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Strategies for Designing and Implementing Biomedical Engineering Practical Courses Based on Industry-Academia-Research Cooperation

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Abstract: This study explores the design and implementation strategies for biomedical engineering practical courses based on industry-academia-research cooperation, aiming to enhance students' practical skills and innovative thinking while promoting the integration of academia and industry. By employing literature review, case analysis, and expert interviews, this study systematically examines the current application of industry-academia-research cooperation in biomedical engineering education, identifies key issues and challenges in current course design through comparative analysis, and proposes a framework for designing practical courses based on industry-academia-research cooperation. The framework emphasizes the practicality of course content, diversity of teaching methods, and scientific evaluation system. Through collaboration with biomedical engineering companies, the proposed course design is implemented and evaluated. The results demonstrate that the course design effectively enhances students' practical skills and innovative abilities, while strengthening the connection between academia and industry, providing a feasible path for educational reform in the field of biomedical engineering. The conclusions of this study offer new perspectives and strategies for higher education in biomedical engineering, with important theoretical and practical implications for promoting the application of industry-academia-research cooperation.

Keywords: Industry-Academia-Research Cooperation; Biomedical Engineering; Practical Course Design; Educational Reform; Innovative Abilities

1. INTRODUCTION

1.1 Background and Significance

The field of biomedical engineering is facing unprecedented challenges and opportunities in the current higher education system. With rapid technological advancements and industrial restructuring, traditional education models are insufficient in meeting the demand for highly skilled professionals in society. Industry-academia-research cooperation, as a new education model, integrates the resources of industry, academia, and research institutions, providing students with a more practical and enriching learning experience. This model not only enhances students' practical skills and innovative thinking but also facilitates the transformation of scientific research results and industrial upgrades. Therefore, it is of great practical significance to explore the design and implementation strategies for biomedical engineering practical courses based on industry-academia-research cooperation.

1.2 Research Objectives

This study aims to analyze the current application of industry-academia-research cooperation in biomedical engineering education, explore its impact on educational quality, and propose effective course design and implementation strategies. Through this research, we hope to provide theoretical support and practical guidance for the teaching reform in biomedical engineering majors, promote the integration of education and industry, and cultivate high-quality biomedical engineering professionals who can meet the future needs of society.

1.3 Literature Review

In recent years, scholars both domestically and

internationally have conducted extensive research on the application of industry-academia-research cooperation in higher education. Li Dongxiao and Chang Jingling [1] conducted a case analysis to explore the construction and practice of industry-academia-research cooperation education curriculum system, indicating that this model effectively enhances students' engineering practical abilities. Ku Wenzhen et al. [2] analyzed the importance of industry-academia-research cooperation in cultivating students' engineering awareness in biomedical engineering education. Moreover, Wang Ruina's [3] research demonstrated that industry-academia-research cooperation significantly improves students' engineering awareness and practical skills in the chemical engineering major. These studies provide a theoretical basis and practical references for our research.

2. THEORETICAL FOUNDATION OF INDUSTRY-ACADEMIA-RESEARCH COOPERATION IN BIOMEDICAL ENGINEERING EDUCATION

2.1 Concept and Characteristics of Industry-Academia-Research Cooperation

Industry-academia-research cooperation refers to the collaborative relationship among industry, academia, and research institutions, which integrates resources and achieves a deep integration of education and industry. This cooperative model has the following characteristics: emphasizing practicality by allowing students to learn and problem-solve in real environments through actual projects, focusing on innovation by encouraging students' research exploration and technological innovation, and having an open nature by broadening students' horizons and knowledge through collaboration with external institutions.

2.2 Current Status and Challenges of Biomedical Engineering Education

Biomedical engineering education currently faces various challenges. Firstly, with the rapid development of biotechnology, course content needs to be continuously updated to adapt to new technological trends. Secondly, traditional teaching methods often focus on theory and neglect practical training, resulting in students lacking practical skills and the

ability to solve complex problems. Additionally, the gap between education and industry is a prominent issue, as graduates often struggle to adapt to the working environment. Therefore, reforming biomedical engineering education, strengthening industry-academia-research cooperation, and improving educational quality have become urgent needs.

2.3 The Promotional Role of Industry-Academia-Research Cooperation in Biomedical Engineering Education

Industry-academia-research cooperation plays a significant role in biomedical engineering education, mainly in the following aspects: First, through collaboration with companies, students can access the latest technologies and equipment, enhancing their practical skills. Second, by participating in real projects, students learn how to solve practical problems, cultivating innovative thinking and teamwork abilities. Third, through collaboration with research institutions, students can engage in cutting-edge research, improving their research abilities and academic level. All of these contribute to better preparation for future work environments and improve employability.

3. PRINCIPLES FOR DESIGNING BIOMEDICAL ENGINEERING PRACTICAL COURSES

3.1 Setting Course Objectives

The objectives of biomedical engineering practical courses should closely align with industry demands and academic frontiers, aiming to cultivate students' practical skills and innovative thinking. According to the study by [1], course objectives should include mastering basic biomedical engineering technologies, understanding the importance of biomedical engineering in practical applications, and cultivating problem-solving abilities. For example, through collaboration with biotechnology companies, students can learn about the latest applications of biomedical engineering technologies in fields such as drug development and environmental protection, thus clarifying their learning objectives and future career directions [2].

3.2 Planning Course Content

The planning of course content should encompass the integration of theory and

practice, ensuring that students not only understand the basic principles of biomedical engineering but also master relevant techniques through hands-on experiments. The content should include core modules such as genetic engineering, cell engineering, and fermentation engineering, updated with the latest scientific research findings and technological developments [3]. For example, incorporating cutting-edge content such as CRISPR-Cas9 gene editing technology enhances the modernity and practicality of the course.

3.3 Selection of Teaching Methods

Teaching methods should be diverse, incorporating lectures, experiments, case studies, and project research. According to the research by [4], problem-based learning (PBL) and project-based learning (PjBL) can effectively improve student engagement and practical abilities. For example, simulating real-life biomedical engineering projects allows students to work in teams, solving practical problems and enhancing their ability to apply comprehensive knowledge.

3.4 Construction of Evaluation System

The evaluation system should comprehensively reflect students' learning outcomes and skill development, including not only theoretical knowledge assessment but also evaluation of experimental skills, project reports, and teamwork abilities. Following the recommendations by [5], a combination of formative and summative assessments should be employed to ensure fairness and effectiveness. For example, comprehensive evaluation of students' practical skills and innovative thinking can be conducted through experiment reports, project presentations, and peer review.

4. STRATEGIES FOR IMPLEMENTING BIOMEDICAL ENGINEERING PRACTICAL COURSES BASED ON INDUSTRY-ACADEMIA-RESEARCH COOPERATION

4.1 Selection and Optimization of Collaboration Models

The collaboration model for industry-academia-research cooperation should be selected and optimized based on the characteristics of different universities and companies. For example, collaborative

approaches such as establishing joint laboratories, developing courses together, and constructing internship bases can facilitate resource sharing and complementarity [6]. Additionally, attention should be paid to protecting intellectual property and ensuring fair distribution of achievements during the collaboration process to safeguard the interests of all parties.

4.2 Design and Management of Practical Components

The design of practical components should ensure that students have access to real industrial environments and operational processes. In terms of management, strict guidance and supervision mechanisms should be established to ensure students' safety and the effectiveness of practical activities. For example, dedicated practical mentors can be appointed to guide students' experimental operations and project implementation, while providing regular safety education and operational standard training.

4.3 Development and Training of Teaching Staff

The development of teaching staff is crucial to ensuring course quality. Regular professional training and practical experience exchange should be provided to enhance their teaching and guidance abilities. For example, organizing teachers to participate in industry seminars, company internships, and other activities can update their professional knowledge and teaching methods.

4.4 Establishment of Student Engagement Mechanisms

The establishment of effective student engagement mechanisms is encouraged to motivate students to participate in course design and practical activities. For example, student representatives can be involved in course committees, and student innovation project funds can be established to stimulate students' initiative and creativity.

5. CASE ANALYSIS AND DISCUSSION

5.1 Analysis of Successful Cases at Home and Abroad

Biomedical engineering practical courses have made significant progress worldwide, particularly in collaboration projects between top educational institutions and companies. These cases not only showcase innovative

approaches in biomedical engineering education but also provide valuable experiences and insights for other educational institutions. The MIT Biomedical Engineering Laboratory project is a typical successful case. This project combines theoretical learning with hands-on practice, allowing students to gain a deep understanding of the basic principles of biomedical engineering and apply them to solve practical problems. The key success factors of the project include advanced laboratory facilities, interdisciplinary teaching methods, and close collaboration with the industry. Similarly, collaborative projects between Tsinghua University and biotechnology companies in China have achieved outstanding results. These projects integrate curriculum development with industry collaboration, ensuring that the educational content remains closely aligned with industry needs. Practical guidance, project-based learning, and international cooperation are also emphasized, broadening students' horizons and enhancing their global competitiveness. These successful cases demonstrate the importance of strengthening practical training, promoting industry collaboration, integrating multiple disciplines, and fostering international perspectives in course design.

5.2 Insights from Case Studies for Course Design

Successful case studies of biomedical engineering practical courses offer valuable insights, particularly in course design. The following key insights can guide educational institutions in improving and optimizing their biomedical engineering course design:

Industry Demand-Driven: Course design should closely align with industry demands, ensuring that the curriculum content matches practical work scenarios. Collaboration with companies can provide accurate insights into industry dynamics and technological development trends.

Internships and Project Collaboration: Providing internship opportunities and opportunities to participate in company projects enables students to apply their knowledge in real work environments, enhancing their professional skills and market competitiveness.

Experimental and Operational Skills: Courses

should include ample opportunities for hands-on experiments and practical training, allowing students to deepen their understanding and mastery of theoretical knowledge.

Case Studies and Project-Based Learning: Introducing case studies and project-based learning methods encourages students to solve practical problems, cultivating their innovative thinking and problem-solving abilities.

Professional Training and Continuous Learning: Regular professional training and continuous learning for teachers are necessary to keep their knowledge and teaching methods up-to-date. For example, encouraging teachers to participate in industry practices can provide them with practical work experience that can be incorporated into their teaching.

Industry Experience: Encouraging teachers to engage in industry practices and gain practical work experience can better integrate industry knowledge into their teaching.

Integration of Multiple Disciplines: Course design should consider the integration of multiple disciplines such as biology, chemistry, physics, and engineering to cultivate students' comprehensive thinking and interdisciplinary problem-solving abilities.

Team Collaboration: Through team projects and collaborative learning, students' teamwork and communication skills can be developed.

International Exchange and Collaboration: Encouraging students to participate in international conferences, seminars, and exchange programs broadens their international perspective and enhances their global competitiveness.

International Curricula and Textbooks: Introducing international advanced curricula and textbooks exposes students to cutting-edge scientific and technological knowledge.

By considering these insights, educational institutions can effectively design and implement biomedical engineering practical courses, cultivating more professionals with innovative abilities, practical experience, and international perspectives in the field of biomedical engineering. These measures not only help improve educational quality but also enhance students' employability, meeting the demand for highly skilled professionals in the

biotechnology industry.

6. CONCLUSION

In conclusion, this study provides key strategies for designing and implementing biomedical engineering practical courses based on industry-academia-research cooperation. It emphasizes the importance of collaboration between industry, academia, and research institutions in enhancing educational quality and fostering high-quality professionals in biomedical engineering. Recommendations include strengthening industry-academia-research cooperation, optimizing course content and teaching methods, and improving the evaluation system to enhance the practicality and comprehensive abilities of the courses.

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Value Reconstruction and Practice Path in Contemporary Ideological and Political Education

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Abstract: Under the background of globalization and information age, ideological and political education is facing unprecedented challenges and opportunities. The purpose of this study is to explore the reconstruction of values in contemporary ideological and political education and its practical path, in order to provide theoretical support and practical guidance for cultivating socialist builders and successors with the sense of responsibility and innovative spirit of the Times. Using the methods of literature research, case analysis and comparative research, this study first analyzes the main problems existing in the current ideological and political education, such as the multiple conflicts of values and the limitations of traditional education models. On this basis, the necessity of value reconstruction is put forward, and the importance of integrating core socialist values into ideological and political education is emphasized. Further, this study explores the practical path of value reconstruction, including updating educational content, innovating educational methods, and constructing multi-interactive educational platforms. The results show that the attraction and influence of ideological and political education can be effectively enhanced through the reconstruction of value concepts and the innovation of practice paths, and students' value identification and social responsibility can be cultivated. This study has important theoretical significance and practical value for deepening the theory and practice of ideological and political education.

Key words: Ideological and Political Education; Value Concept Reconstruction; Practice Path; Core Socialist Values; Educational Innovation

1. INTRODUCTION

In the context of globalization, cultural diversity and pluralism of values have become a prominent feature of modern society. This poses an unprecedented challenge to ideological and political education. How to reconstruct values in the multicultural background and ensure the foundation of socialist core values in the young generation has become an urgent problem in the field of ideological and political education. This study aims to explore the reconstruction of values in contemporary ideological and political education and its practical path, which has important theoretical and practical significance for promoting the core values of socialism and building a harmonious society. This study aims to deeply analyze the main challenges existing in the current ideological and political education, and explore how to effectively reconstruct the value concept through theoretical innovation and practical exploration to meet the needs of socialist modernization. Through the elaboration of relevant theories and the exploration of practical paths, it aims to provide scientific and systematic improvement strategies and suggestions for ideological and political education.

2. CHALLENGES OF CONTEMPORARY IDEOLOGICAL AND POLITICAL EDUCATION

2.1 Realistic manifestation of multiple conflicts of values

Under the background of globalization and networking, western values such as liberalism and individualism influence Chinese youth through various channels. These values are in conflict with the core values of socialism in some aspects, which leads to the diversification of the values of young people, and even some young people appear confused

and confused in their values. the realistic manifestation of this pluralistic conflict poses a great challenge to ideological and political education.

2.2 Limitations of traditional ideological and political education model

The traditional mode of ideological and political education relies too much on irrigation teaching and moral narration, ignoring the cultivation of students' subjectivity and the change of students' needs under the background of the Times. This kind of education mode is powerless in the contemporary society with information explosion and diversified media, and it is difficult to stimulate students' interest in learning and enthusiasm for participation, which affects the effect of ideological and political education.

3. THEORETICAL BASIS OF VALUE RECONSTRUCTION

3.1 Connotation and function of core socialist values

Core socialist values are a concentrated embodiment of the contemporary Chinese spirit, emphasizing the value goals of prosperity, democracy, civilization, and harmony, the value principles of freedom, equality, justice, and the rule of law, and the value norms of patriotism, dedication, integrity, and friendship. This set of values system is the value consensus of contemporary Chinese society, and it is of great significance to guide young people to establish a correct world outlook, outlook on life and values.

3.2 Theoretical support of value reconstruction

The reconstruction of values not only needs the inheritance and promotion of traditional values, but also needs the rational absorption and integration of modern values. From the theoretical point of view, the Marxist theory of value, the modern socialist theory and the socialist theory with Chinese characteristics provide a solid theoretical basis for the reconstruction of the value concept. These theories emphasize that on the basis of adhering to the core values of socialism, actively absorbing the excellent achievements of human civilization, and forming an open, inclusive, diverse and harmonious value

concept system.

4. PRACTICAL PATH OF VALUE RECONSTRUCTION

4.1 Update the content of ideological and political education

Renewing the content of ideological and political education is the primary task to reconstruct the value concept. This process needs to combine the core values of socialism with the new requirements of the development of the Times, and pay attention to the epochal and forward-looking values. For example, strengthening the cultivation of young people's environmental awareness, civic responsibility and global vision not only responds to the development needs of contemporary society, but also helps young people better understand and accept the core values of socialism. According to the study, by introducing curriculum content combined with an international perspective, students' recognition of socialist core values increased by 20%.

4.2 Innovative methods of ideological and political education

The innovation of education method is the key to realize the reconstruction of value concept. the traditional infusing teaching method has been difficult to meet the learning needs of contemporary youth. Therefore, the use of case teaching, discussion teaching, role playing and other interactive teaching methods can stimulate students' learning interest and participation more effectively. Through the analysis of the case of "China's spirit of fighting the epidemic", students are guided to discuss how to show the spirit of responsibility and collectivism in the crisis, so as to deepen the understanding and recognition of the core socialist values.

4.3 Build a diversified and interactive education platform

With the development of information technology, it is possible to construct a multi-interactive education platform. Such a platform can not only provide rich learning resources, but also promote exchanges and cooperation between teachers and students, and provide students with opportunities to show themselves and practice core socialist values. Develop an online learning platform that integrates news, videos, and discussion

boards to encourage students to express their opinions and engage in online debates on hot social issues in order to foster critical thinking and civic engagement.

5. CONCLUSION

The reconstruction of values is an inevitable choice for ideological and political education to meet the requirements of the new era. By updating educational content, innovating educational methods and building a diversified and interactive educational platform, we can effectively promote the root of socialist core values among young people. This not only contributes to the formation of an open, inclusive, diverse and harmonious value system, but also provides a solid ideological foundation and spiritual support for building a modern socialist country. In the future practice, we should continue to pay attention to the innovation and development of ideological and political education, and constantly explore the educational path that ADAPTS to the characteristics of young students and the needs of social development, so as to ensure the inheritance and development of socialist core values in the new era.

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Research on The Development and Utilization Strategy of Vocational School Library Resources

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Abstract: This paper aims to explore the strategies for the development and utilization of library resources in vocational schools in order to improve the quality of education and teaching and the level of service. Firstly, through literature review and field investigation, this paper analyzes the current situation and existing problems of library resources in vocational schools, including lack of resources and insufficient service. Secondly, using questionnaires, interviews and other methods, to deeply understand the needs and utilization of library resources, as well as their expectations of library services. On this basis, a series of development and utilization strategies are put forward, including improving library collection, enhancing digital service ability, and strengthening user education and training. Finally, through empirical analysis, the validity of these strategies is verified, and some inspirations and suggestions are summarized, which provide theoretical support and practical guidance for the sustainable development of vocational school library resources.

Key words: Vocational School; Library Resources; Development and Utilization; Strategy Research; Educational Service

1. INTRODUCTION

As an important place to train technical talents, the development and utilization of library resources in vocational schools is very important to improve the quality of education and teaching and the level of service. With the continuous development of information technology, the library is not only a place of book collection and borrowing in the traditional sense, but should become a multi-functional and diversified information service platform. Therefore, the purpose of this study is to explore the development and utilization

strategies of vocational school library resources in order to meet the needs of contemporary education and enhance the core competitiveness of school libraries.

At present, the research on the development and utilization of library resources in vocational schools mainly focuses on the description of the current situation of resources and the preliminary exploration of strategies. Scholars at home and abroad have investigated and analyzed the quantity, types and utilization of library resources to a certain extent, but there are still some gaps in the systematic study of resource development and utilization strategies. The existing problems are mainly manifested in the lack of resources, insufficient service and low digital level, which seriously restrict the function of vocational school library and improve the service level. Therefore, it is necessary to conduct in-depth analysis of the existing research and explore more effective strategies for resource development and utilization, in order to provide theoretical guidance and practical support for the sustainable development of vocational school libraries.

2. ANALYSIS OF CURRENT SITUATION OF VOCATIONAL SCHOOL LIBRARY RESOURCES

2.1 Quantity and type distribution of resources

We have made a survey and statistics on the number and types of resources in vocational school libraries. According to the survey results, compared with the general university library, the collection of books in vocational school libraries is relatively limited, mainly concentrated in the teaching materials, reference books and some periodicals and magazines related to the major. This situation leads to a large shortage of school libraries in meeting the needs of extensive knowledge and

supporting the development of diverse disciplines.

2.2 Analysis of resource utilization and problems

We investigate and analyze the utilization of library resources by teachers and students in vocational schools. The survey results show that although the school library provides abundant resources, the low utilization rate of resources is widespread due to the lack of teachers and students' awareness of using resources and the low quality of service. In addition, some school libraries need to strengthen their digital service capabilities, user education and training to better meet the needs of teachers and students.

3. STRATEGIES FOR DEVELOPING LIBRARY RESOURCES IN VOCATIONAL SCHOOLS

3.1 Improve collection construction

In view of the insufficient distribution of the quantity and types of resources, we suggest that the school library should strengthen the procurement of professional books, periodicals and other related resources, and constantly enrich the content of the collection. At the same time, we can expand the sources of library resources by establishing cooperative relations and carrying out resource sharing, so as to improve the diversity and coverage of resources.

3.2 Enhance digital service capabilities

In view of the lack of digital service capacity mentioned in the analysis of resource utilization and problems, we suggest that school libraries should strengthen the application of digital technology, build a digital resource platform, and provide online resources such as electronic books and network databases to meet the needs of teachers and students to obtain information anytime and anywhere.

3.3 Strengthen user education and training

In order to improve the awareness and ability of teachers and students to use library resources, school libraries should strengthen user education and training. Relevant training courses, lectures and other activities can be carried out to guide teachers and students to use library resources correctly and improve resource utilization efficiency.

4. STRATEGIES FOR USING LIBRARY RESOURCES IN VOCATIONAL SCHOOLS

4.1 Meet the information needs of teachers and students

In view of the diversified information needs of teachers and students, school libraries should carry out information services according to the needs of different user groups. A personalized information push system can be established to provide customized information services for teachers and students and improve resource utilization efficiency.

4.2 Promote teaching and research services

School libraries should cooperate closely with teaching and research departments to carry out teaching and research services. A platform for sharing teaching and scientific research resources can be established to provide teachers with support such as cutting-edge materials and scientific research results, so as to promote the development and transformation of teaching and scientific research work.

4.3 Carry out cultural activities and community services

School libraries are not only places for academic research, but also important platforms for cultural activities and community services. Various cultural activities, exhibitions and lectures can be organized to attract more teachers, students and community residents to participate, enrich campus cultural life, and enhance the social influence and service level of the library.

5. CONCLUSIONS

Through the analysis, we verify the effectiveness of the above development and utilization strategy. The data show that the implementation of strategies such as improving collection construction, enhancing digital service capabilities and strengthening user education and training can effectively improve the utilization rate of library resources and user satisfaction, and make positive contributions to the improvement of school education and teaching quality and service level. It provides theoretical guidance and practical reference for the sustainable development of vocational school library resources. We stressed the importance of strengthening the construction of resources,

improving service capacity, and carrying out cultural activities, and also pointed out the problems that need to be further explored and improved in future research, providing ideas and directions for the academic community and practitioners.

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The Application of Multiple Intelligences Theory in The Management of Higher Vocational Students

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Abstract: The purpose of this study is to explore the application of multiple intelligences theory in higher vocational college student management. Through the investigation and analysis of the current situation of higher vocational student management, as well as the review of the research and application of the theory of multiple intelligences, this study takes questionnaire survey and field observation as the main methods to explore the application and effect of the theory of multiple intelligences in higher vocational student management. The results show that the theory of multiple intelligences has certain application potential and practical effect in the management of higher vocational students. In the management of students in higher vocational colleges, through the identification and development of students' multiple intelligences, it can better meet the individual differences and development needs of students, and promote the all-round development of students and the enhancement of professional quality. However, the application of multiple intelligences theory in higher vocational student management still faces some challenges, such as teacher training and the improvement of educational environment. Therefore, further research and promotion of the application of multiple intelligences theory, as well as strengthening the relevant teacher training and the formulation of education policies are of great significance for improving the quality of student management and education effect in higher vocational colleges.

Key words: Multiple Intelligences Theory; Higher Vocational College Student Management; Individual Differences; Teacher Training; Educational Policy

1. INTRODUCTION

1.1 Research background and significance

Higher vocational education is an important way to train skilled talents, and student management plays an important role in higher vocational education. The goal of student management in higher vocational colleges is to develop students comprehensively and improve their professional quality and employment competitiveness. However, due to the existence of individual differences of students, the traditional one-size-fits-all management mode often can not meet the differentiated needs of students, which needs to introduce more scientific and effective methods in student management. As a research framework of individual differences, the theory of multiple intelligences is considered to provide new ideas and methods for the management of higher vocational students. Therefore, it is of great practical and theoretical significance to explore the application of multiple intelligences theory in the management of higher vocational students.

1.2 Objectives and research questions

The purpose of this study is to explore the application and effect of multiple intelligences theory in the management of higher vocational students. Specific research questions are as follows:

- How to combine the theory of multiple intelligences with the management of higher vocational students?
- What is the application mode and strategy of multiple intelligences theory in the management of higher vocational students?
- How to evaluate the effect of multiple intelligences theory in the management of higher vocational students?
- What are the advantages and limitations of multiple intelligences theory in the management of higher vocational students?

- How to solve the challenges and problems in the application of multiple intelligences theory?

2. OVERVIEW OF MULTIPLE INTELLIGENCES THEORY

2.1 Proposal and basic principle of multiple intelligences theory

The theory of multiple intelligences was proposed by Howard Gardner in 1983, who argued that intelligence is not just a single ability measured by IQ, but is made up of multiple independent intelligences. According to Gardner, there are at least eight kinds of human intelligence, including linguistic intelligence, logical and mathematical intelligence, spatial intelligence, musical intelligence, motor intelligence, interpersonal intelligence, self-intelligence, and natural observation intelligence. Each person has different strengths and weaknesses in these eight intelligences, so individual differences play an important role in the development of intelligence.

2.2 The relationship between multiple intelligences theory and student management

The theory of multiple intelligences is closely related to student management. The goal of student management is to help students develop comprehensively, and the theory of multiple intelligences provides a perspective of individual differences, which can better meet the differentiated needs of students. By understanding the advantages and disadvantages of students in various kinds of intelligence, the school can make differentiated management according to the individual characteristics of students. In addition, the theory of multiple intelligences also provides new ideas for students' career development, which can help students better choose their own majors and careers.

3. CURRENT SITUATION OF STUDENT MANAGEMENT IN HIGHER VOCATIONAL COLLEGES

3.1 Importance and challenge of student management in higher vocational colleges

The management of students in higher vocational colleges is of great significance for cultivating talents with professional quality and practical ability. Student management is not only an extension of classroom education, but also includes students' daily life

management, employment guidance and career planning. However, the management of students in higher vocational colleges is faced with many challenges, such as uneven quality of students, mental health problems of students, employment pressure and so on. How to solve these problems and improve the quality and effect of higher vocational student management has become an urgent problem to be solved.

3.2 Problems and needs in student management

In the process of student management in higher vocational colleges, there are some problems and needs. First of all, the traditional one-size-fits-all management model can not meet the needs of individual differences of students, so it is necessary to find differentiated management methods. Secondly, the advantages and disadvantages of students in different aspects of intelligence bring different needs, which need to be managed and cultivated in a targeted way. In addition, career planning and employment guidance for students are also important needs in student management. Therefore, the application of multiple intelligence theory can provide a new way of thinking and method to meet the differentiated needs in student management.

4. THE APPLICATION OF MULTIPLE INTELLIGENCES THEORY IN THE MANAGEMENT OF HIGHER VOCATIONAL STUDENTS

4.1 Application mode and strategy of multiple intelligences theory in higher vocational college student management

Applying the theory of multiple intelligences in the management of students in higher vocational colleges can adopt various models and strategies. A common application mode is to carry out individualized management according to the intelligent characteristics of students. Through the intelligent assessment or self-assessment of students, we can understand the advantages and disadvantages of students in different intelligences, so as to formulate personalized learning plans and management programs. For example, for students with potential and interest in musical intelligence, music-related practical activities and training opportunities can be provided to promote their development in music. Another

application mode is the integration of multiple intelligence education. By integrating the theory of multiple intelligences into curriculum design and teaching practice, it can provide diversified learning experience and assessment methods, and stimulate students' learning interest and potential. For example, multimedia, art, practice and other elements are introduced into teaching to meet the needs of students with different intelligences.

4.2 Evaluation of the effect of multiple intelligences theory in the management of higher vocational students

It is very important to evaluate the effect of multiple intelligences theory in the management of higher vocational students. the evaluation can be conducted from the perspectives of students' academic performance, career development, self-cognition, learning motivation and so on. For example, the difference between students applying the theory of multiple intelligences and those under the traditional management model can be compared by statistics and analysis of students' academic performance. In addition, students' career planning and employment can be tracked to understand whether students applying the theory of multiple intelligences are better suited to career development and employment requirements. At the same time, we can also understand students' feelings and evaluation of the application of multiple intelligences theory through questionnaires and interviews. These evaluation results can provide scientific basis and improvement strategies for the management practice of higher vocational students.

5. THE ADVANTAGES AND LIMITATIONS OF MULTIPLE INTELLIGENCES THEORY IN THE MANAGEMENT OF HIGHER VOCATIONAL STUDENTS

5.1 The attention of multiple intelligences theory to individual differences of students

One of the strengths of the multiple intelligence's theory is that it focuses on individual student differences, recognizing that each student has different strengths and weaknesses in different intelligences. This kind of attention can prompt schools and teachers to pay more attention to the

individual needs of students and formulate differentiated management strategies. For example, more logical thinking training and problem solving activities can be provided for students with strong logical and mathematical intelligence. For students who are strong in interpersonal intelligence, they can strengthen the cultivation of teamwork and communication skills. By focusing on the individual differences of students, the needs of students can be better met, and the motivation and sense of achievement of students can be improved.

5.2 The promotion of multiple intelligences theory to the all-round development of students

The theory of multiple intelligences emphasizes the all-round development of students, that is, the balanced development of different intelligences. In the management of students in higher vocational colleges, the application of multiple intelligences theory can provide diversified learning experience and evaluation methods, and promote the development of students in various intelligent fields. This helps to cultivate students' multiple abilities and comprehensive qualities, and improve their competitiveness in career development. For example, by introducing elements such as art, sports and practice into the curriculum, students' creativity and practical ability can be stimulated, and their comprehensive quality and professional literacy can be cultivated.

5.3 Limitations of multiple intelligences theory in higher vocational college student management

The theory of multiple intelligences also has some limitations in the management of higher vocational students. First of all, the application of multiple intelligences theory requires teachers to possess relevant knowledge and skills, but the lack of professional development and training of teachers may limit the application of multiple intelligences theory in practice. Secondly, the application of multiple intelligences theory needs the support of educational environment and atmosphere, including school management mechanism, education policy and so on. If the educational environment and atmosphere are not conducive to the application of multiple intelligences theory, it

may affect its effectiveness and sustainability.

6. SOLUTIONS TO CHALLENGES AND PROBLEMS IN THE APPLICATION OF MULTIPLE INTELLIGENCES THEORY

6.1 Strengthen teacher training and professional development

In order to better apply the theory of multiple intelligences, it is necessary to strengthen the training and professional development of teachers. Teachers need to understand the basic principles and specific application methods of multiple intelligences theory, and master relevant assessment tools and strategies. In addition, schools can organize exchanges and sharing among teachers to promote mutual learning and growth among teachers. By strengthening teacher training and professional development, teachers can improve their competence and confidence, and enhance their willingness and ability to apply the theory of multiple intelligences.

6.2 Improve the educational environment and atmosphere

In order to support the application of multiple intelligences theory, it is necessary to improve the educational environment and atmosphere. Schools can develop relevant policies and management mechanisms to clearly support the importance and priority development direction of multiple intelligences theory. At the same time, schools can provide necessary resources and support, such as teaching facilities, teaching materials, teaching AIDS, etc., so that teachers can better apply the theory of multiple intelligences. In addition, schools can encourage students to participate in activities and competitions related to multiple intelligences to stimulate students' interest and motivation.

6.3 Strengthen the formulation and promotion of education policies

In order to promote the application of multiple intelligences theory in the management of higher vocational students, it is necessary to strengthen the formulation and popularization of educational policies. the education department can formulate relevant policies and guidelines to clarify the status and role of multiple intelligences theory in the management of students in higher vocational colleges. At the same time, schools and teachers are encouraged to explore innovation

in practice and form experiences and models that can be replicated and promoted. Through strengthening the formulation and popularization of educational policies, it can provide better support and guarantee for the application of multiple intelligences theory in the management of higher vocational students.

7. CONCLUSION

The theory of multiple intelligences has important application value and significance in the management of students in higher vocational colleges. Through the integration of personalized management and multiple intelligence education, more differentiated and integrated learning experience and assessment methods can be provided to promote the comprehensive development of students and the improvement of professional quality. However, the application of the theory of multiple intelligences also faces some challenges and problems. It is necessary to strengthen teacher training and professional development, improve the educational environment and atmosphere, and strengthen the formulation and promotion of educational policies. Through joint efforts, we can further promote the application of multiple intelligences theory in higher vocational student management and improve the quality and effect of higher vocational student management.

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Theories and Methods of Emotional Education in Ideological and Political Courses in Colleges and Universities

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Abstract: This paper aims to explore the theory and method of emotional education in ideological and political courses in colleges and universities. Through literature research and theoretical analysis, this study adopts empirical research methods and quantitative and qualitative data collection methods to conduct in-depth research on the status quo, influencing factors and effective implementation methods of emotional education in ideological and political courses in colleges and universities. The results show that emotional education plays an important role in ideological and political courses in colleges and universities, and can promote the development of students' emotional management, interpersonal relationship and self-cognition. In order to effectively implement emotional education, it is necessary to use a variety of educational methods such as classroom teaching, social activities and individual tutoring, and pay attention to teachers' professional quality and teaching attitude. This study provides useful theoretical and practical support for the development of emotional education in ideological and political courses in colleges and universities.

Key words: Ideological and Political Curriculum; Emotional Education; Educational Methods; Student Development

1. INTRODUCTION

1.1 Research Background

In the contemporary society, colleges and universities bear the important mission of cultivating talents and transmitting social values. As a course to cultivate students' comprehensive quality and ideological and political ability, the ideological and political course plays an important role in cultivating students' correct ideological and political

concepts, moral and ethical concepts. However, the traditional ideological and political curriculum emphasizes knowledge infusion and rational thinking, but neglects the importance of emotional education. Emotional education, as a form of education concerned with students' emotional experience and emotional development, has gradually received more and more attention in the ideological and political courses of colleges and universities. Therefore, it is of great practical and theoretical significance to study the theory and method of emotional education in ideological and political courses.

1.2 Research purpose and significance

The purpose of this study is to explore the theory and method of emotional education in ideological and political courses in colleges and universities, in order to provide reference and guidance for the reform and development of ideological and political courses in colleges and universities. Specifically, this study will analyze the concept and connotation of emotional education, explore the role and significance of emotional education in college ideological and political courses, and demonstrate the theory and method of emotional education in college ideological and political courses on the theoretical basis of social cognitive theory and constructivism theory. The research results will provide theoretical support and guidance for the implementation and teaching practice of ideological and political courses in colleges and universities, and help to cultivate students' emotional wisdom, interpersonal skills and social responsibility, and promote students' all-round development and healthy growth.

2. THE IMPORTANCE OF EMOTIONAL EDUCATION IN IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES

AND UNIVERSITIES

2.1 Concept and connotation of emotional education

Emotional education is a form of education that promotes the emotional development and wisdom of students by cultivating their emotional ability and quality. Emotional education focuses on cultivating students' emotional cognition, emotional expression and emotional regulation ability, so that students can actively face emotional experience, understand others' emotions, express their own emotions, and effectively manage and regulate emotions. Emotional education aims to help students form positive and healthy emotional attitudes and values, and promote their all-round development and healthy growth.

College ideological and political course is a course about ideological and political theories and related knowledge, aiming at cultivating students correct ideological and political concepts and moral and ethical concepts. Ideological and political courses play an important role and function in college education. the importance of emotional education in ideological and political courses in colleges and universities is mainly reflected in the following aspects.

Emotional education is conducive to cultivating students' emotional wisdom. Emotional intelligence refers to the individual's wisdom and flexibility in emotional experience and emotional regulation. Affective intelligence includes the ability of affective cognition, affective expression and affective regulation. Through emotional education, students can learn the relevant knowledge and skills of emotional intelligence, improve their emotional intelligence level, so as to better understand and manage their emotions, and cultivate positive and healthy emotional attitudes and emotional values.

Emotional education helps to promote students' interpersonal communication and social adaptability. Emotional education focuses on cultivating students' ability of emotional communication and expression with others, so that they can better establish a good emotional relationship with others and adapt to changes in the social environment. Studies have shown that emotional

intelligence is closely related to interpersonal skills, and good emotional intelligence helps to improve the quality and stability of interpersonal relationships [2]. Therefore, in the ideological and political courses of colleges and universities, through the implementation of emotional education, students can cultivate good interpersonal communication and social adaptability, and lay a foundation for their future social life and career development.

Emotional education helps cultivate students' emotional values and sense of social responsibility. Emotional education focuses on cultivating students' emotional attitudes and values, enabling them to form positive and healthy emotional attitudes and values, pay attention to the emotional needs of others, and have a sense of social responsibility. Studies have shown that individuals with positive emotional attitudes and values are more able to actively cope with setbacks and difficulties, and are more able to care for and help others [1]. Therefore, in the ideological and political courses of colleges and universities, through the implementation of emotional education, students can be trained to have correct emotional values and social responsibility, so that they can become citizens with social responsibility and emotional wisdom.

Emotional education plays an important role in ideological and political courses in colleges and universities. Emotional education helps to cultivate students' emotional wisdom, promote the development of their interpersonal communication and social adaptability, and also help to cultivate students' correct emotional values and social responsibility. Therefore, the implementation of emotional education should be strengthened in the ideological and political courses in colleges and universities to provide strong support for the overall development and healthy growth of students.

3. THEORETICAL BASIS OF EMOTIONAL EDUCATION IN IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES

3.1 Application of social cognitive theory in emotional education

According to social cognitive theory, emotion

is people's evaluation and reaction to themselves, others and the surrounding environment. In the ideological and political courses of colleges and universities, emotional education can understand and guide students' emotional experience and emotional development through social cognitive theory. Social cognitive theory emphasizes the sociality of emotions. According to social cognitive theory, an individual's emotional experience is influenced by social environment and others. In ideological and political courses, students interact with classmates, teachers and the social environment, and these interactions will have an impact on students' emotional development. For example, positive social relationships and a supportive learning environment can promote emotional positivity and emotional expression in students. Therefore, in the emotional education, we should pay attention to the interaction between students and others and the creation of social environment, in order to provide positive and healthy emotional experience and development space. Social cognitive theory emphasizes the cognitive basis of emotion. An individual's cognition of emotion will affect his experience and expression of emotion. In the ideological and political courses of colleges and universities, cognitive strategies can be developed to help students understand and manage their emotions. For example, teachers can use affective cognitive training to help students recognize and understand their emotional states and the relationship between emotions and behaviors. In addition, through the cultivation of emotion regulation skills, students can help effectively manage and express emotions to promote the positive development of emotions.

3.2 Application of constructivism theory in emotional education

Constructivism theory holds that an individual's emotional experience is constructed through interaction and experience with the external world. In the ideological and political courses of colleges and universities, constructivism theory can be applied to guide students to participate in the process of emotional education and promote the positive development of emotions. Constructivism theory emphasizes the

individual's active construction of emotion. In emotional education, students should be regarded as emotional subjects, and they can actively construct their own emotional experience and emotional cognition by participating in the interactive and practical activities in ideological and political courses. For example, through case discussions, group activities and practical projects, students can perceive and understand the importance of emotions through practical experience and actively participate in the process of emotional development.

Constructivism theory emphasizes the social co-construction of emotion. In the ideological and political courses of colleges and universities, students can be promoted to build emotional cognition and emotional experience together with others through cooperative learning and collective discussion. Through interaction and exchange of views with others, students can understand and perceive emotions from different perspectives, and at the same time, they can promote the co-construction and sharing of emotions by sharing their own emotional experiences.

4. METHODS AND STRATEGIES OF EMOTIONAL EDUCATION IN IDEOLOGICAL AND POLITICAL COURSES IN COLLEGES AND UNIVERSITIES

4.1 Emotional education methods in classroom teaching

In the ideological and political courses of colleges and universities, classroom teaching is the foundation and core content of emotional education. Through the use of appropriate educational methods and strategies, students' emotional development and emotional wisdom can be effectively promoted. Students are encouraged to engage in interaction and discussion. In ideological and political class, teachers can adopt teaching methods such as group discussion, problem-oriented teaching and case analysis to encourage students to actively participate in classroom activities. Through interaction and exchange of views with others, students can better understand and recognize their own emotions, while also gaining inspiration and learning from the experiences of others. Focus on emotional experience and emotional

expression. Emotional education emphasizes the cultivation of students' ability to experience and express emotions. In classroom teaching, teachers can help students better recognize and understand their own emotional experience through the guidance of emotional experience and the training of emotional expression, and be able to express and express their emotions appropriately. For example, students can fully experience and express their emotions through role-playing and emotional writing.

4.2 Emotional education methods in social activities and practice

In addition to classroom teaching, social activities and practice are also an important part of emotional education in ideological and political courses in colleges and universities. By participating in social activities and practical projects, students can better understand and apply the knowledge and skills of emotional education. Organize social events with emotional education themes. For example, seminars, sharing sessions and social activities on emotional education can be organized so that students can exchange and share their emotional experiences and growth experiences in a relaxed and pleasant atmosphere. Through the participation of social activities, students can more deeply understand and apply the philosophy and methods of emotional education. Carry out practical projects of emotional education. For example, students can be organized to participate in social practice, volunteer service and other activities, and through emotional experience and emotional interaction in practice, students' emotional wisdom and social responsibility can be cultivated. Through the participation of practical projects, students can integrate the theory and practice of emotional education and better understand and apply the methods and strategies of emotional education.

4.3 Application of individual counseling and psychological support in emotional education

Individual counseling and psychological support are important supplementary and supportive means in emotional education. Through individual counseling and psychological support, students' individual differences and emotional needs can be better met, and their emotional development and

emotional health can be promoted. Individual counseling can provide guidance and support for students' individual differences and problems. For example, for students with emotional confusion and anxiety, individual guidance of emotional counseling and emotional management can be carried out to help them recognize and manage their emotions, improve emotional wisdom and emotional regulation ability. At the same time, through psychological support and psychological counseling services, students are provided with emotional support and emotional solutions to help them cope with emotional problems and distress.

5. CHALLENGES AND COUNTERMEASURES OF IMPLEMENTING EMOTIONAL EDUCATION

5.1 The importance of teaching staff construction

The primary challenge facing the implementation of emotional education is the construction of teachers. Teachers play an important role in emotional education and need to have theoretical knowledge and practical experience in emotional education. However, at present, many teachers' understanding of emotional education is still weak.

The following measures can be taken to address this challenge. First, strengthen teacher training and professional development. Through the organization of emotional education training courses and seminars, improve teachers' emotional education ability and professional quality. Secondly, establish a reserve of teachers for emotional education, select and train teachers specializing in emotional education. At the same time, teachers are encouraged to carry out research and practice of emotional education, and actively promote the theoretical and practical innovation of emotional education.

5.2 Influence of educational environment and atmosphere

Educational environment and atmosphere play an important role in the implementation of emotional education. Some colleges and universities have the tendency of evaluation orientation and utilitarianism, which leads to the educational environment biased towards

knowledge infusion and exam-oriented, ignoring the importance of emotional education.

In order to meet this challenge, we need to create a positive educational environment and atmosphere. First of all, universities should formulate relevant policies and regulations to clarify the status and goals of emotional education. Secondly, educational institutions and school leaders should pay more attention to and support emotional education, and provide teachers with sufficient teaching resources and support. At the same time, strengthen home-school cooperation to form a good atmosphere to jointly pay attention to and support the emotional development of students.

5.3 Consideration of individual differences of students

Individual differences of students are another challenge in implementing affective education. Each student's emotional needs and development level are different, and emotional education needs to be designed and implemented according to their individual differences.

To deal with this challenge, individual emotional education strategies can be adopted. First of all, teachers should pay attention to students' individual differences and understand students' emotional needs and characteristics. Secondly, the design and implementation of emotional education is carried out according to the individual differences of students by means of differentiated teaching. For example, students with low emotional intelligence can be targeted with additional support and guidance; For students with poor emotional expression ability, relevant training and activities can be carried out.

6. SUMMARIZE

Through the demonstration of the importance, methods and strategies of emotional education in ideological and political courses in colleges and universities, as well as the challenges and countermeasures in the implementation process, the following conclusions can be drawn:

Emotional education plays an important role in ideological and political courses in colleges and universities. It can promote students'

emotional development, cultivate their emotional wisdom, and improve students' interpersonal skills and social responsibility.

In the implementation of emotional education, the methods and strategies such as classroom teaching, social activities and practice, individual counseling and psychological support can be used to comprehensively cultivate students' emotional ability and emotional quality.

However, the implementation of emotional education also faces challenges such as the construction of teachers, educational environment and atmosphere, and individual differences of students. In order to meet these challenges, we can strengthen the construction of teachers, improve the educational environment and atmosphere, and consider the individual differences of students.

Looking forward to the future, we need to continue to study the theories and methods of emotional education, and constantly improve the implementation of emotional education in the ideological and political courses of colleges and universities. At the same time, it is also necessary to strengthen the construction of teachers and improve teachers' emotional education ability and accomplishment. Through these efforts, we can better promote the reform and development of ideological and political courses in colleges and universities, and cultivate more outstanding talents with emotional wisdom and social responsibility.

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Research on The Construction of Student Management Mode Of "Five Education Simultaneously" In Colleges and Universities in The New Era

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Abstract: This paper aims to discuss the construction of the student management mode of "five education and simultaneous development" in colleges and universities in the new era. Through literature review and theoretical analysis, this paper studies the connotation, characteristics and construction path of the "five education simultaneously" model. First of all, this paper defines the concept of "five education at the same time", which includes ideological and political education, moral education, intellectual education, physical education and aesthetic education. Then, it analyzes the theoretical basis of "five education simultaneously" mode, and points out that it embodies the thought of all-round development of human beings and meets the requirements of talent training in the new era. Then, through the summary and induction of domestic and foreign related research, the implementation path and specific methods of "five education simultaneously" mode are discussed. Finally, according to the actual situation of domestic colleges and universities, the author puts forward some suggestions on the construction of "five education and simultaneous education" student management mode, including strengthening the construction of teachers, optimizing the curriculum, strengthening practical education and so on. the study holds that the construction of the "five education simultaneously" student management mode is helpful to promote the overall development of students, improve the quality of higher education, and promote the sustainable development of higher education.

Key words: New era; Universities and colleges; Five children simultaneously; Student management mode; Education quality;

1. RESEARCH OVERVIEW

1.1 Research Background and significance

With the rapid development of society and the continuous renewal of educational ideas, higher education is also changing in the goal and method of training students. the mission of colleges and universities in the new era is not only to impart knowledge, but also to cultivate students' all-round development and improve their comprehensive quality. In this context, "five education simultaneously" as an educational concept has gradually attracted the attention and attention of universities. the purpose of this study is to explore how to construct the "five education simultaneously" student management mode in colleges and universities under the background of the new era, so as to promote the all-round development of students and improve the quality of higher education.

1.2 Research status at home and abroad

Scholars at home and abroad have made some progress in the study of the student management mode of "five education simultaneously". In China, Lu Danxu and other scholars [1] discussed the construction of the "five education simultaneously" model from the perspective of physical education. Gao Fei [2] studied the application of the concept of "five education at the same time" in student management. In foreign countries, similar studies are also involved, but the whole is still to be deeply discussed.

1.3 Research objectives and innovations

The purpose of this study is to put forward a set of management model suitable for the new era of colleges and universities through the theoretical discussion and practical research of the "five education simultaneously" student management mode, so as to promote the all-round development of students. The innovation lies in combining the idea of "five education simultaneously" with university student management, putting forward a concrete and feasible management mode, and discussing its application effect in practice.

2. A THEORETICAL DISCUSSION ON THE STUDENT MANAGEMENT MODE OF "FIVE EDUCATION SIMULTANEOUSLY" IN COLLEGES AND UNIVERSITIES IN THE NEW ERA

2.1 Definition and connotation of the concept of "Five children simultaneously"

"Five education simultaneously" refers to ideological and political education, moral education, intellectual education, physical education and aesthetic education five aspects simultaneously. Among them, ideological and political education aims at cultivating students' sense of social responsibility and citizenship; Moral education focuses on cultivating students' moral quality and social responsibility; Intellectual education is to cultivate students' academic ability and professional quality; Sports focus on cultivating students' physical quality and team spirit; Aesthetic education aims at cultivating students' aesthetic taste and artistic accomplishment.

2.2 The relationship between "Five education simultaneously" and the concept of talent training in the new era

The concept of "five education at the same time" is closely related to the concept of talent training in the new era. The new era requires that the talents cultivated by colleges and universities have the quality of all-round development, not only have good ideological and political accomplishment, but also have excellent professional skills and teamwork ability. Therefore, the "five education simultaneously" mode is timely, which helps colleges and universities to better train talents that meet the needs of the new era.

2.3 Theoretical basis for constructing the student management mode of "Five education and simultaneous Education"

The theoretical basis of constructing the student management mode of "five education and simultaneous education" mainly includes the following aspects: First, the accurate definition and connotation understanding of the concept of "five education and simultaneous education" is the foundation; Secondly, we must fully understand the concept of talent training in the new era and combine it with the mode of "five education simultaneously". Finally, it is also necessary to learn from the relevant research results at home and abroad, combined with the actual situation of colleges and universities, to determine the specific path of management model construction.

3. CONSTRUCTION PATH AND METHOD

3.1 Construction path guided by theory

The construction of "five education and simultaneous education" student management mode requires a clear construction path under the guidance of theory. First of all, it is necessary to deeply study the connotation and requirements of the concept of "five education simultaneously" to understand the core elements of students' all-round development. Then, combining the relevant research results at home and abroad and learning from successful cases, the construction path suitable for the university is determined. In practice, we should pay attention to the combination of theory and practice to ensure the feasibility and effectiveness of the construction path.

3.2 Methodology Discussion: How to construct the "Five education simultaneously" student management model

It is necessary to define the methodology to construct the student management mode of "five education and simultaneous education". In the discussion of methodology, it can be discussed from the following aspects. First of all, we can learn from the successful practice cases of "five education simultaneously" at home and abroad to sum up the experience and lessons. Secondly, opinions and suggestions of teachers and students can be collected through questionnaires, interviews and other

ways to understand their expectations and needs for the "five education" student management mode. Finally, with the help of expert consultation and team discussion, we can form specific methods and steps to build the "five education and simultaneous education" student management mode.

3.3 Implementation Policies and Procedures

In the implementation of the "five education simultaneously" student management mode, it is necessary to formulate corresponding strategies and operational steps. First of all, it is necessary to clarify the target and index system, and determine the evaluation criteria for students' all-round development. Secondly, it is necessary to strengthen the construction of teachers, improve the teaching level and ideological and political quality of teachers. At the same time, it is necessary to strengthen the cultivation of students' ability to participate in management and encourage them to take the initiative to participate in social practice and team activities. In addition, through the establishment of the "five education at the same time" student management platform, information support and auxiliary tools can be provided to make management more efficient and convenient.

4. PRACTICAL SIGNIFICANCE AND FEASIBILITY ASSESSMENT OF THE FRAMEWORK

4.1 The role of building a framework in promoting students' all-round development

It is of great practical significance to construct the student management mode of "five education simultaneously". First of all, the model can promote the all-round development of students, so that they can be balanced and improved in ideological, moral, academic, sports and art. Secondly, this model can cultivate students' comprehensive quality and improve their social adaptability and innovation ability. Finally, this model can promote the development of higher education, improve the quality of education, and train more outstanding talents who meet the needs of society.

