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Original Research Article

Innovation Paths of Party Construction for the Cultural Construction of College Affiliated Hospitals

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Abstract: Building the characteristic brand of Party building in affiliated hospitals of colleges and universities is conducive to strengthening the combination of Party building and cultural construction. Also, it is beneficial to enhance the leading role of Party building. Based on the author's study and work experience, this work first analyzed the significance of creating characteristic brand of Party building in affiliated hospital of colleges, and then elucidated its deficiency. Finally, some possible ways to create party-building characteristic brands were proposed as the way forward.

Keywords: Affiliated Hospital; Cultural Construction; Party Building Brand

1. Introduction

The report of *The 19th National Congress of the Communist Party of China* pointed out that culture can provide people with strong ideological guarantee, strong spiritual strength, and rich moral nourishment. Therefore, it is necessary to constantly strengthen cultural construction. The main work of affiliated hospitals of colleges and universities includes medical treatment, teaching and scientific research^[1]. It is necessary to continuously strengthen the core competitiveness of management, technology and talents. At the same time, it is also necessary to establish a sense of service, cultivate a humanized people-oriented service concept, and let culture enhance its core competitiveness and escort all work. Accordingly, the construction of hospital culture is an indispensable important factor for the development of hospitals. The core of hospital culture is the collective values, which is a kind of universally recognized culture formed by all staff in the long-term medical practice process, and has a strong role of cohesion, guidance and motivation. Usually, the components of hospital culture include material culture, system culture and spiritual culture. Some other categories of hospital culture are the hospital's code of conduct, moral standards, history of development, values and beliefs, as well as the cultural atmosphere through the hospital's image characteristics, service quality and organizational structure^[2]. Hospital culture pays attention to people's basic needs and emphasizes people-oriented concept.

2. The significance of creating characteristic brand of Party building in affiliated hospitals of colleges and universities

Brand originally appeared in the commercial field, which refers to people's trust in enterprises and their products, cultural value and after-sales service, and is a kind of universal recognition and evaluation. It is a kind of long-term intangible asset with economic value^[3]. Its differences need to be expressed by unique, abstract and distinguishable psy-

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chological concepts, and constantly form a comprehensive reflection in people's consciousness. There are similarities and differences between the characteristic brand built by the Party and that in the commercial field, which is special, long-term, valuable and intangible. However, there are also different points since the Party building characteristic brand requires the brand to be more rigorous and normative, requires the form based on certain principles and system requirements, and pays attention to innovation. The affiliated hospitals of colleges should attach importance to the establishment of distinctive brand of Party building corresponding to the central planning of colleges and universities, establish the concept of work, and do a good job in the innovation of working methods. In addition, the Party building characteristic brand in the affiliated hospitals of colleges and universities should establish their own position. They should serve the vast numbers of teachers and students, patients, perform the coordination of medical education, keep the advanced nature of the original intention of Party members, and innovate the management concept of grassroots Party organizations. The establishment of distinctive brands requires carriers, such as certain facilities, venues, logos, party emblems, party flags and media. In addition, it is important to perform a certain collective effect and do a good job in promotion.

Party building and hospital culture construction in the affiliated hospitals of colleges and universities complement each other. By creating characteristic brand of Party building, hospital culture construction can be guided and hospital soft power can be enhanced^[4]. First, it is conducive to improving the cohesion of employees. Through the establishment of characteristic brand of Party building in affiliated hospitals, all the staff led by the Party can form a certain collective consciousness, and be united to carry out all the work. Second, it is conducive to strengthening the external influence of affiliated hospitals. Through a series of brand building activities, affiliated hospitals cooperate with various units to publicize and disseminate the hospital's ideas, products and services, invisibly making other units and all sectors of society form a certain recognition and identity, so that the image of the hospital can be improved. Third, it is conducive to building up the service consciousness of Party members. In the process of building the Party's brand, Party members should carry out the Party's principles and policies, adhere to the mass line, uphold the consciousness of serving the people wholeheartedly, and play a vanguard and exemplary role in the unit. Additionally, they also should serve the patients wholeheartedly with noble medical ethics and medical style, invisibly improve the service quality of affiliated hospitals, promote the good development of doctor-patient relationship^[5], and create a good hospital, thus providing positive energy for cultural construction.

3. Deficiency of characteristic brand of Party building in affiliated hospitals of colleges and universities

At present, the innovation of characteristic brand of Party building in affiliated hospitals of colleges and universities has made initial progress, but there are still many problems.

First, the lack of brand awareness. At present, the work of Party building in affiliated hospitals of colleges and universities still stays in the institutionalization and standardization of the Party branches without a good sense of innovation, which leads to outdated working methods and working systems^[6]. Branding is an important way to innovate the work of Party branches. Second, brand positioning has not been established well. The brand building of affiliated hospitals of colleges and universities has not been combined with the characteristics of their own units, and the construction of branches has not been combined with the characteristics of staff and resource conditions of branches. Third, the lack of institutional constraints. Some affiliated hospitals of colleges and universities have established distinctive brand of Party building, but only scratching the surface. Since there is no certain system to regulate, the development of this work does not have overall planning and arrangement, but just stays in the basic stage of exploration. Although the hardware facilities and personnel are ready, they have not played their role for a long time and regularly. Fourth, the lack of publicity and promotion. In the process of brand building, some affiliated hospitals of colleges and universities do not carry out publicity reports. Brand creation does not have a fixed platform for display, or the display way is single and aging. Fifth, it is separate from the business effort. The establishment of

characteristic brand of Party building should combine Party members and the masses, the Party building and daily business of hospital, and the Party building and main work of hospital^[7]. However, in the current process of building characteristic brand of Party building, there is no awareness of "Party building + business" and no consideration of the integration of brand design and hospital culture, positioning, development planning and other factors.

4. Ways to create Party building characteristic brands in affiliated hospitals of colleges and universities

The establishment of Party building brand is an indispensable important factor in the cultural construction of affiliated hospitals in colleges and universities. If the work of building characteristic brand by the Party can be done perfectly, the work of Party building is bound to be vigorous, as well as the development of the hospital culture.

4.1 Establishing the consciousness of Party building characteristic brand

The affiliated hospitals of colleges and universities should encourage all staff to establish the awareness of the Party building brand, which is the foundation of the Party building work and the key factor of the brand building work. First, the hospital should take the Party brand building as an important goal, and take it as an important standard to judge the work of the Party branch. Second, in the process of brand building, the hospital should have innovative work philosophy, which should be reflected in the aspects of system, organizational framework, service attitude and activity content. Third, the hospital should standardize the process of brand building and various work, and regard brand building as the spiritual pursuit of all branches and Party members.

4.2 Learning from the means of building commercial brands

In the business field, brand is usually used for marketing. In the work of Party building in affiliated hospitals of colleges and universities, commercial brand marketing can also be used to carry out extensive propaganda, making the image of Party organizations more and more three-dimensional and lively. In order to develop the brand building better, the hospital should learn from the experience of enterprises, use all means and resources to show the meaning and connotation of the Party building brand. Based on this, doing a good job in all activities planning and specific programs and serving the masses can improve the Party building brand image. Party building brand has a good influence, which can make resources further integration and achieve the scale effect^[8]. In order to avoid the monopoly of resources in the process of Party building, the hospital should actively coordinate and communicate according to the needs of brand building and development, and integrate various resources into that of Party building, so as to achieve the smooth implementation of Party building and effective integration of resources.

4.3 Formulating the Party building brand system

The establishment of the system can effectively regulate the activities. The reason why the hospital Party building brand can be created is to ensure the orderly and continuous development of activities under the system constraints. Based on the specific requirements of time, space, organizers and participants in all activities, the normalization of Party building activities can be guaranteed. At the same time, the hospital should also strengthen the shaping of the party organization image, ensure the establishment of the brand through the consistency of the external image, such as requiring the party organization to have consistent badges, clothing and slogans, and promote the brand image with the help of Internet technology or new media, so as to receive support from people.

4.4 Contacting with business work closely

Hospital culture has brought a good atmosphere to the Party building work, which should also be built around the hospital culture and history. When the affiliated hospitals of colleges and universities establish the characteristic brand of Party building, it is necessary to determine whether it is consistent with the specialty and characteristics of the

hospital, and whether it is consistent with the central goal of the hospital. At the same time, the hospital should combine the natural environment, geographical environment, human environment, specific problems and specific analysis to make full use of the macro strategy to develop the brand of Party building. In the meantime, the construction of the Party branch of the hospital should be combined with the business work of the branch and the cultural characteristics of the branch. Through the activities of each branch, the various businesses of affiliated hospitals in colleges and universities are improved and optimized, thus improving the quality of medical treatment and service. Departments and Party branches jointly carry out activities, making the activities more targeted and feasible.

5. Conclusion

The innovations of the Party building work can not only enhance the centripetal force of the staff and workers in the hospital, but also improve the existing development of the hospital, so that the level of comprehensive development of the hospital can be further improved. In order to show the innovation level of the hospital Party building work, it is necessary to strengthen the hospital culture construction level, and carry out the optimization and renewal of the existing hospital Party building work mode under the condition of the hospital culture construction. To this end, this paper sequentially analyzed the significance and deficiency in creating characteristic brand of Party building for affiliated hospitals of colleges and universities, and some possible ways were proposed to create party-building characteristic brands.

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Original Research Article

Design of Educational Art Activities for Preschoolers

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Abstract: With the constantly development of social economy, fine art has received more and more attention in people's learning progress. Meanwhile, art, as an important part of fine art education, plays an irreplaceable role. Early childhood is the vital stage for the study of fine arts and promoting toddlers to develop good art capability, which is quite important for preschooler's development. Children's painting should not only be understood correctly and objectively but also need to be given correct guidance. The key to art education for preschoolers is to create a good painting environment for them. Besides, teacher's reasonable and effective teaching method is also a key link in cultivating children's art capability.

