goal of promoting flourishing can considered as it relates to multidimensional outcomes across multiple levels within the school system. Comprehensive program should be created to support staff wellbeing and help them to 'live' the skills taught within Positive Education and to act as authentic role models for students. Likewise, teaching staff should integrate mindfulness practices into their class routines and fostering a growth mindset in their students.Parents should be more involved in their students' positive education to help them understand positive education and personal growth. Schools and teachers can validate research findings to enhance students' learning about positive education.

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