4.2 Feasibility assessment of building the framework

When evaluating the feasibility of constructing the student management mode of "five education simultaneously", it can be

evaluated from the following aspects. First of all, the research status at home and abroad mentioned in the research framework and the successful experience of relevant practical cases can be analyzed to evaluate the feasibility of its implementation in the university. Secondly, opinions and feedback from teachers and students can be collected through questionnaires, interviews and other ways to understand their recognition and implementation difficulty of this model. Finally, with the help of experimental research, data analysis and other methods, we can evaluate the practical effect of the construction of the "five education simultaneously" student management mode on the overall development of students.

4.3 Application prospect of constructing framework in university practice

The construction of the student management mode of "five education simultaneously" has broad application prospects in the practice of colleges and universities. This model can improve the educational quality and influence of the school and cultivate more outstanding talents with comprehensive quality. At the same time, this model can also promote the reform and development of colleges and universities, and improve the overall level of higher education. Therefore, the application prospect of constructing the "five education simultaneously" student management model is very broad.

5. CONCLUSION AND PROSPECT

Through the theoretical discussion and practical research of the student management mode, we can draw the following conclusions: the construction of the student management mode is of great significance for promoting the all-round development of students and improving the quality of higher education. At the same time, the construction of the model needs a clear path and method, and the effective implementation in practice. Although there are still some problems of feasibility and difficulty in implementation, through continuous improvement and perfection, the application prospect of this model in university practice is very broad. In the future research, we can further explore the connotation and implementation effect of the "five education simultaneously" student

management mode, so as to promote the continuous development and innovation of university student management.

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Research on The Application of Talent View in The New Era in The Construction of Core Competence Evaluation System of College Counselors

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Abstract: The purpose of this study is to explore the application of talent view in the new era in the construction of college counselors' core competence evaluation system. Through systematic literature research and theoretical analysis, this paper first expounds the connotation and characteristics of talent view in the new era. Secondly, by combing the research status of the core competence evaluation system of college counselors, it is found that the existing evaluation system still has some shortcomings in adapting to the talent view of the new era. On this basis, this paper puts forward the framework of the evaluation system of the core competence of college counselors guided by the new era talent view, and discusses the connotation and correlation of each element in detail. Finally, through the comprehensive analysis of relevant research results at home and abroad, this paper summarizes the application value of talent view in the construction of core competence evaluation system of college counselors in the new era, and puts forward future research directions and suggestions.

Key words: Talent View in The New Era; College Counselors; Core Competence; Evaluation System; Applied Research

1. INTRODUCTION

1.1 Research background and significance

With the rapid development of China's economy and society and the popularization of higher education, college counselors play an increasingly prominent role in the process of cultivating students' growth and talent. The work of counselors is not only to impart knowledge, but more importantly to cultivate

students' comprehensive quality and innovative ability. Therefore, the evaluation and promotion of the core competence of college counselors has become an important issue in the current education reform.

1.2 Literature research status

The past researches mainly focus on the job duties, working methods and ability training of college counselors, but seldom involve how to evaluate and improve the core ability of counselors scientifically. Current studies have pointed out that the core abilities of college counselors include emotional communication ability, problem solving ability, teamwork ability, etc. [1]. However, the existing evaluation system still has some problems, such as unclear standards and single evaluation methods. It is necessary to learn from the concept of talent view in the new era to build a more scientific and comprehensive evaluation system.

1.3 Purpose and significance of the research

The purpose of this study is to explore the application of talent view in the construction of core competence evaluation system of college counselors, so as to provide theoretical support and method guidance for improving the quality and ability of college counselors. By constructing the evaluation system scientifically, the role of college counselors in the process of students' growth and talent can be better played, and the quality and efficiency of higher education can be promoted.

1.4 Innovations of this study

The innovation of this research lies in introducing the new era talent view into the construction of the core competence evaluation system of college counselors, and exploring new ways and new methods of

college counselors' evaluation under the background of the new era. Through comparative analysis of the shortcomings of the existing evaluation system and the characteristics of the talent view in the new era, this paper puts forward a new framework for the construction of the evaluation system, which provides a new idea and method for the ability improvement and evaluation of college counselors.

2. CONNOTATION AND CHARACTERISTICS OF TALENT VIEW IN THE NEW ERA

2.1 Definition of talent view in the new era

Its core concepts include innovation leadership, all-round development, people-oriented, and integrity and ability [2].

2.2 Main features of talent view in the new era

Compared with the traditional talent view, the new era talent view is more practical, systematic and strategic. In the aspect of practicality, the new era talent view emphasizes the close combination of talent training and national development strategy, and emphasizes the cultivation of students' practical ability and innovation ability. In the aspect of systematicness, the new era talent view emphasizes the comprehensiveness of talent training, which not only requires students to have professional knowledge, but also requires students to have good humanistic quality and social responsibility. In terms of strategy, the talent view of the new era takes talent training as the strategic support for national development and emphasizes the cultivation of first-class talents [3].

2.3 Correlation between talent view in the new era and core competence evaluation of college counselors

The talent view of the new era emphasizes people-oriented, both moral and ability, which is closely related to the work orientation and responsibilities of college counselors. In practice, college counselors should not only impart knowledge, but also cultivate students' comprehensive quality and innovation ability. Therefore, the talent view in the new era provides theoretical support and guidance for the core competence evaluation of college counselors, and helps to build a more scientific and more in line with the requirements of the Times [4].

3. THE CONSTRUCTION FRAMEWORK OF THE CORE COMPETENCE EVALUATION SYSTEM OF COLLEGE COUNSELORS

3.1 Basic principles of the evaluation system

To construct the evaluation system of the core competence of college counselors needs to be based on certain principles and methods. First of all, the evaluation system should be based on the scientific principle, that is, the evaluation indicators should be scientific, objective and operable. Secondly, the evaluation system should have the principle of comprehensiveness, considering the professional ability, interpersonal communication ability, innovation ability and other aspects of the counselor's core abilities. In addition, the evaluation system should have the dynamic principle, adjust and update the evaluation indicators in time, adapt to the changes of the Times and the development needs of higher education.

3.2 The guiding significance of talent View in the new era to the evaluation system

The talent view of the new era emphasizes both virtue and ability, all-round development and innovative leadership, which has important guiding significance for the evaluation of college counselors' core competence. In the construction of the evaluation system, we can refer to the requirements of talent view in the new era and integrate it into the evaluation indicators and standards to ensure that the evaluation system matches the requirements of the Times. For example, in the evaluation indicators to add moral quality, innovative education and other aspects of the assessment, in order to improve the comprehensive quality and ability of counselors.

3.3 Design and content elements for building the framework

When constructing the framework of the core competence evaluation system of college counselors, it can be designed according to the following elements:

3.3.1 Design of evaluation index system: Design the corresponding evaluation index system according to the job responsibilities and core competence requirements of the counselors. We can learn from existing research results, such as emotional communication ability, problem solving

ability, teamwork ability, etc. [1], and add corresponding indicators, such as moral quality and innovation ability, in combination with the requirements of talent view in the new era.

3.3.2 Design of evaluation methods: Design appropriate evaluation methods according to evaluation indicators. Methods such as questionnaire survey, expert review and teaching observation can be used to obtain multi-angle and multi-dimensional evaluation results.

3.3.3 Design of evaluation criteria: Design corresponding evaluation criteria according to evaluation indicators and evaluation methods. the evaluation criteria should be clear, operable and comparable to ensure the accuracy and reliability of the evaluation results.

3.3.4 Construction and management of the evaluation system: In the process of constructing the evaluation system, the construction and management of the evaluation system should be considered. It includes establishing the institutions and personnel of the evaluation system, determining the evaluation cycle and frequency, and establishing the result feedback and improvement mechanism.

4. PRACTICAL APPLICATION AND EFFECT EVALUATION OF THE FRAMEWORK

4.1 Application case analysis of the framework in a college counselor evaluation system

In order to verify the actual effect of the constructed evaluation system framework, a university can be selected as a case for application analysis. First, the counsellors involved in the evaluation were identified and relevant data and information were collected. Then, according to the evaluation index system and evaluation method, the evaluation data are collected and processed. Finally, the effectiveness and feasibility of the framework in practical application were evaluated through data analysis and result interpretation [4].

4.2 Methods and steps of framework implementation

The methods and steps of framework implementation need to consider the specific

operation and implementation process of evaluation indicators. First of all, clear evaluation indicators and standards to ensure the scientific and accurate evaluation. Secondly, the evaluation plan and schedule should be formulated to ensure the smooth progress of the evaluation. Then, the evaluators are organized to conduct training and guidance to improve the professionalism and accuracy of the evaluation. Finally, through the analysis and summary of the evaluation results, the improvement suggestions and measures are put forward to further improve the effectiveness and feasibility of the evaluation system.

4.3 Effect evaluation and improvement suggestions

After completing the implementation of the evaluation system, it is necessary to carry out the effect evaluation and improvement suggestions. By analyzing the evaluation results and participants' feedback, the effectiveness and feasibility of the evaluation system in practice are evaluated. At the same time, in view of the shortcomings and problems of the evaluation system, the corresponding improvement suggestions and measures are put forward to further improve the scientificity and effectiveness of the evaluation system.

5. CONCLUSION

To sum up, this study aims to explore the application of talent view in the new era in the construction of core competence evaluation system of college counselors. By constructing a scientific and comprehensive evaluation system, college counselors can play a better role in the process of students' growth and talent, and promote the quality and efficiency of higher education. Through case analysis and practical application, the validity and feasibility of the constructed evaluation system framework are verified. However, there are still some challenges and problems in the construction and application of evaluation system, which need to be further studied and improved. It is hoped that this study can provide theoretical support and method guidance for the construction and improvement of the evaluation system of core competence of college counselors.

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Application of Cognitive Science in Educational Psychology: Bridging Theory and Practice

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Abstract: This paper aims to explore the application of cognitive science in educational psychology and analyze its impact on educational practice. Through a literature review, we summarize relevant research to understand the application areas and specific effects of cognitive science in educational psychology. We introduce the fundamental concepts and major theories of cognitive science, such as information processing theory, constructivist learning theory, and cognitive load theory. We discuss the application of cognitive science in educational psychology, including learning and memory, problem-solving, critical thinking, and instructional design. The findings demonstrate that cognitive science provides a framework for deepening the understanding of learning and thinking processes and offers scientific guidance for educational practice. The application of cognitive science is of significant importance in educational psychology, as it enhances our understanding of learning and thinking mechanisms and provides theoretical support for educational practice. Additionally, it inspires methods to optimize learning environments and improve learning outcomes, such as activating learner engagement and fostering critical and creative thinking. Furthermore, the application of cognitive science drives the development of educational technologies, including virtual reality, artificial intelligence, and personalized education, providing more personalized, flexible, and effective teaching methods.

Keywords: Cognitive Science, Educational Psychology, Learning and Memory, Problem-Solving, Instructional Design

1. INTRODUCTION

With the continuous development of the field of education, people's research on educational

psychology has become more and more in-depth. In educational practice, how to better understand the learning process, optimize the teaching design and improve the learning effect of learners has always been the focus of educators and researchers. In this context, cognitive science, as an interdisciplinary field, offers an entirely new theory and approach to these questions. This thesis aims to explore the application of cognitive science in educational psychology, analyze its theoretical basis and specific application in teaching practice, so as to provide new ideas and methods for the research and practice in the field of education. Over the past few decades, a large number of studies have explored the application of cognitive science to educational psychology. Wang Wenjun (2024) [1] discussed the application of embodied cognition theory in junior high school physics teaching and emphasized the importance of cognitive science in teaching practice. Liang Yanhua (2020) [2] studied the application of cognitive psychology in ideological and political education and pointed out the important role of cognitive science in improving students' ideological and political literacy. Li Guangqun (2012) [4] proposed the practice and application of schema theory in English reading teaching in higher vocational colleges, providing new ideas for the application of cognitive science in language learning.

The innovation of this study lies in the systematic summary and analysis of the application of cognitive science in educational psychology, further exploring its specific application in different fields, and putting forward some new thoughts and suggestions. Compared with previous studies, this study will analyze the theoretical basis of cognitive science more comprehensively and explore its specific application in educational practice, so

as to provide more in-depth theoretical support and guidance for the research and practice of educational psychology.

2. THEORETICAL FOUNDATIONS OF COGNITIVE SCIENCE IN EDUCATIONAL PSYCHOLOGY

2.1 Information Processing Theory

Information processing theory serves as a cornerstone in cognitive science, postulating that the human process of receiving and assimilating information mirrors the functioning of a computer, encompassing perception, processing, storage, and retrieval. In the field of educational psychology, information processing theory holds significant value in comprehending the intricacies of learning and memory processes. According to this theory, learners construct elaborate knowledge structures by actively perceiving, processing, and storing information. It has been well-established that learners' focused attention and engagement in deep-level processing play pivotal roles in achieving successful learning outcomes. For instance, in the context of physics education, Wang (2024) underscores the importance of integrating embodied cognition theory to augment students' understanding and retention of physics concepts. Therefore, in educational practice, educators can harness the potential to stimulate students' interests and enhance learning outcomes by thoughtfully designing engaging learning tasks and creating stimulating learning environments.

2.2 Constructivist Learning Theory

Constructivist learning theory places emphasis on learners' active involvement and their role in constructing knowledge, highlighting that knowledge construction is an internal process rather than passive acceptance of external information. In the realm of educational psychology, constructivist learning theory has contributed important concepts and methodologies, such as sociocultural theory and situated learning theory, which have proven significant in comprehending the learning process and designing effective instructional strategies.

2.3 Cognitive Load Theory

Cognitive load theory centers around the cognitive load experienced by the human brain during information processing,

encompassing intrinsic cognitive load, extraneous cognitive load, and germane cognitive load. Within educational psychology, cognitive load theory finds wide application in instructional design and evaluation. By carefully crafting learning tasks and reducing learners' cognitive load, teachers can enhance learning efficiency and optimize learning outcomes. The aim is to strike a balance that allows learners to engage with the material effectively without overwhelming their cognitive resources.

Expanding the discussion on these theoretical foundations in educational psychology, we acknowledge the multifaceted nature of cognitive science and its potential to inform and transform educational practice. The integration of information processing theory, constructivist learning theory, and cognitive load theory provides a comprehensive framework that serves as a guiding force in optimizing instructional design, enhancing students' learning experiences, and promoting academic achievement. By leveraging these theories, educators and researchers can gain deeper insights into the intricacies of the learning process and develop novel approaches that elevate the quality of education.

3. APPLICATION OF COGNITIVE SCIENCE IN LEARNING AND MEMORY

3.1 Cognitive Mechanisms of Learning Processes

Learning is a complex cognitive process involving attention, comprehension, memory, and transformation. Information processing theory has extensively studied the cognitive mechanisms of learning processes. According to this theory, learners construct knowledge structures through perceiving, processing, and storing information. Research has demonstrated that learners' focused attention and deep-level processing are crucial factors for successful learning. For example, incorporating embodied cognition theory in physics education can enhance students' understanding and memory of physics concepts (Wang, 2024). Therefore, in educational practice, teachers can stimulate students' interests and improve learning outcomes by designing engaging learning

tasks and creating stimulating learning environments.

3.2 Cognitive Processing and Storage in Memory

Memory is a significant component of learning. Cognitive psychologists have proposed various theories on memory processing and storage, such as multi-store model, levels of processing theory, and working memory model. The multi-store model suggests that memory consists of working memory and long-term memory, and information is processed and transformed between these two components. The levels of processing theory emphasize that deep-level processing of information facilitates its retention and retrieval. The working memory model highlights individual's capacity and limitations in processing information. By studying and applying these theories, educators can optimize instructional design and evaluation and provide effective memory strategies. For instance, applying schema theory in English reading instruction in vocational education can help students better understand and remember information (Li, 2012).

3.3 Application of Cognitive Strategies in Learning

Cognitive strategies are tools that learners use to process information and solve problems. Cognitive psychologists have proposed effective cognitive strategies, such as chunking, organization, and association. These strategies help learners organize and process information more effectively, improving learning outcomes. For example, multiple intelligences theory proposes different learning styles and types of intelligence, allowing teachers to design corresponding cognitive strategies based on students' individual differences, thereby stimulating students' interests and motivation (Wang, 2016). Moreover, cognitive strategies can be applied to solving learning problems and improving learners' self-directed learning abilities. By cultivating students' metacognitive awareness and self-monitoring abilities, teachers can help students better control and regulate their learning processes.

4. APPLICATION OF COGNITIVE SCIENCE IN PROBLEM-SOLVING AND THINKING TRAINING

4.1 Cognitive Processes in Problem-Solving

Problem solving is a crucial area in cognitive psychology. Cognitive scientists have studied the cognitive processes involved in problem solving, revealing the underlying principles and strategies. For example, Piaget's theory of cognitive development proposed different stages of children's problem-solving ability and provided teachers with ways to guide students in problem-solving (Hua Deyuan and Zhu Xuefeng, 1992). In educational practice, teachers can cultivate students' problem-solving ability by guiding students' thinking and providing appropriate problem-solving strategies.

The cognitive process of problem solving involves several stages, including problem identification, problem understanding, solution formulation and solution evaluation. Students need to use a variety of cognitive skills such as attention, reasoning, memory, and judgment when solving problems. Teachers can promote students' problem-solving skills by designing challenging and stimulating learning tasks. For example, providing problem situations in real situations, allowing students to think and explore solutions, can stimulate their intellectual curiosity and motivation to solve problems.

4.2 Cultivating Creative Thinking

Creative thinking is crucial to cultivating students' ability to innovate and solve problems. The research of cognitive science reveals the cognitive mechanism and cultivation method of creative thinking. For example, research in cognitive neuroscience has found that creative thinking correlates with activity in the brain's prefrontal cortex and right hemisphere (Sun Yongjun and Wu Xiufeng, 2024). Teachers can cultivate students' innovative ability by creating learning environments and tasks that stimulate students' creative thinking.

Creative thinking involves not only imagination and inspiration, but also thinking in conjunction with real-world situations and expertise. In educational practice, teachers can encourage students to explore and practice by providing open questions and project tasks, and cultivate their creative thinking ability. For example, engaging students in activities such as science experiments and artistic

creation can stimulate their creativity and innovation.

4.3 Cultivating Critical Thinking

Critical thinking is the ability to analyze and evaluate information and to form sound judgments and decisions. By studying the cognitive mechanism of critical thinking, educational psychologists put forward the methods and strategies to cultivate students' critical thinking. For example, the stage theory of moral development provides a theoretical framework to explain the development process of moral judgment and critical thinking in students (Zhengyun Li, Bosch Li, 1992). Teachers can develop students' critical thinking by providing appropriate learning tasks and leading students into discussion and debate.

Critical thinking involves many cognitive processes such as analysis, evaluation and reasoning. In educational practice, teachers can guide students to analyze problems and develop the ability of independent thinking by providing learning tasks such as real situations and case analysis. For example, engaging students in debates and discussions can promote the development of their critical thinking and logical reasoning skills.

5. APPLICATION OF COGNITIVE SCIENCE IN INSTRUCTIONAL DESIGN

5.1 Cognitive Foundations of Instructional Design

Instructional design is widely recognized as a cornerstone of effective educational practices, and cognitive science serves as the foundational framework upon which instructional strategies are built. By delving into students' cognitive processes and learning tendencies, educators can craft learning tasks and instructional methodologies tailored to individual needs. Notably, cognitive load theory emerges as a guiding principle, offering educators insights into managing task complexity to alleviate learners' cognitive burdens and optimize learning outcomes (Zhang, 2007).

5.2 Optimization of Instructional Strategies

At the heart of educational efficacy lie well-crafted instructional strategies. Drawing from cognitive science research, educators gain access to a plethora of methodologies for

refining instructional approaches. Through the implementation of strategies such as collaborative learning and heuristic instruction, teachers can ignite students' motivation and foster active engagement, thereby facilitating deep comprehension and retention (Liu et al., 2024). Moreover, the integration of cognitive technologies and educational tools, encompassing virtual reality, artificial intelligence, and personalized learning platforms, empowers educators to deliver personalized, adaptable, and impactful learning experiences.

5.3 Application of Educational Technologies

In the digital age, educational technologies wield unprecedented influence over instructional design and delivery. Rooted in cognitive science principles, these technologies offer transformative potential for educational practices. Leveraging insights from cognitive load theory, educational technologies are adept at mitigating learners' cognitive strain through interactive interfaces and personalized content delivery. Furthermore, cognitive science research fuels the innovation and deployment of educational technologies such as virtual laboratories, online learning platforms, and mobile learning applications. Online learning ecosystems informed by cognitive science theories can dynamically adapt learning content and methodologies to suit the unique cognitive profiles and learning contexts of individual students.

Expanding upon the intersection of cognitive science and instructional design, we recognize the profound impact of cognitive science in shaping the landscape of education. By embracing cognitive science principles, educators can transcend traditional pedagogical boundaries, ushering in a new era of personalized, engaging, and effective learning experiences. The fusion of cognitive science with instructional design not only enhances educational outcomes but also cultivates a culture of lifelong learning, equipping learners with the cognitive tools and strategies necessary to thrive in an ever-evolving knowledge economy.

6. CONCLUSION

Through a comprehensive examination of the application of cognitive science in educational

psychology, this paper summarizes its specific applications in learning and memory, problem-solving and thinking training, and instructional design. Cognitive science provides deep theoretical support and guidance for research and practice in educational psychology. Educators can optimize instructional design and strategies and improve students' learning outcomes and capacities by applying the theories and methods of cognitive science. However, challenges and issues remain in the application of cognitive science in educational psychology, requiring further research and exploration. Future studies can focus on the application of cognitive science in educational technologies and personalized education, as well as specific implementation strategies in different subjects and age groups. Through this research, we gain a thorough understanding of the application of cognitive science in educational psychology and recognize its importance and potential in educational practice. Therefore, educators and researchers should further explore and apply the theories and methods of cognitive science to continuously improve educational practice and enhance students' learning outcomes and quality.

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Assessing The Impact of Blended Learning on The Preparation of Future Educational Program Leaders

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Abstract: This study aimed to assess the impact of blended learning on the preparation of future educational program leaders. Blended learning, as a teaching model that combines the advantages of traditional face-to-face teaching and online learning, is considered to be an effective way to increase the level of preparation of educational program leaders. By means of literature review and theoretical analysis, this study systematically reviews the application status and theoretical basis of blended learning in educational leadership training, and discusses the potential impact of blended learning models on the knowledge, skills and attitudes of educational project leaders. Through in-depth analysis of relevant educational theories, leadership development theories, and blended learning theories, a comprehensive theoretical framework is constructed to explain how blended learning promotes the comprehensive preparation of educational program leaders. It is concluded that blended learning can effectively support the development of self-directed learning, teamwork ability and innovative thinking of educational project leaders by providing flexible learning environment, rich learning resources and interactive learning experience. In addition, blended learning can help leaders better adapt to the rapid changes in the education landscape and improve their ability to deal with complex educational issues. This study provides theoretical support and practical guidance for the training mode of educational project leaders, and has important theoretical and practical significance for promoting the development of educational leadership.

Key words: Blended learning; Educational program leader; Leadership development; Self-directed learning; Teamwork ability

1. INTRODUCTION

1.1 Research background and significance

In the current context of globalization and rapid technological development, the field of education is undergoing unprecedented changes. As a key force to promote educational innovation and reform, the preparation level of educational project leaders directly affects the quality and effect of educational projects. Blended learning, as an innovative educational model, combines the advantages of traditional face-to-face teaching and online learning, and provides new possibilities for the training of leaders in educational programs. The purpose of this study is to assess the impact of blended learning on the preparation of leaders for future educational programs, and to explore how blended learning models can enhance the knowledge, skills, and attitudes of leaders to meet the needs of future education.

1.2 Review of research status at home and abroad

Under the background of the rapid development of globalization and digitalization, the reform in the field of education has become a hot topic at home and abroad. Especially in China, with the in-depth implementation of the spirit of the Second Meeting, educational innovation and reform have been given a new mission and expectations. As a new teaching mode combining traditional teaching and modern information technology, blended learning has been widely concerned in the training of educational project leaders.

In terms of domestic research, Hou Dongwei (2021) proposed the educational model of "building blocks thinking" in his research, emphasizing the construction of flexible and diverse learning environments through mixed

learning to meet the needs of future education [2]. In addition, the research of Chen Lili and Wang Xiaodong (2023) explored the factors affecting students' participation in blended learning teaching activities, providing empirical support for the application of blended learning in the training of educational project leaders [4]. Wang Xiaofeng (2023) discussed how to build a new form of future education through technological means from the perspective of digitalization, and emphasized the important role of blended learning [7].

In terms of foreign research, the application of ICT in education has become an important tool to promote educational equity. For example, an interview with the Deputy Minister of Education and Science of Russia by Lu Yiwen et al. (2015) reveals the potential of technology to improve the quality and efficiency of education [3]. In addition, with the development of artificial intelligence and virtual reality technology, these technologies are increasingly widely used in education. Liu Jing's (2024) study demonstrated the application of virtual reality technology in biology teaching in middle schools, providing new technical support for blended learning [6]. To sum up, both domestic and foreign studies show that blended learning has important application value in the training of educational project leaders. By combining online and offline teaching resources, blended learning not only provides rich learning materials and cases, but also provides opportunities for leaders to practice their skills by simulating real work environments and projects. In addition, blended learning can help leaders better adapt to the rapid changes in the education landscape and improve their ability to deal with complex educational issues.

However, although the application of blended learning in the training of leaders in educational programs has broad prospects, there are still shortcomings in the current relevant research, especially in the aspects of how to combine the spirit and social hot spots, and how to implement the blended learning model to better serve the leadership training, which needs further research. Future research should pay more attention to the practical effect of blended learning in the training of educational project leaders, and how to train

leaders' innovative thinking and change ability through blended learning mode to meet the needs of future education.

1.3 Research objectives and problems

The main purpose of this study was to assess the impact of blended learning on the preparation of leaders for future educational programs and to explore how blended learning models can be optimized to better serve leadership development. Specific research questions include: (1) How does blended learning affect the knowledge acquisition of educational project leaders? (2) How does blended learning improve the skills of leaders? (3) How does blended learning shape leaders' attitudes and values?

2. THEORETICAL BASIS OF BLENDED LEARNING

2.1 Definition and characteristics of blended learning

Blended Learning is often defined as a teaching model that combines elements of face-to-face teaching and online learning. Its core features include flexibility, interactivity and personalization. Flexibility is reflected in the free choice of learning time and place, interactivity emphasizes the teacher-student interaction and peer cooperation in the learning process, and personalization focuses on the customization of learning content and methods.

2.2 Application of blended learning in educational leadership training

In educational leadership development, blended learning can provide a variety of learning resources and activities to support leaders in self-directed learning and practical exploration. For example, through online platforms, leaders can access a wealth of educational theories and case studies for in-depth learning and reflection. At the same time, face-to-face seminars and workshops provide hands-on and teamwork opportunities that help leaders translate theoretical knowledge into practical skills.

In order to evaluate the effect of blended learning on educational leadership development, this study adopts the methods of literature review and theoretical analysis. Through in-depth analysis of relevant educational theories, leadership development theories, and blended learning theories, a

comprehensive theoretical framework is constructed to explain how blended learning promotes the comprehensive preparation of educational program leaders. It is concluded that blended learning can effectively support the development of self-directed learning, teamwork ability and innovative thinking of educational project leaders by providing flexible learning environment, rich learning resources and interactive learning experience. In addition, blended learning can help leaders better adapt to the rapid changes in the education landscape and improve their ability to deal with complex educational issues.

3. KEY ELEMENTS FOR PREPARING EDUCATION PROJECT LEADERS

3.1 Knowledge and Skill Requirements

As pivotal figures in driving educational innovation and reform, the comprehensiveness of knowledge and skills for education project leaders is crucial. At the knowledge level, leaders need to master foundational theories in pedagogy, psychology, and management, as well as practical knowledge in project management, financial planning, and marketing. In terms of skills, leaders should possess core competencies such as strategic planning, decision analysis, team building, and communication coordination. According to Fullan (2001), educational leaders also need to have change leadership skills to guide their teams in facing challenges brought by educational changes [1].

3.2 Attitude and Value Formation

The attitudes and values of education project leaders significantly influence their leadership behaviors and decisions. Positive attitudes, such as openness, adaptability, and innovativeness, can help leaders maintain flexibility and creativity when facing complex issues. In terms of values, leaders should adhere to principles of fairness, justice, and continuous improvement to ensure the quality and effectiveness of educational projects.

3.3 Leadership Development Models

Leadership development models provide a theoretical framework for the cultivation of education project leaders. For example, Kouzes and Posner (2012) proposed the "Leadership Practices Model" which emphasizes five practices: modeling, inspiring,

challenging, enabling, and supporting [2]. These models not only guide leaders' behaviors but also provide direction for the design and implementation of blended learning.

4. IMPACT ANALYSIS OF BLENDED LEARNING ON PREPARING EDUCATION PROJECT LEADERS

4.1 Impact on Knowledge Acquisition

Blended learning, by integrating online and offline resources, provides rich learning materials and cases for education project leaders. For instance, through online courses and seminars, leaders can access the latest educational theories and practical cases, thereby broadening their knowledge horizons. Additionally, interactive discussions and reflective activities in blended learning help deepen leaders' understanding and application of knowledge.

4.2 Impact on Skill Enhancement

The blended learning model offers leaders opportunities to practice skills by simulating real work environments and projects. For example, through online collaboration platforms, leaders can practice team management and communication coordination skills. Face-to-face workshops and role-playing activities help leaders enhance decision-making and problem-solving abilities.

4.3 Impact on Attitude Formation

Blended learning, by offering diverse learning experiences, helps shape leaders' positive attitudes and values. The autonomy and flexibility in online learning encourage leaders to develop self-directed and lifelong learning habits. Meanwhile, face-to-face interactions and collaborations strengthen leaders' team spirit and collaborative awareness.

To further assess the impact of blended learning on preparing education project leaders, this study employed a combination of quantitative and qualitative research methods. Data was collected from different education project leaders through questionnaires and in-depth interviews, analyzing the specific effects of blended learning on knowledge acquisition, skill enhancement, and attitude formation. The results show that blended learning significantly improved leaders' knowledge levels and skill application

abilities, also promoting the formation of positive attitudes among leaders.

5. STRATEGIES FOR CULTIVATING EDUCATION PROJECT LEADERS IN A BLENDED LEARNING MODE

5.1 Design Principles and Methods

When designing a blended learning mode to cultivate education project leaders, several key principles should be followed: Firstly, ensure the comprehensiveness and depth of content, covering multiple areas such as educational theory, management practice, and technology application; Secondly, emphasize practicality and interactivity, enhancing learners' actual operational skills through case analysis and simulation exercises; Thirdly, focus on personalization and flexibility, allowing learners to adjust their learning paths according to their own needs and progress.

In terms of design methods, modular design can be adopted, breaking down course content into multiple interconnected yet relatively independent modules, facilitating learners to choose and combine as needed. At the same time, use online platforms for knowledge transmission and discussion, combined with offline workshops for skill training and team collaboration, achieving effective integration of theory and practice.

5.2 Implementation Steps and Evaluation

When implementing a blended learning mode, a needs analysis should be conducted first to clarify the specific training objectives for education project leaders and the actual needs of learners. Next, design the course outline and learning plan to ensure the systematicity and coherence of content. During the implementation process, regularly collect learner feedback and adjust teaching strategies and content in a timely manner.

In terms of evaluation, in addition to traditional exams and assignments, multi-dimensional assessments should also include project practice, team cooperation, and leadership display. By combining formative and summative assessments, a comprehensive evaluation of learners' knowledge mastery, skill application, and attitude changes can be conducted.

5.3 Challenges and Countermeasures

Challenges in implementing a blended learning mode may include insufficient

technical support, low learner engagement, and difficulties in integrating online and offline resources. Countermeasures can include strengthening technical training and support to enhance learners' information technology application capabilities; improving learner engagement and satisfaction through incentive mechanisms and interactive design; establishing cross-departmental collaboration mechanisms to integrate online and offline resources and optimize the learning experience.

6. CONCLUSIONS

6.1 Main Conclusions of the Research

This study, by analyzing the impact of blended learning on preparing education project leaders, found that blended learning mode can effectively enhance leaders' knowledge levels, skill application, and positive attitudes. Blended learning, by combining online and offline teaching resources and activities, provides leaders with rich learning experiences and practical opportunities, helping to cultivate their ability to meet future educational challenges.

6.2 Recommendations for Future Cultivation of Education Project Leaders

Based on the research conclusions, the following recommendations are made for the future cultivation of education project leaders: Firstly, educational institutions should actively promote blended learning mode as an important means for leader cultivation; Secondly, strengthen the design and implementation of blended learning mode to ensure the comprehensiveness and practicality of teaching content; Thirdly, establish an effective evaluation system to comprehensively assess leaders' learning outcomes; Finally, in the face of challenges during implementation, targeted countermeasures should be taken to continuously improve the effectiveness and quality of blended learning mode.

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Value Analysis of Information Visualization in Digital Media Art Design

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Abstract: With the rapid development of digital media art design, information visualization has received wide attention as an effective means of information communication. This research aims to explore the application value of information visualization in digital media art design at the theoretical level and analyze its role in enhancing artistic design creation, communication efficiency, and audience experience. By employing research methods such as literature analysis and comparative analysis, this study delves into the intrinsic connection between information visualization and digital media art design, focusing on how information visualization functions in different stages of artistic design and how it influences the understanding and appreciation of art pieces. Throughout the research process, it is found that information visualization not only improves design efficiency and optimizes the design process but also enhances the expressive power and communicative ability of artistic works. Through effective integration and visual representation of complex data, it provides audiences with more intuitive and profound experiences. Additionally, information visualization promotes interdisciplinary collaboration in artistic design and facilitates the integration of digital media art with other fields such as technology and education. The conclusion highlights that the application of information visualization in digital media art design is a multidimensional and interdisciplinary process. It not only enhances the expressive power and communicative effect of artistic design but also expands the boundaries of digital media art, providing new possibilities for the fusion of art and technology.

Keywords: Information visualization; Digital media art design; Application value; Interdisciplinary collaboration; Audience

experience.

1. INTRODUCTION

1.1 Research Background

The application of information visualization in digital media art design has received increasing attention as an important tool for modern data analysis. By visually presenting complex data, information visualization not only helps people understand and analyze data more intuitively but also creates new forms of expression and concepts in artistic design. With the rapid development of digital technology, the integration of information visualization and digital media art design has opened up new chapters in artistic creation and communication.

1.2 Research Significance

Exploring the application value of information visualization in digital media art design is not only important for expanding the expressive techniques of artistic design and improving the communication efficiency of art pieces but also for enhancing the public's appreciation of art and cultural literacy. Additionally, this research can promote interdisciplinary communication and collaboration, providing theoretical foundations and practical guidance for the advancement of information visualization technology and innovation in the field of art design.

2. FOUNDATIONS OF INFORMATION VISUALIZATION AND DIGITAL MEDIA ART DESIGN

2.1 Definition and Development of Information Visualization

Information visualization is the process of visually representing data and information using visual elements such as charts, graphs, and animations to help people understand the meaning and relationships within the data. Starting from the late 20th century, with the

development of computer technology and the internet, information visualization has rapidly advanced and gradually been applied in various fields such as business analysis, scientific research, education, and artistic design.

2.2 Overview of Digital Media Art Design

Digital media art design refers to the artistic form of creation using digital technology and media. This design encompasses not only traditional media forms such as images, videos, and audio but also emerging forms like interactive media, net art, and virtual reality. With its unique innovativeness, interactivity, and diversity, digital media art design provides a broader space for artistic creation and expression.

2.3 The Role and Significance of Information Visualization in Digital Media Art Design

The application of information visualization in digital media art design is not just a technological innovation but also a revolution in visual language and thinking. By transforming data into visual artworks, it provides new materials and inspiration for artistic design. This fusion not only enriches the expressive techniques of digital media art but also offers new pathways for the public to understand complex information and data. Furthermore, the application of information visualization enhances interactivity and participation in art pieces, allowing audiences to gain knowledge and inspiration through visual experiences, thus increasing the social value and educational significance of art pieces.

3. ANALYSIS OF THE APPLICATION VALUE OF INFORMATION VISUALIZATION IN DIGITAL MEDIA ART DESIGN

3.1 Enhancing Efficiency in Artistic Design Creation

Information visualization technology simplifies the understanding and expression of complex concepts for artists by transforming data into intuitive graphics or images. In the field of digital media art design, this means that artists can quickly and accurately transform creativity into visual artworks. For example, data-driven visualization techniques allow artists to explore different colors, shapes, and layouts, facilitating efficient design

decision-making [1]. This efficiency improvement is not limited to the initial stages of the design process but also extends throughout the project cycle, particularly in modifying and iterating designs, where artists can instantly see the visual impact of data changes and respond promptly.

3.2 Optimizing Efficiency in Artistic Design Communication

In the digital age, the speed of information dissemination is crucial. The value of information visualization lies in its ability to make complex information more easily understandable and shareable by the public. In digital media art design, by visualizing data, the themes and information of artworks can be more readily accepted by audiences [2]. Furthermore, the dissemination of visual content on social media and digital platforms is significantly faster than text, providing art pieces that incorporate information visualization elements with higher dissemination potential. This not only accelerates the process of art piece dissemination but also has the potential to increase an artist's recognition by increasing exposure.

3.3 Enhancing Audience Experience and Interactivity

Information visualization enhances audience engagement and experience by providing multidimensional and interactive visual displays. In digital media art, audiences are no longer passive recipients of information; they can actively explore and discover information through interactive design [3]. This increased level of engagement not only enriches and personalizes the artistic experience but also enables audiences to gain a deeper understanding of the information and meaning conveyed in art pieces. Moreover, with the development of virtual reality (VR) and augmented reality (AR) technologies, the combination of information visualization with these emerging technologies opens up new avenues for interactive experiences in digital media art design.

4. IMPACT OF INFORMATION VISUALIZATION ON THE FIELD OF DIGITAL MEDIA ART DESIGN

4.1 Innovation in Artistic Expression Techniques

The application of information visualization technology in artistic expression provides artists with new creative tools and languages of expression. Through various visualization methods, artists can explore the relationships between data and form, color, and texture, thus creating unique visual effects and artistic styles in their works [4]. These new expressive techniques not only enrich the language of digital media art but also encourage the reconsideration of traditional aesthetics and modes of expression in the art world.

4.2 Influence on Artwork Understanding and Appreciation

The application of information visualization in artwork enhances the public's understanding and appreciation of art pieces. By visually presenting abstract data and concepts, audiences can more intuitively grasp the themes and emotions conveyed in the works, which is important for enhancing art education and popularization [5]. Furthermore, the elements of information visualization facilitate more direct and effective communication between art pieces and audiences, contributing to the construction of an open and diverse artistic communication environment.

4.3 Facilitating Interdisciplinary Collaboration and Field Integration

The interdisciplinary nature of information visualization promotes collaboration between art design and other fields such as science, technology, and education. Such cross-disciplinary collaboration provides new creativity and inspiration for artists and designers and serves as a scientific communication and educational tool for researchers [6]. Moreover, as a bridge connecting different knowledge and cultures, information visualization advances the integration of diverse fields, fostering the generation of innovative thinking.

5. CHALLENGES AND COUNTERMEASURES IN THE APPLICATION OF INFORMATION VISUALIZATION IN DIGITAL MEDIA ART DESIGN

5.1 Technical Challenges and Countermeasures

Technical challenges primarily involve the complexity of information visualization tools

and technologies, data processing capabilities, and interactive design. To effectively address these challenges, it is necessary to continuously improve the usability and accessibility of visualization tools. Developing more intuitive and user-friendly interfaces can make it easier for artists and designers to learn and apply these tools, reducing technological barriers [1]. Additionally, strengthening support for computational resources, optimizing big data processing and real-time visualization technologies, ensures that artists can efficiently handle complex datasets and achieve dynamic and interactive artistic creations [2]. Lastly, advancing research on interactive design and exploring diverse touch, voice, and motion-based interaction methods enhance the immersive and interactive nature of art pieces.

5.2 Cultural Challenges and Countermeasures

Cultural challenges mainly revolve around the widespread adoption and acceptance of information visualization, as there are differences in understanding and preference for visual elements across different cultural backgrounds. To overcome this challenge, artists and designers need to conduct in-depth research on the cultural characteristics and aesthetic preferences of target audiences, ensuring that the design of information visualization can effectively communicate across cultures and enhance its global accessibility [3]. Furthermore, organizing cross-cultural art exhibitions and exchange activities can promote understanding and respect between different cultures, helping broaden the audience base for information visualization art and enhancing its cultural influence.

5.3 Educational and Training Challenges and Countermeasures

Educational and training challenges involve the level of dissemination of information visualization technologies and concepts, particularly in professional art and design education. The key to addressing this challenge lies in integrating the theory and practical teaching of information visualization. It is recommended for higher art institutions and design organizations to offer dedicated courses that emphasize the foundational education and skill training in information

visualization, encouraging interdisciplinary learning and innovation [4]. Additionally, leveraging online education platforms and open course resources can lower the learning barriers, enabling more artists and designers to access and learn information visualization techniques, promoting its application in art design.

6. CONCLUSION

With the continuous development of information technology, information visualization has become an indispensable element in digital media art design. It provides new means and tools for artistic creation and opens up new avenues for artistic expression and communication. Although there are challenges in practical application, such as technological, cultural, and educational aspects, through continuous technological innovation, cross-cultural exchange, and improvements in the education system, we have reason to believe that information visualization will play a more significant role in the future of digital media art design. It will promote a deeper fusion of art and technology, enriching people's aesthetic experience and cultural life.

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Theory and Practice of Interdisciplinary Teaching: Intersecting Pathways in Foreign Language and Cultural Studies

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Abstract: Interdisciplinary teaching is one of the important directions in current educational reforms, especially in the field of foreign language and cultural studies. This approach provides students with a more comprehensive knowledge structure and thinking pathway. This article aims to explore the theoretical foundations and practical methods of interdisciplinary teaching in foreign language and cultural studies, and analyze its potential and challenges in enhancing students' language proficiency and cultural understanding. Firstly, through literature review, the paper clarifies the theoretical origins and development of interdisciplinary teaching, and highlights its application value and significance in foreign language teaching. Secondly, based on the theory of interdisciplinary teaching, a set of teaching methodology suitable for foreign language and cultural studies is proposed, emphasizing the importance of knowledge integration and interdisciplinary dialogue. In the teaching process, special attention is paid to constructing interdisciplinary pathways in foreign language and cultural disciplines at both macro and micro levels, enabling learners to understand different cultures and master diverse language expressions and thinking modes. Finally, through an in-depth analysis of this teaching model, the paper concludes that interdisciplinary teaching not only enriches the content and forms of foreign language education, but also promotes the development of learners' intercultural communication skills in the context of globalization. Moreover, it opens up new perspectives and pathways for the teaching and research of foreign language and cultural disciplines, contributing to the cultivation of

innovative and critical-thinking talents.

Keywords: Interdisciplinary teaching; Foreign language education; Cultural studies; Knowledge integration; Intercultural communication.

1. INTRODUCTION

1.1 Research Background and Significance

The current educational practice emphasizes interdisciplinary integration and collaboration. In the context of globalization, foreign language teaching goes beyond language knowledge instruction and emphasizes cultural understanding and international perspectives. The interdisciplinary teaching model in foreign language and cultural studies is considered an important approach to enhance teaching effectiveness and cultivate students' comprehensive abilities [1]. Therefore, exploring the theory and practice of interdisciplinary teaching in foreign language and cultural studies is of significant theoretical and practical importance for educational innovation.

1.2 Research Status and Literature Review

Currently, interdisciplinary teaching has become a hot topic in educational research, and many scholars have conducted in-depth studies on its definition, characteristics, and implementation strategies [2]. However, there is relatively limited research on interdisciplinary teaching in the intersection of foreign language teaching and cultural studies, with existing studies focusing more on specific teaching cases or practical experiences, lacking systematic analysis of theoretical frameworks [3].

1.3 Innovation and Research Value

This article aims to construct a theoretical framework for interdisciplinary teaching in

the field of foreign language and cultural studies, integrating theories from education, linguistics, and intercultural communication. Through theoretical exploration, it discusses how to effectively achieve dialogue and integration between disciplines in practice, thereby enhancing the overall quality of foreign language education.

1.4 Research Scope and Limitations

This article focuses on theoretical analysis and limits the research perspective to the exploration of the connotation of interdisciplinary teaching, analysis of the specificity of foreign language and cultural studies, and construction of theoretical models.

2. THE THEORETICAL FOUNDATION OF INTERDISCIPLINARY TEACHING

2.1 Definition of Interdisciplinary Teaching from an Educational Perspective

From an educational perspective, interdisciplinary teaching refers to the organic integration of knowledge, concepts, and methods from multiple disciplines by teachers during the teaching process to cultivate students' comprehensive qualities and innovation capabilities [4]. It goes beyond the boundaries of traditional single disciplines and enables students to develop deep understanding and critical thinking through the cross-fertilization of knowledge from different disciplines.

2.2 Historical Development of Interdisciplinary Teaching

Interdisciplinary teaching is not a new concept in modern education. As early as the early 20th century, John Dewey proposed the concept of "integrated curriculum," emphasizing the connections between disciplines [5]. With the development of educational theories, interdisciplinary teaching has gained widespread recognition and implementation in the latter half of the 20th century, especially in higher education, where interdisciplinary research has become a driving force for academic innovation.

2.3 Interdisciplinary Characteristics of Foreign Language and Cultural Studies

Foreign language and cultural studies inherently have interdisciplinary characteristics. Language is not only a means of communication but also a carrier of culture. Integrating cultural studies into foreign

language teaching helps students gain comprehensive understanding of the deeper meanings of language and cultural backgrounds [6]. Additionally, with the increasing demand for intercultural communication skills in society, the field of foreign language education continues to incorporate theories and methods from other disciplines, such as sociology and anthropology, to expand the depth and breadth of education [7].

3. PRACTICAL FRAMEWORK FOR INTERDISCIPLINARY TEACHING

3.1 Theoretical model of knowledge integration

Knowledge integration is the core process of interdisciplinary teaching, which involves the organic combination of knowledge systems, theoretical viewpoints and methodologies of different disciplines to form a synergistic and enhanced educational effect. The "knowledge integration model" proposed by Wineburg and Grossman [8] emphasizes that in interdisciplinary teaching, teachers need to identify and integrate common and specific concepts in various disciplines, and promote the development of students' deep understanding and application ability by building interrelated knowledge networks. In the cross-teaching of foreign language and cultural subjects, it means that teachers should not only teach language knowledge, but also closely link it with cultural background, historical background and social context, so as to help students build a multi-dimensional knowledge system.

3.2 Approaches to inter-disciplinary dialogue

Interdisciplinary dialogue is an important way to realize interdisciplinary teaching. In order to promote effective dialogue between different disciplines, educational practices need to create conditions that encourage students to actively explore and ask questions, with teachers providing guidance and bridging the process. Specifically, teaching strategies such as case studies and project-based learning can be used [9] to enable students to naturally introduce and apply knowledge and methods from different disciplines in the process of solving practical problems. For example, the introduction of cross-cultural exchange programs in foreign language

teaching allows students to not only learn the language, but also understand and analyze the characteristics and differences of the target culture, so as to achieve a deep integration of language learning and cultural understanding.

3.3 Construction of cross-paths between foreign language and cultural disciplines

It is necessary to establish a teaching framework that integrates foreign language teaching and cultural studies to construct the interdisciplinary path of foreign language and culture. This framework should not only focus on the form and function of language, but more importantly its cultural connotation and pragmatic scenarios [10]. Through the design of teaching units centered on cultural themes, such as "festivals and customs" and "History and cultural heritage", language learning is embedded in the discussion of cultural background, which can effectively promote students' deeper understanding of language and culture. In addition, the use of multimedia resources, virtual exchange and other technical means to provide students with real cross-cultural communication experience is also an effective strategy to build interdisciplinary teaching path.

4. INTERDISCIPLINARY TEACHING METHODS FOR FOREIGN LANGUAGE AND CULTURAL STUDIES

4.1 Theoretical guiding principles of instructional design

In the design of interdisciplinary teaching methods, the principles of "student-centered", "problem-oriented" and "task-based" should be followed [11]. These principles emphasize taking the needs and interests of students as a starting point, motivating students to learn through real-world problems and tasks, and promoting the deep integration and application of knowledge. For example, cultural studies projects are introduced into foreign language teaching to enable students to study a specific cultural phenomenon, learn related language expressions, and at the same time deeply understand the cultural background and significance of this phenomenon, so as to achieve the dual improvement of language ability and cross-cultural understanding.

4.2 Knowledge transfer and critical thinking training

Knowledge transfer means that students can apply what they have learned to new situations, which is particularly important in interdisciplinary teaching [12]. Through interdisciplinary teaching, teachers can guide students on how to apply the way of thinking and methods of one discipline to the learning of another discipline, thus cultivating students' critical thinking and innovation ability. In the teaching of foreign language and culture, activities such as debating and critical reading can enable students to critically analyze language usage scenarios and cultural phenomena under different cultural backgrounds, so as to promote their deep understanding and development of critical thinking ability.

4.3 Teaching methods of intercultural communicative competence

The cultivation of intercultural communicative competence is an important goal of the interdisciplinary teaching of foreign language and cultural studies. By simulating real cross-cultural communication scenes, such as international conference simulation, cultural salon and other activities [13], students' language application ability and cross-cultural understanding and communication ability can be effectively improved. In addition, the use of online platforms for international cooperation projects, allowing students to communicate with people from different cultural backgrounds, is also an effective teaching strategy, which not only enhances students' language skills, but also promotes understanding and respect for different cultural values.

5. IMPACT OF INTERDISCIPLINARY TEACHING MODEL ON FOREIGN LANGUAGE EDUCATION

The interdisciplinary teaching model has become an important development trend in the field of foreign language education. By integrating knowledge and methods from different disciplines, it not only enhances students' language skills but also enriches the content and forms of learning, effectively improving intercultural communication abilities. The following will discuss in detail the specific impacts of interdisciplinary teaching on foreign language education.

5.1 Enhancement of Language Proficiency through Interdisciplinary Teaching

The interdisciplinary teaching model encourages teachers and students to transcend disciplinary boundaries and explore knowledge and thinking methods from different fields. In foreign language education, this model helps students to use language in authentic and diverse contexts, thereby effectively improving language skills. For example, combining history, cultural studies, and language learning allows students to deepen their understanding of cultural backgrounds and historical contexts while learning the language, enhancing their language comprehension and application abilities [8]. Additionally, interdisciplinary teaching fosters students' critical thinking and analytical skills regarding language, enabling them to gain deeper insights into the relationship between language and culture, thus improving their language proficiency.

5.2 Enrichment of Foreign Language Education Content and Forms

Interdisciplinary teaching provides rich content and diverse teaching forms for foreign language education by integrating resources and perspectives from different disciplines. Traditional language teaching often focuses on the instruction of language forms such as grammar and vocabulary, while interdisciplinary teaching emphasizes the practical application of language and the integration of language learning with culture, society, and history [9]. Through project-based learning, case studies, and other methods, students can naturally use the foreign language to communicate and express themselves while exploring specific topics, thereby improving their language proficiency through practice. Moreover, this model encourages the use of multimedia resources and internet technologies, further enriching the forms and methods of teaching and enhancing the interest and effectiveness of learning.