Keywords: Preschoolers; Art Education; Current Status

1. Introduction

Preschool children's art activities are one of the most important activity forms in kindergartens. Since people's awareness of art education is increasing gradually, some families begin to nurture children's artistic accomplishment in early childhood. According to the characteristics of preschool children's age, appropriate teaching mode is adopted for preschool children's art education. Preschoolers can express and create themselves and the world independently through the development of a variety of preschool art education activities, and acquire a balance between freely creating and skill training, which is conducive to promoting the development of their creativity, imagination, memory, *etc.*^[1] The development of this kind of ability is not only reflected in their paintings, but also more obvious in their creation and painting process.

2. Current situation of art education activities in kindergartens

Preschool children's art education, as an enlightening form of education and learning, is conducive to the better exploration of children's artistic talents. Meanwhile, it can also stimulate children's interest in art learning and cultivate their ability to explore art and practice, playing an important role in children's physical and mental development. Childhood is a critical period for children to form a good artistic accomplishment. However, there are still some deficiencies in the kindergarten art education process. Firstly, there is the lack of attention to children's personality development, and obstacle of traditional ideas to the development of children's nature. Secondly, the neglect of individual in collective art activities results in a decreased enthusiasm and interest in learning. Thirdly, there is a short of teaching of art modeling in art education, which affects children's ability of independent innovation and is not conducive to the cultivation of the potential artistic accomplishment. Fourthly, there is a lack of emphasis on the characteristics of the art discipline and the neglect of the interrelation between different disciplines in the art education

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process. Therefore, there is no in-depth understanding of the interrelation between art education and the whole education system when activities are carried out at the same time, which is not conducive to the development of the education system. Fifthly, there is a short of creative training for preschoolers^[4]. For example, a kindergarten teacher draws an apple, then the children followed the teacher and draw an apple. The kindergarten teacher draws two small trees, then the children draw two small trees, as well^[8]. As the development of children's thinking is in its infancy, their current creativity needs to get sufficient attention from their teachers^[2]. However, teachers pay too much attention to teaching effect and neglect the importance of children's creativity. Lastly, there's a huge gap between imagination and reality. All imagination originates from real life, and it is the same for preschoolers. Their imagination is from real life too. For example, they often draw monsters or aliens that adults can't understand. The young like to imagine freely without any basis. Teachers should not ignore and change children's childish innocence, otherwise it will be an obstacle to the normal development of children's creativity and imagination^[7].

3. Researches on art curriculum teaching in preschools

3.1 In-depth understanding of art education in preschools

There are two main points in understanding of preschool art education. The first one is the characteristics of preschool children's artistic development stage. Through collecting and analyzing children art's works of different age groups, and using multimedia to display them in class, it has been found that children can observe the shapes, colors, spaces and other aspects of all works, express and discuss their views. According to the teachers' analysis of the works, they are encouraged to discuss with each other. In the process of comparison, teachers can better master the characteristics of children's artistic development stage. The second point is the meaning of preschool art education. Teachers can encourage children to discuss works through team discussion to form their own understanding, and enable them grasp the meaning of preschool art education on the basis of teacher's summaries.

3.2 The purpose of art education in preschools

There are many educational researchers at home and abroad proposing various explanations for the purpose of preschool education in children art. It should stimulate children's interest in active learning, rather than blindly tell them the way, which should be prevented in the process of preschool art education^[5]. The main purpose of art education is to guide children to gradually enter the world of fine arts. Children need always maintain their lasting interest in fine arts learning. Moreover, their ability to transfer knowledge about the connection between fine arts and life are also needed to be trained to promote the development of good aesthetic and appreciation abilities. Kindergarten teachers can teach their corresponding professional knowledge and skills of fine arts, so that children can initially master painting skills. Meanwhile, they can carry out independent self-creation, continuously making progress in the process of self-creation and correction to strengthen their enthusiasm for fine arts learning and to form a sound personality in the process of continuous progress.

3.3 The design and teaching emphasis of art educational activities for children

The focus of art educational activities for children is the basic framework for the implementation of preschool art education, which mainly includes the cognition of teachers, the cognition of preschool children, the basic understanding of the learning contents of preschool fine arts and the teaching media, and the positioning of preschool children on the value of fine arts education. Firstly, preschool teachers need to have an in-depth understanding of the ways and means of preschool art education for children at home and abroad, and pass on relevant theoretical viewpoints on practical situation. Secondly, it is necessary to understand the development stage of preschool children art's ability and make use of its characteristics to enable them to form a cognition of lines, figures, colors, *etc.* Thirdly, teachers should make clear their objectives, content selection, organization principles and steps of preschool teaching activities to make teaching objectives operable, integrated and suitable for children's development.

3.4 Evaluation of art teaching activities for children

In the process of art teaching activities, proper physical, intellectual, moral and aesthetic education should be carried out for children. The evaluation of art activities should not only give full play to the effect, but should also put attention on the importance of evaluation. The purpose of evaluation of art teaching activities for children is mainly to stimulate children's interest and enthusiasm in painting, so that they can feel that they are making continuous progress and gradually discover their own abilities and talents^[9]. In this case, children can gain the happiness of success, which results in continuous development. Therefore, preschool teachers should adopt positive evaluation methods, give more encouragement and praise to children, and reduce negation and criticism on them. As the evaluation of children art activities is of individualization, it is necessary to improve children's relevant art skills on the basis of protecting their emotional experience. The evaluation of children art activities is also the most important part in kindergarten art activities.

4. Teaching method of preschool art education

The art teaching method is mainly a series of activities produced by the interaction between teachers and children in the art teaching process in order to jointly complete the teaching objectives. The effective implementation of teaching methods and art education courses is of great significance to the teaching objectives of children art. Proper teaching methods can promote children to be more interested in art knowledge and art classes. Meanwhile, art classes are of great attraction to children, and can fully mobilize children's enthusiasm for art learning, and also have a direct impact on children's personality growth. Secondly, preschool art education is mainly aimed at children in preschools, which is different from professional artists training. Children's age characteristics are also different from the starting point of artists' painting. Besides, there are some differences in the perspective and thinking of observing things. Therefore, it is necessary to highlight the emphasis and master the teaching methods in the design of preschool art education curriculum.

5. Conclusion

To sum up, in the process of art education in preschools, kindergarten teachers should strengthen the improvement and innovation of teaching methods and should be good at making art teaching life-oriented. When carrying out the life-oriented reform of art classes, kindergarten teachers should put first priority on the main position of the students and make corresponding analysis on the psychological characteristics and interests of the children. Then, teachers should make effective application in art teaching links according to the analysis results, and constantly innovate teaching methods to encourage children to display their lively and free nature in art classes, and encourage children to display the scenes or things they see in their lives in the form of art. In this case, children can attach importance to the connection between life and art. Since preschool teachers are the guides, promoters and directors of preschoolers, they are of great significance in the education process of preschool children. Therefore, preschool teachers should strengthen their perception ability to help the all-round physical and mental development of children, achieving the goal of healthy growth.

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Original Research Article

A Study on the Work Method of Moral Education of the Head Teacher in the Network Era

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Abstract: Head teachers of primary school should fully take advantages of the golden stage, use scientific and effective methods to implement moral education. The network era creates a new moral education environment, which will inevitably bring all kinds of influences to students. Combining the analysis of the influence of the network era on the moral education for primary school students, this paper puts forward the measures to carry out moral education for reference^[1].

Keywords: Network Era; Head Teacher of Primary School; Moral Education; Countermeasure

In the network era, primary school students who like to pursue new things are surrounded by new knowledge, new thinking and new ideas every day. The network environment also brings new opportunities to moral education. Information technology breaks the limitation of time and space, and expands the ways and contents of moral education^[2]. It is both a challenge and an opportunity for traditional moral education. While making good use of this new environment, teachers should do a good job in moral education and improve students' comprehensive quality, so that information technology and moral education work can advance each other.

1. Analysis of the characteristics of primary school students

The psychological quality of primary school students is in the period of transition from development to maturity. In this period, they have the psychological characteristics of semi juvenile children. They are not only relatively independent, but also dependent on adults. They begin to have a certain degree of self-consciousness, and still show their childishness now and then. Independence and dependence, self-consciousness and childishness, which are intertwined with each other, constitute the unique psychological characteristics of primary school students, whose thoughts are not stable and mature, and are easy to be interfered by the external environment^[3]. Therefore, it has become a major difficulty for primary school head teachers of how to carry out moral education under the interference of the network era and how to take effective measures to meet the requirements of moral education.

2. The problems faced by the teacher in charge of moral education in the network age

The network culture is very rich, which provides great convenience in the management of the moral education work of the head teacher, but at the same time, it also makes some students lose their way in the network. As a teacher

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in charge of organizing and leading a class, he should be patient, careful and rigorous. It is a challenging and hard work. Some of them have achieved some success, which are recognized by students' parents and praised by the school, while some are far from success with half effort. In present all-round promotion of quality education, the network era brings a great challenge to the head teachers of primary school to do a good job of moral education.

2.1 Lack of advanced moral education idea

Some head teachers have not received systematic computer education and English education. Facing the current network technology, they are helpless. Their ability to use the network is even lower than that of students. If they do not update themselves to keep up with the pace of students, it is difficult for them to apply the network to moral education management^[4]. They are not familiar with the network, do not know how to collect information, or guide students, which is not conducive to their work. Moreover, at present, the cultivation of this aspect is not paid attention to in China, especially for some older teachers. Their working ideas are more traditional and unable to keep pace with the times, and they lack innovation consciousness and time consciousness. Rigid indoctrination on moral education is difficult to arouse students' interest, making the effect of moral education very poor. Some teachers are not active in learning and accepting new things and lack their own sense of crisis, thus unable to achieve the guidance of students.

2.2 The influence of network on primary school students

Network has become a powerful driving force to promote the social development in the new century. It is a "double-edged sword". It not only opens a new cultural space, but also brings new challenges to the law and morality, directly affecting the learning life of primary school students and further affecting their growth. Primary school students have a strong demand for innovation, fantasy and entertainment, which is perfectly satisfied by the network. However, the primary school students' psychology is not mature enough, their willpower is poor, they lack immunity to all kinds of temptations, their life experience is shallow, and they lack judgment. The use of the network in the development of moral education provides a platform that is not conducive to the physical and mental development of primary school students.

2.3 The complexity of network environment

The Internet is characterized by openness, which also causes the complexity of the network environment. At present, China's network management system is still imperfect, some of which have not yet been established, so it is unable to effectively manage the Internet. China has not formed a perfect network ethics, resulting in the lack of national control and binding force on the network. The emergence of some bad website information has a bad impact on the mental development of primary school students. A variety of software and games, and a virtual environment full of stimulation and challenges affect their outlook on life, values and the world.

3. Measures to carry out moral education in the network era

Moral education management in primary school is affected by network information. It is an inevitable trend for students to contact and use the network. Corresponding measures should be carried out to help students establish identification awareness to scientifically and reasonably use network information, thus laying a foundation for the overall development of students. It is bound to provide more suitable network application environment for students, and guarantee the healthy growth of students to improve the management system, improve the management content, explore the management methods, and form the management intervention situation from different perspectives of different dimensions.

3.1 Perfect the system and follow the principles of moral education management

To improve the network system, several aspects should be considered: first, to regulate the time for students to access the Internet. The primary school students' work pressure is relatively large, and the online time is limited. The head teacher needs to give clear regulations, so the students can use their time reasonably^[5]. With a fixed time, students can

not only complete their study tasks, but also arrange their spare time. Second, besides looking up some information on the Internet, primary school students may easily indulge in games. In this respect, teachers should strictly control it, and discuss with students about the schedule. Thirdly, head teachers should at least take part in the study of network moral education, arrange the corresponding tasks, and make the corresponding assessment to guide the students through the network learning. Fourth, to establish a network supervision mechanism. Parents and head teachers are supervisors, who supervise students to access the Internet healthily. Head teachers should often assess and summarize relevant information to criticize and educate students who violate the rules. In real life, education is definitely not only the responsibility of a school or a teacher; instead, it is the responsibility of the whole society. Relying on the strength of students and individuals alone is insignificant. Strong support and full help from the government are in need. The national society should actively build a green Internet access for young people, actively strive for the support of relevant departments, open special Internet channels, and use technical means to block and filter bad websites such as reactionary, pornography, feudal superstition, hacker attacks and viruses. Online records should be monitored and time be controlled, so that the Internet can serve more teenagers^[6].

3.2 Perfect the content and establish the management system of moral education

In primary school, students are full of curiosity about everything. Teachers should take advantages of the network era, get rid of the shackles of traditional education ideas, and combine the Internet technology to carry out moral education. The class website can be set up so that students can satisfy their curiosity and browse the website independently. On the class website, the head teacher summarizes important information and articles of moral education significance for students, so that students can correctly grasp moral knowledge in the process of browsing the website. Teachers share positive energy articles and cases on the class website, so that students can correctly understand the importance of learning in the network age, correctly view the relationship between online games and learning, and correctly use online self-learning. Teachers can use the home-school contact platform under the network environment to implement home-school communication. The communication between teachers and parents is no longer limited by time and place, which becomes timely, more convenient and quick^[7]. The teacher can input the text message on the computer to complete the feedback of students' study and life. In addition, the teacher can also give some good ways to educate the parents. This greatly improves the effectiveness of home school interaction.

The establishment of a class website can not only help students form a good habit of browsing the Internet, but also help them to share their learning experience and inner troubles on the class website. Students can enhance emotional exchange. The head teacher can also master the development of students in the recent stage, which is helpful to carry out targeted moral education. According to the requirements of the school's code of conduct, the evaluation form should be formulated to be diversified, with introduction of self-evaluation, mutual evaluation, teacher evaluation and parent evaluation, so as to make the space and scope of moral education wider, enhance the attraction and appeal of education, and improve the effectiveness of moral education^[8].

3.3 Explore ways and innovate management mode of moral education

The publication of the *Ten Year Development Plan of Education Informatization (2011-2020)* has made "Internet + moral education" a star of educational informatization. "Renxingbao" is an intelligent campus mobile APP abased on big data, which integrates education, teaching, information, science, dynamic learning and management, and achieves five levels of educational administration departments, schools, teachers, students and parents. In the construction of the Digital School of Chengguan No.1 Primary School in Huanxian County, Zhejiang Province, the data of students, teachers and school moral education working group in daily school are recorded by using the moral education platform of "Yuhuan e school" creatively, which covers the moral education chronicle, class moral education management, comprehensive query and other aspects and forms a unique moral education "big data" in daily moral education management. The internet interaction of No.3 Primary School is implemented in the process^[9]. The Xuancheng Experimental Primary School in Anhui Province has developed the "virtue online" APP which can be

downloaded with mobile phone, and promoted it in the urban area, thus constructing a new mode of "Internet + moral education". The new model will bring up students' interest and make teachers give up the boring traditional model^[10].

4. Conclusion

With the help of big data, artificial intelligence and other scientific and technological means, intelligent moral education management platform can be simplified, make moral education management "visible and touchable", and help school moral education out of the dilemma of "virtual, soft, floating, scattered and disorderly". Moral education needs the network, and the network needs moral education more. In order to ensure children to grow up healthily in the network environment, the teacher in charge of the class who has the most contact with children should give correct and active guidance, actively and effectively carry out the ideological and moral education for primary school students in the network era.

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Original Research Article

Exploration and Practice of Online and Offline Blending Teaching Mode Based on "SPOC + DingTalk"

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Abstract: This paper analyzes the characteristics of the blending teaching mode of SPOC (Small Private Online Course) and DingTalk. From three major teaching links, the design and development of learning resources, the evaluation and suggestions of teaching activities, the online and offline blending teaching model of "SPOC + DingTalk" is discussed to provide implementation suggestions for teaching management and practical subjects including teachers.

Keywords: SPOC; DingTalk; Online and Offline; Blending Teaching

1. Introduction

The 21st century is an era with rapid development of the Internet, and important breakthroughs in science and technology often have an impact on the development of education to a certain extent. Based on the development of the "SPOC + DingTalk" online and offline blending teaching model, the teaching methods are more technical, the teaching concepts are more humanized, and the teaching content is diversified. In higher education, the indispensable element is online teaching, whose outstanding advantages attract both teachers and the majority of students. However, offline education is a core component of the traditional classroom teaching model. Only a perfect combination of online and offline teaching models can better serve students, so that students can not only grasp knowledge but also follow the trend of the times.

2. Overview of "SPOC + DingTalk" teaching mode

SPOC (Small Private Online Course) is more refined than MOOC (Massive Open Online Courses)^[1]. The concept of SPOC was proposed by Professor Armando Fox of the University of California, Berkeley in 2013. Specifically, "Small" refers to the scale of tens to hundreds of people; "Private" refers to the setting of restrictive quasi-entry conditions. SPOC makes full use of the advantages of MOOC. It is a hybrid teaching model that combines online education with offline physical teaching. It is considered to be a more suitable curriculum model for students in school^[2]. The SPOC platform supports a hybrid teaching model, which has many advantages: the teaching method is changed to "student-centered" instead of "teacher-centered" in the traditional teaching model, that is to say, the focus is on students; students can personally study and actively communicate with teachers, and receive personalized teaching according to their characteristics; with the help of network teaching platform, teachers, students and teaching resources can be effectively integrated to establish a diversified blending teaching model; teachers' management on students is more intelligent and efficient. With the help of data analysis on the online platform, teachers can effectively understand the time, progress and effects of student learning, and be fully familiar with the students' learning condition before, during

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and after class. Teachers can adjust the progress of classroom teaching methods and content according to the actual situation. By means of SPOC blending teaching, students use Internet online resources for independent learning and cooperate in groups, while teachers help to solve their doubts and carry out personality counseling^[3].

DingTalk is a multi-terminal platform for free communication and collaboration created by Alibaba Group for Chinese enterprises and institutions. Among them, there are online classrooms dedicated to online teaching and interactive learning services for teachers and students, covering functions such as online communication, online organization and DingTalk education^[4]. Webcast is one of the functional modules under DingTalk Education. The main advantages are the diversity of teaching content. During the live broadcast, teachers can not only use traditional courseware to teach, but also obtain online multimedia learning resources from the Internet at any time, so that the diversity of teaching resources has been greatly improved. Meanwhile, classroom interaction has been greatly improved. During the live broadcast, students can apply for connect microphone. After the teacher accepts the student's application, discussion and communication between teachers and students can be realized. Through live broadcast playback, students can repeatedly study videos according to their learning situation to fully grasp knowledge and improve learning efficiency.

3. Blending teaching practice based on "SPOC + DingTalk"

3.1 Three links in teaching

3.1.1 Before class

Students need to make the following preparations: preparing the hardware (mobile phone or computer) to keep the network signal normal; debugging the volume of the device to ensure the quality of the hardware environment for the class; according to the information posted on the DingTalk platform, pre-learning with learning purpose, learning content, and learning objectives, thinking about the questions raised by teachers before the class or completing the test published. During the pre-learning process, in case of doubt, students can ask the teacher for help^[5]. Teachers need to make technical preparations for software applications before class: to complete online teaching with quality and quantity, teachers must carefully study the platform usage guidelines provided by SPOC teaching platform, DingTalk, *etc.*, consult platform customer service or experienced teachers, and continue to explore and master the operation of the teaching software, so as to quickly solve the abnormal situations. Considering the students' learning situation, teachers publish the learning tasks, questions and tests, and timely adjust the key and difficult points and teaching content in the course, so as to fully grasp the students' pre-class learning situation.

3.1.2 In class

After the preview, the teacher answers the important and difficult points of knowledge, and focus on the explanation of the knowledge points in the class. After solving the learning confusion of the students, the teacher should guide the students to reflect and summarize the knowledge points step by step, and ensure students to truly master and comprehend the knowledge. The teaching methods can be flexible and changeable. When the student initiates the connect microphone application, the teacher should contact the student in time and obtain the student's learning situation in time.

3.1.3 After class

Students need to digest and absorb the knowledge they have learned. Through project-based exercises, they can better review and consolidate the knowledge they have learned to achieve the effect of learning. In this session, with the help of online assignments, online submissions, and online comment assignments in the DingTalk platform, teachers can receive feedback from students in time to better understand students' mastery of learning. Students can put forward opinions or suggestions to teachers, and teachers should reflect and summarize students' opinions and make corrections in the subsequent teaching process to achieve the purpose of teaching.