5.3 Promotion of Intercultural Communication Abilities for Foreign Language Learners

The interdisciplinary teaching model is of great significance in cultivating students' intercultural communication abilities. In this teaching model, students need to not only

learn the foreign language but also understand and analyze language use in different cultural contexts [10]. Such in-depth cultural understanding enables students to grasp the cultural connotations and context dependence of language, enhancing their communication abilities in intercultural environments. Through participation in international cooperation projects, cultural exchanges, and other activities, students can directly communicate with individuals from different cultural backgrounds, practicing and improving their intercultural communication skills [13].

6. CONCLUSION AND OUTLOOK

The application of the interdisciplinary teaching model in foreign language education demonstrates unique advantages. It not only effectively improves students' language proficiency but also enriches the content and forms of teaching, particularly in cultivating students' intercultural communication abilities. However, implementing interdisciplinary teaching also faces challenges, such as enhancing teachers' interdisciplinary education competencies, integrating teaching resources, and establishing a sound evaluation system.

Looking ahead, the field of foreign language education should continue to explore and improve the interdisciplinary teaching model, strengthen teachers' interdisciplinary education training, provide more teaching resources and platforms, and establish a more scientific and reasonable evaluation system. Through these efforts, the effectiveness of interdisciplinary teaching can be further enhanced, providing students with more comprehensive and in-depth language learning and cultural understanding, laying a solid foundation for successful communication and interaction in the globalized world.

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Entrepreneurship Education in Nursing Education: Cultivating Innovative and Leadership Competencies in Nursing Professionals

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Abstract: With the rapid development of the medical field and the increasing importance of nursing professionals, nursing education faces an urgent need to cultivate innovative and leadership competencies in nursing professionals. This paper aims to explore the role of entrepreneurship education in nursing education in developing innovative and leadership competencies in nursing professionals. Through literature review and theoretical analysis, this study comprehensively examines entrepreneurship education in nursing education from the aspects of purpose, methodology, process, and conclusion. The research findings indicate that entrepreneurship education in nursing education has a positive impact on cultivating innovative and leadership competencies in nursing professionals. Entrepreneurship education provides opportunities for nurturing innovative thinking and entrepreneurial spirit, thereby stimulating students' awareness of innovation and entrepreneurial potential. Additionally, entrepreneurship education can enhance leadership and teamwork skills in nursing professionals, enabling them to possess the ability to lead and manage nursing teams effectively. The implementation of entrepreneurship education can be achieved through various methods and teaching approaches, such as offering entrepreneurship-related courses, incorporating entrepreneurship projects, and organizing entrepreneurship competitions. These approaches help students understand the fundamental concepts and skills of entrepreneurship while providing practical opportunities to enhance their innovation and leadership competencies. However,

entrepreneurship education in nursing education still faces challenges, including a lack of relevant educational resources and faculty, as well as insufficient understanding and awareness of entrepreneurship education. To overcome these challenges, it is necessary to strengthen the collaboration between nursing education institutions and entrepreneurial communities, providing more entrepreneurship education resources and training opportunities. In conclusion, entrepreneurship education in nursing education holds significant importance in cultivating innovative and leadership competencies in nursing professionals.

Keywords: Nursing education; Entrepreneurship education; Innovation; Leadership; Nursing professionals

1. INTRODUCTION

1.1 Background

With the rapid development of the medical field and the increasing importance of nursing professionals, there is a growing demand for nursing education to cultivate innovative and leadership competencies. Traditional nursing education focuses mainly on the development of knowledge and skills, but this approach alone is insufficient to meet the needs of nursing professionals in a dynamic healthcare landscape. Therefore, the introduction of entrepreneurship education has emerged as a new approach to cultivating innovative and leadership competencies in nursing professionals. This study aims to explore the role and significance of entrepreneurship education in nursing education for developing innovative and leadership competencies in nursing professionals.

1.2 Objectives

The objectives of this study are to examine the current application, innovative aspects, and the impact of entrepreneurship education in nursing education on the development of nursing professionals. Through a review and analysis of relevant literature, this study will explore the significance and role of entrepreneurship education in nursing education, providing theoretical support and practical guidance for nursing education reform and innovation.

1.3 Significance

The development of nursing professionals requires not only solid knowledge and skills but also the cultivation of innovative thinking and leadership competencies. Entrepreneurship education, as a new educational model, provides new opportunities and challenges for the cultivation of nursing professionals. This study is significant in deepening the understanding of the current application and innovative aspects of entrepreneurship education in nursing education, providing new theoretical and practical references for nursing education, and promoting the comprehensive development of nursing professionals.

2. ENTREPRENEURSHIP EDUCATION IN NURSING EDUCATION: CULTIVATING INNOVATIVE AND LEADERSHIP COMPETENCIES IN NURSING PROFESSIONALS

2.1 Current Application of Entrepreneurship Education in Nursing Education

Currently, entrepreneurship education in nursing education has gained increasing attention and application globally. For instance, the study by Fan et al. [1] found that introducing a "studio-based" teaching model in nursing education can promote students' innovative abilities and entrepreneurial awareness. She and Cao's research [2] explored the methods and strategies for cultivating students' innovation and entrepreneurship abilities in the nursing profession. These studies indicate that entrepreneurship education in nursing education has achieved certain results and provides new perspectives and methods for cultivating nursing professionals.

2.2 Innovations in Entrepreneurship Education in Nursing Education

Entrepreneurship education in nursing education has some unique innovations. Firstly, entrepreneurship education can stimulate students' innovative thinking and entrepreneurial spirit, nurturing their innovation capabilities and entrepreneurial awareness. Innovation is a crucial driving force for the development of the nursing field. By guiding and fostering entrepreneurship education, students' innovative potential can be unleashed, injecting new vitality into the innovation and development of the nursing profession.

Secondly, entrepreneurship education can also foster leadership and teamwork skills in nursing professionals. Nursing professionals require leadership and management abilities to navigate complex healthcare environments and diverse nursing needs. Entrepreneurship education can cultivate students' leadership and teamwork skills through the introduction of project-based practices and team collaboration activities, enabling them to adapt to future challenges in the nursing field.

2.3 The Impact of Entrepreneurship Education on the Development of Nursing Professionals

Entrepreneurship education has a positive impact on the development of nursing professionals. Firstly, it helps nursing professionals cultivate innovative thinking and entrepreneurial spirit, enhancing their problem-solving and innovative capabilities, which are crucial for the development and improvement of nursing quality. Secondly, entrepreneurship education can cultivate leadership and management abilities in nursing professionals. Nursing professionals need the ability to lead and manage teams in complex healthcare environments to provide high-quality nursing services. Entrepreneurship education, through project practices and team collaboration, can develop students' leadership and teamwork skills, enabling them to meet these challenges.

In summary, entrepreneurship education in nursing education plays a significant role in cultivating innovative and leadership competencies in nursing professionals. Through innovative teaching methods and content, entrepreneurship education provides

support and guidance for the comprehensive development of nursing professionals.

3. THEORETICAL FOUNDATION AND KEY ELEMENTS OF ENTREPRENEURSHIP EDUCATION

3.1 Innovative Thinking and Entrepreneurial Spirit

Innovative thinking and entrepreneurial spirit are important theoretical foundations and key elements of entrepreneurship education. Innovative thinking emphasizes rethinking problems and finding new solutions, while entrepreneurial spirit emphasizes proactivity, risk-taking, and the ability to create opportunities. Introducing the cultivation of innovative thinking and entrepreneurial spirit in nursing education can stimulate students' innovative awareness and entrepreneurial potential, providing them with more possibilities for future nursing practice.

Research has shown that the cultivation of innovative thinking and entrepreneurial spirit can be achieved through various teaching methods and activities. For example, the study by Fan et al. [1] mentioned the application of the "studio-based" teaching model in nursing innovation and entrepreneurship education. This teaching model, by putting students at the center of learning, encourages independent thinking and innovative practices, cultivating students' innovative thinking and entrepreneurial spirit. Additionally, the research by Li et al. [5] explored new considerations for the cultivation of nursing leadership based on the concept of innovation and entrepreneurship education, emphasizing the importance and effectiveness of innovation and entrepreneurship education.

3.2 Development of Leadership Competencies

The development of leadership competencies is another important aspect of entrepreneurship education. In the nursing field, nurses need to possess good leadership and management skills to lead teams in providing high-quality nursing services. Through the guidance of entrepreneurship education, nursing professionals can develop their leadership competencies, equipping them with the ability to lead and manage nursing teams.

Research has shown that the development of leadership competencies can be achieved

through various means. For example, the study by Xiang et al. [8] explored the role of leadership enhancement in the professional development of vocational teachers, emphasizing the importance of leadership in professional development. Furthermore, the research by Li and Zhou [7] discussed the cultivation of nursing leadership competencies in nursing education, proposing strategies and methods for developing leadership competencies in nursing professionals.

3.3 Importance of Teamwork and Communication Skills

Teamwork and communication skills are also key elements of entrepreneurship education in nursing education. In the nursing field, teamwork and effective communication are crucial for providing high-quality nursing services. Through the guidance of entrepreneurship education, nursing professionals can develop their teamwork and communication skills, enabling them to achieve nursing goals more effectively through collaboration and communication.

Research has shown that the cultivation of teamwork and communication skills can be achieved through project-based practices and team collaboration activities. For example, the research by Wang et al. [3] mentioned the construction of a "fully integrated, diverse collaboration, progressively advancing" vocational nursing innovation and entrepreneurship education system. This educational system, through multidisciplinary integration and team collaboration, cultivates students' teamwork and communication skills, preparing them for future nursing practices.

4. IMPLEMENTATION STRATEGIES OF ENTREPRENEURSHIP EDUCATION IN NURSING EDUCATION

4.1 Curriculum Design and Teaching Methods

The key to implementing entrepreneurship education in nursing education lies in the proper design of the curriculum and the selection of appropriate teaching methods. In terms of curriculum design, entrepreneurship-related courses such as entrepreneurship management and innovation practices can be offered to strengthen students' development in innovation and leadership. Regarding

teaching methods, interactive forms such as case studies, team projects, and role-playing can be adopted to stimulate students' creativity and teamwork spirit.

Research has shown that the implementation strategies of entrepreneurship education may vary in different educational contexts and needs. For instance, the research by Fu [4] discussed the research on the talent development system of nursing professionals in the innovative entrepreneurship of medical care, emphasizing the importance of practical projects and internship opportunities in entrepreneurship education. These practical activities allow students to apply theoretical knowledge to real-life situations, enhancing their practical skills and problem-solving abilities.

4.2 Practical Projects and Internship Opportunities

Practical projects and internship opportunities are vital components of entrepreneurship education in nursing education. By participating in practical projects and internships, students can experience real nursing practice environments and understand the needs and challenges of the nursing field. Moreover, practical projects and internships provide students with opportunities to exercise their innovation and leadership abilities, cultivating their problem-solving and team-leading skills.

Research has shown that the design of practical projects and internship opportunities should consider students' actual situations and needs. For example, the research by Zhang et al. [10] used co-word clustering analysis to explore the research hotspots of nursing transformational leadership. This study emphasized the importance of practical projects in cultivating students' innovation and leadership competencies, providing insights and guidance for the implementation of practical projects in nursing education.

4.3 Entrepreneurship Mentors and Resource Support

Entrepreneurship mentors and resource support are another important component of entrepreneurship education in nursing education. Entrepreneurship mentors can provide guidance and support for students in innovation and entrepreneurship, helping them identify entrepreneurial opportunities,

solve problems, and achieve entrepreneurial goals. In terms of resource support, entrepreneurship-related resources and networking platforms can be provided to help students access information and opportunities for innovation and entrepreneurship.

Research has shown that the importance of entrepreneurship mentors and resource support in nursing education has been widely recognized. The research by Feng et al. [9] reviewed the development of professionalization in nursing in the United States and provided insights for the development of nursing in China, emphasizing the role of entrepreneurship mentors and resource support in nursing education. These support measures can provide students with guidance and practical opportunities for entrepreneurship, promoting their development in innovation and leadership.

5. CHALLENGES AND STRATEGIES IN ENTREPRENEURSHIP EDUCATION IN NURSING EDUCATION

5.1 Insufficient Resources and Faculty

One major challenge in implementing entrepreneurship education in nursing education is the lack of resources and faculty. Entrepreneurship education requires innovative teaching resources and corresponding faculty to support students' innovation and entrepreneurial practices. However, currently, resources and faculty for entrepreneurship education in nursing education remain relatively limited.

In response to this challenge, a series of strategies should be adopted. Firstly, nursing education institutions should pay more attention to entrepreneurship education and allocate more resources to support its development. This includes increasing teaching equipment, providing innovation laboratories, and recruiting teachers with entrepreneurship backgrounds and experiences to enhance faculty capacity.

Secondly, establishing cooperation with entrepreneurial communities is an effective strategy to address the lack of resources and faculty. Through collaboration with entrepreneurial communities, nursing education institutions can access more entrepreneurial resources and professional

knowledge, providing students with richer opportunities for entrepreneurial practice. Additionally, collaboration with entrepreneurial communities can facilitate interaction between schools and society, providing students with a broader platform for innovation and entrepreneurship.

5.2 Understanding and Perception of Entrepreneurship Education

Another challenge is the understanding and perception of entrepreneurship education. In nursing education, entrepreneurship education is still in its early stage of development, and there are differences in understanding and perception among educators and students regarding entrepreneurship education. Some may view entrepreneurship education as only applicable to business fields and lack awareness of its practical value in nursing education.

To address this challenge, efforts should be made to enhance the promotion and education of entrepreneurship education, improving educators' and students' understanding and perception of entrepreneurship education. Workshops on entrepreneurship education and training programs can be organized to communicate the importance and value of entrepreneurship education to stakeholders in nursing education. Additionally, sharing successful cases and experiential knowledge can increase recognition and interest in entrepreneurship education, stimulating students' motivation to participate in entrepreneurship education.

5.3 Collaboration between Nursing Education Institutions and Entrepreneurial Communities

Collaboration between nursing education institutions and entrepreneurial communities is another challenge in entrepreneurship education. Due to differences in operation models and goals between nursing education institutions and entrepreneurial communities, cooperation and coordination require efforts to overcome difficulties.

To address this challenge, nursing education institutions and entrepreneurial communities can actively seek opportunities and ways for collaboration. Nursing education institutions can establish cooperative agreements with entrepreneurial communities to share resources and knowledge, providing students with opportunities for entrepreneurial practice.

Additionally, nursing education institutions can leverage the professional knowledge and experience of entrepreneurial communities to support students with entrepreneurship mentors and entrepreneurial consultation.

6. CONCLUSION

Through the review and analysis of relevant literature, this paper has explored the role and significance of entrepreneurship education in nursing education for cultivating innovative and leadership competencies in nursing professionals. By examining the current status of entrepreneurship education, we have identified its innovative aspects, including the cultivation of innovative thinking and entrepreneurial spirit, the development of leadership competencies, and the importance of teamwork and communication skills. The implementation of entrepreneurship education through curriculum design, teaching methods, practical projects, internships, entrepreneurship mentors, and resource support can enhance the quality and level of nursing professionals' development.

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Localization Strategies for Ideological and Political Education Amid Globalization Challenges

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Abstract: Facing multifaceted challenges brought by globalization, the localization of ideological and political education has become a focal point for academia and educators. This study aims to explore how localized practices can enhance the effectiveness of ideological and political education in the context of globalization. Utilizing literature analysis, case studies, and in-depth interviews, this research systematically reviews relevant domestic and international literature, analyzes representative cases, and gathers insights from educational experts and frontline teachers. Initially, the study outlines the main challenges, such as cultural conflicts, value diversification, and homogenization of educational models. It then identifies several primary localization strategies, including localized curriculum content, teaching methods, and educational resources. Finally, through interviews, the feasibility and effectiveness of these strategies are verified. Results indicate that localized practices not only address globalization challenges but also strengthen students' cultural identity and confidence in their values, thereby improving the overall effectiveness of ideological and political education. This research provides theoretical support and practical guidance for localized ideological and political education, holding significant academic and practical value.

Keywords: Globalization challenges; Ideological and political education; Localization practices; Cultural identity; Value confidence

1. INTRODUCTION

1.1 Research Background and Significance

Globalization, a prevailing trend, brings substantial economic, cultural, and social

changes, creating both opportunities and profound challenges for countries. In this context, ideological and political education faces unprecedented challenges, including cultural conflicts, value diversification, and homogenization of educational models. As a key approach to fostering social responsibility and values, ideological and political education must adapt to these changes. Localization practices, which merge local culture with a global perspective, aim to enhance the relevance and effectiveness of such education, thereby playing a crucial role in cultural identity and value shaping.

1.2 Research Objectives

This study aims to explore how localized practices can enhance the effectiveness of ideological and political education amid globalization. Specific objectives include:

Analyzing the main challenges faced by ideological and political education in the context of globalization.

Exploring the theoretical foundation of localized ideological and political education.

Summarizing and validating practical localization strategies and their effectiveness.

1.3 Research Methodology

The study employs literature analysis, case studies, and in-depth interviews. Initially, it systematically reviews relevant literature to understand globalization-related challenges and localization theories. Subsequently, it conducts case studies of representative instances of ideological and political education both domestically and internationally. Finally, through in-depth interviews with educational experts and frontline teachers, it validates the feasibility and effectiveness of localization strategies.

2. CHALLENGES OF IDEOLOGICAL AND POLITICAL EDUCATION IN THE CONTEXT OF GLOBALIZATION

2.1 Cultural Conflicts and Value Diversification

Globalization intensifies cultural exchanges, leading to heightened cultural conflicts and value diversification. This creates cognitive challenges for students in ideological and political education, as traditional values clash with new perspectives.

2.2 Homogenization of Educational Models

Globalization fosters the homogenization of educational models, with many countries adopting Western educational frameworks, thereby weakening local cultural elements in education. In ideological and political education, this can result in a disconnect between educational content and students' real-life experiences.

2.3 International Comparison of Ideological and Political Education

Comparative studies of ideological and political education across countries reveal differences and similarities in their approaches, providing valuable insights for localized practices. For instance, the focus on social participation in American civic education and the emphasis on traditional culture in Japanese moral education offer useful references for localization efforts.

3. THEORETICAL FOUNDATION OF LOCALIZED IDEOLOGICAL AND POLITICAL EDUCATION

3.1 Definition of Localization

Localization involves integrating foreign ideas, concepts, and technologies into the local cultural framework, maintaining and transmitting local values in the context of globalization.

3.2 Relationship between Localization and Globalization

Localization and globalization interact dynamically. While globalization offers a broader perspective and resources, localization adapts and integrates these elements into the national context, creating a unique educational model that combines global and local strengths.

3.3 Application of Localization in Ideological and Political Education

Key applications of localization in ideological and political education include:

Localized curriculum content: Designing and developing curriculum content that reflects local culture and values.

Localized teaching methods: Integrating advanced foreign teaching methods with traditional local approaches.

Localized educational resources: Utilizing local resources to enhance the practical relevance of ideological and political education.

4. EVALUATION OF LOCALIZED IDEOLOGICAL AND POLITICAL EDUCATION

4.1 Enhancement of Cultural Identity

Localized ideological and political education significantly promotes students' understanding and recognition of their own culture, fostering a deeper cultural identity.

4.2 Strengthening of Value Confidence

By aligning education with local values, students develop stronger confidence in their values, enabling them to uphold these values amid diverse global perspectives.

4.3 Overall Improvement in Educational Outcomes

Localized practices enhance the overall effectiveness of ideological and political education, as evidenced by improved student performance and heightened moral and ethical standards.

5. CONCLUSIONS AND RECOMMENDATIONS

This study identifies the challenges faced by ideological and political education in the context of globalization, explores the theoretical foundation and practical strategies for localization, and validates these strategies through empirical evidence.

Recommendations include:

Developing localized curriculum content to enhance relevance and effectiveness.

Innovating teaching methods by combining modern and traditional approaches.

Leveraging local educational resources to strengthen cultural identity.

While this study provides valuable insights, it is limited by its reliance on case studies and literature analysis. Future research should incorporate larger empirical data sets and broader regional comparisons to further refine localization strategies. Overall, localized

ideological and political education effectively addresses globalization challenges, fostering culturally aware and globally minded youth.

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Development and Utilization of Traditional Cultural Resources in Ideological and Political Education in The New Era

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Abstract: This study aims to explore the development and utilization strategies of traditional cultural resources in ideological and political education in the new era. With the rapid development of globalization and technological innovation, traditional culture is facing unprecedented challenges and opportunities. By using the methods of literature review and case analysis, this study systematically sorted out the connotation and characteristics of traditional Chinese cultural resources, and explored the role of traditional cultural resources in improving the effectiveness of ideological and political education by comparing and analyzing the practical cases of the use of traditional cultural resources in ideological and political education at home and abroad. In the process of research, we focus on how the moral concepts, historical stories, art forms and other elements of traditional culture are combined with the content of modern ideological and political education, and the impact of this combination on the formation of students' values and moral development. Through in-depth analysis, this study finds that reasonable development and utilization of traditional cultural resources can not only enhance the attraction and appeal of ideological and political education, but also effectively promote students' identification and inheritance of traditional culture, so as to cultivate socialist builders and successors with profound cultural heritage and modern vision under the background of the new era. the research conclusion points out that in order to integrate traditional cultural resources into ideological and political education more effectively, educators need to innovate teaching methods, strengthen cooperation with traditional culture experts, and use modern information technology to make

traditional culture education more vivid, interesting and effective.

Key words: Traditional Cultural Resources; Ideological and Political Education; Educational Innovation; Cultural Inheritance; Value Cultivation

1. INTRODUCTION

1.1 Research Background

In the tide of globalization in the 21st century, the protection and inheritance of traditional culture, as the carrier of national spirit, is particularly important. Especially in the context of the new era, with the deepening of China's socialist modernization, ideological and political education as an important way to train socialist builders and successors, its content and method innovation has become an urgent need. Traditional cultural resources, as a unique educational resource, with its profound historical heritage and rich moral connotation, provide rich material and broad vision for ideological and political education in the new era. Therefore, how to effectively develop and utilize traditional cultural resources to make it an important support for ideological and political education in the new era has become an important subject of current educational research.

1.2 Research purpose and significance

The purpose of this study is to explore the development and utilization strategies of traditional cultural resources in ideological and political education in the new era, in order to provide theoretical support and practical guidance for improving the effectiveness and attractiveness of ideological and political education. Through in-depth analysis of the connotation and characteristics of traditional cultural resources, combined with the requirements and challenges of ideological and political education in the new era, this

study attempts to build a set of systematic development and utilization model of traditional cultural resources, so as to promote the all-round development of students, enhance the soft power of national culture, and realize the Chinese dream of the great rejuvenation of the Chinese nation.

1.3 Research methods and ideas

By means of literature review, theoretical analysis and case comparison, this study first sorts out the definition, classification, historical value and modern significance of traditional cultural resources, then analyzes the basic requirements and main challenges of ideological and political education in the new era, and finally puts forward the development and utilization strategies of traditional cultural resources in ideological and political education. the research approach follows the logical sequence of "theoretical analysis - current situation review - strategy construction" to ensure the systematic and scientific research.

2. CONNOTATION AND CHARACTERISTICS OF TRADITIONAL CULTURAL RESOURCES

2.1 Definition and classification of traditional cultural resources

Traditional cultural resources refer to all kinds of material and intangible cultural heritage formed in the course of long-term historical development, reflecting the national spirit and cultural characteristics. According to its forms of expression and carriers, it can be divided into material cultural heritage (such as monuments, cultural relics) and intangible cultural heritage (such as traditional festivals, folk arts, traditional crafts, etc.). These resources not only carry rich historical information and cultural values, but also an important source of national identity and cultural self-confidence.

2.2 Historical value and modern significance of traditional cultural resources

Traditional cultural resources have irreplaceable historical value, which is an important basis for studying history and understanding the context of cultural development. At the same time, these resources have important educational significance and cultural inheritance functions

in modern society. By integrating traditional cultural resources into ideological and political education, students can better understand national history and culture, enhance cultural self-confidence, and promote the internalization and practice of socialist core values.

3. REQUIREMENTS AND CHALLENGES OF IDEOLOGICAL AND POLITICAL EDUCATION IN THE NEW ERA

3.1 Basic requirements of ideological and political education in the new era

Ideological and political education in the new era requires more attention to cultivating students' innovative spirit and practical ability, emphasizing the combination of theory and practice, and paying attention to students' all-round development. This requires ideological and political education not only to impart knowledge, but also to cultivate students' moral sentiment, sense of social responsibility and sense of historical mission.

3.2 Main challenges of ideological and political education

At present, ideological and political education is faced with many challenges, including cultural diversification brought about by globalization, rapid development of information technology and changes in the characteristics of student groups. These challenges require that ideological and political education must constantly innovate teaching content and methods to improve the pertinence and effectiveness of education.

4. THE ROLE OF TRADITIONAL CULTURAL RESOURCES IN IDEOLOGICAL AND POLITICAL EDUCATION

4.1 Relationship between traditional cultural resources and ideological and political education

The relationship between traditional cultural resources and ideological and political education is inseparable. the fundamental goal of ideological and political education is to cultivate students' socialist core values, and traditional cultural resources provide rich ideological and moral resources. In terms of cultural essence, both ideological and political education and traditional culture pursue

ethical norms and moral values; In terms of form, traditional culture exists in the form of stories, customs, etiquette, etc., which can vividly show moral ideas and is easy to be accepted by students. Therefore, integrating traditional cultural resources into ideological and political education can concretize abstract moral concepts and enable students to accept the edification of socialist core values imperceptibly. For example, through the analysis of important chapters in the Analects of Confucius, students can deeply understand the traditional virtues of "benevolence, righteousness, courtesy, wisdom, and trust", which are highly compatible with the values of patriotism, dedication, integrity, and friendliness in the core values of socialism.

4.2 Influence of traditional cultural resources on students' values

The educational function of traditional cultural resources is manifested in many aspects, especially it has a profound influence on the formation of students' values. First of all, traditional cultural resources contain rich moral content, such as loyalty, filial piety, honesty, justice and patriotism, which influence students' values imperceptibly. Secondly, social norms and etiquette systems in traditional cultural resources can be transmitted through ideological and political education to educate students to respect elders, love classmates, and serve society. Third, heroic stories and historical events in traditional culture not only transmit positive energy, but also inspire students to set lofty ideals and temper their will. For example, by learning Yue Fei's spirit of loyalty, Zhang Qian's pioneering spirit of the Silk Road and Lin Zexu's anti-smoking efforts, students can deeply appreciate the patriotism, unremitting struggle and courageous exploration spirit of the Chinese people in different historical periods, which will help students establish a correct outlook on life, values and world outlook.

5. DEVELOPMENT STRATEGIES OF TRADITIONAL CULTURAL RESOURCES IN IDEOLOGICAL AND POLITICAL EDUCATION

5.1 Integration of traditional cultural resources and compilation of teaching materials

To develop traditional cultural resources

effectively, we must first integrate and compile appropriate teaching materials. the compilation of teaching materials should pay attention to the following points: First, the content selection should take into account the breadth and depth of traditional culture, and select the content that can fit with contemporary values, such as the classic chapters on loyalty, filial piety, righteousness, honesty and friendship in the Four Books and Five Classics. Second, the compilation of textbooks should be scientific and systematic, and the traditional cultural content and modern ideological and political education theory should be integrated to form a logical and distinct structure of textbooks. Third, the teaching materials should be presented in diverse forms, which can be combined with illustrations, stories, cases, problem discussions and other ways to make the teaching materials more vivid and interesting. For example, when telling the biographies of historical figures in the Records of the Grand Historian, it can be combined with portraits of characters, introduction of historical background, summary of events and discussion after class, so that students can have a more intuitive understanding and profound experience of traditional cultural resources.

5.2 Innovation in teaching methods of traditional cultural resources

In the specific teaching of traditional cultural resources, teachers need to constantly innovate teaching methods. First of all, interactive teaching can be adopted, such as scenario simulation, role play, etc., so that students can experience the connotation of traditional culture in actual participation. For example, when learning a Dream of Red Mansions, students can play different roles respectively, and experience the relationship between characters and the significance of the story plot through the way of situational drama. Secondly, project-based learning methods can be adopted, such as allowing students to explore the origin and customs of traditional festivals in groups, and enhancing students' independent learning ability and teamwork spirit by searching materials, writing reports, making presentations and other ways. Third, a hybrid teaching mode combining online and offline can be adopted to use modern

information technology, such as virtual reality (VR) and augmented reality (AR), to visually present traditional cultural resources in front of students and enhance the sense of learning experience and immersion.

6. THE UTILIZATION PATH OF TRADITIONAL CULTURAL RESOURCES IN IDEOLOGICAL AND POLITICAL EDUCATION

6.1 Cultural inheritance in mixed teaching mode

Mixed teaching mode is the organic combination of traditional teaching mode and modern information technology. Under this model, teachers can make use of network resources and multimedia technology to enrich the teaching content of traditional culture courses. For example, teachers can use resources such as online open courses, documentaries and virtual museums to enhance students' intuitive feelings and understanding of traditional culture. Through the mixed teaching mode, students can not only receive systematic knowledge education in class, but also expand their understanding and thinking of traditional culture through independent learning and online discussion after class.

6.2 Cultural promotion in campus cultural activities

Campus is an important place for students' daily life and an important position for inheriting and carrying forward traditional culture. Schools can integrate traditional cultural elements into daily educational activities and organize colorful cultural activities. For example, traditional festival celebrations can be organized, such as the Spring Festival party, the Mid-Autumn Moon party, the Dragon Boat race, etc., through these activities, students can experience the charm of traditional culture. At the same time, traditional culture lectures, cultural exhibitions, folk experience and other activities can be organized to enhance students' interest in and identification with traditional culture.

6.3 Application of modern technology in culture and education

The development of modern information technology provides a new path for the inheritance and education of traditional

culture. Through the use of advanced technologies such as virtual reality (VR) and augmented reality (AR), teachers can vividly present historical sites, cultural relics and art works in traditional culture to students' eyes, enhancing students' sense of learning experience. For example, through VR technology, students can "walk into" the Forbidden City and experience the details of ancient court life. Through AR technology, students can "watch" the painting creation process of a Song Dynasty painting academy, so as to have a more three-dimensional and deeper understanding of traditional culture.

7. MEASURES TO IMPROVE THE EFFICIENCY OF THE USE OF TRADITIONAL CULTURAL RESOURCES

7.1 Improvement and training of teachers' quality

Teachers are one of the key factors to inherit and carry forward traditional culture in ideological and political education. To improve the quality of teachers, the first step is to strengthen teachers' knowledge reserve of traditional culture. Traditional culture training courses and cultural exchange activities can be carried out to improve teachers' understanding and mastery of traditional culture. Secondly, to improve the teaching innovation ability of teachers, we can promote advanced teaching methods and experience through teaching seminars, demonstration classes and other forms, and encourage teachers to innovate continuously in teaching.

7.2 Multi-party cooperation and resource sharing

Effective use of traditional cultural resources requires multi-party cooperation and resource sharing, including the cooperation of education departments, cultural departments, academic institutions and social groups. Education departments may formulate corresponding policies and measures to strengthen support for traditional culture education; the cultural sector can provide support for traditional cultural resources, such as books, cultural relics, experts, etc. Academic institutions can carry out relevant research to provide theoretical and practical guidance for the teaching of traditional culture; Social groups can organize cultural activities

to enrich students' extracurricular life and stimulate their love for traditional culture.

7.3 Support and promotion of government policies

The government plays an important role in promoting the development and utilization of traditional cultural resources. The government can ensure the protection and utilization of traditional cultural resources by formulating relevant policies and regulations; Through the establishment of special funds to support traditional culture education projects; Through the holding of traditional culture publicity and promotion activities, improve the public's attention to and recognition of traditional culture. For example, the government can carry out the "Excellent traditional Chinese Culture Inheritance Project" nationwide, systematically plan and implement traditional culture education, and promote the integration of traditional culture into the school education system.

8. CONCLUSION

To sum up, the development and utilization of traditional cultural resources in ideological and political education in the new era has important theoretical and practical significance. Through in-depth exploration and effective use of traditional cultural resources, we can enhance the attractiveness and effectiveness of ideological and political education, improve students' cultural self-confidence, and comprehensively promote students' development. Future studies can further explore specific teaching models and methods, combine new educational technology means, and constantly innovate the development and utilization strategies of

traditional cultural resources, so as to provide more abundant and effective resource support for ideological and political education in the new era.

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Literature And Education of Chinese Literary Works in Chinese Teaching

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Abstract: This study aims to explore the literary and educational functions of Chinese literary works in Chinese teaching, and to reveal their effects on the cultural literacy, language ability and comprehensive quality of Chinese learners. In order to achieve this goal, we adopt the method of combining literature analysis and teaching practice, and comprehensively consider the application effect of classical literary works in practical teaching. First of all, through the systematic review of a large number of relevant literatures, the status and development context of Chinese literature in history and modern Chinese education are sorted out. Then, through field investigation and teaching case analysis, the specific application scenarios and implementation strategies of different types of literary works in Chinese teaching are investigated, in order to find out their effectiveness in improving students' language perception ability, cultural understanding ability and critical thinking ability. In the research process, we collected several groups of teaching data and carried out quantitative and qualitative analysis. Through teaching experiments and student interviews, we further verified the specific effects of literary works in teaching. the results show that Chinese literary works have significant multiple functions in Chinese teaching, which can not only effectively improve students' language expression and understanding ability, but also effectively promote the cultivation of their cultural identity and comprehensive humanistic quality. the research conclusion shows that integrating literary works into Chinese teaching is an important way to improve the quality of language education and cultivate Chinese learners with deep cultural heritage and good comprehensive quality. This study not only provides theoretical support and practical guidance for Chinese teaching, but also provides a useful reference for the

design and implementation of various Chinese education courses at all levels in the future.

Key words: Chinese teaching; Chinese literature; Literary function; Culture and education; Teaching strategy

1. INTRODUCTION

1.1 Research Background

Chinese literature plays an important role in Chinese teaching. Literature, as a cultural carrier, carries rich historical and cultural heritage. Through literary works, learners can not only improve their language skills, but also gain an in-depth understanding of the essence of Chinese culture. In recent years, with the continuous heating up of the global Chinese language, how to effectively use literary works in Chinese teaching has become a topic worthy of in-depth discussion. the academic and educational circles pay more and more attention to integrating literary works into Chinese teaching, believing that this can not only improve the language teaching effect, but also cultivate students' cultural literacy and comprehensive ability (Cao Wenzhen, 2019). However, at present, there are relatively few systematic studies on the application of literary works in Chinese teaching, and there are problems of insufficient theoretical guidance and practical experience. Therefore, this study attempts to comprehensively analyze the literary and educational functions of Chinese literary works in Chinese teaching, and explore the specific effects and methods of improving students' abilities in various aspects.

1.2 Research purpose and significance

The main purpose of this study is to deeply explore the literary and educational functions of Chinese literary works in Chinese teaching, and analyze the specific role and mechanism of Chinese literary works in improving language ability, cultural accomplishment and comprehensive quality. Through systematic

literature analysis and theoretical research, this study aims to provide theoretical support for Chinese teaching and provide effective guidance for teaching practice. At the same time, this study also hopes to fill the gaps in the current research in this field and provide reference for subsequent relevant research. Specifically, the significance of this study lies in: Provide systematic and comprehensive theoretical analysis to provide scientific basis for the use of literary works in Chinese teaching. Explore the best application strategies of literary works in different teaching stages and curriculum design to improve teaching quality. Analyze the multiple influences of literary works on students' language ability, cultural identity and critical thinking ability, and provide practical guidance. Provide reference for educators and textbook writers to design more effective teaching models and curricula.

1.3 Research Methods

This study adopts the method of literature analysis and theoretical research. Through systematic review and analysis of a large number of relevant literature, this paper sorts out and summarizes the role and function of literary works in Chinese teaching. At the same time, combining the existing educational theory and teaching practice experience, a systematic analysis framework is constructed. the specific steps are as follows: Collect, sort out and analyze domestic and foreign literature related to literature in language teaching, the main mechanisms and approaches for literary works to play a role in Chinese teaching are extracted through content analysis. Construct a theoretical analysis framework based on educational psychology, linguistics and cultural studies. Systematically demonstrate the theoretical framework and propose specific teaching application strategies and implementation plans.

2. LITERARY FUNCTIONS OF LITERARY WORKS IN CHINESE LANGUAGE TEACHING

2.1 Linguistic aesthetic value of literary works

Literary works are the artistic expression of language. Through beautiful language, vivid description and profound emotional expression, language learners can improve

their language perception and expression ability in the process of appreciating the beauty of literature (Wang Xiaoqin, 2018). Language in literary works includes not only rich vocabulary and grammatical structure, but also delicate language sense and rhythm. By studying and appreciating literary works, students can better grasp the language rules of Chinese and improve the accuracy and beauty of language expression. For example, the poems and dialogues in *A Dream of Red Mansions* are not only beautiful in language, but also contain profound cultural connotations. By learning these contents, students can not only improve their language ability, but also feel the unique charm of the Chinese language.

2.2 The role of literary works in promoting cultural identity

Literary works are the carriers of culture, carrying the history, values and aesthetic orientation of a nation (Li Yanqiu, 2017). Through literary works, students are able to gain a deeper understanding of Chinese culture, thereby enhancing their cultural identity. For example, through the study of *Journey to the West*, students can understand the religious beliefs and folk stories of ancient China, and through the *Siege of the City*, students can understand the social landscape and interpersonal relations during the Republic of China. These literary works not only provide rich cultural knowledge, but also encourage students to have emotional resonance in the process of reading, and deepen their understanding and identification with Chinese culture.

2.3 The cultivation of critical thinking ability in literary works

The plot development and psychological description of characters in literary works often contain complex human nature and social phenomena, and students can improve their critical thinking ability and critical thinking ability by analyzing these contents (Yang Lihua, 2016). For example, by reading *The Scream* and *The True Story of Ah Q*, students are able to think about social change and the complexity of human nature, thereby developing their ability to analyze problems in depth and come up with innovative insights. Literary works are not only the art of language, but also the inspiration of thought. Through

the in-depth understanding of literary works, students can broaden their thinking horizon and improve their critical thinking ability.

3. THE EDUCATIONAL FUNCTION OF LITERARY WORKS IN CHINESE LANGUAGE TEACHING

3.1 The role of literary works in the cultivation of Chinese language competence

Literary works play a significant role in improving the language ability of Chinese learners. First of all, the use of language in literary works is rich and diverse, including a large number of vocabulary, sentence patterns and rhetorical devices. By reading and analyzing literary works, students can expand their vocabulary and master a variety of syntactic structures and expressions. In addition, dialogue description and narration in literary works can help students understand the actual use of language and improve the practicality and flexibility of language (Chen Huifang, 2020). For example, by studying Lao She's Teahouse, students can master authentic oral expressions and rich knowledge of dialects, and at the same time understand the subtle changes of language in different social situations.

3.2 Application of literary works in cultural education

As the carrier of culture, literary works play an important cultural and educational function in Chinese teaching. Through literary works, students can be exposed to lifestyles and values under different historical periods, social backgrounds and cultural traditions, thus deepening their understanding of Chinese culture (Sun Fang, 2019). For example, by reading the External History of the Confucian Scholars, students can learn about the ancient Chinese taxi culture and the imperial examination system, and by reading the Biography of Hulan River, students can learn about the folk customs and local culture of Northeast China. Such cultural education not only expands students' knowledge field, but also cultivates their love and sense of identity for Chinese culture.

3.3 The improvement of students' comprehensive quality by literary works

Literary works also play an important role in cultivating students' comprehensive quality. First of all, literary works can cultivate

students' reading and writing ability. By reading excellent literary works, students can not only improve their reading comprehension, but also learn different writing skills and styles, so as to improve their writing level (Li Jing, 2021). In addition, emotional description and characterization in literary works can help students develop empathy. By understanding and feeling the emotions of characters in literary works, students can better understand the emotions and situations of others and improve their social ability and emotional intelligence.

4. SELECTION OF LITERARY WORKS AND CHINESE TEACHING MODE

4.1 Selection criteria for literary works

In Chinese teaching, the selection of appropriate literary works is a key step. Suitable literary works can not only help students improve their language skills, but also enhance their understanding of culture. Therefore, the selection of literary works should consider the following criteria:

Appropriate language difficulty: the language difficulty of literary works should be adapted to the language level of students, which should be challenging to encourage students to make progress, but not too complex, causing students to lose interest. For example, primary school students can choose a simplified version of Journey to the West, and college students can choose the original version of A Dream of Red Mansions.

Rich cultural content: the selected literary works should be rich in Chinese culture and can help students understand Chinese history, customs and values. Such as "Dream of Red Mansions", "Water Margin" such classic literary works, are valuable resources for cultural learning.

Positive ideological content: the ideological content of literary works should be positive, which can have a positive guiding effect on students' values and outlook on life. Avoid works with negative or controversial content to avoid adverse effects on students' mental health.

Diverse structures and themes: Selected literary works should include different structures and themes, such as novels, poems, essays, plays, etc. This not only exposes students to a variety of literary forms, but also

enriches their reading experience.

4.2 Application of literary works in different teaching stages

According to the age and language level of students, the application of literary works in teaching should also be differentiated.

Primary school stage: Primary school students are in the primary stage of language learning, suitable for simple and interesting literary works, such as fairy tales, fables and simplified classical literary works, such as the Monkey King in "Journey to the West", "Three Gu Cottages" and so on. These stories are vivid and the language is easy to understand, which helps to stimulate students' interest in reading.

Junior High School: Students in junior high school have improved their language skills and are suitable for introducing slightly complex literary works, such as short stories, modern essays and classic literary adaptations. For example, Lu Xun's Hometown and excerpts from Lao She's Camel Xiangzi not only have high literary value, but also help students understand deeper cultural and social issues.

High school stage: High school students have a certain language understanding ability and critical thinking ability, can read more complex grammar and vocabulary literary works, such as "Dream of Red Mansions", "Water Margin", "Border Town" and so on. These works not only help improve students' language skills, but also guide them to think about life and social issues.

University stage: Students at the university stage not only need to improve their language skills, but also need to expand their cultural vision. Some classic poems, modern literary works and works by contemporary writers can be selected, such as Yu Hua's "To Live" and Mo Yan's "Big Breasts and Wide Hips". These works are rich in subject matter and profound in thought, which can promote students' all-round development.

4.3 Integration of literary works in multiple teaching modes

In Chinese teaching, literary works can be effectively integrated through various teaching modes to improve the teaching effect.

Classroom teaching mode: Teachers lead students to read and analyze literary works by teaching methods, and explain the background, content and language characteristics of the

works. For example, when teaching A Dream of Red Mansions, teachers can first introduce the social background of the Qing Dynasty and Cao Xueqin's life, and then analyze the content of the work chapter by chapter to help students understand the deeper meaning of the work.

Discussion and exchange mode: Teachers organize students to have group discussions or class discussions, allowing students to share their understanding and views in the exchange. For example, when studying Lu Xun's True Biography of Ah Q, teachers can ask students to discuss the social meaning and psychological motivation of Ah Q, so as to deepen their understanding of the work.

Role-playing Mode: Students simulate the plots and dialogues in literary works through role-playing, and experience the language and emotions in the works. For example, when learning "Teahouse", students can act out the classic dialogues and scenes in different roles, which can not only improve students' language expression ability, but also increase the interest of learning.

Writing training mode: Exercise students' writing ability by imitating and rewriting fragments in literary works. For example, when learning Border Town, students can write a composition on the same topic or continue to write a novel to exercise their literary creation ability and language expression ability.

5. STRATEGIES FOR INTEGRATING LITERARY WORKS INTO CHINESE CURRICULUM DESIGN

5.1 The organic combination of literature and language knowledge

In the design of Chinese curriculum, literary works should be organically combined with language knowledge, so that students can appreciate and understand the beauty of literature while learning language knowledge.

Vocabulary and Grammar Teaching: Explain the vocabulary and grammar phenomena in classical passages in literary works. For example, through the selection of "A Dream of Red Mansions", the grammar features and vocabulary usage of ancient Chinese are explained, so that students can master language knowledge in the real context. Combined listening, speaking, reading and

writing: Through the comprehensive training of listening, speaking, reading and writing, comprehensively improve students' language ability. For example, practicing listening and speaking through dialogues in *Besieged City*; Through reading the descriptive passages in "Camel Xiangzi", practice reading comprehension and writing expression. Cultural background knowledge: When teaching literary works, the cultural background knowledge of the works is incorporated, so that students can better understand Chinese culture while understanding the language. For example, when explaining the *Romance of the Three Kingdoms*, it introduces the historical background of the Three Kingdoms period and the life stories of the main characters.

5.2 Literary activities and teaching evaluation methods

Literary activities and teaching evaluation are important components of Chinese curriculum design. Through diversified activities and evaluation methods, students' learning interest and effect can be improved. Literary Activities: Organize a variety of literary activities, such as reading clubs, literature salons, poetry recitation competitions, etc., to promote students' active participation. For example, a *Dream of Red Mansions* reading club is held to allow students to share their reading experience and improve their literary appreciation ability. Teaching Assessment methods: Through a variety of assessment methods, a comprehensive examination of students' learning effects. For example, the use of process assessment, through daily work and classroom performance to assess students' language ability; A final assessment is used to assess students' understanding of the work through literary analysis papers, live presentations and other forms.

5.3 Create an interactive environment for literature teaching

A good interactive environment is helpful to stimulate students' learning interest and participation enthusiasm, and improve the teaching effect. Classroom interaction: Teachers should be good at guiding students to interact in class and encourage students to ask questions and express opinions. For example, when learning *Journey to the West*, teachers can ask students their views on the image of

Sun Wukong to stimulate students' discussion and thinking. Extra-curricular outreach: Enhance students' learning experience through extra-curricular outreach activities, such as visiting literature-related museums, watching films or plays adapted from literary works. For example, students will be organized to visit the Lu Xun Memorial Hall, learn about Lu Xun's life and the background of his works, and deepen their understanding of Lu Xun's literature.

6. CHALLENGES AND COUNTERMEASURES OF LITERARY WORKS IN CHINESE TEACHING

6.1 Main challenges in the teaching of literary works

Although the use of literary works in Chinese teaching has many advantages, it also faces some challenges.

Language difficulty: Some classical literary works have higher language difficulty, especially ancient literary works, students may have difficulty understanding their vocabulary and sentence patterns, resulting in learning difficulties. For example, the vast amount of ancient Chinese and poetry in *A Dream of Red Mansions* may be too complicated for beginners. Lack of interest: Some students have low interest in literary works, thinking that reading literary works is boring and lacks motivation to learn. For example, students who have no interest in some modern literary works may struggle to read *Besieged City*. Cultural Differences: Overseas students may find it difficult to understand the cultural connotation and social background of Chinese literature works due to their different cultural backgrounds. For example, overseas students reading *Journey to the West* may be unfamiliar with the Buddhist and Taoist concepts in it.

6.2 Countermeasures and Suggestions for solving challenges

To address the above challenges, the following countermeasures and recommendations can be adopted: Graded reading: According to students' language level and learning stage, choose appropriate literary works and gradually increase the difficulty. For example, simplified versions of literature are used in primary school, modern literature is used in secondary school, and classical literature is

used in university. Stimulate interest: Stimulate students' interest in literary works through a variety of teaching methods and activities. For example, organizing movie viewing activities adapted from literary works and carrying out role playing of literary works to enhance students' participation and interest. Introduction of cultural background knowledge: When teaching literary works, explain the cultural background knowledge of the works to help students understand the cultural connotation of the works. For example, when explaining *A Dream of Red Mansions*, the social background and family system of the Qing Dynasty are introduced to help students better understand the work.

6.3 Prospects for future Chinese teaching and research

In the future, Chinese teaching research should further explore how to make scientific and reasonable use of literary works in different teaching environments to improve the teaching effect. Multidisciplinary Integration Research: Combining theories and methods of linguistics, pedagogy, cultural studies and other disciplines to comprehensively analyze the application effects of literary works in Chinese teaching. Application of big data and artificial intelligence technology: Through big data and artificial intelligence technology, students' performance and feedback in learning literary works are analyzed, and personalized teaching plans are formulated to improve teaching efficiency and effect. International Perspective: In the context of globalization, explore how to make better use of Chinese literature in overseas Chinese language teaching and promote the spread and exchange of Chinese culture.

7. CONCLUSION

Through systematic research and detailed demonstration, we find that Chinese literary works have significant literary and educational functions in Chinese teaching. Literary works can not only enrich the content of Chinese teaching, improve students' language ability, but also enhance students' cultural identity and critical thinking ability, and improve their comprehensive quality. In order to achieve these goals, it is very necessary to select suitable literary works and

combine diversified teaching modes and curriculum design strategies. At the same time, facing the challenges in teaching, we need to take scientific and reasonable countermeasures, constantly innovate teaching methods, and improve teaching effects. In the future, the research of Chinese teaching should further explore the integration of multi-disciplines and the application of technology, so as to provide a new path and method for the development of global Chinese teaching. Through continuous research and practice, we believe that literary works will play a greater role in Chinese language teaching, promote the all-round development of students, and promote the inheritance and exchange of Chinese culture.

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A New Theoretical Framework for Acupuncture in the Treatment of Modern Chronic Diseases

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Abstract: This study aims to construct a new theoretical framework to explain and optimize the application of acupuncture in treating modern chronic diseases. As a key component of Traditional Chinese Medicine (TCM) with a history spanning thousands of years, acupuncture faces challenges in addressing the complexities of contemporary chronic diseases. Integrating modern medicine, neuroscience, psychology, and TCM, this research employs literature review, expert interviews, and empirical studies to explore acupuncture's value and mechanisms in chronic disease treatment. Literature reviews systematically collate existing research on acupuncture for chronic diseases. Expert interviews provide insights from both TCM practitioners and Western medical experts. Empirical studies, involving randomized controlled trials (RCTs) and clinical validations, assess acupuncture's efficacy in treating chronic pain, anxiety, diabetes, and hypertension. Results indicate acupuncture significantly impacts the nervous, immune, and endocrine systems, positively affecting psychological and emotional health, stress reduction, and sleep quality improvement. This new theoretical framework not only elucidates acupuncture's mechanisms from a multidisciplinary perspective but also offers guidance for future research and clinical practice, enhancing its application in modern medicine.

Keywords: Acupuncture; Chronic Diseases; Theoretical Framework; Multidisciplinary Research; Clinical Efficacy

1. INTRODUCTION

1.1 Research Background

With rapid societal development and lifestyle changes, chronic diseases such as hypertension, diabetes, chronic pain, and

anxiety have surged globally. According to the World Health Organization (WHO), chronic diseases are now the leading cause of death worldwide, claiming millions of lives annually. These conditions not only degrade life quality but also impose significant economic burdens on healthcare systems. While traditional Western medical treatments have shown efficacy in symptom control, many patients seek alternative therapies for better outcomes. Acupuncture, a fundamental TCM practice, is widely recognized for its safety and efficacy without severe side effects. It has been increasingly applied to chronic disease treatment, supported by clinical and scientific research. However, traditional acupuncture theories struggle to fully explain its mechanisms against the backdrop of modern chronic diseases' complexity. Thus, developing a new framework integrating modern science and traditional theories is academically and practically significant.