3.2 Design and development of SPOC blending teaching resources

In the initial stage of resource learning, resources can be divided into online resources and offline resources. As for the online resources, the existing high-quality learning resources like MOOC videos, quality courses and open courses can be applied to SPOC blending teaching. Teachers can also make teaching videos based on teaching needs to achieve teaching goals and improve teaching efficiency. Offline learning resources are mainly teaching materials required for classroom activities prepared by teachers^[6].

In the medium-term stage of resource learning, online resource learning should be organized in units of knowledge points. Each learning video should be between 10 and 15 minutes. The content should be focused and concise. The main activities in the offline classroom should be discussion and interaction. The learning time is more acceptable to students within 60 minutes.

In the later stage of resource learning, online learning is mainly based on supplement content, which is sent to students in the form of teaching videos. The types of homework are mainly objective questions such as judgment questions and multiple choice questions, so that teachers can quickly understand students' mastery of knowledge points. Students can conduct exploratory learning through offline discussions. Heuristic education can stimulate students' learning initiative.

4. Evaluation of the blending teaching model based on "SPOC + DingTalk"

Under the online and offline blending teaching mode, teachers and students need to change their concepts, follow the trend of the times, and actively adapt to the reform and innovation of the new teaching mode^[7]. Through online learning, students learn with questions in the classroom. The traditional teacher-based classroom in the past has been gradually transformed into a student-based classroom, which improves the students' initiative in learning. Under the blending teaching model, students have a stronger sense of participation and more freedom in personal expression, thus markedly promoting participation. Online discussions and answering questions make students bolder to raise their own confusion. They can ask questions at any time, and teachers can answer questions at any time, and learning efficiency has gradually increased. The "SPOC + DingTalk" teaching model is a product of adapting to the times. It combines the advantages of small-scale restrictive online courses in SPOC and DingTalk live broadcast. This model is an innovation and a challenge that requires a high degree of cooperation between students and teachers. As a supporting platform for online teaching, DingTalk Teaching Platform is also an effective supporting system for auxiliary teaching in many colleges and universities. It accelerates the transformation of traditional concepts. The teaching mode of "SPOC + DingTalk" enriches the teaching content of the school and improves the quality of teaching and effectiveness. Technology provides a new teaching method for teaching. Internet is a good teaching platform that brings convenience to teaching. The rapid development of the network platform is supported by information technology and network technology. Education must adapt to mobile learning, universal learning and lifelong learning, which is determined by learning needs^[8].

But how to make good use of the advantages brought by these Internet requires further explore and practice as there are still some problems of these teaching platforms due to insufficient research and development time and immature technology. The communication tools, teaching materials, and teaching interactions of online education are limited to the network with extremely high dependence. After the online education is disconnected from the network, the transmission of learning materials and documents will be interrupted, so as exchange and discussion. Therefore, how to perfectly combine online and offline blending teaching in the teaching process is a major problem that teachers should deal with. It is necessary for teachers to guide students correctly and connect with actual teaching content.

5. Suggestions on the blending teaching model based on "SPOC + DingTalk"

In the blending teaching mode of "SPOC + DingTalk", the workload of teachers has increased significantly.

Teachers need to build a class before class, familiarize themselves with the operation of the software in advance, ensure the quality of the class, transfer teaching resources, arrange for the release of pre-class tasks, and carefully prepare the lesson^[9]. They should also organize students to carry out discussion and interaction, and answer questions raised by students after class. Teachers should strengthen the exploration of the "SPOC + DingTalk" teaching model. Online teaching is not simply to move traditional classrooms online, but to redesign courses, restructure teaching organizations, collect teaching resources through multiple channels, and use teaching platforms to develop online teaching. Teachers should change their view, take students as the center, do a good job of guiding students, and effectively connect online and offline to improve teaching quality.

6. Conclusion

SPOC upholds the advanced teaching design concept of MOOC, with free and high-quality curriculum resources, and the concept of open sharing, which can break the standardized and controlled single-line transmission classroom and promote the innovation of college education model^[10]. The blending teaching based on "SPOC + DingTalk" can integrate online teaching and face-to-face traditional classroom teaching organically to optimize the teaching effect. At the same time, the application of SPOC curriculum resources in college teaching requires more researchers and practitioners to join, and it needs to be constantly tested and improved in practice.

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Original Research Article

Constructing the Localization of Marxism in Teaching

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Abstract: The production of any kind of theory has its special and specific environment. Therefore, although truth can be universally applicable, it also needs to be associated with specific time, specific events, and specific environments in the process of combining it with practice, so that the truth can fully spread its wisdom, guide real life, and guide human society to develop scientifically and orderly. Based on the premise of fully understanding Marxism, this paper explores the localization of constructing Marxism in teaching based on the state of China. It proposes that it is necessary to fully integrate China's actual national conditions and realize the localization of Marxism in teaching from Chinese modernization, popularization, *etc.* in the new era, so as to fully integrate Marxism in China's new era of socialist construction, so that the Chinese people can get a sense of happiness in the localization of Marxism beliefs.

Keywords: Localization; Marxism Belief; Sinicization; Modernization; Popularization

1. Introduction

In 1938, the founding leader, Chairman Mao Zedong put forward the proposition of Sinicizing Marxism. Since then, the combination of Marxism and the actual development of China has always been regarded as the highest realm pursued by the Communist Party of China in ideology and theory. After the Fourth Plenary Session of the 17th CPC Central Committee, the localization of Marxism in teaching has aroused great attention from the entire party and the people across the country. However, China's specific national conditions are constantly changing. How to combine Marxism beliefs with China's specific condition, and localizing Marxism in teaching have become widespread concern in today's Chinese society.

2. Connotation of localization of Marxism

In fact, the localization of Marxism in teaching is the sinicization, modernization and popularization of Marxism by certain teaching measures. In other words, the localization of Marxist in teaching refers to the three aspects that require close attention when integrating Marxism with China's actual national conditions. First of all, the sinicization of Marxism in teaching means that Marxism in teaching should be combined with the specific conditions in China to generate new ideas and theories, which can guide the continued development of societies. Secondly, Marxism in teaching should be fully integrated with the characteristics and trends of contemporary China's condition. Thoughts should be innovated under the requirements of the times to fully meet the needs and development trends of contemporary China and be combined with the spirit of contemporary China. Only then can it play a positive role in the changes of the times. Finally, Marxism in teaching means that the teaching of Marxism should be remodeled in terms of speech or expression, so that the Chinese people can more easily understand the connotation and truth in it. The localiz-

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ation of Marxism in teaching fully reflects the combination of Marxist theory and practice, which has played a great role in the promotion of China's overall national strength. At the same time, it also provided a positive reference for the application of Marxism in other countries and regions.

3. The role of constructing localization of Marxism in teaching

Through practice, it has been found that the constructing localization of Marxism in teaching has mainly played the roles from the following aspects. First, it can combine Marxism with the actual condition in China and fully apply the basic concepts of Marxism to the development of China, which has further enriched China's ideological connotation. Second, it has promoted the further enrichment of Chinese core values. From the perspective of current social development, it is necessary for Chinese core values to be integrated with the basic theory of Marxism, so that the ideology of China can be advanced and scientific, and can gradually play an active role in the world.

4. Exploration of constructing localization of Marxism in teaching

4.1 The teaching of Marxism and the condition of China are interrelated

It was Chairman Mao who first proposed the idea to sinicize Marxism. Chairman Mao was a loyal Marxist. However, when he applied Marxism, he didn't copy it directly, but fully applied it to the specific conditions of Chinese society. For example, at that time China was in the stage of the revolution in full swing, Chairman Mao formulated new ideologies and theories by combining Marxist theory with the actual condition of Chinese society, pioneering the strategy and tactics of starting from rural areas, putting forward the unique idea for establishing military base, and establishing the united front. Historical practice proves that Chairman Mao's sinicization of Marxism, and the new ideas and theories that emerged from it, indeed guided the Chinese revolution correctly.

Nowadays, the localization and sinicization of Marxism in teaching in China is still continuing. Among them, the most notable is the formation and application of President Xi Jinping's important ideas. Through analysis of these important thoughts, it can be found that they are actually a full practice of Marxism. Marxism reveals the basic contradictions of the capitalist and points out the structural contradictions exposed by the financial crisis. President Xi Jinping makes full use of the objective laws dictated by Marxism, combines them with the current basic national conditions of China, forming a very strong contrast with capitalist structural contradictions, which fully demonstrates that the main idea of President Xi Jinping has a broader perspective on Marxist theories.

At the same time, President Xi Jinping's thoughts on governing the country are a comprehensive exploration of conforming to the Chinese social system under the premise of combining Marxism. President Xi once pointed out objectively that the current Chinese society has exceeded the imagination of early classic Marxist writers in terms of breadth and depth. Therefore, under such great changes, Marxist theories must go through further sinicization, modernization and popularization. To this end, President Xi Jinping combined with the specific content of Marxism to consolidate the status of Marxism in ideology, and ultimately cultivated and practiced the core values of socialism, so as to combine China's reform and opening up with the present globalization, multi-polarization, cultural diversification, and social informatization. On the basis of Marxism, the Chinese economy is undergoing structural adjustment and China's overall strength can be promoted.

In fact, as the largest socialist country in the world, all the leaders of People's Republic of China have insisted on localization of Marxism in teaching, and they all advocate the integration of the teaching of Marxism with China's specific national conditions. For example, Deng Xiaoping Theory, Three Represents of President Jiang Zemin and President Hu Jintao's important thoughts are the sinicization of Marxism. Marxism, as a great work of human thought, has been used flexibly by the Chinese people since it entered China in a practical and realistic manner. Practice has proved that the socialist China can only fundamentally solve the problems of development by sinicizing Marxism to embark on a uniquely socialist road with Chinese characteristics.

4.2 The teaching of Marxism is related to the reality of the times

All ideologies and theories are marked with the characteristics of era. Marxism was born a hundred years ago. The German society and the world pattern a hundred years ago are completely different from today, so as the Chinese society. Therefore, for Marxism to guide the development of China, it must be modernized. From the perspective of China's development, it is not difficult to find that from Mao Zedong Thought to Deng Xiaoping Theory, and then to the "Three Represents" important thoughts and the Scientific Outlook on Development, all are the concrete manifestation of the modernized Marxism. When the Mao Zedong Thought was gradually generated, Chinese people were struggling for liberation, while Deng Xiaoping Theory and the Three Represents were formed when China entered the construction period. The proposal of the Scientific Outlook on Development highlights the change and development from the "development", which shows that Marxism is not immutable. Application of Marxism in the construction and development of China is not completely absorbing the original version, instead, it should be integrated with the contemporary characteristics of China, thus thinking about and solving the social problems facing in the current era, and giving Marxism a new content to promote the development of China's socialist.

For example, the development of China always relies on the development with unity. Marxism has repeatedly pointed out that it is a guide to action, a theory of development, and a practical application of general principles. It can be transferred according to the time and space. Therefore, during the modernization of Marxism, Chinese society has achieved the combination of development and persistence. In other words, Chinese people continue to adhere to the guiding position of Marxism teaching in the development of China. Instead of just memorizing and copying it completely, China accurately grasps the basic national conditions of the primary stage of socialism and the general trend of world economic development, pioneers and innovates. It is necessary to combine Marxism in teaching with China's economic reform and the development of China's current condition, and apply it to the construction of a new era of socialism to promote China's rapid and stable economic development.

In today's society, in order to pass on the domestic economic crisis, the United States began to act under the banner of de-globalization, and attempted to return to the Asia-Pacific area through its own military power, in order to further expand the control on Northeast Asia, and form a siege of China's economic development. Under such circumstances, through modernization of Marxism, President Xi Jinping proposed important thoughts with distinctive characteristics of the times. He has embarked on the economic development with "Belt and Road" initiative and vigorous development of the Silk Road and Maritime Silk Road. He leads China to strengthen full cooperation with other Asian, European, and African countries, forming an economic siege and anti-siege trend with the United States, guiding the steady and orderly development of China's economy. These are actually the concrete manifestations of the localization of Marxism in teaching. Therefore, the epoch-making of Marxism in teaching once again proved that the theory and the true meaning must stand the test of time and must combine with the times and reality. Only in this way can the theory be rejuvenated and upgraded.

4.3 To combine the teaching of Marxism and the reality of popularization

No matter how classic theories or refined thoughts are, they need a broad mass base of people to practice, so that they can fully prove their practical role. In fact, since the introduction of Marxism to China, there are still many people who regard Marxism as a very sophisticated subject. Although most Chinese people are very familiar with the name of Marxism, few of them have truly understood it. This shows that Marxism, as a doctrine that affects the lives of the people, needs further popularization, so that it can infiltrate and guide the lives of the general public.

Judging from the current combination of Marxism and China's development, Marxism is being widely translated, and more and more scholars have participated in the compilation of the complete works of Marx and Engels, adopting the fidelity rule that in line with Chinese expression and linguistic habits in the translation of their manuscripts. This allows more Chinese people to read and learn Marxism without too much difficulty. At the same time, the localization of Marxism in teaching is also combined with contemporary new media, such as self-media APP, Weibo, and WeChat, to

explain and post relevant theories, so that the public can make full use of fragmental time to learn and understand Marxism theories. When posting Marxist theories, the media has combined the theories with the public's interests, appeals, doubts, *etc.*, and then made a popular explanation. It makes people think that Marxism is not belonging to minority, instead, it is actually closely related to people's daily life.

4. Conclusion

Marxism is the essence of human thought in the past 100 years. China is a typical socialist country in the world, whose localization of Marxism in teaching is actually the sinicization, modernization and popularization of Marxism, so that Marxism can continue to bloom with wisdom. More importantly, it can promote the comprehensive development of China's economy, politics, culture, science, education, *etc.*, enhance China's overall national strength, and promote the great national rejuvenation. It can prove to the world that the socialist road that China has taken is based on the correct theory.

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Original Research Article

Research on the Evaluation of Vocational College Students' Learning in Internet Education

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Abstract: As an important part of national vocational education, secondary vocational education needs to actively adapt to the new changes and requirements under the internet environment, and actively carry out innovation in view of the problems in the Internet network education and the South emperor. Based on this, this paper first analyses the current situation and problems of secondary vocational school students' learning evaluation, then studies the structure of secondary vocational school students' learning evaluation system under the Internet network education, and finally gives the construction strategy of secondary vocational school students' learning evaluation system.

Keywords: Vocational College Students; Learning; Internet Education; Evaluation

1. Introduction

As an important part of vocational education system and social public service system, secondary vocational school aims to cultivate primary and secondary skilled and high-quality talents needed by the society, and plays an important supporting role in promoting social and economic development and transformation. With the rapid development of the internet, the education concept based on Internet + has brought a new impact and experience to the education system of secondary vocational colleges. As an important part of national vocational education, secondary vocational education needs to actively adapt to the new changes and requirements under the internet environment, dare to carry out self innovation based on social needs, and constantly cultivate and transport the talents with professional skills needed by the society. The effective development of secondary vocational education is inseparable from the evaluation of students' learning courses. As an effective way to test and evaluate the teaching effect of secondary vocational education, the evaluation of students needs to be based on scientific and reasonable evaluation standards, and ensure the accuracy of evaluation research, so as to measure the teaching effect of secondary vocational colleges scientifically. In addition, through the evaluation of secondary vocational school students' learning, it can accurately understand the existing problems of secondary vocational education, so as to make targeted improvement. Therefore, in the context of the internet, it is of great practical value to build a perfect evaluation system and mechanism for the secondary vocational school students' learning.

2. The current situation and problems of learning evaluation of secondary vocational education students

Under the background of Internet network education, the integration of network and secondary vocational

education bring new development opportunities to vocational education. In addition, secondary vocational education students' learning evaluation needs adaptive matching and adjustment to cope with the problems and challenges brought by the Internet. Currently, there are several problems as shown in **Figure 1**.

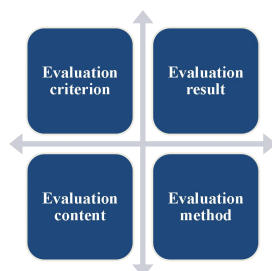


Figure 1. Problems of learning evaluation of secondary vocational education students.

2.1 Lack of unified evaluation standard

Because of the differences of specialty setting, teaching content and student source in different secondary vocational colleges, it is necessary to set unified standards and principles for the evaluation of students' learning in planting colleges, so as to ensure the comparability of the final evaluation results. However, the lack of a unified scientific evaluation standard limits the scientific evaluation of the cultural knowledge and professional skills of secondary vocational school students. In addition, the lack of a unified evaluation standard limits the grasp of the development law of secondary vocational education, which is not conducive to reflect the academic level of secondary vocational school students during the semester.

2.2 Single assessment result and one-sided content

At present, the assessment results of students' learning in secondary vocational colleges are single, often only focusing on the assessment of their mastery of a certain subject or course knowledge, as well as the assessment of students' performance, which is difficult to truly reflect students' professional skills and practical operation ability and other comprehensive qualities. This single evaluation method is not conducive to the learning and promotion of students' comprehensive ability. In addition, the evaluation content is too one-sided, focusing on the evaluation of explicit content such as curriculum and discipline, ignoring the evaluation and evaluation of implicit content such as students' psychology and literacy. This one-sided and single assessment method limits the comprehensive reliability and validity of the evaluation, and is not conducive to the development of the evaluation work.

2.3 Tradition of assessment and evaluation

At present, the assessment and evaluation of secondary vocational college students is still relatively conservative, that is to say, the assessment and evaluation mainly in the form of examination is the most, which has many shortcomings. First of all, this evaluation method needs to carry out targeted examination evaluation for each subject, which makes the examination form and content too complex to establish an organic evaluation method. In addition, this conservative assessment method ignores the evaluation of students in several aspects as shown in **Figure 2** below, resulting in the evaluation process is too formalized, unable to carry out targeted evaluation based on students' personality, prone to evaluation deviation, and difficult to truly reflect the learning effect of students.



Figure 2. Aspects ignored by conservative assessment method.

3. Study evaluation system framework of secondary vocational school students under internet education

3.1 Building intelligent platform for students' learning evaluation

The learning evaluation system of secondary vocational school students under the Internet network education is an integrated learning evaluation system based on the Internet as the infrastructure and innovation elements, supported by the network, forming the deep integration of information and communication technology into vocational education personnel training and professional development. First of all, the application platform of secondary vocational school students' learning evaluation system architecture based on Internet education is constructed. Based on the Internet and the integration of network architecture, the interconnection between vocational schools and enterprises is realized, which serves the integrated management of secondary vocational school students' learning evaluation system in all aspects.

In addition, it provides unified data and function authorization for secondary vocational education participants, integrates information resources from all parties involved, and constructs the centralized management of vocational education business. Integrate network technology to form a learning evaluation space for secondary vocational college students. Through the analysis and integration of vocational education resources and information, provide students with a wide range of learning evaluation content support and services.

3.2 Constructing the database platform of students' learning evaluation

Through the end-to-end technical framework, the learning evaluation system of secondary vocational college students under the Internet network education realizes the interconnection between colleges and enterprises under the network, promotes the two-way circulation of the students' learning evaluation teaching and training information and employment feedback information, and constructs the evaluation process database based on the learning evaluation of secondary vocational College Students under the Internet network education. The learning evaluation of secondary vocational school students under the Internet network education is based on the cloud computing resources distributed network education learning evaluation storage. Through learning evaluation collection projects and collection standards, schools and employers can connect and exchange learning evaluation data resources from secondary vocational school students under Internet network education. To build a comprehensive quality evaluation system of learning evaluation of secondary vocational college students based on Internet and network education.