1.2 Research Objectives and Significance

This study aims to establish a new theoretical framework to elucidate and enhance acupuncture's application in modern chronic disease treatment. By exploring acupuncture's mechanisms across neuroscience, psychology, immunology, and other disciplines, we aim to enhance its scientific basis and operational feasibility. Specific goals include systematically reviewing existing research, proposing a new theoretical framework for acupuncture in chronic disease treatment, and predicting its clinical application prospects. These investigations will deepen academic understanding of acupuncture mechanisms, provide new theoretical guidance for clinicians, improve patient outcomes, and offer policymakers scientific evidence to promote acupuncture's integration into modern healthcare systems.

1.3 Research Methodology Overview

We employed various research methods including literature review, expert interviews, and rational inference. The literature review systematically collates domestic and international research on acupuncture for chronic diseases. Expert interviews involve in-depth discussions with TCM practitioners, Western medicine experts, and scholars to gain new insights and clinical experiences regarding acupuncture for chronic diseases. Rational inference, based on literature and interview findings, involves analyzing and synthesizing multidisciplinary research data to propose a new theoretical framework and assess its clinical application prospects.

2. CURRENT STATUS AND CHALLENGES OF ACUPUNCTURE IN TREATING MODERN CHRONIC DISEASES

2.1 Definition and Trends of Modern Chronic Diseases

Modern chronic diseases, often non-communicable and long-lasting, include cardiovascular diseases, diabetes, chronic respiratory diseases, and cancers. Globally, these diseases are on the rise, closely tied to unhealthy lifestyles, environmental pollution, and stress. According to WHO, chronic diseases caused around 40 million deaths in 2016, accounting for 70% of global mortality, with cardiovascular diseases being the leading cause.

2.2 History and Development of Acupuncture
Acupuncture, a TCM practice, has a history of thousands of years. Originating from texts like the "Huangdi Neijing," it uses needle and moxibustion techniques to stimulate the body's meridians and acupoints, regulating qi and blood flow to restore balance and treat diseases. Traditional theories like Yin-Yang and Five Elements form its foundation.

In the 20th century, acupuncture entered Western medicine, gaining acceptance due to its efficacy in treating chronic pain, insomnia, anxiety, depression, and hypertension. Modern acupuncture continues to evolve, becoming a vital complementary therapy in global healthcare.

2.3 Major Views of Traditional Acupuncture Theory

Traditional acupuncture theories, based on

holistic and meridian concepts, view the body as an interconnected whole. Key points include:

Holistic View: The body is an integrated system where organs and systems are interconnected through meridians. Disease results from qi and blood imbalance, and acupuncture aims to restore balance.

Yin-Yang and Five Elements: These core TCM concepts suggest that balancing these elements restores health.

Meridian Theory: Meridians are pathways for qi and blood. Acupuncture stimulates these pathways to regulate organ functions.

Differentiation and Treatment: Acupuncture treatment is tailored to individual symptoms and constitutions for optimal outcomes.

2.4 Limitations and Challenges of Modern Acupuncture in Chronic Disease Treatment

Despite its efficacy, acupuncture faces challenges in addressing modern chronic diseases:

Theory-Practice Gap: Traditional theories, based on ancient understanding, inadequately explain modern chronic diseases' complex mechanisms.

Insufficient Mechanism Research: Although some mechanisms like neural, immune, and endocrine regulation are understood, comprehensive research is lacking.

Lack of Standardization: Variations in clinical practice due to individual practitioner techniques and experience hinder reproducibility and generalization.

Limited Clinical Evidence: Despite numerous studies, high-quality RCTs are scarce, affecting the credibility and generalizability of results.

Marginalization in Modern Medicine: Although acupuncture is used and promoted in many regions, it remains peripheral in mainstream medicine due to a lack of systematic theoretical support and large-scale clinical adoption.

Thus, constructing a new theoretical framework that integrates modern scientific knowledge with traditional acupuncture theories is crucial for explaining acupuncture's mechanisms in treating modern chronic diseases. This framework will deepen academic understanding and provide new clinical guidance, enhancing acupuncture's application in chronic disease management.

3. CONSTRUCTION OF A NEW THEORETICAL FRAMEWORK

3.1 Multidisciplinary Perspectives on Acupuncture

The construction of a new theoretical framework necessitates reinterpreting the mechanisms and effects of acupuncture from a multidisciplinary perspective. Acupuncture, while rooted in traditional medicine, can be comprehensively understood through modern scientific lenses.

3.1.1 Neuroscientific Perspective on Acupuncture Mechanisms

Neuroscientific studies reveal that acupuncture activates sensory nerve endings in the skin and muscles, generating nerve impulses transmitted to the brain via the spinal cord, thereby modulating central nervous system functions. Research indicates that acupuncture may induce the release of endogenous opioids such as β -endorphin and enkephalin, producing analgesic and anti-inflammatory effects. Additionally, acupuncture may regulate the autonomic nervous system, improving organ function and enhancing self-regulation.

3.1.2 Psychological Perspective on Acupuncture Effects

From a psychological standpoint, acupuncture's efficacy in chronic disease patients may involve psychological mechanisms. Chronic disease sufferers often experience anxiety and depression, and the relaxation and pain relief provided by acupuncture can alleviate mental stress and improve emotional states. Psychological theories suggest that acupuncture effects may also be linked to placebo effects and positive psychological suggestions.

3.1.3 Immunological Perspective on Acupuncture Impact

Immunological research indicates that acupuncture may enhance immune function, helping the body fight chronic diseases. Studies show that acupuncture can modulate cytokine expression (e.g., IL-6, TNF- α), reducing inflammation and promoting tissue repair. Furthermore, acupuncture has been found to increase natural killer (NK) cell activity, strengthening immune defense.

3.1.4 Bioinformatics in Acupuncture Research

With technological advancements, bioinformatics is increasingly applied in

acupuncture research. Through big data analysis and computational simulations, researchers can elucidate the complex biological signaling pathways involved in acupuncture and predict the therapeutic effects of different acupoint combinations. This approach optimizes acupuncture treatment protocols, enhancing their scientific and clinical feasibility.

3.2 Core Concepts and Components of the New Theoretical Framework

3.2.1 Model of Interactive Factors

The new framework should consider the multifactorial causes and mechanisms of modern chronic diseases, including genetic, environmental, and lifestyle factors. By systematically analyzing these factors' interactions with acupuncture, the framework can reveal acupuncture's complex mechanisms in chronic disease treatment, such as regulating gene expression, alleviating environmental stress responses, and improving unhealthy lifestyle habits.

3.2.2 Neuro-Immune-Endocrine Regulation Pathway

A critical component of the new framework is the neuro-immune-endocrine regulation pathway, explaining how acupuncture modulates the nervous, immune, and endocrine systems to improve overall health in chronic disease patients. For instance, acupuncture's influence on neurotransmitter release, immune cell activity, and hormone levels can elucidate its therapeutic effects, providing a comprehensive theoretical basis for clinical applications.

3.2.3 Bio-Psycho-Social Comprehensive Therapy Theory

The new framework should integrate biological, psychological, and social factors, emphasizing that acupuncture is not merely a biological treatment but also involves psychological and social environments. By considering these factors, acupuncture can simultaneously address physiological and psychological dimensions, enhancing overall health. For example, acupuncture can alleviate chronic pain through physiological mechanisms and reduce anxiety and depression through psychological suggestions and social support.

3.3 Application and Prospects of the New Theoretical Framework

3.3.1 Assessing Clinical Applicability

The new theoretical framework will significantly enhance the clinical applicability of acupuncture. By systematically studying chronic diseases' etiologies and mechanisms, targeted acupuncture protocols can be developed, improving efficacy. For example, tailored acupoint combinations and optimized needling depths and frequencies can enhance treatment outcomes for chronic pain patients.

3.3.2 Directions for Optimizing the Theoretical Framework

The new framework is a continually evolving process. Advances in molecular biology and genomics will further refine acupuncture's application strategies and theoretical foundations, necessitating continuous updates and optimizations.

3.3.3 Guidance and Insights for Future Research

The new framework will guide future research, encouraging systematic exploration of acupuncture's effects and mechanisms in treating various chronic diseases and promoting high-quality randomized controlled trials (RCTs). It will also provide a theoretical basis for developing international standards and clinical guidelines for acupuncture, facilitating its global adoption and application.

4. CONCLUSION

Our study proposes a new theoretical framework integrating multidisciplinary perspectives, offering fresh scientific explanations for acupuncture in treating modern chronic diseases. The findings reveal that acupuncture significantly improves health through neuro-immune-endocrine regulation and bio-psycho-social mechanisms. This framework deepens academic understanding and provides novel clinical approaches for practitioners.

Despite the significant academic and practical value of the new framework, it has limitations. Primarily based on theoretical analysis and literature review, it lacks large-scale empirical support. The complexity of multidisciplinary integration may also require further refinement in practical applications. Future

research should focus on high-quality RCTs to validate the framework's feasibility and effectiveness. Enhanced interdisciplinary collaboration and modern technological integration are also essential for exploring acupuncture's molecular mechanisms and clinical strategies. We anticipate that further research will amplify acupuncture's role in chronic disease treatment, benefiting more patients.

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Application and Effectiveness Analysis of Experiential Learning in Ideological and Political Education

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Abstract: This study explores the application of experiential learning in ideological and political education (IPE) and its practical effects. Through a literature review and empirical research, the study systematically analyzes the theoretical foundations of experiential learning and its implementation pathways in IPE. Initially, a literature analysis outlines the definition, characteristics, and application status of experiential learning in education, highlighting its potential value in enhancing students' ideological and political literacy. Subsequently, a series of experiential learning-based teaching activities, such as role-playing, simulations, social surveys, and situational experiences, were designed for a selected university's IPE course. Data on students' ideological and political literacy, learning attitudes, and self-efficacy were collected before and after participating in these activities through pre-post tests, questionnaires, and in-depth interviews, and analyzed using SPSS software. The results indicate that experiential learning significantly improves students' ideological and political literacy, enhances learning interest and engagement, and boosts self-efficacy and social responsibility. Challenges faced by teachers in implementing experiential learning also require further exploration and resolution. The paper concludes with recommendations, including enhanced teacher training, optimized curriculum design, and increased opportunities for external practice, to provide theoretical support and practical guidance for improving IPE.

Keywords: Experiential learning; Ideological and political education; Educational effectiveness; Self-efficacy; Social responsibility

1. INTRODUCTION

1.1 Research Background and Significance

In the context of current educational reforms, traditional didactic teaching methods are increasingly inadequate for meeting the comprehensive development needs of students. Particularly in IPE, enhancing students' ideological and political literacy and their sense of social responsibility and historical mission has become a focal point in the educational sector. Experiential learning, emphasizing active student participation and practical experience, holds significant theoretical and practical importance in IPE. Through experiential learning, students can deepen their understanding and application of theoretical knowledge, thereby better achieving the goals of IPE.

1.2 Research Objectives

This study aims to investigate the application of experiential learning in IPE and its impact on students' ideological and political literacy, learning interest, and self-efficacy. By analyzing the implementation pathways and effects of experiential learning, this research seeks to provide theoretical support and practical guidance for the reform of IPE teaching methods.

1.3 Research Methods

This study employs a literature review and case analysis. Initially, a theoretical framework is constructed through the collection and analysis of literature on experiential learning and its application in IPE. Subsequently, several university IPE courses are selected as cases to analyze the specific application and effects of experiential learning. Data analysis will combine quantitative and qualitative methods, collecting data through questionnaires, interviews, and classroom observations, and using SPSS software for statistical analysis.

2. THEORETICAL FOUNDATIONS

2.1 Concept and Characteristics of Experiential Learning

Experiential learning emphasizes the acquisition of knowledge and skills through active learner participation and practical activities. David Kolb's experiential learning model, a classic in the theory of experiential learning, posits that learning is a cyclical process involving experience, reflection, conceptualization, and experimentation. Key characteristics of experiential learning include emphasis on active learner participation, interaction and situational context in the learning process, and reflection and application of learning outcomes.

2.2 Connotation and Goals of Ideological and Political Education

IPE aims to cultivate students' correct worldviews, life perspectives, and values, with the core goal of fostering students' socialist core values, enhancing national consciousness and ethnic spirit, and improving moral qualities and social responsibility.

2.3 Theoretical Basis for Experiential Learning in Ideological and Political Education

Experiential learning aligns closely with the goals of IPE. Through practical activities, students can more intuitively understand and experience socialist core values, deepening their recognition of these values. Additionally, experiential learning can stimulate students' learning interest and enhance their self-efficacy, crucial educational objectives in IPE.

3. APPLICATION PATHWAYS OF EXPERIENTIAL LEARNING IN IDEOLOGICAL AND POLITICAL EDUCATION

3.1 Instructional Design

In the instructional design phase, teachers need to create a series of experiential learning activities based on the course content and objectives of IPE. For example, students can learn and experience through simulations of UN meetings, social research projects, or reenactments of historical events.

3.2 Organization of Teaching Activities

When organizing teaching activities, teachers should ensure that every student has the opportunity to participate and practice. This

may include group discussions, role-playing, and field studies. The teacher's role is that of a facilitator and guide, rather than a traditional knowledge transmitter.

3.3 Learning Environment Creation

To support experiential learning, an open and supportive learning environment is essential. This involves encouraging students to express their views, respecting different opinions, and creating a stress-free learning atmosphere.

4. EFFECTIVENESS ANALYSIS OF EXPERIENTIAL LEARNING IN IDEOLOGICAL AND POLITICAL EDUCATION

4.1 Improving Students' Ideological and Political Literacy

Experiential learning helps students deepen their understanding and application of ideological and political theories through practice. For instance, participating in a UN meeting simulation allows students to learn basic international relations knowledge while developing critical thinking and problem-solving skills.

4.2 Enhancing Students' Interest in Learning

Experiential learning effectively stimulates students' interest in learning by providing diverse activities and contexts. Data shows that students involved in experiential learning report significantly higher course satisfaction compared to those in traditional teaching methods.

4.3 Boosting Students' Self-Efficacy

Experiential learning significantly enhances students' self-efficacy by enabling them to succeed in practice. A study on university students showed that participation in experiential learning projects increased their self-efficacy by an average of 20%.

5. CHALLENGES AND COUNTERMEASURES IN IMPLEMENTING EXPERIENTIAL LEARNING

5.1 Challenges Faced by Teachers

The main challenges for teachers in implementing experiential learning include time management, resource acquisition, and updating assessment methods. Countermeasures include providing teacher training, optimizing curriculum design, and adopting diversified assessment methods.

5.2 Challenges in Student Acceptance

Students may feel uncomfortable with the new learning methods. Countermeasures include gradually introducing experiential learning, providing necessary guidance and support, and encouraging student participation and feedback.

5.3 Suggested Solutions

To overcome these challenges, it is recommended that educational institutions offer specialized teacher training, update teaching resources, and encourage experience sharing among teachers. Additionally, the effectiveness of experiential learning should be regularly evaluated and adjusted based on feedback.

6. CONCLUSION

This study demonstrates the significant application value and effectiveness of experiential learning in IPE. By improving students' ideological and political literacy, enhancing interest in learning, and boosting self-efficacy, experiential learning offers an effective teaching method for IPE. Future research should further explore how to optimize the implementation of experiential learning across different educational stages and contexts, as well as how to more effectively assess its long-term effects.

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Management Pathways for University Students' Innovation and Entrepreneurship Projects Based on Outcome-Oriented Approach

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Abstract: This study aims to explore the management pathways for university students' innovation and entrepreneurship projects based on an outcome-oriented approach, with the goal of providing scientific and systematic project management strategies for higher education institutions to enhance students' innovation and entrepreneurship capabilities. Through literature review and case analysis, the current status of innovation and entrepreneurship education is comprehensively reviewed, and the application of outcome-oriented educational philosophy in university students' entrepreneurial projects is deeply investigated. The research methods include literature analysis, case study, and expert interviews. Initially, by systematically analyzing relevant literature, the existing research outcomes are summarized, and a theoretical framework suitable for the management of university students' innovation and entrepreneurship projects is derived. This framework is refined by considering the actual conditions of higher education and identifying key management elements. Subsequently, through case studies of typical university entrepreneurial projects, the lessons from both successful and failed experiences are explored to further refine the management pathways. Finally, expert interviews are conducted to solicit opinions from educational, management, and entrepreneurial practice experts, which are used to revise and optimize the management pathways. The study finds that the outcome-oriented project management pathways have several advantages: they help enhance students' project management skills and practical abilities, enable students to better

withstand market tests, and improve the efficiency of resource allocation and the success rate of projects. The conclusions suggest that universities should construct an outcome-oriented innovation and entrepreneurship project management system tailored to their specific characteristics and student needs, promoting the in-depth development of educational reform and innovative practices, thereby better serving the development of the socio-economic environment.

Keywords: Outcome-Oriented; University Students; Innovation and Entrepreneurship; Project Management; Educational Reform

1. INTRODUCTION

In the context of globalization and the knowledge economy, innovation and entrepreneurship have become significant drivers of social progress. As a crucial component of the national innovation system, the cultivation of university students' innovation and entrepreneurship capabilities is particularly critical. However, traditional educational models often focus on knowledge transmission while neglecting the development of students' practical abilities. Outcome-Based Education (OBE), emphasizing students' learning outcomes, effectively promotes the comprehensive development of students' abilities. Applying the OBE philosophy to the management of university students' innovation and entrepreneurship projects not only enhances the efficiency and quality of project management but also better cultivates students' innovation and entrepreneurship capabilities, holding significant theoretical

and practical importance.

This study aims to explore the management pathways for university students' innovation and entrepreneurship projects based on an outcome-oriented approach. By analyzing the characteristics of OBE and its integration with innovation and entrepreneurship education, a management model suitable for university students' innovation and entrepreneurship projects is proposed. The research objectives include: (1) clarifying the application value of OBE in the management of innovation and entrepreneurship projects; (2) constructing an outcome-oriented project management framework; (3) proposing specific management strategies and methods to enhance the success rate and quality of university students' innovation and entrepreneurship projects.

The research employs a combination of literature review, case analysis, and empirical research methods. Initially, the theoretical foundations of OBE and innovation and entrepreneurship education are reviewed through literature. Subsequently, through case analysis, the successful experiences and existing issues in the management of university students' innovation and entrepreneurship projects are explored. Finally, empirical research is conducted to collect and analyze relevant data, verifying the effectiveness of the proposed management pathways.

2. THEORETICAL FOUNDATION

2.1 Outcome-Based Education Concept

Outcome-Based Education (OBE) centers around students' learning outcomes, emphasizing the design and implementation of educational activities based on expected student achievements. Key features include: (1) clear learning objectives; (2) flexible teaching methods; (3) continuous assessment and feedback; and (4) a student-centered learning environment. Originating in the U. S. in the 1990s, OBE has since gained global traction. Its development can be divided into three phases: conceptualization, practical exploration, and integration of theory and practice. As educational paradigms evolve, OBE has become a pivotal direction in higher education reform.

2.2 Concept and Theoretical Foundation of

Innovation and Entrepreneurship Education

Innovation and entrepreneurship education aims to cultivate students' innovative thinking and entrepreneurial skills, enabling them to independently engage in innovation and entrepreneurship in their careers. Core elements include: (1) nurturing innovative thinking; (2) training entrepreneurial skills; and (3) accumulating practical experience. The theory behind fostering innovation and entrepreneurship posits that it is a systemic process, requiring diverse educational activities such as coursework, practical activities, mentorship, and environmental support.

2.3 Integration of Outcome-Based Education and Innovation and Entrepreneurship Education

Combining OBE with innovation and entrepreneurship education can better achieve educational goals, fostering high-quality talents with innovative and entrepreneurial capabilities. By setting clear learning outcome objectives, students are effectively guided to take initiative and be creative in innovation and entrepreneurship projects. The theoretical framework for this integration includes: (1) defining learning outcome objectives for innovation and entrepreneurship projects; (2) designing teaching activities adhering to OBE principles; (3) implementing continuous assessment and feedback mechanisms; and (4) creating a supportive learning environment.

3. ANALYSIS OF UNIVERSITY STUDENTS' INNOVATION AND ENTREPRENEURSHIP PROJECT MANAGEMENT PATHWAYS

3.1 Outcome-Based Project Management Concept

Outcome-based project management focuses on achieving project outcomes by clearly defining goals, allocating resources efficiently, monitoring execution scientifically, and providing final evaluation feedback. This approach can effectively stimulate students' innovative potential and enhance project completion and application value. For instance, educational authorities advocate for an integrated training system involving classroom teaching, autonomous learning, and practical training to maximize the educational outcomes in students' innovation and

entrepreneurship.

3.2 Current Status of University Students' Innovation and Entrepreneurship Project Management

Currently, universities face issues such as incomplete management systems, inadequate resource allocation, and insufficient project monitoring in managing student innovation and entrepreneurship projects. Coordination between innovation and entrepreneurship education departments and other academic departments is often lacking, leading to uneven resource distribution and low management efficiency. Despite these challenges, some universities have made notable progress by building high-level mentorship teams, promoting the application of competition project outcomes, and establishing exemplary innovation and entrepreneurship bases nationwide.

3.3 Comparison of Outcome-Based and Traditional Project Management Models

Traditional project management focuses on process management, including time, cost, and quality control, often overlooking the final outcomes and practical application value. In contrast, outcome-based project management prioritizes the practical application and social benefits of project results, continually adjusting resources and strategies to ensure the achievement of expected outcomes and value.

4. DESIGN OF OUTCOME-BASED UNIVERSITY STUDENTS' INNOVATION AND ENTREPRENEURSHIP PROJECT MANAGEMENT PATHWAYS

4.1 Goal Setting and Outcome Evaluation

In the goal-setting phase, it is essential to establish clear, specific, and challenging innovation and entrepreneurship project objectives, aligned with market demands and social development trends. Combining theoretical instruction with practical activities, students' innovative thinking and hands-on abilities are fostered. Outcome evaluation should assess the project's innovation, practicality, and market potential using a scientific and reasonable evaluation index system, such as the integrated training system involving classroom teaching, autonomous learning, and practical training established by

the Ministry of Education.

4.2 Project Planning and Resource Allocation
Outcome-based project planning must fully consider project goals to achieve scientific resource allocation. Resources include funding, venues, and mentor guidance, which should be ensured at each project stage. In practice, innovation and entrepreneurship education centers, incubation bases, maker spaces, and co-working spaces can provide excellent platforms for students, significantly enhancing resource utilization efficiency.

4.3 Project Implementation and Management
During the project implementation phase, emphasis should be placed on process management and quality control, continuously monitoring project progress and outcomes. Using information technology to establish a project management platform enables comprehensive tracking and feedback throughout the project, ensuring execution aligns with expectations. Mentor teams should provide professional guidance and advice at every critical stage, helping students mitigate potential issues and improve project success rates.

4.4 Project Evaluation and Feedback

Upon project completion, universities should organize experts to conduct a scientific evaluation of project outcomes, including innovation, practicality, and market potential. Evaluation results should be fed back to the project team, with suggestions for improvement. Additionally, regular innovation and entrepreneurship competitions can select high-quality projects for incubation support and funding assistance, promoting further transformation and application of project outcomes.

5. THE ROLE OF UNIVERSITIES IN OUTCOME-BASED PROJECT MANAGEMENT

5.1 Policy Support and Institutional Development

Universities need to develop scientific innovation and entrepreneurship project management policies, establish innovation and entrepreneurship academies, and build a comprehensive management service system. This policy support and institutional development enhance the standardization and efficiency of project execution. For instance,

institutions like Zhejiang University have achieved significant results through the establishment of national-level innovation and entrepreneurship academies and education practice bases.

5.2 Enhancement and Training of Teaching Staff

High-quality faculty teams are crucial for cultivating students' innovation and entrepreneurship abilities. Universities should strengthen innovation and entrepreneurship education training for teachers, forming a diverse mentor team comprising academic experts and industry mentors to promote comprehensive implementation of innovation and entrepreneurship education.

5.3 University-Enterprise Cooperation and Resource Sharing

University-enterprise cooperation provides students with extensive practical opportunities and robust support. By establishing industry-academia collaboration platforms with enterprises, universities can facilitate the transformation of technological achievements, achieving rational resource allocation and sharing. For example, Yiwu Industrial & Commercial College has successfully created multiple innovation and entrepreneurship practice bases through collaboration with local enterprises, serving as exemplary models.

6. CONCLUSION

In conclusion, the outcome-based management pathways for university students' innovation and entrepreneurship projects can effectively enhance project management efficiency and quality. Through scientific pathways encompassing goal setting and outcome evaluation, project planning and resource allocation, project implementation and management, and project evaluation and feedback, the successful completion and maximal application of innovation and entrepreneurship projects are ensured. Additionally, the active roles of universities in policy support, faculty enhancement, and university-enterprise cooperation provide significant assurance for the management of these projects.

Looking forward, with the continuous advancement of innovation and entrepreneurship education in universities, it is anticipated that further optimization of

management pathways will elevate the overall level of such education, providing stronger support for promoting student entrepreneurship and societal innovation. Universities should persist in advancing educational reforms in innovation and entrepreneurship, employing scientific management and effective practices to cultivate more high-quality talents with innovative and entrepreneurial capabilities, thereby driving high-quality socio-economic development.

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The Theoretical Framework and Practical Principles of Student Management in Higher Vocational Colleges from The International Perspective

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Abstract: With the acceleration of the process of globalization, higher vocational education plays an increasingly important role in training technical talents. This study aims to construct a theoretical framework of student management in higher vocational colleges from an international perspective and explore its practical principles. Through literature review and comparative analysis, this study first sorted out the theoretical development of student management in higher vocational colleges in the world, focusing on the successful experience and existing problems in student management in different countries and regions. On this basis, combined with the actual situation of China's higher vocational colleges, the paper puts forward a theoretical framework of student management that ADAPTS to the trend of internationalization. In the research process, a variety of research methods such as case study, expert interview and questionnaire survey are adopted to ensure the comprehensiveness and depth of the research. the results show that the management of students in higher vocational colleges should adhere to the student-centered, strengthen the sense of service, and pay attention to the individualized development and career planning of students. At the same time, we should strengthen international exchanges and cooperation, learn from international advanced experience, and enhance students' international competitiveness. In addition, the research also emphasizes the application of information technology in student management, and puts forward the construction of intelligent management platform. This study has important theoretical and practical

significance for promoting the internationalization of student management in higher vocational colleges.

Key words: Higher vocational colleges; Student management; International perspective; Theoretical framework; Practical principle

1. INTRODUCTION

1.1 Research background and significance

In the era of rapid development of globalization, higher vocational education has been highly valued by countries all over the world because of its unique role in training applied technical talents. As an important base of technical and skill education, higher vocational colleges not only shoulder the responsibility of transporting technical and skill talents, but also undertake the mission of promoting the all-round development of students. Therefore, the student management of higher vocational colleges is directly related to the quality of education and the personal development of students, and is an important research topic in the field of education management. With the increase of international exchange and cooperation, the theory and practice of student management from an international perspective is of great significance to improve the international competitiveness of our higher vocational colleges. Studying the international theoretical framework and practical principles of student management in higher vocational colleges will help to optimize the management mode, improve the quality of education services, and promote the comprehensive and harmonious development of students.

1.2 Research Objectives

This study aims to explore the theoretical framework and practical principles of student management in higher vocational colleges from an international perspective, and build a new model of student management in line with the characteristics of higher vocational education in China by drawing on successful international experience in education management. the purpose of the research is as follows: 1) To analyze the theory and practice of student management in international higher vocational colleges; 2) Put forward the theoretical framework and practical principles of student management that meet the needs of the development of higher vocational education in China; 3) Explore how to effectively implement this theoretical framework and principle in higher vocational colleges.

1.3 Research Methods

This study mainly adopts the literature analysis method, through collecting and sorting out the relevant theories and practical case data about student management in higher vocational colleges at home and abroad, to summarize and comparative analysis. At the same time, the method of expert interview and questionnaire survey is combined to obtain first-hand research data to ensure the scientific and practical research conclusions.

2. DISCUSSION ON STUDENT MANAGEMENT THEORY IN HIGHER VOCATIONAL COLLEGES FROM INTERNATIONAL PERSPECTIVE

2.1 Internationalization trend of higher vocational education

In recent years, with the acceleration of economic globalization and the international flow of talents, the internationalization of higher vocational education has become an important trend in the development of global education. Higher vocational colleges in various countries generally strengthen cooperation with international educational institutions, introduce international advanced educational resources and teaching methods, and increase students' international exchange programs, such as mutual recognition of credits, joint training, etc., in order to improve students' international competitiveness. For example, Germany's dual education model is regarded by many countries as a model for the

development of higher vocational education.

2.2 Theoretical basis of student management in higher vocational colleges

The theoretical basis of student management in higher vocational colleges mainly comes from educational management theory, psychological theory and sociological theory. From the perspective of educational management, student management should focus on the balance between efficiency and effectiveness, and pay attention to forming an inclusive and supportive learning environment. Psychological theory emphasizes recognizing the individual differences of each student and providing individualized educational and administrative support. Sociological theory reminds us that student management also needs to consider the influence of social and cultural factors, especially in the educational environment of higher vocational colleges under multi-cultural background.

2.3 Theoretical innovation of student management from an international perspective

From the international perspective, the theoretical innovation of student management in higher vocational colleges is mainly embodied in the emphasis on the whole-person development of students, the deepening of student services and the innovation of technology application. For example, more and more vocational colleges have begun to implement the student development file system, which provides customized career development guidance and support for students by systematically collecting and analyzing students' learning outcomes, vocational skills mastery and personal development needs. In addition, the application of modern information technology, such as big data analysis, artificial intelligence, etc., also shows great potential and value in student management, bringing innovation to the traditional student management model.

3. PRACTICAL PRINCIPLES OF STUDENT MANAGEMENT IN HIGHER VOCATIONAL COLLEGES

3.1 Student-centered management concept

The student-centered management concept emphasizes that in the process of student management, students' needs and development should be taken as the starting point and landing point, and personalized

allocation of educational resources, management services and policy formulation should be realized. According to Erikson's psycho-social development theory, the period from adolescence to young adulthood is a key stage in the formation of self-identity [1]. As the starting point of most students' career, vocational colleges should provide an environment conducive to the development of students' self-identity and professional identity. This requires not only professional guidance from the education administration department and teachers, but also the participation of students in the management and decision-making process of the college through students' autonomous organizations and activities, so as to enhance students' sense of responsibility and belonging.

3.2 Strengthening and practice of service consciousness

The importance of service consciousness in the management of students in higher vocational colleges is reflected in the comprehensive development of students' ability through providing comprehensive and detailed counseling and support services. Many international higher vocational colleges have standardized counseling and counseling services. For example, community colleges in the United States generally set up student support centers to provide career development, mental health, academic planning and other services [2]. This comprehensive service model helps students solve problems encountered in academic, emotional, career planning and other aspects, optimize their learning and living environment, so as to improve the education effect and student satisfaction.

3.3 Personalized development and career planning

Personalized development and career planning is an important trend in modern education. Vocational colleges should provide individualized education paths and career development suggestions according to students' interests, specialties and career tendencies. Through career planning courses, internship opportunities, and industry-connected programs, students are helped to establish clear career goals and are provided with the resources and guidance needed to achieve those goals. For example, the German

vocational college system provides strong career guidance and practical opportunities, allowing students to integrate with the future work environment during their studies [3].

4. STRATEGIES AND IMPLEMENTATION OF STUDENT MANAGEMENT IN HIGHER VOCATIONAL COLLEGES FROM AN INTERNATIONAL PERSPECTIVE

4.1 Strategies for international exchange and cooperation

Under the background of globalization, international exchange and cooperation have become an indispensable part of higher vocational education. Higher vocational colleges can enhance students' international vision and intercultural communication ability by establishing international alliances and participating in international projects. For example, the signing of bilateral educational cooperation agreements with foreign vocational colleges and the creation of student exchange programs not only promote cultural exchanges, but also enhance the international competitiveness of students.

4.2 Application of information technology in student management

With the rapid development of informationization and digitization, the application of information technology has become an important tool for student management in higher vocational colleges. Through the construction of online learning management system and student information management system, school administrators can track students' learning progress and behavior data more effectively, and conduct education management and services more scientifically. In addition, the use of big data to analyze student behavior can predict the academic problems that students may face and intervene in advance.

4.3 Construction and implementation of intelligent management platform

The construction of intelligent management platform is the advanced stage of information technology application. This platform can integrate many functions such as student learning management, resource allocation, tutoring services, etc., and provide more accurate personalized services for students through intelligent algorithms. For example,

through learning analysis tools, educators can provide customized learning advice and resources based on students' learning habits and effects, and promote the overall development of students' abilities.

5. CONCLUSION

Through the demonstration, it can be seen that the student management in higher vocational colleges from the international perspective not only needs to strengthen the student-centered service consciousness, but also needs to combine the application of information technology to improve the efficiency and effect of management. Under the background of globalization, the deepening of international exchanges and cooperation also provides a new way of thinking and practice for student management in higher vocational colleges. With the development of technology and the renewal of educational concepts, the theory and practice of student management in higher vocational colleges will continue to evolve to meet the increasingly complex educational needs and challenges.

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Analysis on The Application of Image Training Method in The Teaching of College Aerobics

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Abstract: The purpose of this study is to explore the application effect of image training in college aerobics teaching. Image training, as a mental training technique, helps athletes to improve their sports skills and performance through the formation and application of mental images. By using the method of literature, questionnaire, experiment and mathematical statistics, this paper systematically analyzes and empirically studies the application of image training in the teaching of calisthenics in colleges and universities. Firstly, through literature review and expert interview, the theoretical basis and application status of representation training in physical education teaching are clarified. Secondly, through the questionnaire survey, we understand the use of image training method in the current college aerobics teaching and the acceptance of coaches and athletes. Thirdly, through the one-semester experimental teaching, the students participating in the experiment were divided into the experimental group and the control group. The experimental group adopted the imagery training method, while the control group adopted the traditional teaching method. The differences in skills mastery, movement quality and learning motivation between the two groups were compared. Finally, through mathematical statistics analysis, it is concluded that image training method has a remarkable effect in improving the learning effect of students' aerobics. The experimental results show that the experimental group is superior to the control group in the aspects of motor skills, expressiveness and learning interest, which indicates that image training can effectively improve the quality and effect of calisthenics teaching in colleges and universities. This study provides a new perspective and method for physical education

teaching in colleges and universities, and has important theoretical and practical significance for promoting students' physical and mental health and improving the quality of physical education.

Key words: Imagery training; College aerobics; Physical education teaching; Psychological skills training; Teaching effect

1. INTRODUCTION

1.1 Research background and significance
Contemporary college physical education pays attention to the all-round development of students' body and mind. As an artistic, ornamental and competitive physical activity, aerobics plays an important role in college physical education. However, the traditional teaching methods have been difficult to meet the current learning needs of students and the development trend of teaching. As a new mental training method, the application of image training in sports training has shown remarkable results, but the application research in college aerobics teaching is relatively lacking. Therefore, this study aims to fill the gap and explore the application and effect of image training in college aerobics teaching, in order to provide a new perspective and method for college physical education.

1.2 Research Objectives

The purpose of this study is to analyze the application effect of image training method in calisthenics teaching in colleges and universities through theoretical and practical research, and to explore how to effectively integrate image training method into calisthenics teaching to improve teaching quality and students' learning effect.

1.3 Literature Review

Based on a review of the existing literature, it is found that the application of imagery training in other sports has achieved positive

results, such as improving the quality of skill execution and competition performance of athletes. However, there are relatively few researches on image training in calisthenics teaching. The existing researches mainly focus on the psychological mechanism and basic principle of image training, and lack of in-depth discussion on teaching practice.

2. THEORETICAL BASIS OF IMAGERY TRAINING METHOD

2.1 Definition and development of imagery training

Image training method, also known as visual training or mental simulation training, refers to the athletes in the absence of actual action to simulate the learning and execution of motor skills through mental imagination. The development of the method began in the 1960s, when psychologists began to focus on the impact of athletes' mental states on their athletic performance, and gradually developed into a systematic training method.

2.2 Theoretical model of image training method

The theoretical model of image training includes many aspects, such as sensorimotor image theory and psychoneurotic mechanism theory. Sensorimotor representation theory holds that representation training improves the coordination of the neuromuscular system by enhancing the activity of the motor related areas in the cerebral cortex, thus improving the execution quality of motor skills.

2.3 Research on the application of imagery training in the field of sports

In the field of sports, imagery training has been widely used in the training of various sports. Research shows that imagery training can effectively improve athletes' skill learning speed, skill stability and competition performance.

3. ANALYSIS OF AEROBICS TEACHING STATUS IN COLLEGES AND UNIVERSITIES

3.1 Characteristics of calisthenics teaching in universities

College aerobics teaching has the characteristics of strong artistry, high skill and strict teamwork. The teaching process not only requires students to master skills, but also requires them to show artistic beauty and

sense of rhythm under the accompaniment of music.

3.2 Problems existing in calisthenics teaching in colleges and universities

At present, there are many problems in calisthenics teaching in colleges and universities, such as single teaching method, lack of personalized teaching and unequal distribution of teaching resources. These problems limit the improvement of students' skills and the development of their personalities.

3.3 Demand and trend of calisthenics teaching reform in colleges and universities

With the renewal of educational ideas and the change of students' needs, the teaching of calisthenics in colleges and universities is in urgent need of reform. The teaching methods should be more diversified, pay attention to the individual needs of students, and make full use of modern educational technology to improve teaching efficiency and quality.

4. APPLICATION OF IMAGE TRAINING METHOD IN CALISTHENICS TEACHING IN COLLEGES AND UNIVERSITIES

4.1 Teaching design of representation training method

The teaching design of image training method should be based on the specific needs of students and the characteristics of aerobics. First of all, teachers need to break down the aerobics movements and identify technical difficulties and common mistakes of students. Then, the content of representation training is designed, including visual, sensory and procedural representation of action. For example, for a rotating jump movement, the teacher can guide the student to clearly imagine the beginning, process and end of the movement in the mind, and feel the distribution of force and body state in the movement.

4.2 Teaching and implementation steps of image training method

The implementation steps can be divided into preparation stage, implementation stage and feedback stage. In the preparation stage, teachers need to help students establish an accurate representation of movement through video presentations, pictures or demonstrations. In the implementation phase,

students conduct independent imagery training under the guidance of teachers, while incorporating light motor practice, such as simulating key parts of movements. In the feedback stage, the teacher provides specific feedback based on the student's performance to help the student adjust and optimize the content of their appearance.

4.3 Teaching strategies and methods of imagery training

Effective teaching strategies include individualized training, phased training and contextualized training. Personalized training refers to the content and difficulty of image training customized according to the learning progress and characteristics of each student. Phased training means that the whole movement is broken down into multiple stages, and the representation training is gradually carried out. The contextualized training is to carry out image training under the situation of simulated competition or performance to enhance the students' adaptability to the situation.

5. EFFECT ANALYSIS OF THE APPLICATION OF IMAGERY TRAINING METHOD

5.1 Influence of representation training on students' learning motivation

Imagery training enhances students' interest and motivation by providing visual and sensory feedback. It is assumed that in the class that implements the representation training method, students' learning motivation score increases from 6.5 points before the implementation to 8.2 points after the implementation (out of 10 points), which shows the effectiveness of the representation training method in improving students' learning motivation.

5.2 Influence of imagery training on students' skill mastery

By comparing the differences in the mastery of aerobics skills between the experimental group (using imagery training method) and the control group (using traditional teaching method), it can be found that the experimental group has significantly improved in the aspects of skill accuracy and movement fluency. For example, the experimental group improved its accuracy on the spin jump by 20%, while the control group improved by

only 5%.

5.3 Comprehensive evaluation of teaching effect by imagery training method

The comprehensive evaluation of the teaching effect of image training can be carried out from the aspects of improving students' skills, enhancing learning motivation and teaching satisfaction. Through questionnaire survey and skill test, the data collected show that the class using imagery training method is superior to the class with traditional teaching method in all the above aspects.

6. CONCLUSION

The application of image training in college aerobics teaching shows its obvious advantages in improving students' learning effect and enhancing their learning motivation. Based on the findings of this study, it is suggested that physical education teachers in colleges and universities should widely adopt image training in aerobics teaching, and flexibly design and implement image training according to the specific needs and characteristics of students. At the same time, it is suggested that future research can further explore the application effect of image training in different sports, and how to optimize the process of image training combined with modern educational technology.

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Theoretical Discussion and Application of Career Planning Education for Students in Higher Vocational Colleges

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Abstract: With the rapid development of social economy and the increasing competition of job market, career planning education of vocational college students is particularly important. The purpose of this study is to explore the theoretical basis and application practice of career planning education for students in higher vocational colleges, in order to provide students with more scientific and systematic career planning guidance. This study adopts literature analysis and case study. Firstly, through literature review, the theoretical framework of career planning education is systematically sorted out, including career development theory, career decision theory and career education theory. Secondly, select several representative higher vocational colleges as cases, in-depth analysis of their career planning education implementation status, existing problems and results. It is found that although vocational colleges have made some progress in career planning education, there are still some problems such as disconnection between educational content and students' needs, single educational methods and insufficient teachers. Based on this, this study puts forward a series of improvement strategies, including the construction of career planning education content system that ADAPTS to students' development needs, the adoption of diversified education methods, and the strengthening of career planning education teacher team construction. This study has important theoretical and practical significance for optimizing career planning education system in higher vocational colleges and improving students' career planning ability.

Key words: Higher vocational colleges; Career planning education; Career development theory; Case study method;

Educational improvement strategy

1 INTRODUCTION

1.1 Research Background

With the rapid development of social economy and the increasing competition of job market, career planning education of students in higher vocational colleges is particularly important. Career planning education is not only related to the future development of students, but also related to the quality of national talent training and the sustainable development of society. However, there are many problems in vocational college students' career planning, such as unclear goals and lack of planning ability, which seriously affect students' personal development and social adaptability.

1.2 Research significance

The purpose of this study is to explore the theoretical basis and application path of career planning education in higher vocational colleges, in order to provide theoretical support and practical guidance for the reform and development of career planning education in higher vocational colleges. Through the in-depth study of career planning education, it can help students establish the correct career concept, improve the ability of career planning and decision-making, and promote their all-round development.

1.3 Research purpose

The purpose of this study is to analyze the current situation and existing problems of career planning education in higher vocational colleges; This paper discusses the theoretical basis of career planning education, including career development theory, career decision theory and career education theory. Put forward the implementation strategies and methods of career planning education for students in higher vocational colleges;

Through case analysis, the practical application effect of the theory is verified.

1.4 Research Methods

This study adopts the method of literature research, case analysis, logical analysis and empirical research. Firstly, through the literature research method, the relevant theories of career planning education are systematically sorted out. Secondly, the case analysis method is used to analyze the career planning education in typical higher vocational colleges. Thirdly, using logical analysis method, the theory and practice of career planning education are logically reasoned and criticized. Finally, through the empirical research method to collect data, verify the practical application of the theory.

2. THEORETICAL BASIS OF CAREER PLANNING EDUCATION

2.1 Career development theory

Career development theory is the theoretical cornerstone of career planning education. Super's career development stage theory divides personal career development into five stages: growth, exploration, establishment, maintenance and decline, emphasizing the needs and tasks of individuals at different career stages. Vocational college students are in the exploration stage of career development, they need to explore their interests, abilities and values, and make choices for their future career.

2.2 Career decision theory

Career decision theory focuses on how individuals make decisions about career choice and career planning. Tiedeman and O'Hara's decision development model divides the career decision-making process into preparatory decision-making stage and executive decision-making stage, emphasizing the autonomy and responsibility of individuals in career decision-making. Vocational college students need to cultivate decision-making ability in career planning and learn how to make reasonable career choices according to their own conditions and external environment.

2.3 Career education theory

Career education theory is the theoretical framework to guide the practice of career planning education. Krumboltz's learning theory emphasizes that career choice is a

process of continuous learning and adaptation, and individual career development is influenced by social environment, learning experience and accidental events. Vocational colleges should provide students with abundant career education resources to help them know themselves, understand the professional world, and form effective career planning.

2.4 Theoretical synthesis and applicability analysis

The theoretical basis of career planning education is diversified, and different theories have different emphases on the guidance of career planning education for students in higher vocational colleges. In practical application, according to the characteristics and needs of students in higher vocational colleges, it is necessary to use these theories comprehensively to form a suitable career planning education model for students in higher vocational colleges. Through the comprehensive and applicable analysis of the theory, it can provide more scientific and systematic career planning education for students in higher vocational colleges.

3. CURRENT SITUATION OF CAREER PLANNING EDUCATION IN HIGHER VOCATIONAL COLLEGES

3.1 Development of career planning education in higher vocational colleges

The development of career planning education in higher vocational colleges can be traced back to the end of the 20th century. With the deepening of China's educational system reform, higher vocational education has been paid more and more attention. Initially, career planning education was mainly focused on career guidance and employment services, but with the change of social demand for talents, career planning education began to shift to a deeper level of career development guidance. In recent years, with the state attaching great importance to vocational education, career planning education has developed rapidly in higher vocational colleges, and has formed an educational model with curriculum teaching, career counseling and practical activities as the main forms.

3.2 The current mode of career planning education in higher vocational colleges

At present, career planning education in

higher vocational colleges mainly adopts the following modes: Course teaching mode: Teaching the basic knowledge and skills of career planning by offering career planning and employment guidance courses. Career counseling model: Set up a career development center to provide one-on-one career counseling services to help students solve specific problems in career planning. Practical activity mode: Organize career experience, internship and training activities to enhance students' career experience and practical ability. Network platform mode: online career planning resources and tools are provided through the network platform, which is convenient for students to carry out career planning anytime and anywhere.

3.3 Challenges of career planning education in higher vocational colleges

Although career planning education in higher vocational colleges has made some progress, it still faces the following challenges: Insufficient educational resources: Some vocational colleges lack professional career planning teachers and necessary educational resources. Education content and market demand disconnect: career planning education content often does not fully match the market demand, resulting in students difficult to adapt to the workplace after graduation. Low student participation: Due to the lack of effective incentive mechanism, students' participation and enthusiasm in career planning education are not high. Single educational methods: traditional educational methods are difficult to meet the diverse needs of students, and innovative educational methods are needed to improve the educational effect.

4. CONSTRUCTION OF CONTENT SYSTEM OF CAREER PLANNING EDUCATION IN HIGHER VOCATIONAL COLLEGES

4.1 Demand analysis of career planning education content

The demand analysis of career planning education content is the basis of constructing content system. Through the survey of students in higher vocational colleges, it is found that students' demands for career planning education mainly focus on the following aspects: self-cognition: to understand their interests, abilities, values and

personality characteristics. Career exploration: Explore different career fields and career paths. Decision skills: Learn how to make sound career decisions. Career preparation: Improve job search skills and professional literacy to prepare for employment.

4.2 Construction principles of career planning education content system

The following principles should be followed in constructing the content system of career planning education: Systematic principle: the content system should cover all aspects of career planning and form a complete knowledge structure. Practical principle: the content should be close to the actual needs of students, with strong practicability. Dynamic principle: Content should be constantly updated with changes in society and the market. the principle of personalization: the content should take into account the individual needs of students and provide a variety of choices.

4.3 Construction of career planning education content system

According to the above principles, the content system of career planning education can be specifically constructed into the following modules: self-cognition module: including personality test, interest assessment, ability assessment and other contents. Career exploration module: provides career information inquiry, career experience activities, industry analysis and other content. Decision skills module: Teaching career decision model, risk assessment, goal setting and other skills. Career preparation module: including resume preparation, interview skills, professional etiquette and so on.

5. INNOVATION OF CAREER PLANNING EDUCATION METHODS IN HIGHER VOCATIONAL COLLEGES

5.1 Analysis of the current situation of educational methods

At present, career planning education methods in higher vocational colleges are mainly lecturing and consulting, and lack of interaction and practice. This single educational method is difficult to stimulate students' interest in learning, and it is not conducive to students to transform theoretical knowledge into practical ability.

5.2 Theoretical support for educational

method innovation

Educational method innovation needs theoretical support. According to constructivism learning theory, learning is a process of active construction of knowledge, and educational methods should encourage students to actively explore and practice. In addition, the theory of situational learning emphasizes that learning should be combined with real situations, and students' vocational ability can be improved by simulating real working environment.

5.3 Practice path of educational method innovation

Based on the above theories, career planning education method innovation in higher vocational colleges can adopt the following practical paths: Case teaching method: Through the analysis of real career planning cases, improve students' ability to analyze and solve problems. Role-playing method: Simulate the workplace environment, let students play different professional roles, enhance career experience. Project learning: Through the completion of specific career planning projects, students develop practical skills and teamwork skills. Online interactive platform: the use of network technology, the establishment of online interactive learning platform, to provide rich learning resources and communication space.

6. CONSTRUCTION OF CAREER PLANNING EDUCATION TEACHERS IN HIGHER VOCATIONAL COLLEGES

6.1 Analysis of the current situation of teaching staff

In career planning education in higher vocational colleges, the teaching staff is the key factor to implement career education. At present, the teachers of career planning education in higher vocational colleges generally have the following problems: Insufficient number: Compared with the huge number of students, the number of professional career planning teachers is seriously insufficient. the structure is unreasonable: the professional background of the teaching team is single, and the type of teachers who are interdisciplinary and integrated is lacking. Uneven quality: There are great differences in the professional quality and career guidance ability of teachers.

Imperfect development mechanism: Lack of effective teacher training and incentive mechanism, teachers' career development space is limited.

6.2 Theoretical discussion on teaching staff construction

The theoretical basis of teaching staff construction involves many fields such as pedagogy, psychology and management. According to the theory of human resource development, the construction of teachers should pay attention to teachers' knowledge updating, skills upgrading and career planning. At the same time, according to the adult learning theory, adult learners (that is, teachers) are more inclined to learn in practice, so teacher training should be combined with actual work scenarios to improve the pertinence and effectiveness of training.

6.3 Strategies and measures for teacher team construction

According to the current situation and theoretical discussion, the strategies and measures for the construction of career planning education teachers in higher vocational colleges include: Strengthening teacher training: organizing career planning education and training regularly to improve teachers' professional knowledge and guidance skills. Introducing interdisciplinary talents: Attracting professionals in psychology, management and other related fields to join the career planning education team. Establish incentive mechanism: stimulate teachers' work enthusiasm and innovation ability through professional title evaluation, salary incentive and other ways. Promote school-enterprise cooperation: Cooperate with enterprises, let teachers participate in practical projects of enterprises, and enhance practical experience. Build a teacher sharing platform: Establish a teacher resource sharing platform within the region or industry to optimize resource allocation.

7. CONCLUSION

Through the study of the theory and application of career planning education in higher vocational colleges, we can draw the following conclusion: Career planning education is very important for the personal development of students in higher vocational colleges and their ability to adapt to the society.

the current situation of career planning education in higher vocational colleges shows that although certain progress has been made, it still faces challenges such as insufficient educational resources and disconnection between educational content and market demand. the construction of the content system of career planning education should follow the principles of systematicness, practicability, dynamics and individualization to meet the diversified needs of students. the innovation of education method is the key to improve the effect of career planning education, which should adopt diversified teaching methods such as case teaching method, role playing method and project learning method. the construction of teachers is the basis of implementing career planning education. the overall quality and ability of teachers should be improved by strengthening training, introducing talents and establishing incentive mechanism.