4. The construction strategy of learning evaluation system for secondary vocational school students

4.1 Establish scientific and reasonable evaluation concept

In the student learning evaluation system, all activities are carried out around the purpose of training compound talents, which is an important prerequisite for the development of student learning evaluation activities, and also an important basis for the formulation of scientific evaluation programs. Before carrying out the evaluation of students'

learning, firstly the purpose of the evaluation of students' learning should be made, a clear understanding of the purpose of the evaluation of students' learning should be built, and a good relationship between teachers and students should be established. More attention should be paid to the evaluation of students' acquisition of knowledge and skills. Therefore, to build a scientific and reasonable concept of student learning evaluation, not only the humanistic care of evaluation, but also the evaluation of the emotional and psychological needs of students in the process of growth, so as to promote the overall development of students.

4.2 The construction principle of learning evaluation system for secondary vocational school students

The construction of secondary vocational school students' learning evaluation system should be based on the principles of guidance, comprehensiveness and scientific objectivity. First of all, the teaching quality evaluation system of secondary vocational schools should meet and adapt to its training objectives, and the content of student learning evaluation should also meet the school's talent training objectives, with clear guidance. Secondly, the evaluation standard of moral education students' learning in secondary vocational schools should not only have quantitative basic standard, but also set the evaluation standard from the perspective of qualitative analysis according to the difference characteristics of vocational schools; it not only reflects the unified standard of school running, but also reflects the characteristic indicators of characteristic demonstration schools. In addition, it is necessary to comprehensively evaluate the elements involved and included in the process of students' learning implementation and the indicators needed in the evaluation. The evaluation indicators set should be objective and reflect the development law of secondary vocational education and talent training objectives.

5. Conclusion

In summary, secondary vocational education needs to actively adapt to the new changes and requirements under the Internet environment, effectively carry out the learning evaluation of students, and evaluate the teaching effect of secondary vocational education. Therefore, secondary vocational colleges should actively build an intelligent and data-based platform for students' learning evaluation, realize the interconnection between colleges and enterprises under the network, and promote the two-way circulation of students' learning evaluation information and employment demand information. In addition, it should establish a scientific and reasonable evaluation concept, and build a student learning evaluation system based on the principles of guidance, comprehensiveness and scientific objectivity, so as to realize the continuous improvement and development of student education in the Internet network education environment.

Acknowledgement

Research on dynamic supervision and quality evaluation system of in-post practice for secondary vocational students based on the tutorial system.

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Original Research Article

Research on the Influence of Big Data on Higher Education Based on Feasibility

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Abstract: With the rapid development, human society has entered the era of big data, which has a huge impact on higher education. With the rapid development of information technology in China, higher education has increased the variety and quantity, which speeds up the interaction between information and data. Based on massive information data, big data promotes the development of the world, which has changed the traditional higher education. With the combination of big data and higher education, universities can better promote the governance transformation of higher education. Based on the feasibility of big data, this paper analyzes the impact of big data on higher education. Through big data, colleges can carry out diversified education, which will change the main ideological mode and governance mode of traditional higher education. By strengthening big data literacy, China's higher education can strengthen the construction of data culture, which will build a scientific management model.

Keywords: Feasibility; Big Data; Higher Education; Impact

1. Introduction

With the acceleration of the internationalization process, the higher education in China is developing continuously, which has caused the important construction of modern education in China. Through the feasibility of big data, higher education will be more intelligent and humanized, which will become the management goal of higher education in the future. Therefore, higher education should actively establish the awareness of big data, which will deepen the connotation of big data. By adhering to the people-oriented principle, big data will be organically integrated into higher education, which will optimize the education management mode and system. Through big data, full play to the role and value can be given, which will promote the management and development of colleges and colleges can cultivate higher quality talents. Big data will have a significant impact on higher education, which will improve the education model of colleges. Based on the feasibility analysis, big data will improve the diversified development of higher education, which will build an information platform.

2. The impact of big data on higher education

Under the background of big data, great changes have taken place in higher education. Big data has an important impact on higher education, as shown in **Figure 1**.

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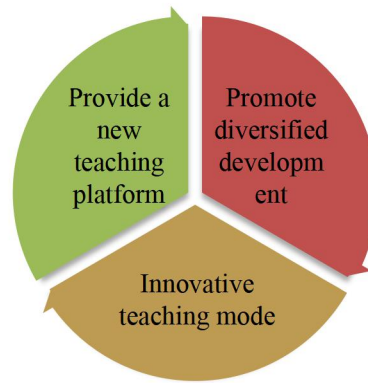


Figure 1. The impact of big data on higher education.

2.1 Promote diversified development

Under the background of big data, great changes have taken place in higher education, which will effectively promote the diversified development. With the advantages of big data, the relevance and openness of big data will build an important platform, which will improve the diversified platform of higher education. Through big data thinking, the integrity and relevance of higher education can be better understood, which lays the foundation for the diversified development of colleges. Through big data, universities can process information step by step, which will improve the efficiency and openness of higher education. By changing to diversification, the governance subject of colleges can be promoted, which will expand to colleges, social organizations and the public.

2.2 Provide a new teaching platform

In the 21st century, information technology has perfected a new direction for our learning platform, which has realized the modern characteristics of intelligent learning platform. Through the construction of a new teaching platform, the traditional teaching mode should be broken through, which will be able to achieve not limited by the region and curriculum time. Through the new teaching platform, a new talent training mode has been changed. By improving the learning quality of students, the training plan of high-quality talents can be promoted. Through information coverage, higher education information can be integrated from all over the world, which will enhance the connection between colleges. Through the agreement, colleges can build a common education platform, which will realize the resource sharing of higher education. By providing a full range of education and teaching services, students can use fragmented time to learn any course.

2.3 Innovative teaching mode

Through big data, the teaching mode will effectively break through the traditional teaching mode, which will provide an innovative and scientific teaching form. Through big data, higher education teaching will break the limitations of traditional education teaching, which will reduce the impact of time and space on students' learning. Through big data, colleges can provide rich teaching resources, which will optimize the teaching mode of higher education. Through big data, colleges can strengthen exchanges and cooperation between higher education, which will improve the convenience and efficiency of higher education. Through big data, book information can be shared, which improves the efficiency of data query.

3. Higher education based on big data

This paper is based on the field survey. 1000 formal questionnaires were sent out, 988 effective questionnaires were sent out. The effective rate was 98.8%.

3.1 Limitations of big data

Higher education is big data of educational information, including teaching, scientific research, management data, and so on, which contains great value. Through the big data platform, colleges can reflect the teaching and research management of higher education in real time. However, these data still have many problems. According to the survey results, the main problem is low data quality, accounting for 66.2%. The second is complex data sources, accounting for 62.4%. Details are shown in **Figure 2**.

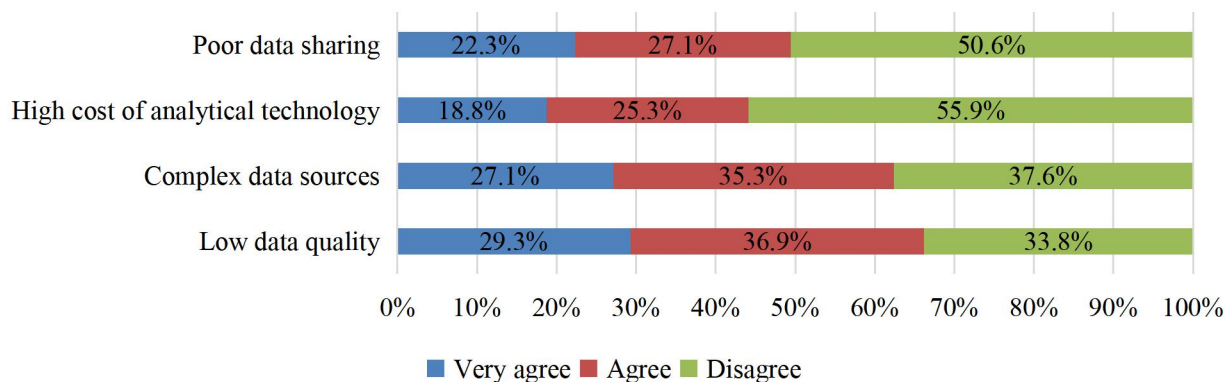


Figure 2. Limitations of big data.

3.2 Resistance of higher education environment

Big data is a new technology, which is imperfect in theory and technology. Although university big data has made obvious progress, it still needs to adhere to the traditional education. According to the survey results, the main problem is questioning the rationality of big data, accounting for 63.4%. The second is not recognize big data, accounting for 56.1%. Details are shown in **Figure 3**.

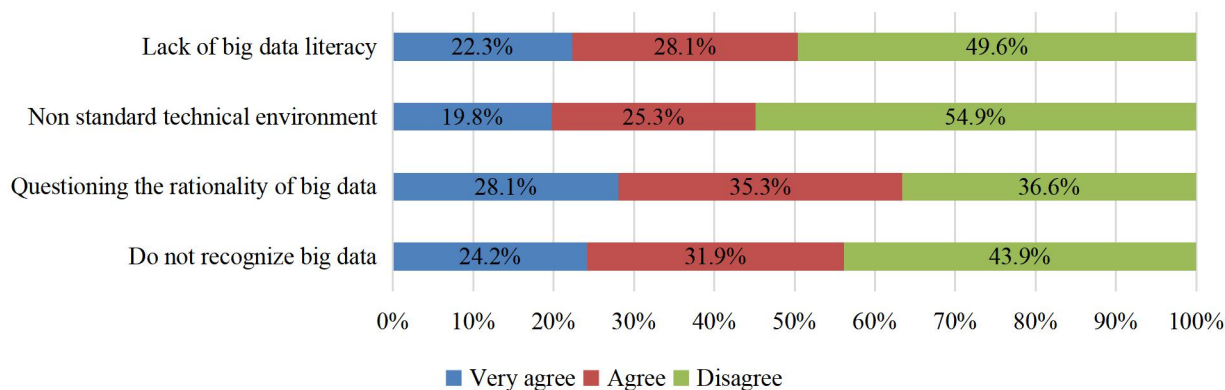


Figure 3. Resistance of higher education environment.

4. Measures to promote big data in higher education

4.1 Reasonable promotion of big data

Through big data, students can fully understand and rationally choose their own work, which will effectively solve the problem of higher education. By vigorously promoting big data, the influence of big data can be promoted. By transforming the original data application, the application of big data can be simplified. With MOOCS, technical data can be analyzed in real time, which can improve the scale and diversity of learners. Through big data improvement, large-scale data storage that describes the analysis and differentiation of distance education learning can be achieved. Through the development of personalized learning programs, big data platform can get the change curve of learners'

attitude, focus, interest and performance, which will better grasp the learning law of learners. Therefore, universities must reasonably promote big data, which will realize scientific teaching.

4.2 Integrate data resources

Universities should integrate data resources, which will establish a big data application platform. By integrating the original information system data resources, the data resources of teachers and students that realize the large-scale integration of university data resources can be analyzed and processed. Big data application platform will include many contents, such as data collection, data storage, data transmission network, data analysis system, *etc.* Through the integration of data resources, colleges can achieve a highly integrated information processing platform, which will give full play to the data mining and data analysis capabilities of big data. Through the integration of data resources, the efficiency and value of data can be effectively improved, which will support the management decision-making of colleges.

5. Conclusion

Big data has changed the thinking and governance mode of higher education. Big data is not enough, which will directly affect the governance of big data. With the implementation of the national big data strategy, China's laws and regulations will be gradually improved. By improving the quality of big data, colleges can improve the accuracy and speed of data information, which will increase the value of data. Through the reform of big data technology and thinking, the governance mode can be more efficient and intelligent.

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Original Research Article

Study on the Contradiction Between Supply and Demand of the Aged Education Under the Background of Aging

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Abstract: China has entered the new normal of the elderly society, and the aging population has a great impact on China's economic and social development. How to solve the dilemma of "one ticket is hard to get" in the elderly education and innovate and develop the elderly education is an important part of the modernization of education, which is related to the overall situation of building a well-off society at a high level. Taking Wenzhou as an example, this paper constructs a senior education mode of "general school + basic level + network", promotes the vigorous development of local senior education, and refines the school running experience of "separation of management and management, integration of resources, and professional guidance", which is the proper path for the innovative development of senior education, and has certain reference significance for the development of senior education in all parts of China.

Keywords: Aging; The Aged Education; Contradiction Between Supply and Demand

1. Introduction

Aging has become a severe challenge in the development of China, which is a realistic problem that all levels of government need to solve urgently. According to the 2010 census results, the proportion of the elderly over 50 years old in China is higher than 13%. Of these, 9% are over 65. In 2020, the number of people over 60 years old in China is nearly 250 million, and the aging level is 17.17%. According to the statistical bulletin of the elderly population and the cause of aging in 2016 in Zhejiang Province. At the end of 2016, the population over 60 years old in Zhejiang Province was 10.3062 million, accounting for 20.96% of the total population. The elderly population in Wenzhou accounts for 16.99% of the total population. Therefore, aging has become a major social problem in China. The 13th five year plan puts forward a series of specific policies to solve the problem of aging. Among them, education for the elderly has become a hot voice, which can improve the quality of the elderly. By strengthening the education for the aged, the society will be more stable, which will bring positive impact on the national competitiveness. According to the important instructions of the 18th National Congress of the Communist Party of China, China needs to improve the level of education for the elderly, which is the key content of the government's governance.

2. The necessity of education for the elderly

It is necessary for the elderly to have a strong demand for education for the elderly, as shown in **Figure 1**.

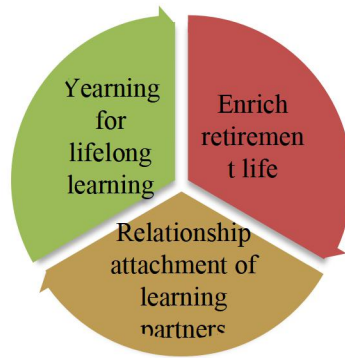


Figure 1. The necessity of education for the elderly.

2.1 Enrich retirement life

With the continuous improvement of China's social security system, people's quality of life has been improved. With the continuous progress of medical and health technology, the life expectancy of the elderly continues to increase. Therefore, the elderly still have a long period of health after retirement, which needs to extend the period of self-care through continuous participation in social activities. By improving individual social adaptability, China will continue to socialize. Therefore, the elderly education institutions have many advantages, such as convenient nearby, low tuition, strong localization, rich activities and so on. By participating in the education for the elderly, the elderly will construct their own sense of life for the elderly, which is welcomed by the majority of the elderly. Through the elderly education, the elderly can enrich their retirement life.

2.2 Yearning for lifelong learning

The concept of lifelong learning has been generally accepted and recognized by the elderly, which is a spirit of diligence to be advocated. After retirement, the elderly often hope to regain their dream of study, which is put aside for various reasons. However, as the physical function of the elderly degenerates, they will weaken their ability to accept new things. Therefore, the elderly need to continuously and repeatedly strengthen learning, which can obtain good learning results. In addition, through the endless cultural atmosphere of learning, the school for the elderly also allows many elderly people to insist on learning. Through the elderly education, the elderly can yearn for the pursuit of lifelong learning.

2.3 Relationship attachment of learning partners

After retirement, the interpersonal network of the elderly will gradually shrink. However, the elderly education institutions are not only places for learning, but also places for making friends, fitness and entertainment. By participating in the elderly education, students form an acquaintance community within the class, which will meet everyone's communication needs. Through the elderly education, the elderly can enhance the sense of collective belonging. Therefore, through the maintenance of attachment, some elderly people are not willing to leave the school for elderly education.

3. Contradiction between supply and demand of elderly education

This paper is based on the field survey. 600 formal questionnaires were sent out, 578 effective questionnaires were sent out, and the effective rate was 96.3%.

3.1 Insufficient supply of education for the elderly

The first university for the elderly has been established since 1983. Nowadays, the number of universities for the aged and other educational institutions has reached 60000, and there are about 7 million old students in China. At present, there are 49289 universities and schools for the aged at all levels in China, with a population of nearly 5.87

million. However, the total supply of elderly education in China is still relatively insufficient. According to the survey results, the main problem is total unequal supply and demand, accounting for 72.7%. The second is mismatch between supply and demand structure, accounting for 59.0%. Details are shown in **Figure 2**.

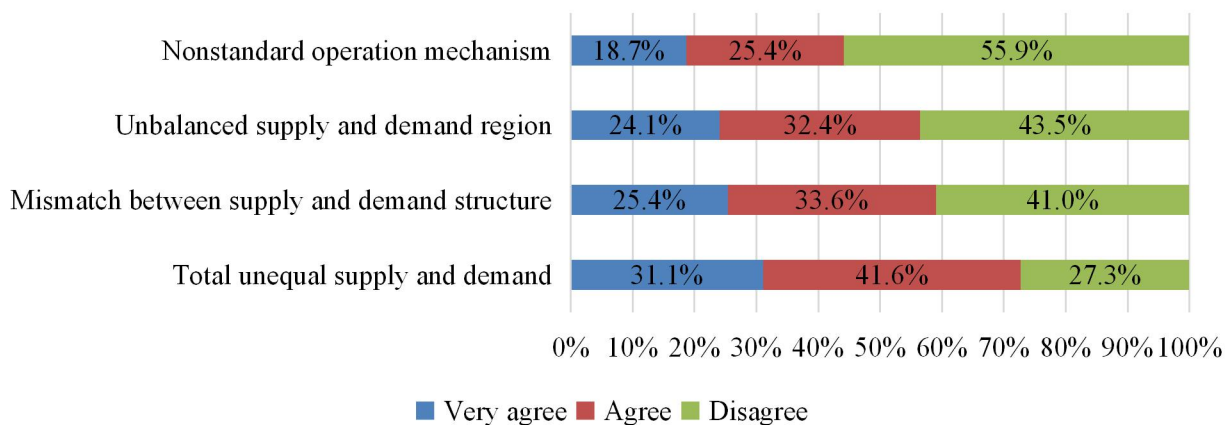


Figure 2. Insufficient supply of education for the elderly.

3.2 Low quality of supply and demand of education for the elderly

Some old people think that the quality of supply and demand of education for the elderly is low, which exists in many aspects. According to the survey results, the main problem is single curriculum, accounting for 62.3%. The second is backward teaching facilities, accounting for 53.8%. Details are shown in **Figure 3**.

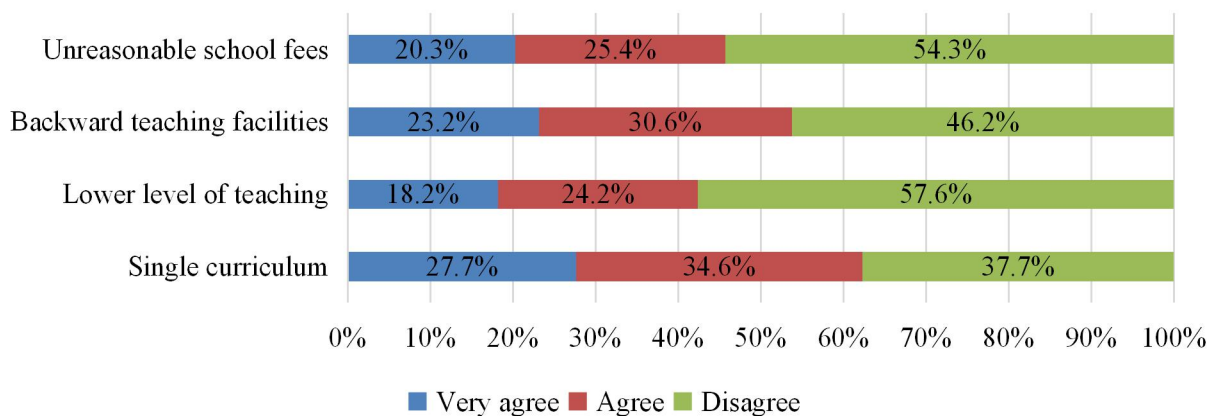


Figure 3. Low quality of supply and demand of education for the elderly.