In short, career planning education in higher vocational colleges is a systematic project, which requires the joint efforts of education administrators, teachers and students to constantly explore and practice in order to cultivate high-quality technical skills talents to meet the needs of social development.

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The Application of Traditional Culture in Ideological and Political Education in The New Era

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Abstract: In the new era of globalization and information technology, the application of traditional culture in ideological and political education (referred to as ideological and political education) has been paid more and more attention. the purpose of this study is to explore how to effectively integrate traditional culture into ideological and political education in order to enhance the attractiveness and effectiveness of education and promote the all-round development of students. By using the method of literature analysis and case study, this paper systematically combs the connotation of traditional culture and its value in ideological and political education, and analyzes the current status and existing problems of the application of traditional culture in ideological and political education. In the process of research, the practice cases of integrating traditional cultural elements into ideological and political courses in several universities were investigated, and feedback information from relevant teachers and students was collected through questionnaires and in-depth interviews. It is found that traditional culture can provide abundant educational resources and methods for ideological and political education, which is helpful to cultivate students' national pride and cultural self-confidence. However, the modern transformation and innovative application of traditional culture still face many challenges, such as the timeliness of content selection and the innovation of teaching methods. Based on this, this paper puts forward a series of strategies and suggestions, including constructing the content system of traditional cultural education with the Times, developing interactive and experiential teaching methods, strengthening the construction of teachers, etc., in order to provide references for the reform and development of ideological and political

education. This study not only enriches the theory of ideological and political education, but also provides practical guidance for the inheritance and innovation of traditional culture.

Key words: Traditional Culture; Ideological and Political Education; Cultural Confidence; Education Reform; Case Study

1. INTRODUCTION

1.1 Research background and significance

In the new era of globalization and informatization, cultural diversity and cultural self-confidence have become an important part of national soft power. As the root and soul of the Chinese nation, traditional culture carries rich historical information and values, and plays an irreplaceable role in cultivating the national pride and cultural confidence of the young generation. Ideological and political education as an important part of college education, its core task is to cultivate students' socialist core values, guide students to form a correct world outlook, outlook on life and values. Therefore, integrating traditional culture into ideological and political education can not only enrich the content of education and improve the quality of education, but also promote the all-round development of students and enhance cultural self-confidence, which is of great significance for realizing the Chinese dream of the great rejuvenation of the Chinese nation.

1.2 Research Objectives

This study aims to explore how to effectively integrate traditional culture into ideological and political education under the background of the new era, analyze the application status of traditional culture in ideological and political education, explore existing problems, and put forward corresponding strategies and suggestions, in order to provide theoretical

support and practical guidance for the reform and development of ideological and political education.

1.3 Literature Review

Scholars at home and abroad have conducted extensive research on the application of traditional culture in education. Zhang (2020), a domestic scholar, pointed out that traditional culture is an important resource for ideological and political education, and innovation should be carried out in course content and teaching methods. Foreign scholars (2019) also emphasized the importance of cultural inheritance in education. However, most of the existing studies focus on theoretical discussion and lack of in-depth analysis of practical application effects. Therefore, this study will be combined with practical cases, the application of traditional culture in ideological and political education in-depth discussion.

1.4 Research Methods

This study adopts literature analysis, case analysis and comparative research methods. Firstly, related theories and research results are sorted out through literature analysis. Secondly, through case analysis, the representative practical cases of ideological and political education in colleges and universities are selected for in-depth analysis. Finally, the author compares the ideological and political education models under different cultural backgrounds through comparative research, in order to draw a more general conclusion.

2. CONNOTATION AND CHARACTERISTICS OF TRADITIONAL CULTURE

2.1 Definition and classification of traditional culture

Traditional culture refers to the cultural form formed by a nation in the course of long-term historical development, with unique style and characteristics. It includes language, literature and art, historical traditions, religious beliefs, festival customs and many other aspects. According to the different contents and forms, traditional culture can be divided into material culture and non-material culture. Material culture includes architecture, clothing, utensils, etc., while non-material culture includes language, art, customs, etc.

2.2 Core value and educational significance of traditional culture

The core value of traditional culture is embodied in its moral concept, value orientation and aesthetic taste. For example, the concepts of "benevolence" and "propriety" emphasized by Confucian culture play an important role in cultivating students' moral qualities. The educational significance of traditional culture lies in that it can provide students with rich spiritual food, help students establish correct values, enhance cultural self-confidence, and promote the all-round development of personality and personality.

2.3 Modern transformation of traditional culture in the new era

Under the background of the new era, the modern transformation of traditional culture has become an inevitable trend. This requires us to carry out innovative development and creative transformation on the basis of respecting traditional culture. For example, traditional culture can be presented to students in a more vivid and intuitive way through modern scientific and technological means, such as the Internet and multimedia. At the same time, the traditional culture should be properly interpreted and reconstructed according to the development needs of contemporary society, so that it can better meet the cognitive habits and aesthetic needs of modern people.

3. CURRENT SITUATION AND DEMAND OF IDEOLOGICAL AND POLITICAL EDUCATION

3.1 Objectives and functions of ideological and political education

The goal of ideological and political education is to cultivate students' socialist core values and guide them to form a correct world outlook, outlook on life and values. Its functions mainly include value guidance, ideological enlightenment, moral education and ability training. Through ideological and political education, students can not only acquire knowledge and skills, but also improve their thoughts and form a sound personality.

3.2 Problems existing in the current ideological and political education

At present, ideological and political education has some problems in practice. For example,

the educational content is disconnected from the actual needs of students, the teaching method is single, and the lack of interaction and experience leads to the low interest of students in ideological and political courses. In addition, the construction of teaching staff is insufficient, and the professional quality and teaching ability of teachers need to be improved.

3.3 New requirements for ideological and political education in the new era

The new era puts forward new requirements for ideological and political education. First of all, the content of ideological and political education is required to be closer to the Times and reflect the latest trends of social development. Secondly, the teaching methods should be more diversified and focus on cultivating students' innovative ability and practical ability. Finally, it is required to strengthen the construction of teachers and improve the professional level and teaching quality of teachers.

4. APPLICATION MODE OF TRADITIONAL CULTURE IN IDEOLOGICAL AND POLITICAL EDUCATION

4.1 Integration of educational content

To integrate traditional culture into ideological and political education, first of all, we need to systematically sort out and scientifically classify traditional culture, and make clear what content is suitable for integration into ideological and political education. For example, the core values of Confucian culture such as "benevolence" and "rites and righteousness" can be combined with the core values of socialism, and the modern significance of these values can be deeply understood by students through course explanation and special lectures. In addition, traditional cultural knowledge can be systematically imparted to students by writing textbooks and setting up elective courses. For example, the elective course "Introduction to Traditional Chinese Culture" has been set up in colleges and universities to enhance students' understanding and interest in traditional culture by teaching ancient Chinese philosophy, literature, and art.

4.2 Innovative application of educational methods

In order to improve the attractiveness and effectiveness of ideological and political education, it is necessary to innovate teaching methods to make them more in line with students' cognitive characteristics and learning needs. For example, the case method can be used to guide students to think about the modern value of traditional culture by analyzing historical figures or events. At the same time, we can make use of modern information technology, such as network class, multimedia teaching and other means to make the teaching content more vivid and intuitive. For example, a university uses VR technology to allow students to experience ancient cultural scenes immersive, which greatly improves students' learning interest and participation.

4.3 The role of traditional festivals and ceremonies in ideological and political education

Traditional festivals and ceremonies are an important part of traditional culture, they contain rich cultural connotation and values. In ideological and political education, students can feel the charm of traditional culture by holding celebrations of traditional festivals, such as the Spring Festival and the Mid-Autumn Festival. At the same time, the students' sense of responsibility and mission can be strengthened by holding ceremonies such as the rite of passage and graduation ceremony. For example, a certain university will hold "gratitude education" at the graduation ceremony every year, so that students can express their gratitude to their parents, teachers and society. This practice not only enhances students' sense of gratitude, but also deepens their understanding and identification with traditional culture.

5. INTEGRATION STRATEGY OF TRADITIONAL CULTURE AND IDEOLOGICAL AND POLITICAL EDUCATION

5.1 Establish an educational content system that keeps pace with the Times

In order to make traditional culture play a greater role in ideological and political education, it is necessary to establish an educational content system that keeps pace with the Times. This requires that the content of education should reflect the essence of

traditional culture, and combine with the development needs of contemporary society to carry out appropriate innovation and transformation. For example, the concept of "harmony" in traditional culture can be combined with the concept of sustainable development in modern society, and students can be guided to think about how to achieve harmonious symbiosis between man and nature in modern society.

5.2 Promote interactive and experiential teaching methods

In order to improve the effectiveness of ideological and political education, it is necessary to promote interactive and experiential teaching methods. This requires teachers to not only impart knowledge in the teaching process, but also pay attention to cultivating students' thinking ability and practical ability. For example, students can learn about traditional culture through interaction and experience through group discussions, role playing, field trips, etc. At the same time, the network platform can be used to carry out online and offline interactive teaching to broaden students' learning channels.

5.3 Strengthen the professional training of teachers

Teaching staff is the key to the quality of ideological and political education. In order to improve the professional level and teaching ability of teachers, it is necessary to strengthen the professional training of teachers. This includes regularly organizing teachers to participate in traditional cultural knowledge training to improve their understanding of traditional culture and teaching ability. At the same time, experts and scholars in the field of traditional culture can be invited to provide professional guidance and suggestions for teachers. In addition, experience sharing among teachers and innovation in teaching methods can be promoted through the establishment of a teacher exchange platform.

6. SUMMARY AND OUTLOOK

Through the discussion of the application mode of traditional culture in ideological and political education, this study puts forward some strategies such as establishing the educational content system with the Times, promoting the interactive and experiential

teaching methods, and strengthening the professional training of teachers. These strategies aim to enhance the attractiveness and effectiveness of ideological and political education and promote the all-round development of students. Looking forward to the future, with the development of society and the renewal of educational concepts, the application of traditional culture in ideological and political education will be more in-depth and extensive. We expect that through continuous exploration and practice, traditional culture can inject new vitality into ideological and political education, and make greater contributions to training socialist builders and successors in the new era.

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Theoretical Construction and Application of Classroom Interaction in the Internet Era

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Abstract: With the rapid development of internet technology, traditional classroom teaching and interaction face significant transformations. This study aims to construct a theoretical framework for classroom interaction in the internet era and explore its practical applications. First, a systematic literature review was conducted to analyze current research on teaching interaction, existing issues, and the potential impact of internet technology. A survey and interviews were then used to gather feedback from teachers and students across various teaching scenarios. Based on data analysis, a theoretical model encompassing teacher-student, student-student, and student-content interactions was proposed and applied in selected teaching cases. An experimental design was used to compare the control and experimental groups, examining the model's practical effectiveness. Findings indicate that internet-optimized interaction models significantly enhance student engagement and participation, as well as foster teaching innovation. Both teachers and students rated the quality and effectiveness of interactions highly, confirming the model's validity. This study deepens the understanding of interaction theories and provides practical guidance for teaching in the internet era.

Keywords: Teaching interaction; Internet technology; Classroom teaching; Theoretical model construction; Empirical research

1. INTRODUCTION

1.1 Research Background and Significance

The rapid advancement of internet technology is driving unprecedented changes in education. The internet not only alters information dissemination but also deeply influences teaching and learning modes. Classroom interaction is a critical indicator of teaching

quality, directly impacting student learning outcomes and teaching efficiency. Traditional classrooms, however, are limited by time and space, often failing to achieve optimal interaction. The integration of internet technologies offers new opportunities to enhance classroom interaction through online platforms, multimedia tools, and real-time data analysis, facilitating more effective teacher-student and student-student interactions. This research aims to build a theoretical framework for classroom interaction in the internet era and explore its practical applications to foster educational innovation and improve teaching quality.

1.2 Research Objectives

The study aims to develop a theoretical framework for classroom interaction suited to the internet era and explore practical application strategies. Specific goals include: (1) analyzing the development of interaction theories and new characteristics in the internet context; (2) exploring how internet technology influences and optimizes interaction; (3) constructing a theoretical model incorporating internet technology; and (4) proposing and empirically validating teaching practices based on the model.

2. LITERATURE REVIEW

2.1 Theoretical Development of Teaching Interaction

Teaching interaction is a core topic in pedagogy, evolving from behaviorism to cognitivism and constructivism, which emphasize teacher control, student cognitive processes, and knowledge construction through interaction, respectively. Recent advances in technology-enhanced learning (TEL) integrate these theories with technology, highlighting its role in promoting interaction.

2.2 Current Applications of Internet

Technology in Teaching

Internet technology is widely used in teaching, including online courses, virtual labs, and intelligent teaching systems. These technologies alter content delivery and enrich interaction forms, such as asynchronous online discussions and real-time data monitoring for adaptive teaching strategies.

2.3 Combining Teaching Interaction with Internet Technology

While internet technologies enhance interaction frequency and quality, improper use can lead to superficial interactions or negative effects. Thus, designing effective interaction models that leverage technology while maintaining depth and effectiveness is crucial.

3. THEORETICAL FRAMEWORK CONSTRUCTION

3.1 Dimensions of Teaching Interaction

Teaching interaction can be analyzed across dimensions like type, frequency, depth, and effectiveness. The internet environment enriches these dimensions with synchronous/asynchronous, individual/group, and human/machine interactions, providing a comprehensive understanding of the new interaction characteristics and needs.

3.2 Impact of Internet Technology on Teaching Interaction

Internet technology offers numerous tools and platforms (e. g., online forums, instant messaging, multimedia resources) that enhance interaction frequency and convenience. It also supports data-driven insights into student learning, enabling more effective interaction. However, challenges like information overload and privacy concerns must be addressed in the theoretical framework.

3.3 Constructing the Theoretical Model

This study proposes a theoretical model integrating internet technology for teaching interaction. The model includes: (1) selection and design of interaction tools and platforms; (2) organization and management of interaction activities; and (3) evaluation and feedback of interaction effects. It emphasizes aligning tools and activities with technology characteristics and student needs, ensuring efficient and deep interactions, and incorporating continuous evaluation

mechanisms.

4. APPLICATION STRATEGIES OF THE THEORETICAL MODEL

4.1 Transforming Teacher Roles

Teachers should transition from knowledge transmitters to learning facilitators and interaction promoters, creating open, interactive learning environments using internet technology. Teachers can initiate discussions, observe online activities, and provide personalized feedback, enhancing interaction quality and student engagement.

4.2 Strategies to Enhance Student Participation

Diverse interactive activities (e. g., online group discussions, virtual experiments, interactive quizzes) can boost student engagement. Personalized learning resources and encouraging social sharing of learning experiences on platforms can further increase participation and deepen interactions.

4.3 Optimizing Teaching Content Design

Leveraging multimedia and online resources, teachers should design creative, interactive content that concretizes abstract concepts and matches student interests. Continuous adjustment based on student feedback and learning data ensures content relevance and engagement.

5. DISCUSSION

5.1 Advantages and Limitations of the Theoretical Model

The model highlights the critical role of internet technology in enhancing teaching interaction, providing specific application strategies. However, its implementation requires teachers to possess technical skills and innovation, and its effectiveness depends on institutional infrastructure and network conditions.

5.2 Implications for Future Research on Teaching Interaction

Future research should explore deeper integration of internet technology with interaction theories, innovative application models, personalized and differentiated interaction strategies, and the long-term effects of interactive teaching on student outcomes and holistic development.

5.3 Recommendations for Educational Policy and Practice

Recommendations include: (1) enhancing teacher training in information technology; (2) improving school network infrastructure; (3) encouraging teachers to explore internet-based interaction strategies; and (4) continuing research on interaction theories to inform educational reform.

6. CONCLUSION

This study constructs a theoretical model for classroom interaction in the internet era and proposes application strategies to enhance interaction and teaching quality. Results show that role transformation, increased student participation, and optimized content design can effectively utilize internet technology for richer, more effective interactions. Future research and practices should continue exploring the potential of internet technologies in teaching interaction to meet evolving educational needs.

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Cultivating Creative Thinking in Vocational English Courses: Theoretical Foundations and Strategic Approaches

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Abstract: This study aims to explore the theoretical foundations and implementation strategies for cultivating creative thinking in vocational English courses. Against the backdrop of rapid globalization and informatization, creative thinking has become an indispensable part of vocational education, particularly in English teaching. This research first reviews the theoretical studies on creative thinking, including multiple intelligences theory, creativity theory, and cognitive development theory, and analyzes their application potential in vocational English teaching. Subsequently, using literature review and theoretical analysis methods, the study delves into strategies for fostering creative thinking in vocational English courses. These strategies encompass innovative design of teaching content, diversification of teaching methods, optimization of learning environments, and enhancement of evaluation systems. The study particularly emphasizes the transformation of teachers' roles and the activation of student agency, as well as the promotion of creative thinking through interdisciplinary teaching activities. Ultimately, the study concludes that cultivating creative thinking in vocational English courses requires a systematic theoretical framework combined with flexible and diverse teaching strategies to meet the learning needs and developmental potential of different students. Through this theoretical exploration, the study aims to provide vocational English teachers with a scientific method for fostering creative thinking to enhance students' innovation abilities and comprehensive qualities.

Keywords: Creative Thinking; Vocational English; Teaching Strategies; Theoretical Foundations; Teacher Role

1. INTRODUCTION

1.1 Research Background and Significance

In today's rapidly developing information age and globalized society, innovation capability has become a critical indicator of national strength and individual competitiveness. With the increasing emphasis on vocational education by the state, it is particularly important to promote reforms in vocational education and enhance students' creative thinking abilities. English, as an essential tool for international communication, should not only focus on language skill development but also aim to improve students' creative thinking capabilities. Integrating creative thinking cultivation into vocational English courses can enhance students' language application skills and their innovation abilities in future workplaces, aligning with the current societal demand for high-quality, multifaceted talents.

1.2 Research Objectives and Methods

This study aims to explore effective ways to cultivate students' creative thinking in vocational English courses. Specifically, the research will conduct a systematic analysis from multiple perspectives, including theoretical foundations, teaching strategies, and practical implementations. Through literature review and theoretical analysis, the study will first review domestic and international research outcomes on creative thinking theories. It will then delve into specific strategies for fostering creative thinking in vocational English courses and propose practical recommendations and improvements, providing scientific guidance for vocational English teaching.

1.3 Review of Domestic and International Research

In recent years, the cultivation of creative thinking has garnered significant attention in China's educational field. Particularly in

vocational education, integrating creative thinking into English courses has become a popular topic. According to Xing Weiguo's research (2021), creative writing instruction can simultaneously enhance students' cognitive quality and language proficiency. He pointed out that guiding students through creative writing exercises can improve their language expression and develop logical and innovative thinking. This view aligns with the Ministry of Education's goal of simultaneous improvement of cognitive abilities and language literacy.

In primary education, Zeng Dezhi (2019) explored the application of cooperative learning in junior high school English classes. Her study showed that through cooperative learning, students could stimulate creative thinking and enhance their language application abilities, providing valuable references for group discussions and cooperative learning in vocational English courses.

Moreover, Jiang Li (2020) examined the cultivation of creative thinking in primary education from the perspective of STEM education. Although her study focused on primary school students, the creative programming teaching strategies she proposed are also applicable to vocational education, indicating the importance of interdisciplinary creative thinking cultivation across different educational stages.

In vocational education, Xuan Cuixia (2011) emphasized the importance of creative thinking in professional skill development through her study on its application in interior design courses at vocational colleges. She pointed out that project-based teaching models could enhance students' creative thinking abilities through practical exercises, providing insights for vocational English courses.

International scholars have also conducted extensive research on the cultivation of creative thinking and achieved fruitful results. For instance, the BOPPPS teaching model is widely applied in various courses abroad. Zheng Haoyu and Li Mao (2023) introduced the application of the BOPPPS model in a "Graphic Creativity" course in their study. This model, which includes six steps (Introduction, Objective, Pre-assessment, Participatory Learning, Post-assessment, and

Summary), systematically cultivates students' creative thinking and problem-solving abilities, offering a structured approach for creative thinking cultivation in vocational English courses.

The theory of multiple intelligences, widely recognized in the international education community, is another crucial theory. Fu Li (2016) explored differentiated teaching methods in high school English based on this theory. She suggested that designing teaching activities according to students' different intelligence types could effectively stimulate their creative thinking. This theory also applies to vocational education, especially in English teaching, where differentiated teaching strategies can better meet students' individual needs and enhance their overall language abilities and creative thinking.

In light of current social trends, particularly the spirit of the National People's Congress and the Chinese People's Political Consultative Conference, the state has set higher requirements for vocational education, emphasizing the need to strengthen vocational education and cultivate high-quality, innovative technical talents. This aligns with the goals of creative thinking cultivation. Integrating the cultivation of creative thinking into vocational English courses responds to the call for educational reform and adapts to the information age's talent demands.

In the context of globalization, creative thinking has become an essential indicator of comprehensive quality. Vocational college graduates today not only need solid professional skills and English proficiency but also innovation capabilities and cross-cultural communication skills. Therefore, systematically cultivating creative thinking in vocational English courses can promote students' holistic development and enhance their competitiveness in the international job market.

2. THEORETICAL FOUNDATIONS OF CREATIVE THINKING

2.1 Theory of Multiple Intelligences

The Theory of Multiple Intelligences, proposed by Howard Gardner in 1983, posits that human intelligence is multifaceted, encompassing linguistic, logical-mathematical, spatial, musical, bodily-

kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. Gardner's theory suggests that educators should respect individual differences among students and employ diverse teaching methods to stimulate various intelligences, particularly the integration of linguistic intelligence with creative thinking. According to Fu Li's research (2016), differentiated teaching can effectively enhance students' language application skills and innovation capabilities.

2.2 Theory of Creativity

The Theory of Creativity posits that creativity is a complex cognitive process involving various thinking modes, including divergent thinking, convergent thinking, and critical thinking. The cultivation of creativity not only relies on the accumulation of knowledge but also requires rich learning contexts and diverse thinking exercises. According to Xing Weiguo's research (2021), creative writing enables students to develop higher-order thinking skills such as association and reasoning, thereby enhancing creativity.

2.3 Cognitive Development Theory

Piaget's Cognitive Development Theory emphasizes that the development of thinking is inseparable from the construction process of cognitive structures. He suggests that the key to cognitive development lies in children's continuous construction of new cognitive patterns through interactions with the environment. This theory's application in education involves creating rich learning environments to promote students' active exploration and problem-solving, thereby developing advanced cognitive abilities. Vocational English courses can encourage students to develop creative thinking through problem-oriented tasks.

3. STRATEGIES FOR CULTIVATING CREATIVE THINKING IN VOCATIONAL ENGLISH COURSES

3.1 Innovative Design of Teaching Content

In vocational English courses, teaching content should shift from mere language knowledge transmission to the cultivation of language application and innovation skills. Firstly, teachers should design teaching content in conjunction with professional needs, integrating English learning with practical applications. For example, by designing

project tasks, students can use English for research, communication, and presentation during project completion, enhancing their language application and creative thinking skills. Secondly, teachers should focus on the diversity and novelty of materials, introducing the latest information from fields such as technology, culture, and economics to stimulate students' learning interest and innovation awareness.

3.2 Diversification of Teaching Methods

Diversifying teaching methods is crucial for fostering creative thinking. In vocational English teaching, various methods can be employed:

Case-Based Teaching: Students can engage in thinking exercises within a situational context by analyzing real cases and proposing innovative solutions.

Task-Oriented Teaching: Teachers design specific tasks for students to apply their knowledge and cultivate problem-solving and creative thinking skills.

Cooperative Learning: Students exchange ideas and share perspectives in group settings, stimulating creative thinking through interaction. Zeng Dezhi's research (2019) indicates that cooperative learning significantly enhances students' creative thinking.

3.3 Optimization of Learning Environment

The learning environment significantly impacts the development of students' creative thinking. Schools should prioritize the construction of learning environments, providing diverse learning resources and flexible spaces. Firstly, create an open and free classroom atmosphere that encourages students to express their views and actively participate in discussions. Secondly, offer abundant extracurricular reading materials and online learning resources for students to expand their knowledge and stimulate creative thinking through autonomous learning. Additionally, schools should organize various academic exchange activities and practical projects to allow students to exercise their innovation skills in real-world scenarios.

3.4 Improvement of Evaluation Systems

Evaluation systems are integral to teaching, and a scientific evaluation system can promote the development of students' creative thinking. Vocational English courses should establish a

comprehensive, diversified evaluation system that assesses both language skills and the thinking processes and innovative outcomes. Specifically, the following evaluation methods can be used:

Formative Assessment: Conduct continuous assessment of students' classroom performance and homework completion during the teaching process, promptly identifying issues for feedback and adjustment.

Project Evaluation: Conduct comprehensive assessment of project task completion, including language application skills, problem-solving abilities, and innovative outcomes.

Self-Assessment and Peer Assessment: Students reflect on their learning process through self-assessment and peer evaluation, identifying deficiencies and enhancing self-correction abilities.

4. TEACHER ROLE AND STUDENT AGENCY

4.1 Transformation of Teacher Role

In the process of cultivating creative thinking, the role of teachers has undergone significant transformation. Teachers are not only knowledge transmitters but also learning facilitators and promoters. Firstly, teachers should establish an innovative teaching philosophy, focusing on the cultivation of students' creative thinking. Secondly, teachers should enhance their professional competencies, mastering diverse teaching methods, and continuously learning and practicing to improve their innovative teaching capabilities. Lastly, teachers should emphasize emotional communication, building good teacher-student relationships to stimulate students' learning enthusiasm and innovation drive.

4.2 Empowerment of Student Agency

Students are the subjects of learning, and their initiative and enthusiasm play a decisive role in the cultivation of creative thinking. In vocational English classrooms, teachers should employ various teaching methods to fully leverage students' agency. Firstly, encourage autonomous learning, allowing students to discover and solve problems through independent inquiry, thereby cultivating independent thinking and innovation skills. Secondly, through

cooperative learning and project-based learning, students can learn from each other and progress collectively, stimulating collective wisdom. Lastly, emphasize recognition and encouragement of students' innovative achievements to enhance their self-confidence and sense of accomplishment.

4.3 Implementation of Interdisciplinary Teaching Activities

Interdisciplinary teaching activities are crucial for fostering creative thinking. In vocational English courses, interdisciplinary collaborations, such as with information technology, art design, and management, can design comprehensive learning projects. This allows students to apply language knowledge and develop creative thinking in interdisciplinary learning contexts. Jiang Li's research (2020) indicates that interdisciplinary teaching strategies significantly enhance students' creative thinking in the context of STEM education. Such a teaching model not only aids in the integration and transfer of knowledge but also stimulates students' learning interest and innovation awareness.

5. CONCLUSION

This study, through theoretical analysis and strategic discussion, proposes specific methods for cultivating students' creative thinking in vocational English courses. Research shows that the cultivation of creative thinking requires a systematic theoretical framework combined with flexible and diverse teaching strategies. Innovations in teaching content, methods, learning environments, and evaluation systems can effectively enhance students' creative thinking abilities.

This study primarily explores the theoretical foundations and implementation strategies for cultivating creative thinking in vocational English courses through literature review and theoretical analysis. Future research can further delve into empirical studies, verifying the feasibility and effectiveness of the theories through practical teaching activities, providing more scientific and specific guidance for vocational English teaching.

Through this discussion, vocational English teachers should establish a modern educational philosophy, emphasize the cultivation of creative thinking, adopt diverse

teaching strategies, optimize learning environments, and establish scientific evaluation systems, thereby comprehensively enhancing students' language and innovation skills to meet the challenges of the information age and globalization.

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Theoretical Research on Value Guidance in Online Ideological and Political Education at Universities

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Abstract: This study aims to explore the theory of value guidance in online ideological and political education at universities, aiming to provide theoretical support and practical guidance for university ideological and political education. The research employs a literature analysis method, systematically reviewing relevant research achievements both domestically and internationally, and deeply analyzing the formation mechanism of college students' values and their guidance strategies in the online environment, in conjunction with current social hotspots and the spirit of the Two Sessions. During the research process, the basic concepts and theoretical framework of online ideological and political education were first defined. Subsequently, from multiple perspectives including online culture, technological hedonism, and the alienation of self-media, the impact of the online environment on college students' values was discussed. By comparing and analyzing successful experiences and advanced practices of online ideological and political education in domestic and international universities, strategies suitable for Chinese universities were proposed. The research results indicate that online ideological and political education plays a significant role in value guidance but also faces numerous challenges. Therefore, specific countermeasures such as constructing a good online cultural ecology, enhancing the fun and interactivity of online ideological and political education, and strengthening information supervision on online platforms were proposed. The study suggests that by innovating the forms and content of online ideological and political education and combining with social hot issues, guiding college students to establish correct values is the key to enhancing the effectiveness of

university ideological and political education. This research provides a new theoretical perspective and practical path for university online ideological and political education and is of great significance for promoting the innovative development of university ideological and political education.

Keywords: Online Ideological and Political Education; Value Guidance; University Education; Online Culture

1. PREFACE

1.1 Research background and significance

With the rapid development of Internet technology, network has become an important platform for college students to obtain information and exchange ideas. As an important part of ideological and political work in colleges and universities, network ideological and political education plays an irreplaceable role in guiding college students to form correct values. However, the complexity and diversity of the network environment also bring new challenges to the ideological and political education in colleges and universities. How to effectively carry out value guidance under the network environment has become an urgent problem for ideological and political education in colleges and universities. The purpose of this study is to explore the guiding theory of values in the network ideological and political education in colleges and universities, in order to provide theoretical support and practical guidance for the ideological and political education in colleges and universities, which has important practical significance and theoretical value.

1.2 Review of research status at home and abroad

In recent years, the network ideological and political education in domestic colleges and

universities has been widely concerned. Researchers have discussed the influence and significance of network ideological and political education on the guidance of college students' values from different angles.

First of all, in his research, Chen Jia (2013) discussed in detail the influence of network culture on the values of contemporary college students and put forward countermeasures for education guidance. She stressed that online culture not only brings the impact of multiple values, but also provides a new platform for ideological and political education. Chen Jia proposed that by strengthening the construction and content management of Internet ideological and political education platforms, students' values can be effectively guided (Chen Jia, 2013).

Secondly, Zhao Yanan (2016) studied the influence of technological hedonism on the effectiveness of online ideological and political education in universities and put forward corresponding countermeasures. He pointed out that the proliferation of technological hedonism makes it easier for college students to get lost in online entertainment, thus ignoring the importance of ideological and political education. Therefore, Zhao Yanan suggested that teachers should enhance the interest and interaction of online ideological and political education to improve students' acceptance and participation (Zhao Yanan, 2016).

In addition, Liu Fengying (2015) studied the realization of the function of online cultural ideological and political education in colleges and universities. Liu Fengying pointed out that network culture has unique advantages in communication and can become an effective carrier of ideological and political education. She suggested that a new platform for ideological and political education should be built by cultivating a good network cultural ecology to improve the effectiveness of ideological and political education (Liu Fengying, 2015).

Yin Tieyan (2014) also explored the integration of network resources into the teaching of ideological and political theory courses in universities. She proposed that the effective integration of network resources into ideological and political theory courses can enrich the teaching content and improve the

teaching effect, so as to better achieve the purpose of value guidance (Yin Tieyan, 2014). In the era of "we Media", Tu Shiyu (2016) discussed the influence of "we media alienation" on college students' political values. She pointed out that the popularity of we-media makes information dissemination more convenient, but there are also challenges that the authenticity of information is difficult to distinguish. Tu Shiyu suggested that we should strengthen the supervision of information on we-media platforms, and enhance college students' sense of political values by cultivating a good network public opinion environment (Tu Shiyu, 2016).

Ma Yanming (2023) focuses on the strategy and path of online ideological and political education for contemporary college students. He proposed that by improving the pertinency and effectiveness of online ideological and political education, college students can be better guided to establish correct values (Ma Yanming, 2023). Liu Huijin (2023) also discussed the innovative path of using wechat public accounts to carry out ideological and political education. She pointed out that through the wechat public account, a new media platform, the precision and efficiency of ideological and political education can be achieved, and the guiding effect of students' values can be effectively improved (Liu Huijin, 2023). In addition, Wang Mingnan (2023) studied the application of school history resources in ideological and political education in colleges and universities, and proposed that by exploiting and utilizing school history resources, students' sense of identity and belonging can be enhanced, so as to realize the guidance of values (Wang Mingnan, 2023). Yang Hui (2023) puts forward the practice of immune ideological and political education in colleges and universities, which protects the effect of ideological and political education by enhancing students' immunity and resisting the invasion of bad ideas (Yang Hui, 2023). Yin Yaoning (2023) studied the clothing choices of college students guided by identity and ideological and political education, and pointed out that guiding students to choose clothes correctly can enhance students' sense of identity and further achieve the purpose of ideological and political education (Yin

Yaoning, 2023). Xu Chang and Liu Zhi (2023) discuss the unique tension inherent in the development of collectivist values in graduate students, and propose that collectivist education should be strengthened to guide graduate students to establish correct values (Xu Chang and Liu Zhi, 2023). Chen Chunmei et al. (2023) comprehensively analyzed the ideological and political education of college students in the Internet era, and proposed specific countermeasures to carry out effective ideological and political education through the Internet platform and guide students to establish correct values (Chen Chunmei et al., 2023).

In foreign countries, ideological and political education in colleges and universities has also been widely concerned. There are also many successful experiences and advanced practices in online ideological and political education in different countries and regions. American colleges and universities generally attach importance to students' ideological and political education, and guide students' values through various ways. Some American colleges and universities carry out multicultural education and strengthen the education of diversity and inclusiveness of students to guide students to establish correct values. Through the Internet and social media platforms, American colleges and universities are also actively spreading positive energy, guiding students to pay attention to social public affairs and cultivating their sense of social responsibility. Some European countries pay attention to guiding students' values through the use of history and cultural resources in the ideological and political education in colleges and universities. For example, Germany focuses on teaching students to respect history and reflect on the past through history education and commemorative activities, so as to establish correct values. In terms of online ideological and political education, European universities provide rich educational resources through the construction of school network platforms to guide students to establish correct values. Some countries in Asia are also actively exploring new ways of online ideological and political education in universities. Japan attaches importance to the combination of school education and family education to

realize the guidance of students' values. Japanese universities spread school culture and traditional values through the Internet and social media platforms to enhance students' sense of identity and belonging to the school, thereby guiding students to establish correct values.

In combination with the spirit of the second meeting and the current social hot spots, the network ideological and political education in colleges and universities should pay more attention to the combination of theoretical research and practice, and promote the systematization and scientific value guidance. In the report of the Party's 20th National Congress, it was clearly pointed out that we should strengthen ideological and moral construction, further deepen educational reform, and cultivate and practice socialist core values. This points out the direction and provides guidance for the network ideological and political education in colleges and universities. In recent years, with the rapid development of Internet technology, network information has an increasingly significant impact on college students' values. In this context, colleges and universities should innovate the form and content of ideological and political education through Internet technology to enhance the effectiveness of ideological and political education. At the same time, we should pay attention to the dissemination of socialist core values through the network platform, and guide college students to establish correct values. Social hot issues, such as environmental protection, public health, social ethics, etc., should also become an important part of college network ideological and political education. Through the network platform, college students are guided to pay attention to social hot issues, enhance their sense of social responsibility and mission, and cultivate their correct values. To sum up, universities at home and abroad have rich research and practical experience in network ideological and political education. In our country, combined with the spirit of the two meetings and the current social hot spots, colleges and universities should further deepen the theoretical research and practical exploration of network ideological and political education, through a variety of means and ways to guide college students to establish

correct values. Future research and practice should pay more attention to innovation and effectiveness, and constantly improve the level and quality of college network ideological and political education.

1.3 Research objectives and methods

The purpose of this study is to build a theoretical framework of value guidance in college network ideological and political education, analyze the formation mechanism of college students' values under the network environment, and propose effective value guidance strategies. The research adopts literature analysis method, systematically combs the relevant research results at home and abroad, combines the current social hot spots and the spirit of the second meeting, and deeply analyzes the formation of college students' values in the network environment and its guiding strategy. In the research process, we will focus on the influence of network culture, technological hedonism, self-media alienation and other factors on the values of college students, as well as the successful experience and advanced practices of domestic and foreign universities in the network ideological and political education, so as to provide theoretical reference and practical guidance for the network ideological and political education of Chinese universities.

2. THEORETICAL BASIS OF NETWORK IDEOLOGICAL AND POLITICAL EDUCATION

2.1 Basic concepts of network ideological and political education

Network ideological and political education refers to the process of ideological and political education for college students through network platforms and tools under the network environment. It includes not only traditional ideological and political education content, such as Marxist theory, socialism theory with Chinese characteristics, but also network-specific education content, such as network ethics, network security and so on. The goal of online ideological and political education is to guide college students to establish a correct world outlook, outlook on life and values, and train socialist builders and successors with a sense of social responsibility and innovative spirit.

2.2 Theoretical framework of value guidance

Value guidance is to help individuals form and establish correct values through educational activities. In the network ideological and political education, the theoretical framework of value guidance mainly includes three levels: value cognition, value evaluation and value selection. Value cognition refers to the individual's cognition and understanding of value. Value evaluation refers to the individual's judgment of the good or bad value, right or wrong value; Value choice means that individuals make choices among multiple values. These three levels are interrelated and together constitute the theoretical framework of value guidance.

2.3 Mechanism of value formation in network environment

The formation mechanism of values in the network environment mainly includes three stages: information acquisition, information processing and information internalization. In the information acquisition stage, college students are exposed to various information through the Internet, which has an impact on the formation of their values. In the information processing stage, college students select, analyze and evaluate the acquired information to form their own value judgment. In the information internalization stage, college students internalize their value judgments into personal value concepts and guide their own behavior. The openness and diversity of the network environment make college students face more choices and challenges in the process of value formation.

3. THE INFLUENCE OF NETWORK CULTURE ON COLLEGE STUDENTS' VALUES

3.1 Characteristics and communication mechanism of network culture

Network culture refers to a new cultural form formed in the network environment, it has the characteristics of openness, interaction, diversity and so on. The communication mechanism of network culture mainly relies on Internet technology and spreads through social media, forums, blogs and other platforms. The spread of network culture is fast and wide, which can quickly affect the thought and behavior of college students.

3.2 The positive impact of network culture on college students' values

The positive influence of network culture on college students' values is mainly reflected in the following aspects: First, network culture provides rich information resources, which helps college students to broaden their horizons and increase their knowledge; Secondly, network culture emphasizes individuality and innovation, which is helpful to cultivate college students' independent thinking ability and innovative spirit. Third, network culture promotes the exchange and integration of diverse cultures, which helps college students to form inclusive and open values.

3.3 The negative impact of network culture on college students' values

The negative impact of network culture on college students' values cannot be ignored. On the one hand, the authenticity of information on the Internet is difficult to distinguish, which easily leads to the confusion of college students' values; On the other hand, the tendency of entertainment and consumerism in network culture tends to make college students neglect social responsibility and long-term development, and form short-sighted and utilitarian values. In addition, Internet violence, Internet rumors and other issues also have a negative impact on the formation of college students' values.

4. CHALLENGES AND PROBLEMS IN COLLEGE NETWORK IDEOLOGICAL AND POLITICAL EDUCATION

4.1 The influence of technological hedonism on ideological and political education

Technological hedonism refers to the fact that in the modern network technology and digital media environment, most users tend to satisfy their immediate emotional and entertainment needs through various entertaining network content. This phenomenon is particularly prominent among college students. Research shows that college students spend far more time on social media, streaming media and mobile games than on academic research and ideological and political education. Statistics show that in 2020, Chinese college students will spend an average of more than six hours a day on the Internet, most of which will be spent on recreational activities (Statistical Report on the Development of the Internet in China).

The challenge of this tendency of technological hedonism to ideological and political education is mainly reflected in the following aspects: First, the overflow of entertainment content occupies the time and space for college students to contact serious ideological and political education content; Secondly, the fragmentation of entertainment content and the rapid consumption mode affect the deep thinking ability of college students, making it difficult for them to form a stable value concept in ideological and political education; Finally, some network entertainment is easy to lead to ideological digestion and value nihilism, weakening the effect of ideological and political education.

4.2 Challenge of we-media alienation to college students' political values

The popularity of we-media enables everyone to become the producer and disseminator of information, but it also brings the problem of information overload and uneven information quality. The information on the "we media" platform often lacks professionalism and authenticity, which is easy to form cognitive bias and misdirection, and college students are easily influenced to form incorrect political values.

According to a 2018 survey, more than 70 percent of Chinese college students get news information from we-media platforms such as Weibo, wechat and various news clients every day, and a considerable part of this information is obviously biased or even false information (Media Development Research Center, Communication University of China). This phenomenon not only makes college students lose trust in traditional news media, but also may lead to confusion and misdirection in their political values.

4.3 Problems of network information supervision and public opinion guidance

Network information supervision and public opinion guidance are important prerequisites to ensure the effectiveness of network ideological and political education. But at present, our country still faces many challenges in this regard. First of all, the network information is massive and updated quickly, how to effectively identify and deal with bad information is a thorny problem. Secondly, driven by the pursuit of economic interests, some network platforms may neglect

information supervision and even allow bad information to spread. Third, the direction of Internet public opinion is out of control, and some events or topics are easy to trigger large-scale emotional discussions and interfere with normal ideological and political education.

For example, in the Internet public opinion storm caused by the "rice circle culture" in 2021, some online platforms failed to control the spread of bad information in a timely manner, resulting in some teenagers being misled by the media and forming extreme and opposing values. This not only seriously affects the effect of network ideological and political education, but also may shake the social value consensus at a deeper level.

5. EXPERIENCE OF NETWORK IDEOLOGICAL AND POLITICAL EDUCATION IN UNIVERSITIES AT HOME AND ABROAD

5.1 Experience of network ideological and political education in American universities

American colleges and universities have many experiences worth learning from in the aspect of network ideological and political education. On the one hand, American universities pay attention to the use of network technology to build a variety of ideological and political education platforms, using official websites, online courses and various social media to disseminate ideological and political education content; On the other hand, American universities pay attention to practicability and interaction, and guide students to actively participate in ideological and political education by organizing online seminars, virtual classroom discussions, online public welfare activities and other forms.

Harvard University, for example, offers a large number of courses in the humanities, politics and social sciences through its online education platform, Harvard Online Learning, which guides students to conduct self-directed learning and discussion through the Internet. At the same time, Harvard University also regularly pushes articles and videos related to ideological and political education through social media accounts such as wechat public account and Twitter, which improves students' participation and interaction.

5.2 Network ideological and political

education practices in European universities
European universities have also accumulated rich practical experience in network ideological and political education. Take the United Kingdom as an example, British universities pay attention to the combination of ideological and political education with historical and cultural education, and disseminate historical and cultural resources through the Internet to guide students to form correct values. For example, the University of Oxford, through its online library, digital museum and other platforms, provides students with a large number of historical documents and cultural resources to help students form correct values through learning and understanding history and culture.

In addition, European universities also attach great importance to network ethics and moral education, and disseminate network ethics and moral norms through online platforms to educate students about the proper use of the Internet. The University of Cambridge regularly publishes articles and videos on online ethics and ethics on its official website and social media platforms to guide students to abide by ethics and form correct values in the online environment.

5.3 Innovation of network ideological and political education in Asian universities

Asian universities have actively explored online ideological and political education and made a series of innovative achievements. Taking Japan as an example, Japanese universities pay attention to multicultural education through online platforms, and guide students to respect and tolerate different cultures. Through its online education platform, the University of Tokyo offers courses on multiculturalism and international relations to help students learn to understand and respect the values of different cultures through the Internet. At the same time, the University of Tokyo also organizes students to participate in international academic exchanges and cultural activities through online platforms to enhance students' global vision and multicultural awareness.

In addition, South Korean universities pay attention to innovation and entrepreneurship education through online platforms to guide students to establish positive and enterprising career values. Through its online education

platform, Seoul National University offers a large number of courses and training programs related to innovation and entrepreneurship to help students master the knowledge and skills of innovation and entrepreneurship through online learning. At the same time, SNU also organizes students to participate in innovation and entrepreneurship activities and competitions through online platforms to enhance students' practical ability and sense of competition.

6. GUIDING STRATEGY OF VALUES IN COLLEGE NETWORK IDEOLOGICAL AND POLITICAL EDUCATION

6.1 Build a good network cultural ecology

Building a good network culture ecology is an important guarantee to enhance the effectiveness of network ideological and political education in colleges and universities. First of all, universities should strengthen the monitoring and management of online information, clean up and deal with bad information in a timely manner, and ensure that students receive ideological and political education in a healthy and safe online environment. Secondly, colleges and universities should actively publicize and promote excellent network cultural content, and spread positive values to students through official websites, social media and other channels. At the same time, colleges and universities should encourage students to actively participate in the creation and dissemination of network culture to form a good network culture atmosphere.

6.2 Make online ideological and political education more interesting and interactive

To enhance the interest and interactivity of online ideological and political education is an important means to attract students to participate. First of all, colleges and universities should design rich and diverse ideological and political education content according to the interests and needs of students, and enhance the interest and attractiveness of the content through animation, video, games and other forms. Secondly, colleges and universities should pay attention to interactivity, enhance the interactivity and participation of ideological and political education through online discussions, virtual classes, online activities

and other ways to stimulate students' learning interest and enthusiasm. At the same time, colleges and universities should actively use new technologies, such as virtual reality (VR) and augmented reality (AR), to innovate the forms and means of ideological and political education and improve the effect of education.

6.3 Strengthen the information supervision and content construction of the network platform

Strengthening the information supervision and content construction of the network platform is the basis to ensure the effectiveness of the network ideological and political education. First of all, universities should establish a sound network information supervision mechanism, regularly monitor and clean up bad information, to ensure the health and safety of the network environment. Secondly, universities should strengthen the construction of online ideological and political education content, pay attention to the rigor and science of the content, and ensure the professionalism and authority of the educational content. At the same time, colleges and universities should actively guide students to participate in the creation and dissemination of online ideological and political education content, enrich and enrich the educational content, and improve the attractiveness and appeal of education.

7. CONCLUSION

Through this study, we draw the following main conclusions: college network ideological and political education plays an important role in the guidance of values, but it is currently facing many challenges such as technological hedonism, we-media alienation and network information supervision. In order to improve the effectiveness of online ideological and political education, colleges and universities should draw on the successful experience of colleges and universities at home and abroad, and actively guide college students to form correct values by building a good network cultural ecology, enhancing the interest and interaction of online ideological and political education, and strengthening the information supervision and content construction of online platforms.

This study mainly discusses the theory of value guidance in online ideological and

political education in colleges and universities through literature analysis. Although it reveals the theoretical basis and practical strategies of online ideological and political education to a certain extent, the study still has the following limitations and shortcomings: First, this study mainly relies on theoretical analysis and literature review, and lacks the support of empirical data; Secondly, this study mainly focuses on the value guidance theory in the network ideological and political education, and fails to deeply explore other ideological and political education contents and methods. Therefore, future research can obtain concrete practical data through empirical research, and conduct a more comprehensive discussion on other aspects of online ideological and political education.

Future research can be carried out from the following aspects: First, the actual experience and feedback of college students in online ideological and political education can be obtained through empirical research to further verify and supplement the theoretical conclusions of this study; Secondly, we can explore the role and effect of other ideological and political education contents and methods, such as moral education and aesthetic education, in the network ideological and political education, so as to enrich and perfect the theoretical system of network ideological and political education. Finally, new technologies such as artificial intelligence and big data can be combined to explore innovative models and means of online ideological and political education to enhance the scientific and practical effectiveness of ideological and political education.

Through this study, we not only deepen the understanding of the value guiding theory in college network ideological and political education, but also provide new ideas and methods for improving the effectiveness of college network ideological and political education. We believe that with the joint efforts of all parties, online ideological and political education in colleges and universities will surely achieve better results in value guidance, and contribute more wisdom and strength to the training of socialist builders and successors.

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Exploration of Team Building Theories in Student Affairs Management at Vocational Colleges

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Abstract: This study aims to explore the theory of team building in student affairs management at higher vocational colleges, with the goal of providing scientific and systematic guidance for team building in these institutions. The research employs a literature review method, systematically examining theoretical studies on team building in student affairs management at higher vocational colleges both domestically and internationally. It also integrates current educational policies and societal needs to deeply analyze the importance and necessity of team building in student affairs management at higher vocational colleges. During the research process, the study first defines the concept of student affairs management teams at higher vocational colleges and clarifies the objectives and tasks of team building. It then analyzes the basic principles and key elements of team building, including team leadership, team communication, team collaboration, and team culture. Furthermore, the study explores methods and strategies for team building, such as team training, team motivation, and team assessment. Drawing from successful cases both domestically and internationally, the study proposes optimization paths and recommendations for team building in student affairs management at higher vocational colleges. The research conclusions indicate that team building in student affairs management at higher vocational colleges is crucial for enhancing the efficiency and quality of student affairs management. Through scientific and rational team building, the level of student affairs management can be effectively improved, thereby promoting the holistic development of students.

Keywords: Higher Vocational Colleges; Student Affairs Management; Team Building; Team Leadership; Team Culture

1. INTRODUCTION

1.1 Research Background and Significance

With the rapid development of higher vocational education in China, vocational colleges are playing an increasingly significant role in cultivating applied talents. Student affairs management, as a crucial component of educational administration in higher vocational colleges, is indispensable for enhancing educational quality and promoting the comprehensive development of students. However, current student affairs management in vocational colleges faces numerous challenges, such as the increasing demand for personalized services, limited educational resources, and monotonous management models. Therefore, enhancing the efficiency and quality of student affairs management through effective team building has become an urgent problem for vocational colleges.

The application of team building theory in student affairs management not only improves the professional capabilities and service levels of management teams but also enhances student engagement and satisfaction, fostering their overall development. Thus, this study has significant theoretical and practical value.

1.2 Research Objectives and Methods

This study aims to explore the theory of team building in student affairs management at higher vocational colleges, analyzing the key elements and implementation strategies of team building, and proposing optimization suggestions. Employing a literature review methodology, the research collects and analyzes theoretical studies and practical cases regarding team building in student affairs management both domestically and internationally, while integrating current educational policies and societal needs to deeply investigate theoretical and practical

issues of team building.

1.3 Review of Domestic and International Research

In recent years, with the rapid development of higher vocational education in China, the issue of team building in student affairs management at vocational colleges has garnered widespread attention. The 20th National Congress of the Communist Party of China and the Two Sessions emphasized promoting educational modernization, improving educational quality, and cultivating well-rounded socialist builders and successors. Against this backdrop, theoretical research on team building in vocational colleges has gradually become a focal point.

Lv Shufang (2024) explored the construction of "dual-teacher" teaching teams in newly promoted vocational colleges, emphasizing the coordinated development of teaching and practical teams to enhance educational quality [1]. Hao Jun (2021) suggested that under the "Internet+" perspective, student management in colleges should leverage modern information technology to innovate management practices and improve service quality [2]. The construction of student cadre teams is a crucial part of student affairs management at vocational colleges. Peng Guifang (2010) studied the construction of student cadre teams in vocational colleges, indicating that systematic training and scientific management can enhance their leadership and teamwork abilities [7]. Cheng Huajun (2013) theoretically discussed the construction of counselor teams in colleges, proposing the use of team management theories to improve their work efficiency and the effectiveness of student management [4]. The innovative management model of student teams based on class management has also attracted researchers' attention. Huang Ying (2011) proposed that by innovating class management models, effective construction and management of student teams can be promoted, enhancing students' autonomous and cooperative learning abilities [8]. Additionally, Zong Cheng et al. (2014) researched student team cultivation from the perspective of positive psychology, arguing that good team building helps improve students' enthusiasm and initiative, laying a foundation for future talent reserves in

enterprises [6].

Talent team construction is also an essential aspect of team building in vocational colleges. Zhang Hong (2013) discussed the construction of teaching staff in vocational colleges based on the integration of work and study, proposing that school-enterprise cooperation can enhance the practical abilities and teaching levels of faculty [5]. Li Yining et al. (2023) analyzed the core elements and strategies of innovative team construction for high-level talents in "double-high" colleges, pointing out that the introduction and construction of high-level talent teams are crucial for the development of colleges [10]. Internationally, there is rich research and practical experience in team building within student affairs management in vocational colleges. Western universities emphasize the professionalization of student affairs management and team collaboration. In this field, American universities have established specialized student affairs management departments, forming comprehensive team collaboration mechanisms. For instance, advisor teams in American universities play a crucial role, not only providing academic guidance but also coordinating psychological health services, career planning, and more, forming a comprehensive student support network. Dan Yinghua (2011) introduced the experience of building advisor blogs in foreign universities, emphasizing that diversified online platforms enable advisors to better understand student needs and provide precise guidance and assistance [3]. European universities emphasize team building in vocational education, focusing on tutor systems and learning team construction to enhance students' professional qualities and teamwork abilities.

The Two Sessions emphasized the need to comprehensively improve talent cultivation quality, promote educational equity, and drive educational innovation, providing policy support and development direction for team building in vocational colleges. Current societal issues like increasing employment pressure and the demand for educational innovation driven by technological advancements require vocational colleges to enhance the scientific and effective nature of team building in student affairs management.

Li Bin et al. (2023) suggested that through the "+1" teaching method in project-based teaching, students' teamwork abilities and problem-solving skills can be cultivated [12]. In research on addressing challenges in old residential area renovation project management, Song Junyuan et al. (2023) pointed out that team building is key to improving project management efficiency and quality [13]. These studies offer valuable references for team management in vocational colleges.

By comparing domestic and international research, it is evident that team building in student affairs management at vocational colleges is gaining importance and continually evolving through theoretical research and practical exploration. In the future, combining China's specific contexts and educational goals, drawing on successful international experiences can further promote team building in student affairs management at vocational colleges, comprehensively enhancing students' overall qualities and competitiveness.

2. THE BASIC THEORY OF STUDENT AFFAIRS MANAGEMENT TEAM CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES

2.1 Basic concepts of team building

Team building refers to a series of organizational activities and training to enhance the mutual understanding, trust and cooperation ability among team members, so as to achieve the purpose of improving the overall performance of the team. In the management of student affairs in higher vocational colleges, team building aims to improve the efficiency and quality of student affairs management by optimizing team structure, enhancing team ability and enhancing team cohesion.

2.2 Characteristics of student affairs management teams in higher vocational colleges

The management team of student affairs in higher vocational colleges has the following characteristics: First, the team members are diversified, including teachers, counselors, administrators, etc.; Second, the team task is complex, involving students' daily management, psychological counseling, career planning and other aspects; The third is

the dynamic change of the team working environment, which needs to constantly adapt to the changes of students' needs and the development of education policies.

2.3 Theoretical basis of team building

The theoretical basis of team building mainly includes team dynamics, organizational behavior and human resource management. Team dynamics Study the interaction between team members and the formation of a team atmosphere; Organizational behavior focuses on the behavior of individuals and teams in organizations; Human resource management involves the selection, training and motivation of team members.

3. KEY ELEMENTS OF STUDENT AFFAIRS MANAGEMENT TEAM CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES

3.1 Team leader

Team leadership is one of the core elements of team building. An effective team leader can clarify the team goal, coordinate the relationship between team members, and stimulate the enthusiasm and creativity of team members. In the management of student affairs in higher vocational colleges, team leaders should have good communication skills, decision-making skills and motivation skills, and be able to guide team members to face challenges together and achieve team goals.

3.2 Team communication

Team communication is an important part of team building. Good communication can promote the exchange of information between team members, reduce misunderstandings and conflicts, and enhance team cohesion and collaboration efficiency. In the management of student affairs in higher vocational colleges, team communication should pay attention to openness and bidirectional, and encourage team members to actively express their opinions and participate in the decision-making process.

3.3 Teamwork

Teamwork is the key element of team building. Through effective collaboration, team members can share resources, complement each other's strengths, and solve problems together. In the management of student affairs in higher vocational colleges, team

cooperation should be based on mutual trust and respect, and improve the overall efficiency of the team through team activities and project cooperation.

3.4 Team culture

Team culture is the soul of team building. A good team culture can provide team members with common values and codes of conduct, and enhance the sense of identity and belonging of the team. In the management of student affairs in higher vocational colleges, team culture should emphasize service consciousness, innovative spirit and team spirit, and enhance the core competitiveness of the team through the cultivation of team culture.

4. METHODS AND STRATEGIES OF STUDENT AFFAIRS MANAGEMENT TEAM BUILDING IN HIGHER VOCATIONAL COLLEGES

4.1 Team training

Team training is an important means to enhance the professional ability and teamwork ability of team members. The training of student affairs management team in higher vocational colleges should include the following aspects:

Professional knowledge training. Team members need to master the basic theories and methods of student affairs management, such as psychological counseling, career planning, crisis management, etc. Enhance the professional quality and service ability of team members through regular professional knowledge training.

Team collaboration training. Team collaboration training is designed to improve communication and collaboration skills among team members. Through team building activities, role play, simulation exercises and other ways to enhance team members' sense of cooperation and team spirit.

Leadership training. Team leaders need to have good leadership and management skills. Through leadership training, improve the decision-making ability, communication ability and motivation ability of team leaders, and enhance the overall effectiveness of the team.

4.2 Team motivation

Team motivation is an important means to enhance the enthusiasm and creativity of team

members. The incentive strategy of the student affairs management team in higher vocational colleges should include the following aspects: **Material incentives.** Improve team members' motivation and satisfaction by providing material incentives such as bonuses, allowances and benefits.

Mental stimulation. Through recognition, reward, promotion and other spiritual incentives, enhance the team members' sense of honor and achievement, stimulate the team members' work enthusiasm and creativity.

Team motivation. Through team activities, team building, team rewards and other ways to enhance team members' sense of belonging and team spirit, enhance team cohesion and collaboration ability.

4.3 Team evaluation

Team evaluation is an important means to improve team building effect and team performance. The evaluation of the student affairs management team in higher vocational colleges should include the following aspects: **Performance evaluation.** By setting clear performance goals and evaluation standards, the work performance of team members is regularly evaluated, problems are found, suggestions for improvement are put forward, and the overall performance of the team is improved.

Process evaluation. Through the evaluation of the process of team building, the problems and deficiencies in team building are found, and the improvement measures are put forward to improve the effect and quality of team building.

Feedback evaluation. By collecting feedback from team members and students, we can understand the actual effects and existing problems of team building, put forward suggestions for improvement, and enhance the scientific and effectiveness of team building.

4.4 Team development plan

Team development planning is an important means to improve the system and sustainability of team building. The development planning of student affairs management team in higher vocational colleges should include the following aspects: **Team goal planning.** By setting clear team goals and development direction, clear team building tasks and requirements, improve the systematic and scientific team building.

Team member planning. Through reasonable selection and allocation of team members, enhance the professional ability and collaboration ability of team members, and enhance the overall efficiency of the team.

Team resource planning. Through reasonable resource allocation and management, improve the resource guarantee and support of team building, and enhance the overall efficiency and sustainable development ability of the team.

5. OPTIMIZATION PATHWAYS FOR TEAM BUILDING IN STUDENT AFFAIRS MANAGEMENT AT HIGHER VOCATIONAL COLLEGES

5.1 Integration of Theoretical Innovation and Practice

Integrating theoretical innovation with practice is crucial for enhancing the scientific and effective nature of team building. Higher vocational colleges should focus on theoretical innovation by incorporating the latest team building theories and methods, thus enhancing the scientific and systematic aspects of team building. Simultaneously, practical application should be emphasized to test and refine these theories and methods, improving the actual effectiveness and quality of team building.

5.2 Exploration of Diversified Team Building Models

Exploring diversified team building models is essential for increasing flexibility and adaptability. Higher vocational colleges should adopt a multifaceted approach by exploring different team building models, such as project teams, virtual teams, and cross-departmental teams. This approach enhances the flexibility and adaptability of team building to meet the varying demands of student affairs management tasks.

5.3 Application of Information Technology in Team Building

The application of information technology is pivotal for improving the efficiency and quality of team building. Higher vocational colleges should leverage information technology by integrating information management systems, online collaboration platforms, and data analysis tools. These technologies enhance the overall efficiency, quality, and effectiveness of team building and

improve the service levels of student affairs management teams.

5.4 Establishment of Continuous Improvement and Evaluation Mechanisms

Establishing continuous improvement and evaluation mechanisms is fundamental for ensuring the sustainability and scientific nature of team building. Higher vocational colleges should implement robust evaluation mechanisms to periodically assess the effectiveness and quality of team building. Identifying issues and proposing improvement measures will enhance the sustainability and scientific nature of team building efforts.

6. CONCLUSION

This study explores the theoretical aspects of team building in student affairs management at higher vocational colleges, analyzing key elements and implementation strategies and offering suggestions for optimization. The findings indicate that effective team building is crucial for improving the efficiency and quality of student affairs management, thereby promoting students' comprehensive development.

The study primarily employs a literature review methodology, lacking empirical research and case analysis, which limits the generalizability and reliability of the results. Additionally, the discussion on specific implementation strategies and methods for team building is not exhaustive. Future research should incorporate practical case studies to delve deeper into specific strategies and methods for team building.

Future research should focus on practical case studies to further explore the specific implementation strategies and methods for team building in student affairs management at higher vocational colleges, enhancing the practicality and operability of the research. Additionally, interdisciplinary approaches, incorporating theories and methods from psychology, management, and education, should be emphasized to enhance the scientific and systematic nature of the research. An international comparative approach should also be adopted to draw innovative and universally applicable strategies from the experiences and practices of different countries and regions.

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Research on Project-Based Learning in College Mathematics Under the Student-Centered Philosophy

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Abstract: This study aims to explore the theoretical framework and implementation strategies of project-based learning (PBL) in college mathematics under the student-centered philosophy. Employing a methodology of literature review and theoretical analysis, the research examines the application status and theoretical foundations of PBL in college mathematics education through a comprehensive review of relevant domestic and international literature. Initially, the study defines the essence of the student-centered philosophy and its significance in higher education. Subsequently, it delves into the definition, characteristics, and distinctions of PBL from traditional teaching models. Building upon this foundation, a theoretical model for PBL in college mathematics under the student-centered philosophy is constructed, emphasizing active student engagement, problem-solving skill development, and integration of interdisciplinary knowledge. The research further proposes strategies for implementing PBL, including innovations in curriculum design, teaching methods, and evaluation systems. The conclusion highlights that PBL under the student-centered philosophy effectively enhances students' mathematical literacy and innovative capabilities, fostering comprehensive student development and offering new perspectives and methods for the reform of college mathematics education.

Keywords: Student-Centered; Project-Based Learning; College Mathematics Education; Educational Reform; Student Development

1. INTRODUCTION

1.1 Research Background and Significance

In the era of globalization and informatization, the demands of nations and societies on higher

education continue to rise. The education sector increasingly emphasizes the cultivation of innovative and applied talents, with mathematics education being a crucial avenue for developing students' logical thinking and problem-solving abilities. The improvement of teaching methods in this field is particularly critical. In recent years, the student-centered educational philosophy has gradually become the core of higher education reform, with project-based learning (PBL) recognized as an effective teaching model to enhance students' initiative and creativity. Therefore, exploring PBL in college mathematics under the student-centered philosophy holds significant theoretical and practical importance.

1.2 Review of Domestic and International Research Status

With the continuous renewal of educational concepts, the student-centered educational model has become a significant direction in higher education reform. Particularly in the field of mathematics education, PBL, which emphasizes student engagement, practical operations, and problem-solving skills, has garnered widespread attention. This paper reviews the current research status of PBL in college mathematics under the student-centered philosophy, both domestically and internationally, in conjunction with the spirit of the Two Sessions and social hotspots.

Domestically, the student-centered educational philosophy has been widely recognized and practiced. Zhang and Chen (2023) discussed the practice and effects of PBL in college mathematics under the student-centered philosophy, emphasizing its importance in enhancing students' mathematical application skills and innovative thinking. Wang (2024) proposed a "micro-project-based" mathematics assignment

design based on the "Three Meetings" literacy, aiming to improve students' mathematical literacy and practical problem-solving skills through small-scale project activities.

In terms of innovative teaching models, Lu et al. (2024) explored a "online+offline" hybrid teaching model under the STEAM educational concept, providing new ideas and methods for PBL in mathematics. Ma (2017) discussed the practice of robot teaching in normal universities from the perspective of STEAM education, offering references for interdisciplinary integration in PBL.

Internationally, research on PBL started earlier and has a more mature system in both theory and practice. Shen (2024) conducted an empirical study on the implementation of PBL in vocational college English classrooms, showing that PBL effectively enhances students' language application and teamwork skills.

Currently, with the increasing demand for innovative and applied talents, college mathematics education faces challenges in better cultivating students' innovation and practical abilities. PBL, as a teaching method that stimulates active learning and problem-solving skills, aligns with this societal need. Under the guidance of the Two Sessions spirit, educational reform emphasizes a student-centered approach, focusing on cultivating students' comprehensive qualities and innovative capabilities.

In summary, research on PBL in college mathematics under the student-centered philosophy has achieved certain results, but further theoretical research and practical exploration are needed. Future research should focus more on the application effects of PBL in different disciplines and educational levels, and how to better integrate modern information technology to enhance teaching effectiveness and student learning experiences. Additionally, the specific mechanisms of PBL in improving students' innovation and practical abilities should be investigated, providing more scientific theoretical support and practical guidance for college mathematics education reform.

1.3 Research Objectives and Content

This study aims to explore and construct the theoretical framework and implementation strategies of PBL in college mathematics

under the student-centered philosophy. Through systematic theoretical analysis and model construction, the research seeks to provide scientific theoretical support and practical guidance for college mathematics education reform. The research content includes: theoretical discussion of the student-centered philosophy, overview of PBL, construction of the theoretical model for PBL in college mathematics under the student-centered philosophy, and its implementation strategies.

2. THEORETICAL DISCUSSION OF THE STUDENT-CENTERED PHILOSOPHY

2.1 Connotation of the Student-Centered Philosophy

The student-centered (student-centered) philosophy emphasizes the primary role of students in the educational process, focusing on cultivating their autonomous learning and practical abilities. This philosophy seeks to fully respect students' individual development needs in educational activities, paying attention to their learning experiences and growth processes. The core of the student-centered philosophy is to foster students' autonomy, innovation, and comprehensive qualities. It not only requires teachers to change their roles in the teaching process but also emphasizes students' active participation and self-development.

The student-centered philosophy values the individuality of each student. Every student has a unique background, interests, and abilities, and education needs to cater to these differences. This requires teachers to fully consider students' interests and developmental needs when formulating teaching plans and designing teaching activities, providing diverse and personalized learning resources and support.

The student-centered philosophy encourages autonomous learning. Education should cultivate students' self-management and self-reflection abilities, enabling them to actively discover and solve problems. In this educational model, teachers are no longer the sole transmitters of knowledge but become guides and supporters of student learning, helping students to explore and research independently.

The student-centered philosophy focuses on the cultivation of practical abilities. Today's society requires students not only to have solid theoretical knowledge but also to possess strong practical skills and innovative spirit. The student-centered educational philosophy, through PBL and interdisciplinary collaboration, cultivates students' practical operational and problem-solving abilities, laying a solid foundation for their comprehensive development.

2.2 Application of the Student-Centered Philosophy in Higher Education

The application of the student-centered philosophy in higher education is reflected in various aspects. Personalized and diversified curriculum design. University courses should provide a rich variety of choices based on students' interests and needs, encouraging students to select courses and learning paths according to their interests and career development directions. For example, some universities have begun to implement modular curriculum systems, allowing students to freely combine courses based on their interests and needs.

Innovation in teaching methods. Traditional lecture-style teaching models are unable to fully leverage students' initiative and creativity. The student-centered philosophy advocates for interactive, inquiry-based, and collaborative teaching methods, such as group discussions, project research, and case analysis, to promote active student participation and autonomous inquiry. Such teaching methods can not only stimulate students' interest in learning but also cultivate their teamwork and communication skills.

Diversification of the evaluation system. Traditional examination evaluation methods often focus on the memorization and reproduction of knowledge, overlooking the evaluation of students' comprehensive qualities. The student-centered philosophy requires the construction of a scientific and diverse evaluation system, through process evaluation, performance evaluation, and comprehensive evaluation, to comprehensively assess students' learning outcomes and comprehensive qualities. For example, project reports, case analysis, and group presentations can be used to evaluate students' autonomous learning, teamwork, and

innovation capabilities.

Attention should be paid to the support and optimization of the learning environment. The student-centered philosophy requires the creation of a favorable learning environment and resource support for students, including providing ample learning resources, good learning spaces, and efficient learning support services. For instance, modern libraries, laboratories, and learning centers should be built to offer rich learning materials and practical opportunities; at the same time, a comprehensive academic support and psychological counseling system should be established to help students overcome difficulties and challenges in their studies and lives.

In conclusion, the student-centered philosophy emphasizes the primary role of students in the educational process, advocating for personalized, inquiry-based, and comprehensive ability cultivation. The application of this philosophy in higher education, through innovations in curriculum design, teaching methods, evaluation systems, and learning environments, provides students with opportunities and platforms for comprehensive development, enhancing the quality of education and promoting the holistic development of students.

The student-centered philosophy emphasizes the value of student engagement and personalized development. The promotion and application of this philosophy not only enhance students' learning motivation and interest but also cultivate their self-management, inquiry, innovation, and comprehensive quality capabilities. Through personalized curriculum design, diversified teaching methods, and scientific evaluation systems, higher education is gradually shifting from a traditional knowledge transmission model to a student-centered, all-round development model, contributing positively to students' holistic growth and societal progress.

3. OVERVIEW OF PROJECT-BASED LEARNING

3.1 Definition and Characteristics of Project-Based Learning

Project-Based Learning (PBL) is a student-centered teaching method that promotes learning by guiding students to engage in real,

complex projects. In PBL, students learn knowledge and skills by solving real-world problems or completing specific tasks. This learning approach emphasizes active student participation and inquiry, encouraging students to deepen their understanding and application of knowledge through practice.

Key characteristics of PBL include:

Student-Centered: Under the guidance of teachers, students autonomously choose or design projects, learning through practical operations.

Authenticity: Projects are usually related to real-world problems or scenarios, allowing students to apply their knowledge to actual situations.

Collaborative: Students typically need to collaborate with peers, completing projects through teamwork, which helps develop communication and collaboration skills.

Interdisciplinary: Projects often involve knowledge from multiple disciplines, encouraging interdisciplinary learning.

Continuous Assessment: PBL emphasizes the evaluation of both process and outcomes, with ongoing feedback and assessment by both teachers and students throughout the project.

3.2 Comparison between Project-Based Learning and Traditional Teaching Models

Compared to traditional teaching models, PBL differs significantly in teaching objectives, content, methods, and evaluation approaches.

Teaching Objectives: Traditional teaching models focus on knowledge transmission and memorization, while PBL emphasizes the development of students' critical thinking, problem-solving, and innovative abilities.

Teaching Content: Traditional models typically teach fixed curriculum content, whereas PBL selects and organizes content based on student interests and project needs.

Teaching Methods: Traditional models rely on teacher lectures with students passively receiving knowledge; PBL encourages active inquiry and practice, with the teacher's role shifting to a facilitator and guide.

Evaluation Methods: Traditional models primarily assess learning outcomes through exams and tests, while PBL evaluates through the project's process and results, focusing more on students' actual performance and developmental abilities.

4. CONSTRUCTION OF THE THEORETICAL MODEL FOR PROJECT-BASED LEARNING IN COLLEGE MATHEMATICS UNDER THE STUDENT-CENTERED PHILOSOPHY

4.1 Principles for Constructing the Theoretical Model

When constructing the theoretical model for PBL in college mathematics under the student-centered philosophy, the following principles should be followed:

Student-Centered: Ensure the primary role of students in the learning process, respect their interests and needs, and encourage autonomous project selection and design.

Practice-Oriented: Emphasize learning mathematics through practical operations and activities, enabling students to apply theoretical knowledge to solve real problems.

Interdisciplinary Integration: Encourage students to integrate knowledge and skills from different disciplines in their projects, promoting interdisciplinary learning.

Continuous Assessment: Establish a continuous assessment mechanism to comprehensively evaluate students' learning processes and outcomes, providing timely feedback and guidance.

4.2 Main Content of the Theoretical Model

The main content of the theoretical model includes:

Project Design: Teachers and students jointly design projects, ensuring they are closely related to mathematics curriculum content while meeting students' interests and needs.

Learning Activities: Under the guidance of teachers, students complete projects through activities such as group collaboration, inquiry learning, and practical operations.

Resource Support: Provide necessary learning resources and tools, including books, online resources, and laboratory equipment, to support student learning activities.

Evaluation System: Establish a diversified evaluation system, including self-evaluation, peer evaluation, and teacher evaluation, to comprehensively assess students' learning processes and outcomes.

5. IMPLEMENTATION STRATEGIES FOR PROJECT-BASED LEARNING IN COLLEGE MATHEMATICS UNDER

THE STUDENT-CENTERED PHILOSOPHY

5.1 Curriculum Design Strategies

In curriculum design, the following strategies should be adopted:

Flexible Curriculum Structure: Design a flexible curriculum structure that allows students to choose and adjust learning content based on project needs.

Project-Oriented Curriculum Content: Integrate curriculum content with projects to ensure students master necessary mathematical knowledge and skills while completing projects.

5.2 Teaching Method Strategies

In teaching methods, the following strategies should be adopted:

Guided Teaching: Teachers guide students through questioning and discussion rather than directly providing answers.

Collaborative Learning: Encourage students to complete projects through group collaboration, fostering teamwork and communication skills.

5.3 Evaluation System Strategies

In the evaluation system, the following strategies should be adopted:

Balance of Process and Outcome: Evaluate not only the project's outcome but also the student's performance and progress during the project.

Multiple Evaluation Methods: Use various evaluation methods, including self-evaluation, peer evaluation, and teacher evaluation, to comprehensively assess student learning.

6. CONCLUSION

Through the theoretical discussion and model construction of project-based learning in college mathematics under the student-centered philosophy, the following conclusions are drawn:

the student-centered philosophy emphasizes the primary role of students in the learning process, and PBL, as an effective teaching method, can promote active learning and inquiry.

PBL enables students to apply mathematical knowledge to solve real problems through actual project activities, enhancing students' interest in learning and practical abilities.

By constructing a mathematical PBL model under the student-centered philosophy, new

perspectives and methods can be provided for college mathematics teaching, contributing to the reform and innovation of mathematics education.

Based on the above research conclusions, the following recommendations are made:

Colleges should further promote and implement PBL under the student-centered philosophy, providing students with more practical opportunities and autonomous learning spaces.

Teachers should continuously enhance their professional literacy and teaching abilities to meet the requirements of PBL, better guiding and supporting student learning.

Colleges should establish and improve the evaluation system for PBL to ensure the fairness and effectiveness of the evaluation, promoting comprehensive student development.

By implementing these strategies, the reform of college mathematics teaching can be effectively advanced, improving teaching quality and student learning outcomes, laying a solid foundation for cultivating high-quality talents with innovative and practical abilities.

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Research on Electronic Integrated Stationary Braking System of Truck

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Abstract: Automobile brake system is an important index to measure the safety performance of an automobile. the development history of automobile brake system is from the manual transmission, servo transmission, power transmission, pneumatic transmission and other transmission methods to upgrade and optimize development step by step. There is a problem of insufficient braking force in heavy trucks, which causes the vehicles to be unable to park effectively after loading, and there is a big security risk. In order to solve the above problems, a kind of auxiliary parking product with control system is designed and developed. the product adds a set of independent control electronic auxiliary system on the original system of the vehicle, which increases the parking braking force by 80%-100%, which can effectively realize the role of increasing the parking force of the vehicle.

Keywords: Electronic integrated stationary braking system

1. RESEARCH BACKGROUND AND CURRENT SITUATION

This paper is funded by Weifang Science and Technology Development Plan "Research on the line in a system of dynamic system of Electronic Integrated Truck" (Project No. 2022GX050).

The automobile braking system is a braking effect system formed by the automobile acting on itself through the external force, and the automobile braking system is an important index to measure the safety performance of an automobile. Referring to the development history of automobile brake system, it can be seen that the development history of automobile brake system is from the manual transmission, servo transmission, power transmission, pneumatic transmission and other transmission methods to upgrade and optimize development step by step. the

transmission device used in today's automobile braking system is very different from the previous device, and today's automobile braking system is more based on the application of electronic technology and network technology, so as to achieve a more powerful improvement of the automobile braking ability.

The global automotive brake systems market reached \$12.21 billion in sales in 2021 and is expected to reach \$15.1 billion in 2028, with a compound annual growth rate (CAGR) of 3.0% (2022-2028). Hydraulic braking, which has been widely used, is now a very mature technology. With the improvement of people's braking performance requirements, anti-lock braking system, drive anti-skid control system, electronic stability control program, active collision avoidance technology and other functions are gradually integrated into the braking system. Many additional devices need to be added to the braking system to achieve these functions. This makes the structure of the brake system complicated, increasing the hydraulic circuit leakage and the possibility of assembly, maintenance of the difficulty, the brake system requires a more concise structure, more comprehensive and reliable function, the management of the brake system has become a problem that must be faced, the application of electronic technology is the trend. At present, in the field of automobile manufacturing, modern automobile electronic control system has been widely used in automobile braking, and modern automobile electronic control system will completely replace the traditional hydraulic system.

At present, the main function of heavy trucks (pickup trucks) sold to Australia is heavy transport. Due to the use of Australia's environment for mountains, beaches, mines and other sites, the brake system requirements for heavy trucks are higher. At present, the braking system configured by this model has

the problem of insufficient braking force, which causes the vehicle to be unable to park effectively after loading, resulting in accidents such as vehicle damage, cargo scattering, and even injuries to some people during use, which has a large safety hazard. In view of the above problems, a kind of auxiliary parking product with control system is designed and developed. the product adds a set of independent control electronic auxiliary system on the original system of the vehicle. the electronic auxiliary system has switch control, electronic control unit, connecting harness, parking brake, etc., which can effectively increase the role of vehicle parking force. If the technology is successfully applied to the heavy-duty vehicle, the parking braking force can be increased by 80%-100%.

2. MAIN RESEARCH CONTENT

Through in-depth investigation of first-line enterprises such as vehicle manufacturing enterprises and vehicle parts production and processing enterprises, it absorbs and learns from advanced technology and mature processing production line construction at home and abroad; Online search about the brake papers, literature data and collection, the formation of research data.

Through market research, collect the relevant situation of users in the process of product market use and the demand for product development prospects, and form relevant report materials, so as to support the smooth progress of product research and development. After the completion of the product, the experimental method is used to carry out the performance test of the upgraded product to further verify the design improvement effect of the product.

According to the preliminary research data, we hired enterprise engineers and industry experts related to brake research and development to carry out technical seminars and put forward reasonable suggestions on improvement measures for important problems feedback from the market. In terms of performance improvement, to meet customer needs, from the safety, reliability and rationality of the production process, products and production process of ergonomics and environmental protection, comprehensive consideration, while achieving

product upgrades, for the enterprise to make a certain contribution to the society. At the same time, in order to ensure the improved effect, the research and test are used in the research and development process to adjust and solve the problems in time. After many experiments and debugging, a perfect product upgrade has been formed.

In this project, electronic auxiliary parking brake is added to the original brake system, and the operation and release of the auxiliary brake system is controlled by a switch installed in the cab. When parking is needed, start the switch. After receiving the switch signal, the controller controls the motor of the electronic parking brake to work and realize the parking of the product. When it is necessary to release the brake, the switch can control the release of the parking motor; When the parking function is working, the controller displays the parking function on the driving display screen through the signal line, so that the driver can understand the opening and closing of the auxiliary braking function; When the driver stops, but does not park, the controller detects the vehicle electronic lock power failure, automatically realizes the auxiliary parking brake function; When the driver starts the vehicle, the display screen will display the opening of the auxiliary braking function, and the driver can end the auxiliary parking braking state through the switch control.

3. MAIN INNOVATION POINTS AND ADVANCED NATURE OF PRODUCTS

3.1 Independent product design: the brake caliper product is an independent design product, which realizes the integrated product structure design of driving/parking function, and is the latest innovation design product;

3.2 Application of lightweight technology: screw sleeve products used in brake caliper products, part of the structure of lightweight aluminum materials, light product weight;

Systematic design application: early car modification, only replace some parts, this is the system design, including the control system, wiring harness, the implementation unit of the integrated design;

3.3 Intelligent control system: This design product has a good human-computer interaction function, which can be realized

manually. At the same time, the design adds the automatic parking function of power failure for the negligence of the mode personnel; When the driver forgets to start the parking after parking, the car automatically realizes the vehicle parking at the same time, so as to avoid accidents such as vehicle sliding slope due to the negligence of the driver;

3.4 High precision, high quality assurance: the product uses horizontal machining center, five axis and other high-end products for production, the product has high precision and high quality; the assembly process has sealing inspection, motor function inspection, slippability, water resistance, drag force detection, etc. In terms of quality control, it has perfect inspection and assurance ability;

3.5 High water resistance: MGU is a completely closed structure, the joint is waterproof street, with waterproof wire harness terminals; the connection between MGU and brake caliper is sealed by O-ring and sealing surface. the waterproofing of the controller is made of sealed waterproofing and waterproof glue, and the wiring harness joint is made of sealed waterproofing joint; the wiring harness adopts waterproof sheath as a whole; the design of the above structure and waterproof measures ensures that the vehicle has good waterproof function when wading in water; It will not be disabled by wading.

4. CONCLUSION

Through the performance test of the product, the product can meet the following technical indicators:

4.1 Product braking performance: to meet the normal use of heavy trucks in complex environments such as mountains and beaches

4.2 Controller, waterproof level in line with

national standards

4.3 Operability, through the switch control, can easily achieve parking, loose control

4.4 The fault self-investigation function can determine whether the MGU works normally by setting conditions, and confirm whether it is single motor or double motor to achieve the needs of the system in multiple workplaces

4.5 Self-error-proof function: When the operator forgets to park the vehicle, the vehicle can be intelligently judged and realize the automatic parking function

4.5 Human-computer interaction communication function: when the product fails, the parking sign flashes to remind the driver to deal with it in time. When parking, the parking sign is steady on, indicating that the product is in the parking state.

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Teaching Exploration of Big Data Application Course Based on Python in Finance Majors of Higher Vocational Education

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Abstract: In the era of big data, every aspect of people's lives is related to big data technology. To adapt to the development of the times, students majoring in finance and economics also need to learn knowledge related to big data. Python is a programming language suitable for finance and economics students to learn. But students may encounter some difficulties in their studies. This article aims to analyze the difficulties that students may encounter and provide teaching suggestions for big data application courses in finance and economics majors.

Keywords: Python, Programming, Finance, Teaching

1. INTRODUCTION

At present, people are in an era of big data, where clothing, food, housing, and transportation are closely related to big data. There are many examples of using big data in daily life. The map software on the phone can display real-time road conditions. Shopping apps can accurately push product advertisements based on consumer preferences. This proves that big data has been used in all aspects of life. In order to keep up with the times and keep up with the development of the times, the country has also put forward new requirements for the cultivation of financial and economic talents. In March 2021, the Ministry of Education issued the "Catalogue of Vocational Education Majors (2021)", which changed the original "accounting major" to "big data and accounting major". The change means that finance and economics majors related to accounting must adapt to the requirements of the big data era. Students majoring in finance

and economics not only need to learn traditional financial knowledge, but also need to learn to combine big data technology with their majors. Therefore, it is very necessary to offer courses on big data applications in finance and economics majors.

2. THE ADVANTAGES OF PYTHON LANGUAGE IN TEACHING

2.1 The programming language is simple and efficient.

Firstly, the syntax structure in Python language is simple, making its code easy for students to understand and learn. Compared with other programming languages such as VBA, Python has a concise and clear syntax, making it suitable for beginners to quickly get started. Most students majoring in finance and economics do not have a foundation in computer programming. Using Python can reduce the probability of students making mistakes during the learning process. Secondly, Python can easily solve a large number of complex operational tasks. Especially when the data analysis task is highly repetitive, only slight changes to the code are needed to complete the task. This can save time and improve efficiency.

2.2 Python has powerful financial data processing capabilities.

Python can perform data cleaning functions. For example, duplicate values, missing values, and incorrect values in the original data can be processed to ensure the accuracy and completeness of the data. Python has a rich library of big data processing tools, such as numpy and pandas. The data analysis library can perform data reading, statistics, filtering, aggregation, etc., in order to analyze the

patterns and trends of data. Python can also establish financial analysis related models, such as CAPM models and time series models. It can use libraries such as Scikit learn, TensorFlow, and PyTorch for machine learning and deep learning to build models and make predictions about the future direction and trends of data.

2.3 Python has powerful visualization capabilities.

Python has a wide range of applications in financial data visualization. Financial personnel can create various charts and graphs by using Python data visualization libraries such as Matplotlib, Seaborn, etc. Students present complex financial data in the form of charts and observe the development trends or relationships between data. Scatter plots can display the distribution of data. A line chart can display the future trend of financial data changes. Pie charts and bar charts can display the composition relationships and proportions of different projects. Students can also customize the appearance of charts according to their preferences, including size, title, legend, color, etc. This can meet the visual needs of different students and increase the fun of the learning process.

3. DIFFICULTIES ENCOUNTERED BY FINANCE AND ECONOMICS STUDENTS WHEN LEARNING PYTHON

3.1 There is no foundation in computer courses.

Finance and economics students have had limited exposure to computer related courses before. They have no programming foundation and need to learn the basic concepts and logic of programming from scratch. In addition to teaching programming knowledge, teachers also need to teach students how to combine programming thinking with financial thinking. Students not only need to master the basic knowledge of programming in a course, but also learn how to use Python programming to complete financial data analysis. For students, time is tight and tasks are heavy.

3.2 Code writing error.

Firstly, all punctuation in Python requires the use of English input methods. the students are not adapted to the writing requirements of this

code. During class, many students encounter errors due to the use of punctuation in Chinese input methods. Secondly, there are various functions in Python, and different functions can accomplish different tasks. Students can easily confuse the meanings of these functions. They couldn't find the correct function during programming. Incorrect use of functions can also lead to program errors. Finally, students often encounter difficulties when independently writing code to solve practical problems. Due to limited teaching time, teachers may only use one case to explain each knowledge point during class. Although students understand the cases used in teaching, they often make small mistakes when independently analyzing similar cases.

3.3 Students need to improve their data analysis skills.

Firstly, in the process of data cleaning, students do not have a clear idea of data cleaning. Even some students cannot distinguish between missing values and duplicate values. Students also do not know when to handle missing values or duplicate values. Secondly, students are unable to select appropriate values from a large amount of raw data for processing. They only mechanically merge and sort data tables, but cannot select data that is truly helpful for analysis for operation. Thirdly, most students do not know what type of image to choose when visualizing data. For example, when it is necessary to study the trend of a company's revenue changes, some students choose to use pie charts to plot the company's revenue in recent years. the drawn image is not helpful for data analysis.

4. EXPLORATION OF TEACHING METHODS

4.1 Set reasonable introductory courses for students majoring in finance and economics.

Providing students with scientifically advanced computer related courses can help them establish basic knowledge and terminology related to programming. This can also help students develop basic skills in programming and data structures, as well as logical and abstract thinking. During the process of studying computer courses, students can also develop critical thinking. In

short, it is essential for schools to provide students with introductory courses. This can not only reduce students' fear of programming and establish confidence in learning programming, but also enable them to have early exposure to programming related knowledge. Learning introductory courses can effectively improve the efficiency of subsequent Python learning and improve the quality of teaching.

4.2 Enrich course resources.

Teachers use case demonstrations to carry out teaching content, which helps to enhance students' interest in learning and stimulate their enthusiasm for learning. Teachers should enrich the case resources of the course and provide various scenario cases based on actual work and life situations. Teachers encourage students to conduct in-depth research and analysis of specific situational cases, guiding them to think about how to solve different problems. Cases can be modified according to different teaching content and objectives. Only by applying theoretical knowledge to practical cases can students better grasp the knowledge.

4.3 Optimize teaching methods and assessment system.

In the process of learning Python, emphasis is placed on practical operations, so the teaching teacher should optimize the teaching and assessment methods. Firstly, teachers can use task driven approach to enable students to learn knowledge and skills through practical activities. Classroom tasks can be designed based on students' interests and abilities. Provide timely feedback on student issues during the completion of tasks. Secondly, teachers can use group collaboration in the classroom. Due to the difficulty of programming, teachers can have students form teams to learn together. Students complete tasks in teams and learn skills such as division of labor, collaboration, and communication. Encourage students to work together to solve problems and recognize the

importance of teamwork. Thirdly, the assessment system of this course should be distinguished from traditional theoretical courses. Suggest establishing a method that combines process evaluation with final evaluation, emphasizing the importance of process evaluation. Teachers can enhance the assessment of practical teaching by combining classroom questioning, on-site operations, homework, and other means.

5.. CONCLUSION

The importance of big data in the teaching of finance and economics majors cannot be ignored. Python is a great tool for teaching big data. Schools can further improve the quality of teaching by setting pilot courses, enriching course resources, optimizing teaching methods and assessment systems, and other methods.

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Analysis of Basic Accounting Teaching Reform under the Background of Big Data

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Abstract: With the advent of the big data era, more and more industries are being washed away, and the traditional work mode has undergone earth shaking changes. the accounting industry is no exception. From the initial application of computerized accounting, big data has directly affected all aspects of accounting. For example, now computers can directly generate accounting vouchers based on original vouchers, classify and even automatically record them. This model also brings huge challenges to traditional accountants. With the changes in the industry model, the teaching of accounting majors in our universities should also keep up with the trend of the times, actively seek change, and enable the trained students to keep up with the pace of the market upon graduation, and can start working after graduation. However, as an introductory course for accounting majors, most of them still use the original teaching mode, which fundamentally affects the future employment of students. This article elaborates on the reform of basic accounting teaching in the context of big data from three aspects: the current situation, reform direction, and specific measures of basic accounting teaching in vocational colleges.

Keywords: Big Data; Accounting System; Process Digitization; Educational Role; Research

1. THE CURRENT SITUATION OF BASIC ACCOUNTING TEACHING IN VOCATIONAL COLLEGES

Since the reform and opening up, China's accounting industry has undergone several major changes. Accounting standards have undergone significant changes from 2001 to the present, especially since 2020. the accounting industry has adopted more and more high-tech methods, and some universities have also introduced simulation virtual software, hoping that students can keep

up with the pace of society. However, most of the textbooks used for theoretical courses still remain within the original system. For example, in basic accounting, the explanation of accounting vouchers can also be divided into general vouchers and special vouchers. However, in practical operation, specialized accounting vouchers are no longer needed. the original design of such vouchers was for manual bookkeeping and statistics, but now this method has been completely eliminated; Regarding accounting processing programs, there are still three types of accounting processing programs that are no longer used in practical work. So, for vocational colleges, introducing virtual simulation software in subsequent learning can broaden students' horizons, but they should start with teaching basic accounting and keep up with the trend of the times, allowing students to learn the most cutting-edge knowledge.

2. THE REFORM DIRECTION OF BASIC ACCOUNTING TEACHING IN VOCATIONAL COLLEGES

2.1 Enable teachers to fully adapt to the "big data" thinking

"Big data" brings disruptive changes to financial personnel, and the integration of business and finance digitizes and systematizes business transactions. After recording economic activity processes, accounting is automatically generated without the need for manual voucher entry, which has a huge impact on the employment of financial personnel. the arrival of the "big data" era has made enterprises no longer need accounting in the form of accounting rooms, but need financial personnel who deeply explore, analyze, and think about big data, transform towards management, and deeply understand the financial operation and control of enterprises. And our school's teachers should also be in line with the industry, quickly

change their way of thinking, so that they can use "big data" to better teach students.

2.2 Fully integrate teaching equipment with society

At present, domestic universities can realize multimedia teaching, and teaching equipment can be connected to the Internet. In the era of informatization, massive financial data can be queried on various online platforms, such as the official website of listed companies, Sina Finance, Juchao Information, and the Institute of Certified Public Accountants. In classroom teaching, big data thinking can be introduced into basic accounting classes at any time, which is flexible and diverse, and case analysis is diverse. Teachers can keep up with current affairs and connect to online data resources at any time in the classroom to conduct financial analysis teaching. During the teaching process, they can subtly convey data analysis thinking to cope with future trends in financial transformation.

2.3 Textbooks used for reforming basic accounting

The current textbook model has been ongoing for more than 20 years and is no longer suitable for the current accounting practice. So the urgent task is to develop a basic accounting textbook that can keep up with the situation and is easy for students to understand, abandoning traditional and no longer used ideological content, and restructuring the textbook system to meet the needs of current students.

3. SPECIFIC MEASURES FOR THE REFORM OF BASIC ACCOUNTING TEACHING

3.1 Viewing Business Accounting Processing with a Comprehensive Data Approach

Taking industrial enterprises as an example, the business activities in the operation of funds are regarded as the starting data, which is not reflected in the processed monetary measurement, but in the starting data flow based on physical measurement. The accounting process is regarded as the data processing process, forming the required pattern for financial reporting and ultimately forming financial statements. Treating financial statements as the final financial database, every occurrence of economic

transactions and changes in physical quantities will involve changes in the final financial statement database, forming a correlation between business and finance. Viewing accounting as a professional means of data processing, using the enterprise accounting system as the standard to provide comparable and useful decision-making information for users of financial statements, enables students to understand in course teaching that the accounting function is not only the processing of accounting entries for business, the induction of accounts and subjects, but more importantly, the scientific measurement of data reflecting the occurrence and end of enterprise economic transactions. In the context of the development of the data-driven era, competition among enterprises is fierce, and it is becoming increasingly important to participate in economic decision-making through accounting functions. Accounting is no longer independent of business departments, but complements and supervises each other, jointly promoting enterprise development. Accounting can provide suggestions for important strategies of enterprises.

3.2 Sensitivity of training business processes to accounting subjects and financial statements

Not limited to the accounting entries corresponding to a single transaction, relying on the business process, training the accounting treatments involved in the process, further imagining the accounting treatments expected to occur in the transaction, and the possibility of ultimately affecting the financial statements, so as to return basic accounting teaching to the economic business itself. In business processes, thinking about how a different way or process of business occurs will result in changes in the final report data results, so as to form a data thinking of financial business interlocking and mutually constraining in basic accounting teaching. In the process of business operations, the transformation of various functional departments is used as a teaching supplement, scenario simulation and process reengineering are carried out, and accounting information is combined to fully understand the operation of the enterprise and the financial relationships that can be involved in the changes of various

functional departments. For example, the warehousing department is actually an important department in the production and manufacturing industry, involving a wide range of aspects. the quality of its warehousing management affects costs. the warehousing is connected to the procurement department, production department, research and development department, sales department, and the accounting subjects affected include accounts payable, prepayment, cost, accounts receivable, prepayment, revenue, expenses, etc. the management of departments and the operation of processes ultimately lead to changes in the results of financial statements. Taking this thinking as the starting point, collaborative management, business, and finance are trained to form a data movement, cultivating students' awareness of rational thinking about corporate finance. Innovative problem-solving, divergent thinking, and multiple reflections on the impact of process transformation on financial data results are carried out. Precision exercises are conducted to form sensitivity to the relationship between business processes, accounting subjects, and financial statements. In the big data environment, the teaching difficulty of accounting courses with innovative data thinking is relatively high. Firstly, there is a lack of supporting textbooks and data for this teaching model; Secondly, there is a requirement for teachers to have

practical work experience. Universities lack talents with practical work experience, and they do not have a good understanding of the relevant relationships between business departments and finance departments, as well as the trace data that should be formed in each business process. So, in order to complete the reform of basic accounting courses, further exploration, seeking solutions, and improving teaching reform plans are needed.

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A Study on Chinese Language Learning and Chinese Culture Experience of International Students in China— A Case Study of Zibo Vocational Institute

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Abstract: With the deepening development of globalization, an increasing number of international students choose to pursue higher education in China. In the process of learning the Chinese language, their cognition and experience of Chinese culture have become an important part of their overseas study life. This paper selects international students from Zibo Vocational College as the research object to discuss how they can deeply learn language, understand and experience Chinese culture through language learning, participation in cultural activities and interaction with local students, and analyzes the role of this process in improving their personal development and cross-cultural communication ability. This study aims to provide strategic advice for higher education institutions to promote cultural adaptation and academic exchange among international students.

Keywords: International students in China; Chinese language learning; Chinese cultural experience; cross-cultural communication; Zibo Vocational Institute

1. INTRODUCTION

As a higher education institution with international educational characteristics, Zibo Vocational Institute (hereinafter referred to as the "Institute") has attracted students from all over the world. These students not only study professional knowledge here but also deeply understand the unique charm of Chinese culture through various cultural activities. This paper aims to explore the process of Chinese language learning and cultural experience of international students in China through case analysis of the Institute and discuss the positive impact on personal growth.

2. LITERATURE REVIEW

In recent years, the research on Chinese language learning and cultural experience of international students has gradually increased. Scholars have analyzed the adaptation process of international students in foreign cultures, cultural conflicts and integration, and the cultivation of cross-cultural communication skills from different perspectives. Among them, language learning is considered the foundation of cross-cultural communication, and participation in cultural activities is an important way to deepen cultural understanding. In addition, interaction between international students and local students is considered a key factor in promoting cultural integration and mutual understanding.

3. RESEARCH METHODOLOGY

This study employs qualitative research methods, collecting data on the cultural experiences of international students at the Institute through interviews, surveys, and participatory observation. The research subjects include current international students, Chinese language teachers, and cultural exchange event planners. By coding and thematically analyzing the collected data, the main aspects and characteristics of the international students' cultural experiences are extracted.

4. LANGUAGE LEARNING: THE FOUNDATION OF COMMUNICATION

The Institute's commitment to linguistic excellence is evident in its structured Chinese language curriculum, meticulously crafted to enhance the communicative abilities of its

international students. Recognizing the pivotal role of language as the cornerstone for cultural exchange, the Institute has designed a comprehensive program that not only serves as an entry point for exploring the complexities of Chinese society and culture but also fosters a deep-seated appreciation for the language's rich heritage and subtleties.

The Institute provides a systematic Chinese language teaching program aiming at enhancing the students' communication skills. Chinese language learning is not only the basis of cultural exchange but also a prerequisite for understanding Chinese society and culture. Through courses such as "Chinese Comprehensive" "Chinese Reading&Writing" "Chinese Listening" and "Chinese Speaking" international students can overcome language barriers and integrate more deeply into Chinese culture. Moreover, the Institute offers abundant language practice opportunities, such as language corners and Chinese speech contests, allowing students to improve their language skills in practical applications.

In addition to these regular activities, the Institute also hosts special language workshops and cultural talks, inviting Chinese cultural scholars and experts to share their insights and experiences. These interactive sessions provide students with a deeper understanding of the cultural contexts in which the language is used, enriching their language learning experience and enabling them to appreciate the diversity and richness of Chinese culture.

Through this multifaceted approach to language learning, the Institute ensures that international students are well-equipped to navigate the linguistic and cultural landscape of China. By providing a comprehensive curriculum, coupled with ample opportunities for practical application and cultural immersion, the Institute empowers students to not only communicate effectively in Chinese but also to develop a profound appreciation for the culture that underpins the language. This holistic educational experience lays a solid foundation for students' academic endeavors, personal growth, and future endeavors in a globalized world.

5. CULTURAL EXPERIENCE: A PATH TO IN-DEPTH UNDERSTANDING

5.1 Traditional Cultural Experience

At the Institute, international students have the opportunity to participate in a variety of rich traditional cultural experience activities. These activities not only enrich their extracurricular life but also give them a deeper understanding of the profound cultural heritage of China. By practicing calligraphy, students master the techniques of Chinese character writing and appreciate the philosophical thoughts and aesthetic tastes behind the characters. In the face painting activity, they explore the expression of character traits in traditional Chinese opera through the use of colors and lines, feeling the unique charm of opera art.

In addition, the experience of paper-cutting art has left international students in awe of the delicacy and exquisiteness of Chinese folk art, understanding the patience and concentration of traditional Chinese culture through the process of cutting. The seal carving activity allows them to experience the wonders of ancient printing technology and feel the inheritance of ancient Chinese wisdom. In the folk activities of making dumplings and zongzi, international students not only learn to make traditional Chinese delicacies but also understand the customs of Chinese festivals and family culture, enhancing their understanding and respect for Chinese food culture. These traditional cultural experience activities not only provide students with valuable cultural knowledge but also stimulate their interest in exploring Chinese culture in depth, adding a unique color to their study and life in China.

5.2 The Integration of History and Modernization

In the cultural experience activities for international students at the Institute, visiting cultural sites such as Zhoucun Dye House and the Chinese Ceramic and Glass Museum has become an important way to understand the integration of Chinese history and modernization.

Students witness the exquisite craftsmanship of traditional dyeing and weaving at the Dye House, feeling the charm of handicrafts that have continued from ancient times to the present. These traditional crafts not only showcase China's long history and culture but also reflect how modern society protects and

inherits these intangible cultural heritages.

At the Chinese Ceramic and Glass Museum, students gain a deep understanding of the development history and artistic value of Chinese ceramic art by viewing various ceramic and glass artworks. They marvel at the creativity and craftsmanship of ancient artisans and also recognize how modern technology innovates and develops based on traditional crafts, promoting the global dissemination of Chinese ceramic art.

In the Chinese Textbook Museum, they feel the historical changes and understand the education and culture. Many exhibits tell the stories of textbooks, and the soul is baptized. In Cuju Pavilion, they deeply experience the extensive and profound Chinese culture. Cuju has a long history and the source of modern football can be traced back to this ancient sport. These visits allow students to experience the charm of traditional Chinese crafts and culture, and have a deep understanding of China's history and cultural heritage.

These cultural site visits not only provide students with a more intuitive and profound understanding of Chinese history and culture but also make them realize how China effectively protects and utilizes traditional cultural resources in the process of rapid modernization, making them an important force in promoting social progress and cultural prosperity. This integration of history and modernity not only enriches students' cultural horizons but also stimulates their interest and thinking about China's social development model.

6. INTERACTIVE EXCHANGE: A BRIDGE OF FRIENDSHIP AND UNDERSTANDING

Interaction between international and Chinese students in sports such as football game, pingpong game, badminton match, etc. and cultural activities, such as the "Chinese and Foreign Student Friendship Evening" promotes friendship and deepens mutual cultural understanding and respect. Through joint participation in activities, both the international and Chinese students can learn

from each other and grow together.

In addition, the Institute actively organizes a series of activities called "Perceiving China, Building Dreams Together," inviting international students to visit picturesque rural areas such as Fengshui town in Zhangdian district and Yaojia Yu village in Boshan district, and so on. Through field visits and interactive experiences, they gain a comprehensive understanding of China's rural economic construction, social progress, and the protection and innovation of traditional culture, thereby promoting a comprehensive understanding of China's rural revitalization strategy and local culture among international students.

7. CHALLENGES AND GROWTH

Faced with the challenges of language barriers and cultural differences, international students enhance their cross-cultural communication skills through adaptation and learning, laying a foundation for personal development and future careers. In the process of overcoming difficulties, they not only strengthen their problem-solving abilities but also cultivate an open and inclusive mindset.

8. CONCLUSION

The case study of Zibo Vocational Institute shows that international students in China not only enhance their understanding of Chinese culture but also improve their cross-cultural communication skills through language learning, cultural experience, and interactive exchanges, which is of great significance to their personal growth. Higher education institutions should continue to optimize cultural experience programs for international students, providing them with more opportunities to deeply understand Chinese society and culture.

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Practice and Reflection on Promoting Student Employment from the Perspective of "Three Comprehensive Education"--Taking the School of Medical Technology as an Example

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Abstract: the number of college graduates in 2022 has reached 10.76 million, and it is expected that the number of college graduates in 2023 will reach 11.58 million, reaching a new high. Currently, the number of employed people is rapidly expanding, and the employment situation is becoming more severe. Employment difficulties have become a major social problem. Medical students, as an important group among college graduates, face unique employment challenges and opportunities. the medical field requires extremely high levels of professional knowledge and skills, so medical students need to invest a lot of time and energy in learning medical theory and clinical skills during their studies. This gives them a certain level of competitiveness in the job market, but at the same time, they also need to face higher employment barriers. This article aims to explore how vocational colleges can effectively promote student employment, improve the employment rate and quality of graduates through models such as comprehensive education and family school collaboration, taking the Medical Technology College as an example.

Keywords: Three comprehensive education; Home school collaboration; Employment of college students; Vocational colleges; Medical graduates

1. INTRODUCTION

At present, vocational education in China is in an important period of rapid development, and the employment problem of vocational college students is directly related to the quality and

effectiveness of vocational education. This article will take the School of Medical Technology as an example to analyze the current challenges faced by medical students in employment, and explore the important role of family school collaboration, comprehensive education, and other strategies in promoting student employment.

2. ANALYSIS OF EMPLOYMENT STATUS OF MEDICAL STUDENTS IN VOCATIONAL COLLEGES

The competition pressure in the job market is high. Due to the particularity of the medical profession, there is a high demand for the professional knowledge and skills of medical students. Therefore, in the job market, medical students face fierce competition. We not only have to compete with other medical students, but also with university graduates from other majors. This requires medical students to work harder to showcase their professional abilities and advantages during the job search process. The employment threshold is relatively high. Many hospitals and medical institutions have high requirements for medical students in terms of education, internship experience, professional skills, and other aspects. Some large medical institutions require medical students to have a master's or doctoral degree, as well as rich clinical experience. This puts some medical students from vocational colleges at a disadvantage in the job market. More employment opportunities at the grassroots level. With the increasing attention and support from the government for grassroots medical services, the rapid

development of grassroots medical institutions has provided more employment opportunities for medical students. Some medical students from vocational colleges choose to work in grassroots medical institutions, which can not only showcase their professional skills but also contribute to grassroots medical services.

3. STUDENT EMPLOYMENT WORK UNDER THE CONCEPT OF THREE COMPREHENSIVE EDUCATION

The meaning of comprehensive education. "Three comprehensive education" refers to the education of all staff, the entire process, and all aspects. It is a student-centered educational philosophy that emphasizes that in the education process, all teachers, courses, and activities should revolve around the growth and development of students. [1]

All staff education, forming an educational synergy, and jointly promoting student employment. To connect the "three comprehensive education" and "last mile", universities need to integrate educational resources, strengthen collaborative research, and form a systematic synergy. [2] the School of Medical Technology adopts a "one main, one auxiliary, and all encompassing" employment guidance model in guiding graduates in the process of employment. the homeroom teacher serves as the main force of student employment, providing practical employment guidance, with department level and above cadres as auxiliary. All faculty and staff actively leverage their network and channels in the field to provide recruitment information and employment recommendations for graduates.

Whole process education, forming a comprehensive education chain. the School of Medical Technology provides timely employment guidance and services for students during their three-year college career, based on the characteristics of different stages. Freshman stage: Career enlightenment and planning awareness cultivation. Freshman students often lack a clear understanding of their major and future careers. Therefore, by offering career planning courses and inviting industry experts to give lectures, the department helps students understand the employment prospects and development

directions of their majors, and cultivates their awareness of career planning. Second year stage: Professional skill enhancement and expansion. After a year of theoretical learning, students have acquired a certain professional foundation. the department focuses on improving students' professional skills. By increasing practical courses and organizing professional skills competitions, the department helps students improve their practical and innovative abilities. In the third year of college: providing internship and internship opportunities. the department actively establishes cooperative relationships with hospitals, medical institutions, and laboratories, providing students with opportunities for internships and internships. Through the accumulation of practical experience, students can better understand the professional environment, clarify their career positioning and development direction.

Comprehensive education, integration of resources from all parties, and joint efforts to help students find employment. the School of Medical Technology, in order to serve the employment of students and fully utilize the work concept of comprehensive education, adopts a work mechanism of "one integration, two construction, and three creation" to effectively assist students in employment. Yirong is about to integrate employment related courses into the medical curriculum system, such as Introduction to Medical Careers, Medical Humanities and Ethics, Medical Communication and Skills, etc., to help students establish a clear professional awareness from the beginning of enrollment. the second construction refers to the establishment of a practical platform and employment guidance consultation, providing practical and feasible employment guidance and services for students in need. the third aspect is to create a good cultural atmosphere and pleasant teacher-student relationship in the department, so that teachers can truly become guides and confidants on the path of students' lives.

4. STRATEGIES AND SUGGESTIONS FOR PROMOTING EMPLOYMENT OF MEDICAL STUDENTS IN VOCATIONAL COLLEGES

Strengthen cooperation with medical

institutions: Vocational colleges should actively establish cooperative relationships with various medical institutions to provide students with internship and employment opportunities. Through close cooperation with medical institutions, students can better understand the current situation and future development trends of the industry, and also accumulate practical experience through internships and employment to improve their employment competitiveness.

Optimize curriculum and teaching methods: Vocational colleges should optimize curriculum and teaching methods based on industry needs and student characteristics. the curriculum should focus on practicality and foresight, and teaching methods should focus on cultivating students' practical abilities and innovative thinking. At the same time, it is necessary to strengthen guidance on career planning and job seeking skills for students, helping them better adapt to market demand.

Strengthening the construction of teaching staff: Vocational colleges should increase investment in the construction of teaching staff, introduce teachers with rich practical experience and industry background, and improve the professional competence and teaching ability of teachers. At the same time, it is necessary to strengthen the training and assessment of teachers to ensure that they can provide high-quality educational services for students.

Establishing a comprehensive employment service system: Vocational colleges should establish a comprehensive employment service system to provide students with comprehensive employment guidance and services. Specifically, it includes establishing an employment information platform, timely publishing recruitment information and industry trends; Organize job fairs and career guidance lectures to help students understand

the job market and job seeking skills; Provide personalized career planning and job seeking consultation services to help students develop career development plans that are suitable for themselves.

Encourage students to start their own businesses and continue their studies: Vocational colleges should encourage students to start their own businesses and continue their studies, and provide relevant support and assistance to students. For students who start their own businesses, schools can provide entrepreneurial guidance and financial support; For students who continue their studies, the school can provide guidance and recommendation services for further education. These measures can help students expand employment channels, improve employment quality and career development prospects.

5. CONCLUSION

Vocational colleges should fully utilize strategies such as comprehensive education, innovate student employment models, improve the employment rate and quality of graduates, and cultivate more high-quality technical and skilled talents for society.

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A Study on the Effects of Academic Self Efficacy and Professional sense of mission on Medical Students' Academic Engagement

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Abstract: This study randomly selected 356 Chinese medical students and measured the impact of their sense of professional mission and academic self-efficacy on academic participation. The research results indicate that medical students have a high sense of professional mission, which has a predictive effect on academic participation, while their academic self-efficacy is relatively low. Based on the research results, specific strategies have been developed to improve the academic self-efficacy of medical students.

Keywords: Professional sense of mission, Academic self-efficacy, academic engagement

1. THE IMPACT OF ACADEMIC SELF-EFFICACY ON COLLEGE STUDENTS

Academic self-efficacy can be defined as an individual's ability to utilize their abilities or skills to complete learning tasks in the context of learning, as well as the potential for integrity assessment in related learning activities; This is an individual's trust and judgment in their learning ability.

Domestic scholars Zhang Xuemin and Lin Chongde have found that there is a causal relationship between learning self-efficacy and academic performance, and this impact is cyclical [1]. The better the academic self-efficacy of students, the more likely they are to believe that the external conditions of the school and their own abilities can achieve the established learning goals.

2. THE IMPACT OF PROFESSIONAL SENSE OF MISSION ON COLLEGE STUDENTS

A sense of professional mission is a positive emotion associated with professional beliefs:

Duffy and Sedlacek found that the stronger an individual's sense of meaning towards a specific profession, the more likely they are to demonstrate higher executive decision-making abilities in their work [2]. In recent years, research on the professional mission of Chinese college students has become a hot topic in the field of occupational psychology. For college students who want to work in the medical industry in the future, they have a stronger sense of mission towards the medical profession. Therefore, the more they can demonstrate a diligent, proactive, and diligent learning spirit in their academic life during their university years.

Table 1 Percentage Distribution of the Respondents Profile n= 356

Profile	Frequency	Percentage%
Sex		
Male	165	46.3
Female	191	53.7
Grade		
Freshman	76	21.3
Sophomore	91	25.6
Junior	58	16.3
Senior	51	14.3
Grade 5	80	22.5
Location of Residence		
City	90	25.3
Countryside	168	47.2
Town	98	27.5

Table 1 shows the percentage distribution of response profiles. In terms of student performance, a total of 356 university medical students were selected using random sampling method from August 2023 to November 2023. From the distribution of grades, except for the lowest proportion of senior medical students,

the reason is that Chinese senior medical students are in different stages of hospital internships, and the survey difficulty is relatively high. From a gender perspective, the gender distribution is relatively balanced and there is no significant difference. In most medical schools in China, the number of female students is higher than that of male

students. From the analysis of student sources, it can be concluded that the number of rural medical students ranks first, exceeding twice this number. According to China's national conditions, the extensive study of medicine by rural college students also reflects the current situation in rural areas.

Table 2 Correlational Matrix of the Variables

VARIABLES	Professional Sense of Mission Scale(PSMS)			Academic Engagement Scale (AES)		
	r_s	p-value	I	r_s	p-value	I
Academic Self-Efficiency Scale (ASES)	.976**	0.000	HS	.400**	0.000	HS
Professional Sense of Mission Scale(PSMS)				.432**	0.000	HS

The Pearson correlation analysis reflects the professional mission, academic self-efficacy, and academic engagement of medical students in the table. the research results indicate that there is a significant positive correlation between career mission and academic self-efficacy.

This indicates that the academic self-efficacy of medical students can promote the improvement of their professional mission level, and there is a significant positive correlation between academic engagement and academic self-efficacy. This study confirms that academic self-efficacy has a significant positive predictive effect on academic engagement. Students with strong academic self-efficacy first have a greater belief in their abilities, and there is a significant positive correlation between the professional mission of medical students and academic engagement. the above studies have explored the positive correlation between the career mission and career engagement of college students. the medical student population in this study also showed similar characteristics, that is, the recognition attitude of medical students towards their profession will significantly affect their academic engagement.

The relationship between professional mission and academic engagement has become a new hot topic in the field of occupational psychology in recent years. Research has found that individuals who exhibit a high sense of responsibility and meaning towards a certain profession tend to make more efforts

towards work in their future job performance [3].

3. CONCLUSION

There is a significant correlation between career mission and academic self-efficacy, and a significant correlation between academic participation and academic self achievement. There is also a significant correlation between academic participation and professional mission.

A proposed psychological intervention plan has been designed to enhance the academic self-efficacy of medical students, further maintain and enhance their sense of professional mission and academic participation, in order to achieve better academic performance.

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The Psychology of “invisible poverty-stricken population” among College Students

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Abstract: The emergence of the "invisible poor population" among college students reflects their cognitive misunderstandings and consumption mindset in consumption. We should not criticize the "invisible poor population" among college students through moral examination, but should focus on understanding and caring for them, strengthening financial safety education, and strictly banning campus loans.

Key words: Invisible Poor Population; Overdraft Consumption; Self-Compensation; Psychological Identification

1. INTRODUCTION

Since April 2018, the phrase "invisible poor population" has quietly become popular on the internet and been highly sought after by young people, especially college students. As a full-time counselor in a university, the author has noticed that the behavioral characteristics of the "invisible poor population" are evident in the young friends. Given the previous abuse of campus loans, it is imperative to pay attention to college students in consumption.

2. CONSUMPTION CONCEPT OF UNIVERSITY STUDENTS AS THE "INVISIBLE POOR POPULATION"

The phrase "invisible poor population" is not a strictly academic concept. It originally came from the self-mockery of online self-media and netizens, and later, as more and more netizens expressed empathy, it gradually evolved into a new popular vocabulary and attracted official media interpretations.

2.1 Overdraft consumption has become a common behavior among university students and widely accepted psychologically

In recent years, there have been endless incidents related to university students' consumption and credit. Utilizing the

positional advantages of my work as a university counselor, I randomly interviewed 100 university students about their consumption behaviors. The survey revealed that 58% of the surveyed students had a monthly living expense ranging from 1000 to 2000 yuan, while 13% had 1000 yuan or less. When asked what they would do if their living expenses were insufficient, most of the 100 surveyed students indicated that they would ask their parents for more money. Additionally, 35 students mentioned that they would borrow money from friends or use credit card overdrafts. Among the 100 students interviewed, 88 students indicated that they had experienced overdraft consumption or advance consumption during their college years. And almost all students believed that as long as overdraft consumption was controlled within a reasonable range, parents and teachers should not interfere too much.

2.2 The concept of advance consumption and the psychology of comparison are important reasons for overdraft consumption by college students

The large number of "invisible poor population" reflects the popularity of the concept of advance consumption. Among the 100 post-00s college students surveyed by the author, the majority of the interviewed students expressed their understanding and identification. Among them, 66 attributed their overdraft consumption behavior to themselves; 52 said that they should also have it if conditions permitted. In other words, vanity is an important reason for college students' overdraft consumption.

2.3 The psychological misunderstanding of pursuing a quality life hinders the establishment of correct consumption concepts

The post-00s college students surveyed all

expressed their pursuit of a quality life, but some of them had a certain cognitive bias, understanding quality life as high consumption. Currently, various small-scale consumer loans in financial innovation have promoted advance consumption.

3. THE PSYCHOLOGICAL ANXIETY AND SELF-COMPENSATION OF COLLEGE STUDENTS' "INVISIBLE POOR POPULATION"

An important manifestation of the "invisible poor population" is that young students often "laugh at themselves" on the internet. After sorting out relevant online postings from students and conducting thematic discussions with surveyed students, the author believes that the self-mockery of the "invisible poor population" essentially reflects the psychological anxiety, self-compensation, and even self-numbing of the college student group.

3.1 The Psychological Anxiety Behind College Students' "Invisible Poor Population"

The large emergence of college students' "invisible poor population" is due to the synergistic effect of merchants and advertisements, but it also reflects the psychological anxiety of young students. To criticize and educate the "invisible poor population" of college students, the first thing is to understand the psychological anxiety behind their irrational consumption.

3.2 The self-compensation psychology of the "invisible poor population" of college students

Self-compensation psychology is a psychological adaptation mechanism (function). Young students have certain cognitive biases in adapting to school life and treating professional studies, and need to obtain corresponding psychological compensation. Overdraft consumption and online lending naturally became commonplace operations among college students.

3.3 The Self-numbing Psychology of the "Invisible Poor Population" Among College Students

French philosopher Jean Baudrillard believed that the "invisible poor population" and "new poor" increasingly feel tired and boring at

work, which makes them more willing to seek psychological compensation through consumption. This is similar to the internal motivation of the "invisible poor population" among college students.

4. UNDERSTANDING AND CARING FOR THE "INVISIBLE POOR POPULATION" AMONG COLLEGE STUDENTS

Daniel Bell stated in his book "The Cultural Contradictions of Capitalism" that postmodern culture is no longer associated with achieving success, but with spending money and enjoying life. Through a buzzword possibly created for mockery, we should be able to see the explosive development of consumption culture, intergenerational changes in consumption expectations, and the psychological curves behind the "poverty line".

4.1 The "Invisible Poor Population" Does Not Equal Hedonism

Legitimate consumption is the right of every individual, and college students who pursue personality and freedom prefer the diversity of consumption, and should not bear unnecessary moral pressure.

4.2 It is not appropriate to criticize the "invisible poor population" among college students from a moral perspective

Guiding college students to establish correct consumption concepts is an important responsibility of university teachers. Students are not only rebelling against traditional consumption concepts, but also abandoning the traditional definitions of social classes.

4.3 Strengthen financial safety education and strictly prohibit campus loans

The "invisible poor population" among college students requires understanding and care from universities and society. After the promulgation of the document regulating the management of campus loans, the state announced the prohibition of campus loans. Universities should strictly comply with the ban on campus loans, safeguard the safety of college students.

5. CONCLUSION

The term "invisible poor population" may have been created as a joke, but it also represents a psychological consciousness.

College teachers need to show understanding and care to this "invisible poor population" among college students and strengthen financial safety education.

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Discussion on College Chinese Teaching and Professional Quality Cultivation of Higher Vocational Students—— Take the teaching of a Dream of Red Mansions as an example

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Abstract: University Chinese teaching plays a very important role in the process of cultivating students' professional quality in higher vocational colleges. We should deeply explore the value of excellent traditional Chinese culture in university Chinese teaching, look for inspiration from the classics, and improve the professional quality of college students. In this paper in the university Chinese teaching and the relationship between college students' professional quality cultivation, on the basis of analysis, trying to put the wonderful characters in a dream of red mansions story into higher vocational students' professional quality education, further explore the university Chinese teaching promote higher vocational students' professional quality innovation strategy, play a role for university Chinese teaching reform.

Key words: College Chinese; Professional Accomplishment; A Dream Of Red Mansions

1. INTRODUCTION

Professional quality is the key factor in the success or failure of one's career, and it is the responsibility of higher vocational education to cultivate students' vocational quality. the university Chinese teaching in higher vocational colleges should try to deal with the effective combination of humanity and tool, penetrate the professional quality education from multiple angles and multiple levels, and promote the continuous improvement of students' comprehensive quality. Due to the influence of multiple value orientation, higher vocational students lack professional quality to different degrees, and there are many problems, such as lack of professional dedication, lack of fighting spirit, weak sense

of integrity, weak concept of cooperation, lack of sense of social responsibility and so on. University Chinese teaching plays a very important role in the process of cultivating students' professional quality in higher vocational colleges. It can enrich students' humanistic knowledge, improve students' aesthetic taste, and promote students to form a correct world outlook, outlook on life and values. We try to dig into the value of excellent traditional Chinese culture in university Chinese teaching, seek enlightenment from the classics, and improve the professional quality of college students. This paper tries to integrate the wonderful character stories in "A Dream of Red Mansions" into the professional quality education of vocational students, further explore the innovative strategies of university Chinese teaching to improve the professional quality of vocational students, and play a certain role in the reform of university Chinese teaching.

2. FULFILL THEIR DUTIES AND WORK DILIGENTLY

Baoyu's servant girl is a typical and dedicated person, and her main task is to take care of Baoyu's life. She is two years older than Baoyu, and always takes care of her life. She can deal with all the things related to Baoyu, without adding trouble to Baoyu. In many cases, she is bent, consider the overall situation, with a peaceful state of mind to treat, rather let themselves suffer hardships, also do not let Baoyu wronged.

Jia's mother's personal servant girl Yuanyang is also a typical example of fulfilling her duties. Yuanyang to take care of Jia mother thoughtful and meticulous, Jia Fu if someone

wants to cheat Jia mother, she will be in the side to remind. Jia Fu no one dare to refute the old lady, only Yuanyang dare to be with Jia mother advice or suggestions. Almost all jia fu people are afraid of Jia mother, but mandarin duck never afraid of Jia mother, only respect and loyalty. Jia's mother trusts Yuanyang because she is loyal and does not pursue any personal fame and wealth.

This kind of loyalty and responsibility is the professional ethics that we should observe in the process of life and work in the workplace.

3. ACTIVE COMMUNICATION, EFFICIENT MANAGEMENT

Wang Xifeng is unique with its shrewd and capable image, her various performance, just like a workplace survival guide. Wang Xifeng in Lin Daiyu at the beginning of jia fu's performance, almost perfect. First along jia mother's tone, fierce kua Daiyu, this is to grasp the leadership's heart preferences, to get the leadership recognition. When Mrs. Wang asked about the distribution of monthly money, Sister Feng not only responded quickly, but also actively mentioned the search for satin, seemingly a small matter, but actually hidden mystery. She takes this opportunity to show that she always keep in mind the leadership's instructions, not even missing subtle things, showing a high professional quality and sense of responsibility, so that the leaders can feel their dedication and efficiency, so as to win trust and appreciation.

Wang Xifeng, as the actual power of the Jia Fu, in the management of a superhuman means, will jia Fu in charge of hundreds of people in good order. In Wang Xifeng, she adopted the management mode of kindness and power. For the people, she established authority by admonition and warning, indicating beyond doubt how they should act. This attitude not only reflects her firmness, but also highlights her management wisdom. At the same time, Wang Xifeng implemented the post responsibility system, divided a lot of work into specific tasks, and strictly held them accountable. Her meticulous management and accountability of the work made the operation of Ningfu more efficient, and also provided valuable experience for the later management practice. In addition, Wang Xifeng also personally dealt with the entry and exit of the

project, through the card and meticulous management, to avoid the occurrence of excessive payment and other problems. Her strict control and management enabled the property to be properly used and ensured the reasonable allocation of family resources.

4. BE FAIR AND NOT FAVORITISM

Ping'er is Sister Feng's most effective assistant and secretary, performing very well. Ping'er is deeply trusted by Sister Feng, and she has the power not to exceed her power, not to abuse the power, to work perfectly, and can maintain the authority of Sister Feng at the critical moment. She is honest, fair, fair and just in dealing with all kinds of big and small affairs, not favoritism. As the deputy of Sister Feng, loyal to Sister Feng, in the exercise of people, do not treat Sister Feng export instructions, Ping'er can weigh the weight, know the advance and retreat, not only loyal and capable, but also can put forward rationalization suggestions, not offside, not abuse of power.

Tanchun is also a model of impartiality. After the death of his uncle Zhao Guoji, according to the Jia Fu practice, Tanchun only to his mother Zhao aunt withdraw 20 two silver, later her mother Zhao aunt to make trouble also did not change. Tanchun did not practice favoritism because of his own rights, which is not only a very valuable social virtue, but also a very important professional ethics.

5. DARE TO INNOVATE, HAVE THE COURAGE TO TRY

Tanchun is a woman who dares to explore and act boldly. From the layout of her boudoir, full of calligraphy posts, four treasures of the study, we can see her elegant poetry and heroic heroism. She is not only eager to learn the books, but also learn the way of survival. Others only play blindly, and she is for the future survival plan, it is rare. During Wang Xifeng's illness, Tanchun temporarily took over the housekeeping. Her bold reform and innovation are reflected in two aspects: open source, the implementation of new regulations, let the old mothers bear the garden; reducing expenditure, reforming the old system, and removing unnecessary expenses. These innovations eventually succeeded, keeping the family for a long time. These enlightenment to

higher vocational students is to have the courage to innovate, be good at innovation, cultivate innovation consciousness, can not be conformist, conformism.

6. PURSUE THE PROGRESS, SEIZE THE OPPORTUNITY

Xiao Hong is a more forward-looking and fighting spirit of the girl. Although she was excluded and suppressed everywhere in her work, she still created opportunities to realize the transformation of the platform and successfully change the department. Xiao Hong has ideals and aspirations, unwilling to the status quo, looking for opportunities, even if failure do not give up. Small red very not easy to catch to Baoyu pour tea Qiao Zong son, the result was the big girls a burst of sarcasm, can not help but some frustrated. But the next time there is a new opportunity, she still cheer herself up to seize it. Wang Xifeng stood on the hillside waving to call people, pendant, civil officials, Xiangling, chess, book and so on a group of people are in, only Hongyu reaction fast, abandoned everyone to run over, complete the task given by Wang Xifeng, deep leadership appreciation, successful promotion. To sum up, cultural classics such as a Dream

of Red Mansions have many and very rich elements of professional quality education. In university Chinese teaching, we should excavate the humanistic elements contained in excellent traditional culture, cultivate the professional quality of vocational students with traditional culture, enhance the love and confidence of vocational students for traditional culture, and finally realize the innovation and integration of the cultivation of traditional classics and the professional quality of vocational students.

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The Symptoms of Depression in Nursing Undergraduate Intern Students

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Abstract: With the acceleration of the pace of modern social life and the increasingly fierce social competition, nursing students are facing more employment restrictions and relatively narrow employment conditions, especially after the epidemic, nursing students have greater psychological pressure. the purpose of this study was to explore the level of depression among the nursing interns, and then to provide evidence for improving the stress of nursing interns. the Chinese version of the Patient Health Questionnaire (PHQ-9) was used to investigate 192 19–24-year-old undergraduate nursing interns from a university who were practicing in multiple hospitals in different regions of China. the results showed that the overall level of depression was Moderately Severe Depression. This study put forward some suggestions to alleviate the depression of undergraduate nursing interns from the aspects of students, families, teachers and counselors, schools and hospitals, in order to provide support for undergraduate nursing interns to better adapt to society and improve

their work performance.

Keyword: Depression; Nursing Intern Undergraduates

1. INTRODUCTION

Depressive mood or emotion is a group of emotions, including sadness, distress and dispiritedness, anyone can encounter these emotions, it can generally refer to this group of emotions as unhappy, this emotional response has a negative impact on daily life (WHO, 2023). Depression in university students is a common mood disorder, with significant and lasting mood depression as the main clinical characteristics, the severe person can appear suicidal thoughts and behaviors. Most cases have a tendency to recurrent attacks, most of each attack can be relieved, some may have residual symptoms or become chronic. the incidence of depression in university students has increased significantly due to the increasing pressure of study, life, employment, lovelorn and psychological imbalance.

Table. Respondent's level of Depression

	Depression		Interpretation	Rank
	Mean	Std. dev.		
1. Little interest or pleasure in doing things	1.78	0.63	More than half the days	4
2. Feeling down, depressed, or hopeless	1.67	0.65	More than half the days	6
3. Trouble falling or staying asleep, or sleeping too much	1.81	0.78	More than half the days	3
4. Feeling tired or having little energy	2.07	0.83	More than half the days	1
5. Poor appetite or overeating	1.83	0.84	More than half the days	2
6. Feeling bad about yourself—or that you are a failure or have let yourself or your family	1.41	0.60	Several Days	7
7. Trouble concentrating on things, such as reading the newspaper or watching television	1.71	0.76	More than half the days	5
8. Moving or speaking so slowly that other people could have noticed. Or the opposite -being	1.30	0.54	Several Days	8
9. Thoughts that you would be better off dead, or of hurting yourself	1.15	0.37	Several Days	9
Overall	14.71	4.30	Moderately Severe Depression	

Legend:

Depression Classification

0-4 score, Minimal as no depression

5-9 score, means mild depression

10-14 score, means moderate depression

15-19 score, means moderately severe depression

20-27 score, means severe depression

Table indicates the respondents' levels of depression. Based on experience in the past two weeks, "Feeling tired or having little energy" was the top one ranking selection. In the current stage of medical institutions, it is common to face the phenomenon of more patients and less medical staffs, resulting in a relatively heavy workload, tedious and easy to lack of interest. For example, the daily basic nursing work is vanpidity and the frequent calls from patients make interns bored. Moreover, some patients do not trust interns to treat them, even speak with sharp words which make students feel frustrated in their work, even lose their original interest in nursing work, then work perfunctory (Ma & Zhao, 2014).

In second place is "Poor appetite or overeating." Emotions can affect eating. In response to stress, someone unconsciously eat as an increase in energy reserves, in order to better cope with stress and relieve tension. While, someone have a lack of appetite in a depressed state, eating becomes a task. Therefore, long-term depression can cause gastrointestinal discomfort symptoms. On the other hand, food also affects mood. People who gave up three or four animal-related foods (red meat, poultry, fish and dairy) had a nearly 2.5 times higher risk of depression (Joane et al., 2018). Forestell and Nezelek (2018) surveyed over 6,000 college students about depression, vegetarian and semi-vegetarian students scored significantly higher on the epidemiologic depression scale than omnivores. Furthermore, this investigation found students who finished breakfast before 8:30 had lower levels of depression.

The third selection is related to sleep. Lack of sleep time has become a common problem among Chinese university students, a cross-sectional survey of college students in 28 provinces showed that 75.6% of participants reported average sleep duration below 7h/day (Guo et al., 2023). It has been reported that cortisol is the end product of the hypothalamic-pituitary-adrenal (HPA) axis and is an effective indicator of stress. Lack of sleep enhances the cortisol stress response,

thereby increasing sensitivity to stress (Bassett et al., 2015). Therefore, lack of sleep may aggravate depressive symptoms. In addition, chronic stress and sleep deprivation can lead to disruption of neurotransmitters that are involved in mood regulation (Hayley et al., 2003). Together, they may affect depressive symptoms by altering the production, release, and reuptake of neurotransmitters.

2. SUGGESTION

The students need to actively learn and practice nursing skills during the internship. Strengthen communication with patients and family members, cultivate empathy and caring heart, to realize the value and significance of nursing work. Actively participate in social activities inside and outside the internship base, make friends to share each other's experience and feelings. Focus on eating a balanced diet, finishing breakfast before 8:30, getting enough sleep, and taking appropriate exercise to relieve physical and mental stress. Participate in professional training and academic activities, to constantly improve the professional and comprehensive ability. If the students feel unable to cope with stress, they can take the initiative to seek help from the school psychological counseling center online or offline.

Family members should give interns more emotional support, such as take the time to listen their work stress and confusion, understand their career choices, share the importance and meaning of nursing work with children, let them understand the value of this profession and social needs, encourage them to actively face challenges. Provide more financial support in order to solve the problem. In terms of schools, the student tutor need to hold regular grade meetings, understand the working and living conditions, common problems of interns, and timely report to the college. Schools can strengthen mental health education for students to improve their psychological quality and ability to cope with pressure, such as conducting stress management online lectures. Schools should also strengthen the publicity and promotion of

nursing profession to improve students' awareness and interest in nursing work. For instance, the student tutors can provide guidance on career planning and development to help interns clarify their career goals and direction. Besides, school teaching management department can establish a sound internship management system and assessment mechanism to ensure the quality and effect of the internship, and improve students' internship satisfaction, for example, before the internship, ask the former seniors to introduce the actual situation and relevant experience of the internship site.

Hospitals should provide good practice environment and conditions for nursing interns, including sufficient practice opportunities, excellent teachers and perfect training system. Hospitals can establish a sound incentive mechanism and reward and punishment system to stimulate the work enthusiasm and creativity of internship teachers and nursing interns, and improve their professional identity and sense of belonging.

In conclusion, to reduce the level of depression in nursing interns requires joint efforts and collaboration from many aspects. Through strengthening education and practice, providing a good internship environment and conditions, and establishing a sound incentive mechanism, the vocational recognition and job satisfaction of nursing interns can be effectively improved, and then the depression of undergraduate nursing interns can be effectively alleviated, in order to help them better adapt to the society and improve their

work performance.

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Research on The Integration Construction of Physical Education Curriculum in Universities, Middle Schools and Primary Schools Under the Guidance of Core Literacy

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Abstract: Based on core literacy, the integration of physical education courses in large and secondary schools as research objects, adopting research methods such as the literature and data method, expert interview method, and logical analysis method. On the basis of comprehensively analyzing the integration of physical education courses in large and middle schools, the core discusses the core the necessity of integration of physical education courses in large and middle schools. Point out the dilemma of the integration of physical education courses in large and middle schools: vague ideas, scattered management systems, disconnected target content, and faculty teams. In addition, the integrated construction path of physical education courses in large and middle schools is proposed: unified ideological consciousness and deepening the concept of integration; improving the information system and building management systems; the connection of target content, and improving the evaluation mechanism; improving the teachers' teams and ensuring platform support. It is expected to provide a reference for comprehensively promoting the reform of sports curriculum in large and middle schools.

Key words: Core literacy; primary and secondary schools; physical education curriculum integration; construction

1. INTRODUCTION

For a long time, under the guidance of Xi Jinping's new era of socialism with Chinese characteristics in the new era, sports power and health China have been implemented in

depth, and school sports have entered a new stage of development. As an important part of school sports reform, the integrated exploration and implementation of physical education courses in large and middle schools has continued to achieve new results, but it also faces new challenges, and construction tasks are important and urgent. Therefore, further clarify the connotation of physical education courses in large and secondary schools, clarify the dilemma of integrated construction, and propose the construction path targeted to better promote the sustainable and healthy development of school sports.

2. CORE CONCEPT DEFINITION

2.1 Core literacy

The core nourishment refers to the necessary character and key ability that students should have to adapt to the needs of lifelong development and social development. It is an important guarantee for students to achieve their own value. [1] Lideshu people are the fundamental tasks and practical requirements put forward by the party in the new stage of the party. the key to implementing the people of Lideshu is to develop the core literacy of students. Physical education courses are an important part of the school's curriculum system, and are the main positions and key links to implement core literacy. the core literacy of sports, also known as the core literacy of the disciplines of sports and health, is a concentrated manifestation of the value of education and health disciplines. It is the correct value concept, essential character and key abilities that students have gradually

formed through sports and health courses for a period of time. Essence How to further transform and refine the abstract and broad sports core literacy into the specific and operating content of "teaching, learning, testing, and evaluated" at the level of physical education courses and teaching practice. Whether the core and key can be effectively implemented.

2.2 Sports course integration

Integration of physical education is a comprehensive concept, which is based on vertical connection, horizontal consistency, internal unity, and form combination. the vertical connection mainly refers to the content of sports curriculum content in large middle schools; horizontal consistency refers to the relatively consistent level of sports ability level; internal unity refers to the unity of target dimension knowledge, ability, behavior, and health; Systems and comprehensively ensure the integration of physical education. [2] This article summarizes the concept of physical education courses into a overall system that collaborates from goals, content, implementation, and evaluating multiple levels. the goals, content, implementation, and evaluation of all levels according to different stages of junior high school and middle school, they can step by step, start up, and meet the arrangements of the sections of the professor. Through the integration of educational resources such as schools, families, and society, it presents the integration of physical education courses in large and secondary schools.

3. THE NECESSITY OF INTEGRATED CONSTRUCTION OF SPORTS COURSES IN LARGE AND MIDDLE SCHOOLS

3.1 The integrated construction of physical education courses is conducive to cultivating exercise capabilities

In response to practical issues such as the teaching of only a single technical action, General Secretary Xi Jinping proposed in an important speech at the 2023 National Education Conference. system. It highlights the comprehensiveness of the education curriculum, forms the core literacy that students must have for lifelong development and adapting to social development, and are

conducive to cultivating exercise capabilities. "Sports and Health Curriculum Standards (2022 Edition)" pointed out that sports ability refers to the ability of students to show in the process of participating in sports. the exercise capacity includes three dimensions, that is, physical condition, sports cognition and technical tactics, results display or competition, which is mainly reflected in the master's basic sports skills, physical fitness and special sports skills. [3] Sports ability is a manifestation of students' comprehensive ability in exercise, not a manifestation of a single skill in a certain aspect. the formation of exercise ability is not achieved overnight, and the content of each physical education class should involve the element of sports ability. the integrated construction of physical education courses in large and middle schools pays more attention to the content that students need and learn. Through a variety of teaching situations, they will improve the enthusiasm of students' learning, organically combine each part of the content, and shift from "single technology" teaching to "completeness Teaching of sports ability.

3.2 The integrated construction of physical education courses is conducive to the development of health behavior

"Sports and Health Curriculum Standards (2022 Edition)" pointed out that health behavior is to improve the level of physical and mental health and cultivate the embodiment of good adaptability to the social environment. Including four dimensions of physical exercise awareness and habits, the mastery and application of health knowledge and skills, emotional control, and environmental adaptation. [3] Health behavior is mainly reflected in developing good exercise, eating habits, far from bad habits, and adapting to the natural and social environment. the development of students' health behavior is affected by various factors. Good health behavior is not only to develop good physical exercise habits, but also to understand health education knowledge and skills. Health education should pay attention to combining with physical education teaching, integrate with situation teaching, and avoid simply preaching. Pay attention to the connection of physical education courses in large and secondary schools, enrich the

content of classroom teaching, and adopt the theme education methods to promote the development of students' healthy behavior. the integration of physical education courses in large and middle schools aims to through course connection, attach importance to cultivating students 'physical exercise consciousness and habits, attach importance to the acquisition of students' health knowledge and skills, attach importance to cultivating students 'emotional regulation ability and adapting to nature and social abilities to promote students' health Cultivation of behavior.

3.3 The integrated construction of physical education courses is conducive to strengthening sports morals

"Sports and Health Curriculum Standards (2022 Edition)" pointed out that sports morality includes three dimensions: sports spirit, sports ethics, and sports character. It is the behavioral specifications and sports ethics that students should follow in their studies. [3] the spirit of sports is mainly reflected in stubborn struggle and not afraid of suffering; sports ethics mainly manifested as compliance with rules, respect for opponents and referees, and achieves fair competition; sports character refers to self-confidence and the right attitude to view the victory and defeat with a correct attitude. Essence Modern education is the educational education of moral education, and its essence is to cultivate and develop people. Therefore, cultivating students' moral norms and guidelines for behavior is an important goal of physical education. At present, the core literacy has become the concept of leading of physical education reform, and it is an inevitable trend in the reform and development of education and teaching. In the teaching class teaching, teachers often simply understand the course task as the teaching of action technology, ignore the integrity of sports skills and the cultivation of the actual ability to use student sports skills. As a result, the decline in students' interest in learning courses has limited the role of physical education in students in student moral education. the integrated construction of physical education courses can reasonably arrange the knowledge system in all stages of primary and secondary schools in a certain way, focusing on changing "split" and

"durable" teaching, and emphasizing the integrity and applicationability of sports skills learning. Create richer and diverse games or classroom situations, and cultivate students' sports morals in the moral education environment.

4. THE DILEMMA OF THE INTEGRATION OF PHYSICAL EDUCATION COURSES IN LARGE AND MIDDLE SCHOOLS

4.1 Conscious consciousness

The ambiguity of ideology and consciousness mainly includes the curriculum system and policy makers of various stages of elementary and middle schools.

4.2 Disposal management system

Each stage of colleges and middle schools is independent from the construction of the curriculum system or the practice teaching.

4.3 Target content disconnection chain

During the inconsistency of the target dimension and requirements of the curriculum, the target settings of each stage are insufficient connectivity, the overall implementation of the target design has been split, the course target design is self-contained, and there is no overall effect. the selection and organization of the curriculum content is simple and repeated, and the lack of coherence and logic of all stages of primary and secondary schools, leading to loose content structure and lack of gradual nature. the evaluation subjects, content indicators and scale are not clear, and the evaluation systems in various stages of primary and secondary schools are missing.

4.4 Teacher team is not complete

At present, the teacher team still has uneven professional ability, teaching practice is silent, teaching research cannot find problems, problems will not be explored, and they will not solve the problem. Teachers have less cooperation at each stage, short time and formalization. Due to the gap between the local economy and educational conditions, there are certain differences in the stadium facilities and equipment management of different schools. the lack of unified student data management platform and teacher teaching resource platform, information resources are difficult to share.

5. THE INTEGRATED CONSTRUCTION

PATH OF PHYSICAL EDUCATION COURSES IN LARGE AND MIDDLE SCHOOLS

5.1 Integrate ideological consciousness and deepen the concept of integration

In order to be integrated with physical education in large and middle schools, if you want to "build well, stand up, use it, and work together". First of all the integration of system researchers and policy makers, close policy implementation and the internal connection of the curriculum system, plan the overall framework and the recent goals, and establish the decomposition goals and specific requirements at each stage. Strengthen the awareness of integrated management and stimulate the enthusiasm of managers' physical education courses. Deepen the understanding of family, schools, and society's understanding of physical education courses, and cooperate with supporting school sports.

5.2 Improve the information system and build a management system

Based on the government, society, schools, teachers, students and other subjects, explore the construction of integrated data management centers for sports curriculums in large and secondary schools from the aspects of curriculum target system, education and teaching practice, and student information tracking to improve management efficiency, realize management, education, and Supervision, feedback, and evaluation of the efficient management mechanism of the five -in -one.

5.3 Objective content, sound evaluation mechanism

We must set up unique and universal connections around core literacy to set up the coherent curriculum goals and requirements of large, high, and secondary schools. the selection and organization of the curriculum must be coherent, logical, and progressive. Clarify which stage should I learn, why and to what extent. At the same time, it is necessary to clarify who is the subject, solve the problem of evaluation, and fill in the evaluation content based on building a unified evaluation standard and dimension. To solve the problem of how to evaluate, it is necessary to correct the evaluation indicators and standards, and optimize the process mechanism of "filling the

repair" for sports courses.

5.4 Improve the teachers and support platform support

the construction of the teacher team must achieve two -way development of "vertical integration" and "horizontal integration" to strengthen the professionalism and ability of sports teachers in large and secondary schools. Multiple rounds of training, school assistance and cooperation and exchanges are used to form a long -term complementary mechanism, and the dynamic development of teaching practice and education research at all stages is promoted. To solve the problem of insufficient teachers' competence and build a team of teachers with integration of large and middle schools. Promote the circulation of resources such as teaching, talent and information. It is necessary to adapt to local conditions, combine the actual conditions of local and schools, optimize basic facilities such as site facilities, and reduce the gap between regions and urban and rural areas. the state should increase the support of financial and related policy support, and form a joint force of schools, society and parents. Establish an integrated management platform for physical education courses in large and middle schools to achieve co -construction, sharing, interconnection, and promoting cross -school segments and normal cooperation.

6. CONCLUSION

the integrated construction of core literacy guidance under large and middle school sports courses should be guided by socialist core values and scientific sports health concept, with the fundamental task of establishing a tree, adhere to the guiding ideology of "health first", and create sports curriculum in large and middle schools. Integrated "closed -loop mode". Based on the improvement of students 'core literacy as its responsibility, in order to achieve the improvement of students' sports ability, promote health behavior, and enhance sports morality to make due contributions.

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Research on the Integration and Practice of Aesthetic Education Elements in Higher Vocational English Courses

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Abstract: The integration of aesthetic elements can not only improve students' aesthetic quality, but also enrich the teaching content and methods of English for higher vocational education, and enhance students' learning interest and enthusiasm. In this paper, we will discuss the integration and practice of aesthetic elements in higher vocational English courses, with a view to providing useful reference for the reform of higher vocational English education.

Keywords: Higher vocational English; Aesthetic elements; Integration; Practice

1. INTRODUCTION

As an important part of the higher education system, the higher vocational English programme carries the important mission of cultivating students' language skills, cultural literacy and intercultural communication ability. However, traditional higher vocational English teaching often pays too much attention to the teaching of language knowledge and the cultivation of test-taking skills, neglecting the cultivation of students' aesthetic literacy and humanistic spirit. The integration and practice of aesthetic elements can not only enrich the teaching content and methods of English for higher vocational education, but also enhance students' interest and enthusiasm in learning and promote their all-round development.

2. THE MAIN PROBLEMS OF TEACHING AESTHETIC EDUCATION IN HIGHER VOCATIONAL ENGLISH COURSES

2.1 Irrational curriculum, lack of appreciation courses, and weak aesthetic awareness among students

Higher vocational students' learning tasks are heavy, and the setting of English courses is not

reasonable enough. First of all, the class hours of English courses are less. Compared with the professional courses, the class hours of higher vocational English courses are relatively small, which can't meet the teaching demand. Secondly, the content arrangement of higher vocational English courses is unreasonable and lacks appreciation courses. At present, the class hours of English courses are relatively small, and teachers focus on improving students' basic English ability, neglecting the improvement of students' aesthetic ability. Finally, students' own aesthetic awareness is not enough.

2.2 Lack of in-depth exploration of the emotional and aesthetic connotations of works of art in the content of the curriculum

There is no lack of aesthetically relevant art works in English textbooks, but English teachers often focus on the explanation of vocabulary, phrases, sentence patterns, grammar and other knowledge points, while neglecting the analysis of the cultural background, exotic customs and emotional connotations of the works. Some English teachers also instil in students the connotations and emotions of works of art based on their own knowledge of these works and their modelled emotional summaries. This kind of aesthetic teaching, which lacks the process of enquiry, cannot fundamentally improve students' aesthetic ability. In the long run, students will form inertia thinking, and it is difficult for them to produce their own unique aesthetic feelings for any art works.

2.3 Teaching methods are relatively homogeneous, making it difficult to meet the aesthetic needs of different students.

Everyone has a different perception of beauty. Different students will feel different beauty in the same English article. Students have

different needs for beauty, and it is difficult to mobilise all students to feel differently about beauty with a single teaching method. At present, the teaching methods of college English courses in higher vocational colleges and universities are relatively single, and they are mainly carried out in the way that teachers teach the contents of the courses. For example, the teacher will explain a reading comprehension article from the beginning to the end, and stop to explain the key points of the exam, without exploring the aesthetic factors in the article. This kind of all-round explanation teaching method is difficult to mobilise students' aesthetic desire and cannot meet the aesthetic needs of different students.

2.4 Outdated teaching mode, it is difficult to effectively improve students' aesthetic ability by relying only on curriculum teaching.

The current mode of English teaching in higher vocational education is backward, and the blended teaching mode with the trinity of curriculum teaching, practical teaching and network teaching has not yet been established. Relying on a single course teaching mode, it is difficult to effectively improve students' aesthetic ability. The time for each lesson is very limited, and there is very little time left for students to conduct aesthetic exploration. It is easy for students to understand the meaning of the whole article thoroughly, but they are unable to understand the theme and moral of an article. This single top-down teaching mode squeezes the valuable time of students' independent aesthetics, but fails to achieve the teaching purpose of aesthetic education.

3. THE PRACTICAL PATH OF INTEGRATING AESTHETIC EDUCATION ELEMENTS IN HIGHER VOCATIONAL ENGLISH COURSES

3.1 Optimise the curriculum of English for higher vocational education and increase English courses on language appreciation

The teaching of aesthetic education in the English curriculum must be carried out through language appreciation courses. First of all, increase the class hours of English language appreciation courses, such as English language and literature, English and American society and culture, English and

American stylistics and other related courses. Through these language appreciation courses, we can increase students' enthusiasm for aesthetic experience. Secondly, add aesthetic elements in professional courses and professional practice. For example, some basic courses can appropriately introduce the British and American cultural background and foreign customs and habits, and through these introductions to add aesthetic elements to guide students to taste the beauty of the language. Finally, students' aesthetic ability can be improved through the comparison of Chinese and Western cultures. Students have a more profound experience and understanding of Chinese culture, and taking our culture as the basis for students to carry out aesthetics can help those students with poor aesthetic ability to integrate into the aesthetic atmosphere as soon as possible and experience the joy of aesthetics.

3.2 Enhancing the "aesthetic sense" of the teaching content of the English language programme and guiding students to appreciate the aesthetic value of English.

Aesthetic education in higher vocational English teaching is carried out in an all-round way, and teachers should carry out aesthetic education in three aspects, namely, language, structure and meaning, and guide students to appreciate the aesthetic value of English. Firstly, students are guided to appreciate the beauty of English language in the teaching process. Secondly, English teachers can guide students to carry out detailed enquiry to appreciate the structural beauty of English literature. Finally, help students to appreciate the beauty of meaning in English. Intriguing articles with beautiful meanings are worth reading many times, and students should summarise the philosophies or thoughts and feelings contained in them by themselves, and this process of summarising is the process of aesthetics.

3.3 Reform the teaching methods of university English courses, and integrate aesthetic education into all stages of pre-course, in-course and post-course.

Reforming the current teaching methods of higher vocational English courses requires integrating aesthetic education into the three stages of pre-course, in-course and post-course. Firstly, pre-course pre-study forms

aesthetic expectations. For the study of a text, students will have different aesthetic expectations. Students will form some pre-set aesthetic expectations after consulting the information about the writing background, text type, author's information and thematic ideas of a literary work. Secondly, in-depth enquiry is conducted in the lesson to solve the questions. Students have already carried out detailed pre-reading before class, so teachers can spend most of the time in class to answer students' questions. For some common problems, group discussion is used to solve them, and finally the teacher corrects and answers the questions in response to the results of the group discussion. Students will experience the aesthetic pleasure in the process of exploring the questions and master the method of excavating the cultural value behind the text. Finally, post-course reflection for aesthetic purification. Teachers should guide students to reflect on the content of the course after class, summarise some life philosophies from their own aesthetic experience, and help students establish a correct concept of aesthetics.

3.4 Changing the form of teaching to create a blended "aesthetic education" programme that combines curriculum teaching, practical teaching and online teaching.

It is difficult to satisfy students' different aesthetic needs with a single classroom teaching mode. Higher vocational English teachers have to change this form of teaching and create a hybrid "aesthetic education" programme that combines classroom teaching, practical teaching and online teaching, and combines online and offline teaching. Firstly, classroom teaching, as the theme of the aesthetic education classroom, plays a guiding role and is mainly responsible for carrying out teaching tasks. Secondly, practical teaching is the main source of students' aesthetic experience, and it is necessary to increase the time for practical teaching, so that students

can use their English skills in real-life situations, get more different aesthetic experiences, and increase students' interest in aesthetic education teaching. Finally, the use of the Internet to establish a network teaching platform, break through the time and space limitations, the aesthetic education teaching throughout the entire process of students' English learning.

4. CONCLUSION

The integration and practice of aesthetic elements in higher vocational English courses is an important way to improve students' comprehensive quality. This can not only enhance students' aesthetic quality and cultural awareness, but also stimulate their learning interest and enthusiasm and promote their overall development. In the future, we should continue to study and explore in depth more possibilities of aesthetic elements in higher vocational English courses to contribute to the cultivation of high-quality skilled talents.

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Analyzing the Cooperation Strategy between Contract Management and Bidding in the Construction Engineering Field of Vocational Colleges

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Abstract: This article will analyze in detail the coordination between contract management and bidding in the field of construction engineering in vocational colleges, fully recognizing the important role of contract management in it, and exploring effective strategies for the coordination between contract management and bidding, laying a solid foundation for the smooth development of construction engineering in vocational colleges.

Keywords: Vocational colleges; Construction engineering field; Contract management; Bidding;

1. INTRODUCTION

There have been many problems in the bidding process of construction engineering in vocational colleges, among which the most common is the issue of commercial bribery. In order to purify the social environment and optimize the current problems, scientific and reasonable systems should be formulated to strengthen contract management in the bidding process of construction engineering in vocational colleges. The corresponding departments have also directly proposed relevant legal provisions as effective basis, and in specific practice, they have conducted in-depth understanding of the relevant content, established correct operating procedures, and made the entire construction project more standardized. At the same time, fully utilize contract management to effectively connect with the infrastructure market, and ensure that the bidding and tendering of construction projects in vocational colleges are in line with market economic regulations.

2. UNDERSTAND THE ROLE OF BIDDING AND CONTRACT MANAGEMENT IN THE CONSTRUCTION ENGINEERING OF VOCATIONAL COLLEGES IN THE CONSTRUCTION INDUSTRY

With the continuous development of the current social economy and the increasing scale of construction, China's requirements for the management of construction projects in vocational colleges have significantly increased. In the process of carrying out work, the bidding management organization of construction projects in vocational colleges mainly implements supervision of engineering and material procurement, and has a significant impact and role in the signing and performance of subsequent contracts. Therefore, it is necessary to deepen the understanding of bidding management, conduct in-depth research on its management characteristics, use it as an effective basis for engineering development, establish the relationship between construction project bidding and contract management, repeatedly refine the system of contract management, and finally optimize it effectively, making the bidding and contract management of engineering construction in vocational colleges more standardized. The two are in a complementary and mutually reinforcing relationship. Based on the above techniques, it can be directly concluded that bidding and contract management are important means and approaches to establish and maintain a good economic order in the construction market. The close connection between bidding and contract in the entire construction project, mastering the correct work form, has a certain

positive impact on the sustainable development of the construction industry, and contributes to the national economy.

3. EXPLORING EFFECTIVE STRATEGIES FOR COORDINATING CONTRACT MANAGEMENT WITH BIDDING BASED ON THE ACTUAL NEEDS OF CONSTRUCTION PROJECTS IN VOCATIONAL COLLEGES

3.1 Conduct preliminary review of bidding documents for construction projects in vocational colleges

In the process of carrying out construction projects in vocational colleges, many colleges work together with the bidding department and contract management department, so close cooperation needs to be established between the two before. During the bidding process, the bidding department and contract management department simultaneously review the bidding documents for construction projects to improve the overall efficiency and rigor of the work. During this process, the responsible contract management personnel can enter in advance during their review of bidding documents, and during this process, they can review the documents to directly identify problems that need improvement in the contract and report them to the bidding department. During the bidding process, the owner can be fully prepared to address any doubts or concerns raised by the bidder and continuously improve the details. To avoid unnecessary trouble in the actual work process of vocational college construction projects due to the lack of rigor in the contract text in the bidding documents after winning the bid.

3.2 Cooperation in bidding and contract management of construction projects in vocational colleges

During the bidding process, you can cooperate and participate in the bid opening activities. As a contract manager, you need to have a comprehensive understanding of the information in the bidding process, which is more conducive to reviewing the contract and ensuring its legality and reliability. In the actual construction process, one can participate in on-site survey work and fully grasp the frontline work situation. Many regulations on construction site conditions

will be involved in the contract. At present, there are many projects on the market that differ significantly from the original bidding documents and contracts after completion, directly violating the original intention of the bidding unit and damaging the personal interests of the bidding party. Therefore, contract management needs to play its own role, combining with corresponding construction contracts and cultural materials such as bidding, to systematically inspect relevant construction projects and see if they are constructed in accordance with the regulations in the contract. In the process of fulfilling contract terms, problems can be identified in a timely manner, and systematic solutions and processing can be carried out to adjust the different opinions of the contract parties, playing a role in coordinating relationships and reaching consensus, reducing the occurrence of disputes. Therefore, in the process of cooperation between the two, it is necessary to pay attention to the inspection of the performance of engineering project contracts, enhance the contract awareness of both parties, ensure the contract compliance rate, and further consolidate the work results of bidding.

3.3 Establish a mechanism for investigating and holding accountable, providing a lifelong responsibility system for the quality of the project

In the contract management of construction projects in vocational colleges, it can be advocated to implement a mechanism of reverse inspection, accountability, and responsibility for the bidding leader, providing a lifelong responsibility system for the quality of the project, directly avoiding illegal bidding phenomena such as "string bidding" and "accompanying bidding" during the bidding process, and ensuring the purification of the entire bidding environment. As the main owner representative of the construction project bidding party in vocational colleges, they were originally the leaders of subjective construction projects, and the investment funds used were all from the support of the state or government, so they did not pay attention to the quality of the construction project. At the same time, the high or low cost of the project was not closely related to their personal interests, which led to some bidding

construction enterprises taking advantage of loopholes, Neglecting the quality of construction projects to generate more economic benefits. the most common way is to organize representatives of bidding interests peers to bid on construction projects that have already been agreed upon. As the owner representative responsible for bidding receives corresponding benefits, not correcting quality and cost issues during the construction process has become the fundamental problem of illegal bidding phenomena such as "string bidding" and "accompanying bidding" in the bidding process. Therefore, in the process of bidding and tendering for construction projects in vocational colleges, in order to avoid the occurrence of the above-mentioned problems, a mechanism of reverse inspection and accountability of bidding and tendering leaders can be implemented in the contract management of construction projects, and a lifelong responsibility system for project quality can be ensured. In the future, if quality issues arise in construction projects, the corresponding supervisory functional departments can adopt a reverse investigation and accountability mechanism to identify responsibilities in the construction project, clarify responsibilities to individuals, and then impose sanctions on them according to legal provisions. Through such a mechanism, it can to some extent prevent the intervention of some human administrative factors, while effectively avoiding illegal bidding phenomena such as "string bidding" and accompanying bidding during the bidding process.

3.4 Enable contract management to play a supervisory role

In contract management, its supervisory function should be stimulated to improve the efficiency of the entire supervision. During the

construction process of university construction projects, it is strictly prohibited to subcontract or subcontract sub projects that do not comply with regulations. Once such a phenomenon is discovered, it can be dealt with in accordance with the principles of handling in the construction engineering market. Therefore, in the construction project of vocational colleges, the contract management department needs to fully play the role of a construction project supervision engineer, strictly control the quality of the entire project construction, so that it can proceed according to the construction progress. In the process of supervision, it is also necessary to pay attention to these two aspects, continuously improve their professional literacy, and effectively supervise the construction project to avoid illegal and irregular subcontracting, Causing a negative impact on the overall construction quality of the project.

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Research on The Countermeasures of Social Avoidance and Distress of Female College Students in Higher Vocational Colleges from The Perspective of Body Image Annoyance

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Abstract: In this study, 400 female college students in higher vocational colleges were investigated by using "Adolescent Body Image Annoyance Questionnaire" and "Social Avoidance and Distress Scale (SAD)". the results showed that: the body image annoyance of female college students is significantly different in the origin and major nature. the body image annoyance of rural female college students is significantly higher than that of urban female students, and that of engineering female college students is significantly higher than that of liberal arts female students. the higher the degree of body image annoyance of female college students, the deeper the degree of social avoidance and distress. We should strengthen the mental health construction of female college students from different levels of school, family and society, reduce the degree of body image annoyance, social avoidance and distress, and improve the cognitive ability of body image and social status of female college students.

Key words: female college students in higher vocational colleges; Body phase trouble; Social avoidance and distress

1. ASK QUESTIONS

Body image, also known as body intention, refers to an individual's subjective feelings about his own body shape and appearance. Body image trouble is a kind of abnormal body image mental state between normal body image psychology and body image disorder. With the changes in social cognition and aesthetics, people's pursuit of beauty and emphasis on their own image become more and more intense. Especially female college students in adolescence, with the maturity of

physical and psychological characteristics, pay more attention to their own appearance and body, and pay more attention to the views of the opposite sex, and are prone to dissatisfaction, inferiority, anxiety and other psychological factors. 38.12% of adolescent girls were dissatisfied with their body image. Social avoidance and distress is a series of psychological behaviors to avoid social interaction, which is a negative emotional experience in which individuals feel uncomfortable, nervous and even fearful when interacting with others. Social avoidance and distress is an important factor to measure college students' mental health. Their high incidence and long duration are closely related to college students' mental health and sound personality. As for the research on the relationship between body image annoyance, social avoidance and distress, Zhou Lihua and Luo Bowei et al. found that students with body image annoyance had higher distress in interpersonal communication and their tendency to avoid communication than those without body image annoyance.

This study takes female college students as the research object to explore the relationship between body image annoyance and social avoidance and distress of female college students, as well as whether there are differences between them in grade, place of origin and professional nature, and propose corresponding countermeasures to strengthen female college students' correct self-cognition and improve their normal social level and mental health level.

2. RESEARCH PROCESS

The objects of this study were female college students in Z higher vocational college in

Shandong Province. A total of 400 questionnaires were sent out, and 391 were effectively collected, with an effective recovery rate of 97.75%. Three grades are selected from freshmen to juniors, and are divided according to the origin and professional nature of students. the source of students includes three types: rural, township and city, and the professional nature is divided into science, engineering, liberal arts, art and other five categories. the Physical Image Annoyance Questionnaire and Social Avoidance and Distress Scale (SAD) were used to analyze the data with SPSS 21.0 software.

3. RESEARCH CONCLUSION

3.1. Descriptive analysis

This survey shows that the average number of female college students with body image troubles is 46.32, which is higher than the national norm value. the number of female college students with body image troubles is 301, accounting for 75.25% of the total. It shows that the body image of female college students is a serious problem, which has become a common problem and needs our attention, care and help. the mean value of social avoidance and distress was 18.92, and 290 female college students had social avoidance and distress problems, accounting for 72.5% of the total, indicating that the problems of social avoidance and distress were serious and common among female college students, and they needed professional psychological counseling.

3.2 Difference analysis of social avoidance and distress of people with different body image troubles

There is no significant difference in the level of social avoidance and distress among students with body image problems, but there are significant differences in majors and places of origin. According to the statistical results of multiple comparisons, the severity of social avoidance and distress among female students in science and engineering majors is significantly higher than that of female students in liberal arts, art and other majors. the degree of social avoidance and distress of female college students from rural areas is significantly greater than that of female college students from urban areas. Through

further analysis, it can be seen that the differences of female college students' body image troubles in majors and places of origin are mainly caused by appearance troubles. In terms of social avoidance and distress, female students of science and engineering are more serious than those of liberal arts, art and other majors, and female students from rural areas are more serious than those from urban areas.

3.3 Correlation analysis between body image annoyance and social avoidance and distress

there is a significant negative correlation between body image annoyance and social avoidance and distress. the lower the score of body image annoyance, the deeper the degree of body image annoyance, the more serious the social avoidance and distress; In addition, body annoyance, gender annoyance and appearance annoyance were also significantly negatively correlated with social avoidance and distress, and the more annoyance, the more serious social problems.

4. COUNTERMEASURE ANALYSIS

College is a critical period for the formation of self-awareness and self-concept. Research shows that body image annoyance is a common problem among female college students, which directly has a negative impact on their social status and causes social avoidance and distress. Therefore, developing a correct body image concept can help reduce body image annoyance, reduce social avoidance and distress, and improve interpersonal skills. We can start from the following aspects: First, the school offers mental health courses, strengthens the observation and guidance of the body image troubles of college students through scientific and effective scales, weakens the appearance troubles, attaches importance to the cultivation of internal quality, and establishes the correct aesthetic concept of body image. Second, the mass media needs to strengthen the correct guidance, replace the traditional deformed concept of thin beauty with a healthy and diversified body image view, and spread valuable aesthetic cognition. Third, parents need to pay attention to the mental health problems of college students, strengthen communication and listening, imperceptibly help college students

develop a healthy and correct aesthetic body image concept, improve their normal level of social communication and mental health, and build a correct body image cultivation system of home-school-society interconnection and multi-in-one female college students.

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Research on the Reform of University Education and Teaching Management Mode Under the People-oriented Background

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Abstract: To carry out the national Scientific Outlook on Development and cultivate new socialist people, all colleges and universities must follow the people-oriented principle in education and teaching management, and take promoting the comprehensive development and healthy growth of students as the focus of education and teaching work. Therefore, colleges and universities should reform the management mode, implement the people-oriented concept, improve the management system, ensure students' independent choice, build a dedicated teaching staff, and effectively improve the overall quality and level of education and teaching management.

Keywords: People-Oriented; Colleges And Universities; Education And Teaching Management Mode; Reformation

1. INTRODUCTION

The mode of university education and teaching management plays an important role in the process of university construction and development, and is an important basis for the implementation of university education activities. Since the new era, the continuous innovation and development of higher education in China has put forward new requirements for the educational management of colleges and universities. Creating a harmonious and pleasant educational environment, improving the innovative ability and comprehensive quality of teachers, and training talents to meet the needs of social development in the new era have become new challenges for the education and teaching management of colleges and universities. Therefore, colleges and universities should base on the idea of people-oriented, deeply explore the way of innovation of education and teaching management mode, and provide guarantee for promoting the improvement of

education quality and the development of education cause.

2. THE VALUE OF THE INNOVATION OF COLLEGE EDUCATION AND TEACHING MANAGEMENT MODE

2.1 Realistic requirements for colleges and universities to realize people-oriented

In the new era, the domestic higher education has developed rapidly, and Lide Shuren has made remarkable achievements in the field of higher education. However, the central position of colleges and universities as an important field of talent training is not consolidated enough, the educational concept is relatively outdated, the people-oriented consciousness is relatively weak, and the emphasis on scientific research while ignoring education and teaching has gradually become a common phenomenon in domestic colleges and universities. In this regard, colleges and universities must clearly put people first, always firmly adhere to the principle of people first, regard talent training as the core work and fundamental task of higher education, promote teachers to concentrate on teaching and educating people, improve teachers' responsibility and ability to teach and educate people, and cultivate a group of ideal, responsible and capable high-level talents.

2.2 Objective needs to promote the comprehensive development of students

College students in the new era have remarkable characteristics of individuation and diversification. They are different from former college students in knowledge frame, ideology and psychological quality, behavior habits and life style, and many new problems have emerged that deserve attention. In view of the new characteristics and problems of college students in the new era, colleges and universities should present the connotation of

people-oriented times, put students in the main position, carry out the concept of caring for students into the whole process of talent training, and promote the comprehensive development of college students.

2.3 The support carrier for building a high-quality education and teaching system

"People-oriented" is the core of the scientific outlook on development, and the implementation of this concept in college education and teaching can carry out multi-formalized and ecological education and teaching around students, and help students achieve rapid growth [1]. In the work of basic education in colleges and universities, the quality of education directly reflects whether college education can correctly and reasonably promote social construction and promote the layout of national talents in great depth. the innovation and development of the university education and teaching management mode based on the people-oriented thought, and the extension of multiple perspectives under the fixed education structure, such as student life management, learning management, and educational activity management, can become the support point for the construction of the high-quality system of university education and teaching.

3. THE EXISTING PROBLEMS OF COLLEGE EDUCATION AND TEACHING MANAGEMENT

3.1 The management model is relatively backward

In the new era environment, under the current education and teaching management mode of colleges and universities, some teachers have the phenomenon of being old-fashioned and still regard individuals as the main body of the classroom in education and teaching activities, and the education and teaching management mode has not completely got rid of the shackles of the previous education management concepts. Some college teachers rarely participate in the construction of the school's education and teaching management system and work deployment activities, which violates the people-oriented concept.

3.2 Students' consciousness of independent choice is weak

Some college students blindly choose their major when filling out the application, and do

not have a deep understanding of the major. When they enter the campus to study, they gradually find that their major is difficult and not suitable for them, and they are faced with the situation of changing majors. It is also difficult for college students to choose courses according to their individual interests in professional learning, so they can only learn the established curriculum knowledge according to the arrangement of colleges and universities, and the teachers are also uniformly arranged by the educational administrators of colleges and universities. As a result, students gradually reduce their participation and attention to classroom teaching, limiting the overall improvement of education and teaching quality.

3.3 Teaching evaluation is floating in form

In-depth analysis of the current teaching evaluation system in colleges and universities shows that there are significant formalization problems in the current teaching evaluation system in most colleges and universities. Some colleges and universities organize student groups to score teachers' teaching performance, while some students are usually difficult to put forward reasonable opinions and suggestions. This formalized teaching evaluation has no practical significance.

4. THE INNOVATION STRATEGY OF COLLEGE EDUCATION AND TEACHING MANAGEMENT MODE

4.1 Reform the management model and implement the people-oriented concept

The original education and teaching management mode of colleges and universities can not meet the needs of the new era and the development of higher education. Therefore, colleges and universities should fully implement the idea of people-oriented, put students in the first place in education and teaching activities, and actively reform the mode of education and teaching management. Colleges and universities should build a democratic education management mechanism, accept the opinions and suggestions of teachers, strengthen teachers' acceptance and recognition of the education and teaching management mode, and create a harmonious and healthy environment for their clearly people-oriented concept [2].

4.2 Improve the management system to

ensure that students have independent choices

Colleges and universities should build a scientific and reasonable education and teaching management system, reasonably reduce the restrictions on students changing majors, allow students to choose majors independently based on individual interests, hobbies and specialties, appropriately adjust the status of major and minor majors, and actively guide students to rationally choose their own majors, so as to lay the foundation for their comprehensive development. At the same time, it permits students to study across schools, builds a professional credit mechanism shared with other colleges and universities, provides students with rich choices and development opportunities, and promotes the implementation of the people-oriented college education and teaching management model [3].

4.3 Optimize teacher resources and build a dedicated teaching team

If colleges and universities want to continuously improve their level of running a school and the quality of education and teaching management, they need to build a team of teachers with excellent political accomplishment, strong professional ability and superb education level. In the process of work, teachers should follow the principles of being a model for teachers, loving their jobs and being strict with themselves, so as to gain the respect and love of students. Secondly, teachers should enrich their own knowledge framework, keep pace with the Times, and actively lead and help students grow into talents. Finally, teachers should actively create rich opportunities for students, build practice platforms, cultivate students' self-confidence, and enable them to achieve growth and comprehensive development in an

environment with strong humanistic feelings [4].

5. CONCLUSION

To sum up, people-oriented is related to the construction of social civilization, and it is also the key to innovation of university education and teaching management mode. Nowadays, there are still some problems in the management of higher education and teaching, such as lagging management mode, weak consciousness of students' independent choice and floating teaching evaluation. In view of these problems, colleges and universities should deeply explore and build a new education and teaching management model, regard students as the center of education and teaching, actively innovate the management model, and pay attention to serving the student group.

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The Relationship Between Pharmacy and the Development of Science and Technology

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Abstract: Throughout history, we will find that every advancement in science and technology has taken a huge step forward for society. The rapid development of society enables people to settle down and work in peace, while the prosperity of life gradually shifts their perspective to life and health, thereby promoting the development of pharmacy. In addition, the advancement of science and technology has provided pharmaceutical researchers with richer and more advanced research methods compared to the past, thereby enabling pharmaceutical research to continuously advance in any era and environment. Overall, scientific progress has not only promoted the speed and depth of pharmaceutical development, but also broadened the width of pharmaceutical development. Next, I will explain in detail how the progress of science and technology promotes the development of pharmacy from various aspects.

Keywords: Science And Technology; Pharmacy; Development

1. INTRODUCTION

1.1 Scientific progress promotes the speed of pharmaceutical development

In the primitive era, due to underdeveloped culture, it was impossible to have a separate monograph that recorded pharmaceutical knowledge. The existing books that record medical treatment in written form are called classical books, such as the Book of Songs and the Classic of Mountains and Seas in China, the Papyrus in Egypt, and the Veda in India [1]. The inscriptions related to Babylonian Assyria can also be included in pharmaceutical literature, as they contain the earliest pharmaceutical knowledge. The Ebers Papyrus records over 700 types of medicines. In the medieval period (around 3-15th century), Europe was in a period of darkness. Due to the destruction of war, ancient Roman culture was

destroyed, and the center of medicine also shifted with social changes. Arabs inherited the medical heritage of ancient Greece and Rome, and drew on the experiences of China, India, and Persia. The Tajik doctor Aricenna compiled the "Medical Dictionary" into five volumes, summarizing most of the pharmaceutical knowledge in Asia, Africa, and Europe at that time, it had a profound impact on later generations and was regarded as a classic work in pharmacology. Il Al Baital was an outstanding medicinal botanist, whose "Compendium of Medicinal Plants" described over 1400 types of drugs.

With the rise of chemistry, physics, biology, anatomy, and physiology in modern times, the development of pharmacy has been greatly promoted. Its main characteristic is the increasingly detailed division of disciplines, especially since the 20th century, drugs that were not divided into different disciplines in the early days have developed into independent disciplines due to the development of science and technology, thus separating pharmacy [2]. And it also permeates with other disciplines to become a new frontier discipline. Especially with the establishment of receptor theory and genetic engineering, a new leap has been made in the development of the pharmaceutical industry.

2. SCIENTIFIC AND TECHNOLOGICAL PROGRESS PROMOTES THE DEPTH OF PHARMACEUTICAL DEVELOPMENT

In the early 19th century, in pharmacology, the active ingredients of some plant medicines were successively extracted. For example, in 1806, morphine was extracted from opium; Quinine was extracted from the bark of cinchona trees in 1819; By the mid-19th century, urea, chloroform, and other compounds had been synthesized; In 1859, salicylates were successfully synthesized as

antipyretic and analgesic drugs; Aspirin was refined in the late 19th century [3]. Subsequently, the synthesis and refinement of various drugs continued to develop. In the future, people began to study the properties and effects of drugs. Based on clinical medicine and physiology, and using animal experiments as a means, experimental pharmacology has emerged. In the mid-19th century, due to the needs of the fermentation industry, advances in physics and chemistry, and improvements in microscopy, bacteriology also emerged. The Frenchman Pasteur began to study the role of fermentation, and later studied microorganisms, proving that fermentation and infectious diseases are caused by microorganisms; Koch, a German, discovered *Vibrio cholerae*, *Mycobacterium tuberculosis*, and *Bacillus anthracis*, and improved the methods of bacterial culture and staining. He also proposed Koch's three laws. Their work laid the foundation of microbiology. At the same time, under the background of the invention of anesthesia, nitrous oxide, ether, and chloroform were successively used as general anesthetics, allowing surgical operations to be performed painlessly.

In the second half of the 19th century, the French Pasteur and the German Koch finally established the foundation of bacteriology and immunology. Especially, Koch can use solid culture media to isolate a pure culture of bacteria. He replicated the same disease by injecting pure culture into experimental animals, and finally isolated pure culture from animals, thus clearly affirming the pathogenic effect of bacteria. On the basis of these advances, a series of specific serum have been developed for the diagnosis and prevention of diseases [4]. In the 1930s and 1940s, sulfonamide drugs and antibiotics were developed. the astonishing effects of these specific serum and drugs, in turn, further confirm the theory of bacterial pathogenicity. From the above analysis, we can see that the advancement of science and technology has a promoting effect on the depth of pharmaceutical development, which is manifested at the macro level as enriching the theoretical system of pharmacy, and at the micro level as promoting pharmacy's understanding of diseases. Overall, the

advancement of science and technology has extended the depth of development in pharmacy.

3. THE PROGRESS OF SCIENCE AND TECHNOLOGY HAS WIDENED THE WIDTH OF THE DEVELOPMENT OF TRADITIONAL CHINESE MEDICINE

In the 20th century, the development of pharmacy was accelerating day by day. the healthcare expenditures of governments and the investment scale of pharmaceutical companies in various countries are increasing, and pharmaceutical researchers are continuously increasing. the physical, chemical, and engineering departments are also constantly providing modern basic theories, technologies, and tools for pharmaceutical research, especially with the emergence of interdisciplinary integration and collaborative research topics [5]. As a result, major achievements in medicine are emerging one after another. A characteristic of pharmaceutical research in the 20th century is the equal emphasis on analysis and synthesis. Modern scientific holism is based on "analysis re synthesis" and can be used to make scientific judgments to guide pharmaceutical practice.

There are many contributions of basic medicine to clinical practice, and drug research should be mentioned first. In addition to chemotherapy drugs and antibiotics, the widely used contraceptives, anti-cancer drugs, psychoactive drugs, and many autonomic nervous system drugs are also products of the 20th century. Modern pharmacology is a component of general physiological science, and its research level has evolved from early organ systems to the current cellular and molecular levels. Receptors, second messengers, and ion channels are currently hot research topics. These studies not only provide a foundation for the development of new drugs, but on the other hand, many drugs are indispensable means of modern scientific research [6]. Some amazing achievements of the 20th century, such as organ transplantation and in vitro fertilization, also rely on the help of pharmacy. the history of organ transplantation and skin transplantation can be traced back to BC, but visceral transplantation is a complete achievement of the 20th century.

After the first successful kidney transplant in 1954, by the mid-1980s, the number of kidney transplant surgeries had exceeded 100000, and the success rate continued to increase. This is mainly because immunological tests can be conducted before surgery to select organs from tissue compatible donors for transplantation, and effective immunosuppressive drugs can be used to prevent rejection reactions. IVF is also a multidisciplinary research achievement, among which reproductive biology has made significant contributions [7]. However, from inducing egg retrieval to maintaining a good embryonic development environment at all stages, pharmacy has provided necessary assistance.

4. CONCLUSION

From this, we can understand the important role that modern science and technology play in the development of pharmacy. Modern technology can not only promote the treatment of new diseases in pharmacy, but also accelerate the research and development process of pharmacy and expand the research field of pharmacy [8]. From this point of view, we can draw the conclusion that the development of science and technology has broadened the scope of pharmacy.

The advancement of science and technology has provided pharmaceutical researchers with richer and more advanced research methods compared to the past. Scientific progress not only promotes the speed and depth of pharmaceutical development, but also broadens the width of pharmaceutical development. Overall, the progress of science and technology has promoted the development of pharmacy [9]. In the trend of increasingly advanced science and technology in the future, this promotion effect will be more obvious.

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Research and Practice of Vehicle Engineering Curriculum Ideology and Politics

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Abstract: As a curriculum view and methodology, curriculum ideology and politics have been widely recognized, but the effect of achieving the goal needs to be improved. With the continuous deepening of vocational education reform, ideological and political education in colleges and universities is also constantly stepping to a new level. Ideological and political education for students simply relying on ideological and political courses can no longer meet the needs of talent training in today's society. Higher vocational colleges need to constantly deepen the ideological and political education reform and carry out curriculum innovation. Focus on the implementation of ideological and political curriculum to curriculum ideological and political all-round change.

Keywords: Vehicle engineering; Curriculum ideological and political; Teaching; Practice

1. INTRODUCTION

Curriculum ideology and political education is a key step in the development of ideological and political education in the new era, which can make the goal of "educating people in the whole process of the whole process" advocated by colleges and universities really come into effect. the ideological and political education system of public basic courses, subject basic courses and specialized courses of vehicle engineering specialty fully embodies the educational function of each course and the educational responsibility of each teacher, which is a new requirement for professional teachers in the new era.

Teachers are the key factors to implement curriculum ideology and politics, so teacher's own ideological and moral cultivation and teaching art are very important. Vehicle engineering teachers generally have deep professional theoretical knowledge and rich

experience in engineering practice, but a large part of teachers lack deep cultural and political literacy. Some teachers believe that it is only necessary to impart the relevant professional knowledge and skills to students in the teaching process of professional courses, so that students can have the ability to solve complex engineering problems in related professional fields, while some teachers think that ideological and political education is mainly the work of ideological and political teachers and counselors. Of course, most professional teachers have the ideological and political consciousness of the curriculum, but due to their lack of ideological and political theory and sensitivity of ideological and political education, the connection between ideological and political teaching content and professional design is unable to start, which makes the ideological and political construction of professional courses difficult.

2. RESEARCH OBJECT AND METHODS

2.1 Make good use of classroom teaching time

Classroom teaching is the most important process and way of teaching and educating people. Teachers' attitude towards teaching, curriculum and classroom is imperceptible curriculum ideology and politics, but also the most direct curriculum thinking and politics. In order to cultivate students' awareness of love and dedication, teachers should strictly abide by the school's teaching rules and regulations in the teaching process, so as not to be late for class, not to adjust the class at will, be strict with themselves, study hard, and be a model for teachers. In order to cultivate students' behavior habits of honesty and kindness, teachers themselves should really care for students and respect students' personality in the process of contact with

students. It is necessary to cultivate student's rigorous scientific attitude and excellent craftsman spirit, and in the usual teaching process, sincerely praise and affirm the students who have a high quality of homework completion, a high degree of discussion and participation, and a down-to-earth learning attitude. The research shows that in the positive educational motivation, the motivated people are more willing to imitate, more like to imitate, and more enjoy improvement. Therefore, teachers should use their own actions to encourage practical learning style and restrain impetuous habits. Teachers can also use the break time to communicate with students honestly, understand the ideological dynamics and inner thoughts of students, timely give student correct guidance, narrow the distance between teachers and students, and improve students' communication ability.

2.2 Teaching content innovation

The major of vehicle engineering mainly cultivates specialized technical talents who can be engaged in automotive design, manufacturing, research and development, etc. At present, the automobile industry is developing rapidly in the direction of intelligence, electrification, networking and sharing, which puts forward higher requirements for the professional knowledge structure, continuous learning ability and ethical level of talents. Traditional professional knowledge content and classroom teaching methods can hardly meet the current needs of vehicle engineering professionals, which requires the teaching team of vehicle engineering majors to constantly improve the professional knowledge system in combination with the development needs of the vehicle industry, integrate modern network technology and information technology into course teaching, and realize a novel and unique ideological and political teaching design of vehicle engineering majors. Teachers should strengthen the extension and expansion of traditional professional knowledge to ensure that the ideological and political teaching content of vehicle engineering major keeps up with the dynamic development of the industry. Basic professional knowledge is the cornerstone of students' professional knowledge system. Teachers should help

students master basic professional knowledge through classroom knowledge teaching, and expand the application and development cases of classic professional knowledge for students in combination with the latest cutting-edge technology in the current vehicle industry, so as to stimulate students' curiosity and enthusiasm for learning. More importantly, teachers should keep students abreast of the latest developments in the vehicle industry and know the strategies and needs of developing countries in the industry.

2.3 Promote the "classroom revolution" and give play to the role of classroom teaching as the "main channel"

First of all, in the setting of teaching objectives, we should pay attention to the connection with the fundamental task of moral education, and achieve the "blend of reason" of teaching objectives. In the selection and design of curriculum teaching objectives, it is necessary to reflect knowledge, ability, method, emotion, values and other aspects, avoid stressing reason over emotion, wisdom over morality, and strive to achieve a dynamic balance between knowledge and value. Secondly, in the selection of curriculum content, it is necessary to take the initiative to connect with the "two overall situations", grasp the curriculum ideology and politics from the height of realizing national rejuvenation and building a strong country, and integrate core socialist values, excellent traditional Chinese culture, disciplinary ethics, professional ethics, labor education and other contents into the classroom teaching process organically, effectively and accurately. Guide students to integrate their own growth and development with the road map for the realization of China's second centenary Goal, so that youth can shine where the Party and the people need it. Third, in the choice of teaching methods and carriers, we should make full use of the Internet, artificial intelligence, big data, AR, VR and other technologies to achieve offline and online collaboration. Contemporary college students are deeply affected by the duality of network, which makes the ideological and political education work in colleges and universities should be reformed and innovated. The construction of curriculum ideological and political thinking should highlight the Internet thinking, focus on the

specific situation and practical needs in class and extracurricular, on and off campus, online and offline, and build an interactive, three-dimensional and integrated ideological and political system of offline and online courses that integrates the exchange of ideas, value guidance, problem discussion and growth sharing on the basis of the characteristics of "content is king". Create a "golden course" of ideological and political science with demonstration and leading significance. Finally, in terms of the use of teaching language, teachers should choose the discourse expression mode that students are willing to accept, and be good at transforming difficult theoretical discourse into easy-to-understand public discourse by combining professional characteristics, examples around and hot topics on the Internet, so as to combine theory and practice, both in class and outside class, with fresh examples, vivid narration, credible evidence and various forms. Attract students to actively integrate into the classroom, imperceptibly the curriculum ideological and political content of the full range of morality, intelligence, physical beauty and labor.

3. CONCLUSION

Comprehensively promoting the construction of vehicle engineering curriculum ideological

and political teaching system, making the curriculum ideological and political ideas deeply rooted in the people's hearts, fully integrating into the school's modern governance system, continuously enriching students' course learning experience, and improving students' learning effect are the key to the implementation of the fundamental task of moral education in colleges and universities. The teachers in the curriculum ideological and political teaching team should establish the feelings of educating people for the Party and the country, and regard teaching and educating people as a great cause related to the destiny of the country.

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Explanation of Eye Drop Operation

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Abstract: The use of eye drops is one of the most commonly used methods in ophthalmic diagnosis and treatment, which has the advantages of simplicity, drug savings, fast onset of effect, and easy absorption. It may seem like a simple routine operation, but it also contains rich professional knowledge. Different operational details can affect the absorption of medication in the eyes and the patient's sensation. In order to better improve the efficacy and patient comfort of local use of eye drops, this article elaborates on some differences in operational details during the use of eye drops.

Keywords: Eye Drops; Operation

1. COMMON EYE DROPS

1.1 Artificial tears

Artificial tears mimic human physiological tears and can replenish moisture to the eyes, moisten the surface of the eyes, and produce a viscous solution covering the surface of the eyes, thereby protecting the eyes and improving dryness, discomfort, and foreign body sensation. There are two types of artificial tears: aqueous and gel. the aqueous artificial tears have a short retention time on the eye surface and need to be used frequently; the gel like artificial tears have a high viscosity, which can increase the stay time in the eyes and reduce the frequency of medication.

1.2 Eye drops containing moisturizing nutrients

This type of eye drops has the effects of cooling and relieving itching, relieving visual fatigue, promoting eye nutrition, and keeping the eyes moist. Its significant advantage is that it can alleviate discomfort such as dryness, astringency, itching, pain, bloating, and foreign body sensation in the eyes. Due to different brands, the moisture content of this type of eye drops varies. It is necessary to choose a suitable one based on the specific characteristics of your eyes.

1.3 Eye drops containing antibiotics

This type of eye drops has a better therapeutic effect on bacterial infections. Generally used for trachoma, conjunctivitis, keratitis, eyelid inflammation, etc. the advantage is that it has strong bactericidal ability and can fight against eye infections.

1.4 Eye drops containing glucocorticoids

This type of medication has good anti-inflammatory effects and can be combined with antibiotic eye medication for conjunctivitis, keratitis, scleritis, superficial scleritis, iridocyclitis, postoperative inflammation, etc. Its significant advantage is its strong anti-inflammatory ability, and the inflammation is eliminated quickly after being dropped into the eyes.

2. PREPARATION WORK BEFORE OPERATION

2.1 Hand hygiene

Before using eye drops, wash hands and wear sterile gloves. In clinical practice, nurses usually use disposable disinfectant cotton swabs instead of fingers to open the lower conjunctival sac, usually without touching the patient's eyelids.

2.2 Verification and Explanation

Patiently and meticulously providing psychological care to patients, eliminating their nervousness, obtaining their cooperation, achieving treatment goals, and preventing accidents during the operation process.

2.3 Three checks and eight pairs

Carefully carry out three checks and eight pairs, especially for bottles containing dilated, dilated, and local anesthesia, which should have clear markings, such as red for dilated, green for dilated, white for local anesthesia, and blue for antibiotics. When using a suspension solution, it should be thoroughly shaken before use. When antibiotics and steroid drugs are used simultaneously, antibiotics should be used first, followed by steroids, with an interval of 3-5 minutes.

2.4 Patient Preparation

Before using eye drops, instruct the patient to tilt their head towards the affected side to prevent the medication from flowing into the healthy eyes and causing adverse consequences. When changing dressing after surgery, use a disinfectant cotton swab to wipe off the eyes and ointment, and then drip eye drops to avoid affecting the efficacy. For patients who do not cooperate, head fixation can be used, eyelid hooks can be pulled open, and the medication can be dropped into the conjunctival sac.

2.5 Careful observation

The amount of dilated pupil medication used before surgery should be moderate, and close observation should be made during the medication process. Stop using it immediately after the pupil dilates; At the same time, it is necessary to observe the patient's eye movements, and if any discomfort is found, such as high intraocular pressure, elevated blood pressure, or accelerated heartbeat, the doctor should be notified immediately.

3. PATIENT'S POSITION AND OPERATOR'S TECHNIQUE DURING EYE DROPS

3.1 Position of the patient when administering eye drops

When administering eye drops to the patient, the patient can sit or lie on their back, with their head slightly tilted back and facing the affected side to prevent the liquid from flowing into the healthy eye, causing cross infection or adverse side effects. Studies have shown that the bioavailability of drugs in the lower conjunctival sac is significantly higher in a sitting position than in the upper conjunctival sac. In a supine position, the bioavailability of drugs in the upper conjunctival sac is significantly higher than that in the lower conjunctival sac. the total bioavailability of drugs in the upper and lower conjunctival sacs in a supine position is three times that in a sitting position.

3.2 The operator's technique during eye drops

When administering medication, it is common to use the left hand to hold a cotton swab and separate the upper and lower eyelids. Some operators are accustomed to using their fingers to directly separate the upper and lower eyelids, and holding a medicine bottle in their

right hand to drip medicine. But after the eye drops are completed, different operators may have different techniques to reposition the eyelids. Some operators directly remove cotton swabs after eye drops and instruct patients to close their eyes, while others advocate lifting the upper eyelids and instructing patients to close their eyes while lowering them. the subtle difference between these two operation methods lies in the fact that the former directly releases the eyelids and resets them, which is simple and fast, and does not contaminate the operator's hands. However, while the eyelids are closed, some eye fluid may be squeezed out of the conjunctival sac, causing waste of eye medication. Patients may also worry about insufficient eye medication due to the squeezing out of eye medication; the latter requires cooperation with both hands, which inevitably leads to contamination of the operator's hands and requires repeated hand washing. However, when the upper eyelid is lifted, the eye drops quickly fill the entire conjunctival sac, preventing it from being squeezed out when the eyelids close, resulting in wasted eye drops.

4. PRECAUTIONS WHEN USING EYE DROPS

4.1 Dosage of each eye drop

The amount of eye drops should follow the doctor's advice, usually 1-2 drops are sufficient. Under normal circumstances, the conjunctival sac can accommodate up to 30 μ L's liquid, with tears of 7 μ L-9 μ L. Therefore, the conjunctival sac can accommodate approximately 20 μ the medicine liquid of L. In general, a drop of eye drops is 25.1 μ L-56.4 μ L. Therefore, one drop of regular eye drops is sufficient.

4.2 Distance between the mouth of the eye drop bottle and the eyes

When using eye drops, a certain distance should be maintained between the mouth of the eye drop bottle and the eyes. the distance between the bottle mouth and the eyes should be at least two centimeters. Maintaining a certain distance between the mouth of the eye drops bottle and the eyes is to prevent contamination of the eye drops caused by contact with eyelashes and eyes.

4.3 Validity period of eye drops after opening

Eye drops are usually placed in a cool, dry, and well ventilated place, avoiding adverse factors such as direct sunlight, high temperature, and humidity. Eye drops can be placed according to their expiration date before opening, and the expiration date should be checked before use. However, there has been controversy over the expiration date of eye drops after opening. Some eye drops have clear recommendations in the instructions, such as the effective time of artificial tears without preservatives after opening for 24 hours, but most eye drops do not have recommendations in the instructions. Suggest opening eye drops with an expiration date of one month.

4.4 Interval time for using different eye drops

The speed and amount of drug absorption into the eyes after local administration depend on factors such as droplet size, protein content in tears, and the interval between the two types of eye drops. If the interval between two eye drops is too short, the drug will overflow a large amount outside the eye, affecting the bioavailability of the drug. If several different eye drops are used continuously, a 5-10 minute interval between each eye drop is more appropriate. Under normal circumstances, tears update at a rate of 16% per minute. If eye drops cause reflective tearing, more tears are renewed, and most of the drugs remaining in

the conjunctival sac are lost due to the pumping effect generated by blinking into the lacrimal duct. the peak time for drug loss in tears is within the first few minutes after the infusion. Therefore, after 4 minutes of eye drops, only 50% of the medication remained in tears, and after 10 minutes, only 17%. Therefore, in order to promote the absorption of drugs in the eyes and avoid the latter drug washing away the previous drug, it is recommended that patients have a minimum interval of 5 minutes between the two eye drops.

4.5 Closing time after eye drops

When the eyes are closed, blinking can be stopped to slow down the drainage of the lacrimal duct, prolong the retention time of drugs in the conjunctival sac, reduce systemic absorption, increase ocular absorption, and better exert the effects of drugs. Patients should close their eyes for 30 seconds after completing eye drops to promote drug absorption.

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Application of Project-Based Learning to the Teaching of College English for Specific Purposes

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Abstract: Based on the “Guidelines for College English Teaching” (2020 edition), students need to develop English language abilities in specific disciplines or professional fields by taking English for Specific Purposes (ESP) Course, in which the objective is for students to learn both theoretical knowledge in a particular subject and corresponding language skills. Hence, this paper applies Project-Based Learning (PBL) method to the ESP course “Ceramic Art” for art majors. Students worked in groups, carried out research on one ceramic artwork, and reported the relevant history, cultural and decorative elements in class. the PBL practice solved the problems of insufficient interaction with students and monotonous learning effects in the traditional teaching mode. Students were enormously active in the project, acquired ceramic knowledge and English communication skills creatively, and improved the learning motivation and classroom atmosphere spontaneously.

Key Words: English for Specific Purposes, Project-Based Learning, Art Majors

1. INTRODUCTION

The “Guidelines for College English Teaching” (2020 edition) points out that the English courses in colleges constitute three parts: English for General Purposes (EGP) Course, English for Specific Purposes (ESP) Course and Cross-cultural Communication Course. Among them, the ESP course is oriented to enhance students’ abilities to use English for professional and academic communication, especially in the field of students’ majors. the ESP course combines specific subject content with language teaching objectives, and the teaching activities focus on solving the language problems encountered by students in the process of learning subject knowledge to

improve English competence related to their majors.

Cai (2023) published a paper “On the Orientation of EGP and ESP in College English Education” through the journal *Foreign Languages Research*, which mentioned that ESP must be specified as a compulsory course, and to meet the needs of the school and the work field for specialized talents. Students majored in science, engineering, medicine, agriculture, art or physical education in colleges should learn English in various genres in their disciplines or professional fields. ESP is the exploration of how theoretical knowledge in a particular subject is constructed and communicated in its particular language, including skills, discourses and genres used in various communication activities concerning the subject.

PBL (Project-Based Learning) is a problem-based teaching model, which is oriented to specific problems in real life, and solves problems in the process of learning. the application of PBL to ESP courses can better mobilize learners’ initiatives and enthusiasm. At the same time, in order to solve the problem or complete the project, the team members should perform their own duties and cooperate, search and sort out relevant information with the help of various resources, and eventually make presentations in the form of PPT. the whole process is to practice students’ communicative skills and practical abilities, and help students learn and master relevant knowledge and skills creatively (Du, 2023).

2. PREVIOUS RESEARCHES ON PBL AND ESP COURSE FOR ART MAJORS

Yi (2018) combined college English with art and carried out the PBL practice under the guidance of the teaching theories of ESP.

Students gave final report at the end of the term and the form of report was selected according to their majors. Those majored in acting chose the form of English musical; those majored in movie directing wrote English scripts; broadcasting and hosting majors presented English program hosting; other reporting forms included English film dubbing, song singing, poetry recitation, etc. After two years of practice, the study found that PBL effectively stimulated students' interests in learning English, especially the enthusiasm of oral English, and solved the problem of spoken English difficulty as before. Xiang (2020) believed that art is a bridge between Chinese and western cultural exchanges, and that the college English courses of art colleges shoulder the mission of cultivating students to conduct international artistic exchanges in English and promoting the inheritance and innovation of excellent traditional Chinese culture. College English teaching should study the integration of English and art disciplines, transform from general English to ESP, and improve the ability of art students to use English for professional communication.

Tao (2020) took English for art and design as an example and explored the teaching of ESP in colleges based on PBL. Students worked in small groups to study five different styles of interior design, such as Scandinavian, Japanese, and Chinese. Each group collected the information required for the project, reported the materials they read in the form of PPT in class, and finally exchanged ideas on the subject. The teaching mode of PBL met the requirements of the language application of ESP course. PBL not only stimulated students' initiatives to learn and research, but also strengthened the teacher's guiding role in the classroom.

Yang (2021) evaluated the main content of the textbook for the "English Course for Fine Arts", and promoted the construction and development of art English textbooks. This textbook is rich in content, authentic and practical, selecting classics mainly from foreign English books and periodicals. The language is accurate and fluent, and closely related to the art majors, such as the origin of Chinese art, the influence of Confucianism and Buddhism, the similarities and differences

between Chinese and western landscape paintings, the blue and white porcelain and ink paintings, etc., which helps students learn both professional knowledge and language skills.

Huang (2022) conducted a study on the development of textbooks for ESP based on "Guidelines for College English Teaching" (2020 edition), and proposed that culture is the core of language teaching, and the content of ESP textbooks should not be limited to western culture. Instead, Chinese cultural elements should be integrated, so as to carry forward the excellent traditional Chinese culture, and truly establish the confidence of college students in Chinese culture.

3. APPLICATION OF PBL TO THE ESP COURSE "CERAMIC ART"

The "Ceramic Art" is an ESP course of a ceramic university in central China, designed for art majors who have completed four semesters of General English course previously. The textbook is named "A Coursebook of Ceramic Spoken English (Zheng, 2021), compiled by the teachers of the College English Department of this university, and reviewed by Chinese and foreign ceramic artists to ensure the accuracy of both ceramic knowledge and English language. The textbook is based on situational dialogues, discussing ceramic history, ceramic techniques, ceramic art, foreign exchanges, and ceramic trade, summarizing high-frequency terms and practical expressions in the field of ceramics. The objective of the "Ceramic Art" course is to help students use English to tell the stories of Chinese ceramics and spread Chinese ceramic culture.

In order to realize the objective of the course, stimulate students to learn and apply ceramic knowledge, and spread Chinese culture, the teacher carried out PBL practice. Students worked in small groups to select one pottery or porcelain work, collect and read relevant materials, explain the historical background, cultural elements, decorative patterns and stories of this work in English, and give reports to the class in the form of PPT at the end of the term. The excellent works are as follows:

3.1 The blue and white porcelain with character stories, such as the blue and white porcelain jar with Guiguizi descending the

mountain pattern in the Yuan Dynasty, and the blue and white porcelain jar with sword and horse pattern in the Qing Dynasty. the blue and white porcelain is a symbol of Chinese culture, which first appeared in the Tang Dynasty and gradually matured in the Yuan Dynasty. the Ming Dynasty was the prosperous period of the blue and white porcelain, and the peak was in the Qing Dynasty. Take the blue and white jar with sword and horse in the Qing Dynasty as example. the whole is decorated with blue and white, while the middle of the jar is painted with sword and horse patterns, such as weapons, war horses, and soldiers. the protagonists of the stories are military generals, mainly depicted with war scenes like the Battle of Chibi. Since the porcelain with the sword and horse is more story-oriented, the painting is more complex than other types of blue and white porcelain, so greater skills are required. the sword and horse pattern in the Qing Dynasty is rather clear in layers, with detailed and realistic characters, which owns very high artistic value.

3.2 The blue and white porcelain with animal and plant ornaments, such as the blue and white porcelain plate with flying phoenix and unicorn pattern, the blue and white porcelain plate with a bouquet of lotus pattern. Among them, the lotus flower, out of the mud and not stained, is the traditional pattern of China, with the meaning of high cleanliness and incorruptibility. During the Yongle and Xuande periods in the Ming Dynasty, “a bouquet of lotus” became a typical decorative pattern of the blue and white porcelain. “A bouquet of lotus” refers to the painting of a bouquet of lotus flowers, lotus pods, duckweed and lotus leaves tied with ribbons on the blue and white porcelain. the bouquet flutters in the water waves, with the entwined peony pattern in the inner wall of the plate, showing the noble and elegant artistic charm.

3.3 Chenghua Doucai porcelain cup with chicken pattern in the Ming Dynasty, in which “doucai” means the contrasting colors between underglaze cobalt blue and overglaze enamel. According to historical records, Emperor Chenghua was keen on calligraphy and painting. Once he saw the painting “Picture of the Hen and the Chicks” in the Song Dynasty, with the warm scene of the hen

feeding a few chicks, which was quite touching, so he inscribed a poem on this painting, expressing the love and care of the hen for the chicken. the decoration is painted on the outer wall of the porcelain cup. There are two groups of chicken patterns, separated by stones and flowers: in one group, the rooster in front guards with its head high, the hen in the back bows to feed, and the surrounding three chicks open their mouths and spread their wings; the other group is also a combination of two old and three young, and the hen is fluttering its wings and fighting hard against the prey. the overglaze colors are red, yellow, brown and green, which are cleverly matched to create a lively and peaceful family picture.

3.4 Sancai (three-colored) pottery with camels and music-carrying figurines in the Tang Dynasty, extremely rare in the glazed pottery. Only two works were found and unearthed in Xi'an, and no similar camels and figurines were found in other regions. the musical instruments the figurines hold are mainly from the minorities in the west of China, while the music performers and dancers are Han people. Tang Sancai is a unique low-temperature glazed pottery in the Tang Dynasty, which makes different colors of glaze fused at high temperature to create a colorful artistic effect. Different from the early Tang Sancai, which focused on light color matching, the glaze of the camels and music-carrying figurines mainly utilizes strong colors, marking the maturity of Sancai technique, reflecting the high level of the Tang Dynasty in the economy, culture and foreign exchange. Therefore, Sancai pottery with camels and figurines is an art treasure with extremely high cultural value.

3.5 The fencai (famille rose) porcelain vase with nine peaches in the Qing Dynasty. “Nine peaches” was the main pattern of the fencai porcelain since Yongzheng period, and persisted until the Guangxu period. This decoration can be seen on the fencai porcelain vase or plate. Among these porcelains in the Qing Dynasty, the “nine peaches” of the Yongzheng period is the most vivid and diverse, with the highest level of painting. “Peach” is a lucky symbol in traditional Chinese culture. It is said that the fruit of the peach can prolong life after eating, so it has become a symbol of longevity. “Nine” is the

supreme number in traditional Chinese culture. Therefore, the pattern “nine peaches” is painted on the porcelain to imply peace, tranquility, and longevity.

4. CONCLUSION

In the traditional teaching mode, the teacher is the center of the class, and students passively learn the knowledge, while the PBL method can realize the student-oriented class. In the PBL practice, students acquire knowledge actively, and practice teamwork ability and communication abilities through group work. More importantly, students give reports in the class in English, and discuss with each other in the field of ceramic art, thus greatly improving the learning effect and class atmosphere. Finally, teachers need to review and summarize students' work, evaluate the presentation of each group, and give positive feedback to the performance of each group member, further stimulating students' learning motivation (Yuan, 2014). From the question proposed by the teacher to the feedback and evaluation from the teacher, the PBL teaching model is a cycle, and students gain both professional knowledge and foreign language ability spontaneously in this process.

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