4. Suggestions on promoting the development of education for the elderly

4.1 Construction of coordination mechanism

By building a coordination mechanism, the operation of the system can be guaranteed. Education for the elderly should change the situation of multi management, which will be sustained, healthy, comprehensive and coordinated development. By making clear the unified classification of education for the elderly, the administrative department will integrate various teaching resources, such as publicity, civil affairs, culture and sports, *etc.* Through the medium and long-term planning, the government can fundamentally solve many problems in the elderly education, such as development planning, personnel investment, year-end assessment, *etc.* By ensuring sufficient resource input, an effective social coordination mechanism can be formed. Through legislation, the financial investment of the elderly

education can be guaranteed. Through the establishment and improvement of the dynamic growth mechanism, the elderly education will form a matching expenditure and financial revenue.

4.2 Multi party coordination

China needs to integrate cross system elderly education institutions, which will form a multi-faceted coordination model, which will jointly promote the development of elderly education. Through the top-level design, full play to various forces, such as the old cadre system, radio and television university education system, community and village committee can be given, which will establish an effective integration mechanism. By building resource sharing, the sharing and co construction of resources and achievements can be achieved, which will gradually open to the elderly educated groups.

5. Conclusion

Under the global trend of aging population, Wenzhou has a large population base, which requires constant adjustment of the contradiction between supply and demand of the elderly. The extensive management and teaching mode that must be based on a variety of measures to innovate the development mechanism will no longer stay. Through effective use of all resources, the elderly education support service system can be further promoted, which will establish a systematic, multi-level and diversified construction. Through aging education, a learning society of "all people learning, lifelong learning" will be formed.

Acknowledgement

National education science "the 12th five-year plan" key subject of the ministry of education: Research on the contradiction between supply and demand of education for the aged and its countermeasures under the background of aging (DKA150213).

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Original Research Article

Study on the English Learning Motivation and Learning Strategies

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Abstract: Learning motivation and learning strategies are the important factors that affect English learning, which has an important impact on the students' learning English. In the 1970s, Chinese scholars mainly studied the transfer to students' autonomous learning, which resulted in individual differences of learners, such as age, gender, motivation, strategy, *etc.* However, learning motivation and strategy are the most important issues, which need our research. Based on the real data, this paper makes SPSS software statistics, which can analyze the correlation between learning motivation and learning strategy. Through the study of English learning motivation and Strategies of vocational college students, vocational college can better improve the quality of English teaching.

Keywords: Learning Motivation; Learning Strategies; Higher Vocational Colleges

1. Introduction

Since the 1970s, China has begun to study English motivation and strategies, which has shifted to the study of learners' individual differences. Through the analysis of many factors, including learning environment, gender, age, motivation, attitude, strategy, personality, cognition, emotion, many scholars think that learning motivation and learning strategy are the most important factors in English learning, and it has formed various theories. For example, Gardner finally divides learning motivation into "tool motivation" and "integration motivation", which has become a classic social education model. Ryan puts forward self-determination theory, expectation motivation theory and goal motivation theory. In addition, a large number of foreign studies have proposed a variety of learning strategies, such as the nature of learning strategies, strategy classification, strategy selection factors, strategy training, *etc.* Through quantitative analysis, many scholars have made empirical studies on English learning motivation and strategies. Many studies have shown that students with higher motivation will improve their English scores, which will lead to more successful foreign language learning experience. Learning motivation is the activity that causes and maintains students' learning, which will tend to the psychological process set by teachers. Learning motivation is a potential psychological process, which will determine students' willingness to devote themselves when they encounter difficulties. Therefore, learning motivation has become the key for students to eliminate difficulties. Better learning strategies will improve learners' learning mentality, which will make the learning process more relaxed, effective and rich, which will be better put into the new environment.

2. Questionnaire research

2.1 Problems and methods

This paper selects 500 vocational college students, including 250 boys and 250 girls. By analyzing the form of

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questionnaire, this paper randomly selects English majors from higher vocational colleges. Then, the survey results were analyzed by SPSS 11.0.

2.2 Test results

Based on the Pearson correlation analysis of the survey data by SPSS 11.0, the statistical results of English learning motivation are shown in **Table 1**.

	Minimum	Maximum	Mean	Std. Deviation
Internal motivation	1.67	5.00	3.4883	.59894
Achievement motivation	1.75	4.75	3.3650	.58433
Motivational intensity	1.11	4.78	3.2889	.68293
External motivation	1.75	4.25	2.9892	.47550

Table 1. Statistical results of English learning motivation

Through the Pearson correlation analysis of the survey data by SPSS 11.0, the statistical results of learning strategies are shown in **Table 2**.

	Minimum	Maximum	Mean	Std. Deviation
Metacognitive strategies	1.00	5.00	3.5800	.71283
Compensation strategy	2.00	5.00	3.5520	.59229
Social strategy	1.00	5.00	3.1350	.89712
Affective strategies	1.17	4.60	3.1000	.57978
Memory strategy	1.00	4.50	3.0900	.63652
Cognitive strategy	1.13	4.62	3.0213	.67958

Table 2. Statistical analysis results of English learning strategies

2.3 Correlation analysis

The sps11.0 social statistics software package can be used to make a correlation analysis of the subjects' motivation and strategies. The results of the correlation analysis are shown in **Table 3**.

	Metacognitive strategies	Compensation strategy	Social strategy	Affective strategies	Memory strategy	Cognitive strategy
Internal motivation	.368**	.142	.215**	.338**	.308**	.407**
Achievement motivation	.000	.161	.032	.001	.002	.0000
Motivational intensity	.288**	.219**	.184	.352**	.398**	.345**
External motivation	.004	.206	.065	.000	.000	.000
	.661**	.259**	.442**	.442**	.671**	.671**
	.000	.009	.000	.000	.000	.000
	-.019	-.129	.163	.148	.149	1.171
	.864	.202	.106	.142	.136	.0.092

Table 3. Correlation analysis results

The subjects' internal motivation and memory strategy, cognitive strategy, metacognitive strategy and emotional strategy were significantly correlated at the 0.01 confidence level, and social strategy was significantly correlated at the

0.05 confidence level, only there was no significant positive correlation with compensation strategy.

3. English learning strategies

3.1 Diversified curriculum

More attention should be paid to the combination of short-term and long-term learning objectives of higher vocational students, which requires diversified curriculum. In the context of lifelong learning, the long-term and short-term goals of vocational students' participation in education should be taken into account in the development planning of vocational students' foreign language education. The results of this study show that the motivation of vocational students' foreign language learning mainly includes interest in learning, career progress, social relations, avoidance or stimulation, external expectations, social services, among which cognitive interest and Vocational development is a long-term goal, while social stimulation and social contact are short-term goals. Therefore, when formulating the development plan of higher vocational students, Not only to set up long-term courses to make higher education truly popular, but also to meet the short-term goals of higher vocational students, such as setting up leisure and current affairs curriculum, should be taken into consideration.

3.2 Diversified teaching methods

The teaching methods of higher vocational colleges should be diversified, which will meet the needs of students' participation in learning. According to the research results, the types of learning motivation of vocational college students are diverse. Therefore, higher vocational English education should be diversified, which will enhance students' enthusiasm for learning. Social relations will improve students' motivation for English learning, such as avoidance, stimulation, *etc.*, which needs to pay attention to the diversity of teaching methods, such as group discussion, debate, presentation, *etc.* Through a variety of flexible ways, teachers can avoid the stereotype of teaching methods, which will change the traditional stereotype. By satisfying the English learning motivation of vocational college students, their learning motivation will be better maintained and enhanced.

3.3 Respect for individual differentiation

Higher vocational colleges should respect students' individual differences, which will establish a positive learning situation. There are big differences among vocational college students, such as age, family background, English level, *etc.* Therefore, there are obvious differences in English learning motivation among students of different genders and ages. For different individual differences, teachers should carefully observe each student's learning behavior in class. By mastering the learning psychology of different vocational college students, a positive learning situation in foreign language classroom can be created. Through the setting of teaching content, vocational students can learn competent content, which will create a good interpersonal environment. Through active interaction, learners' enthusiasm for English learning can be improved, which will enhance their motivation for English learning.

3.4 Pay attention to gradual learning

Teaching work should be arranged in a systematic way, which requires us to pay attention to learning step by step. Students should rely on textbooks for listening, speaking, reading and writing, which will improve the accuracy of the language. At the same time, teachers should arrange English teaching systematically. By paying attention to the step-by-step learning, teachers can teach in an all-round way, which will highlight the teaching focus. By focusing on the analysis and guidance of key errors, higher vocational students will set a reasonable learning goal. By constantly informing the learning situation, higher vocational students will gradually reach the gap between learning level and setting goals. Through understanding in every link of learning, vocational students can understand better and clarify their own learning situation, which will improve their foreign language learning in the future. Higher vocational students should be advocated to study independently, which will improve the flexibility of learning methods. The frequency of functional training strategies used by vocational college students is the least, which shows that the current

foreign language learning of vocational college students mainly depends on the classroom and teachers' teaching.

4. Conclusion

This paper analyzes the definition of learning motivation and learning strategy in detail. Then, through the research data, this paper analyzes the correlation between the two, which can help to better understand the relationship between the two. Empirical research shows that different learning motivations will have different effects, which requires us to improve our learning strategies. Through the positive influence of learning motivation on English autonomous learning, this motivation can be improved and enhanced, which will enhance the learning enthusiasm of higher vocational students. Through different learning strategies, higher vocational students will improve their academic performance, which will improve their learning motivation. In College English classroom teaching, vocational colleges should pay attention to the stimulation of students' learning motivation, which will improve the training of students' learning strategies. By attaching importance to learning motivation, students' English learning strategies can be improved, which will improve the relationship between them. Therefore, through targeted motivation and strategies, higher vocational English classroom teaching can be trained, which will promote students' autonomous learning.

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Original Research Article

Study on the Flipped Classroom Teaching Reform of "This Course" for College Students

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Abstract: Under the background of global informatization, "this course" must keep up with the development of society, which requires colleges and universities to reform their own teaching mode, such as flipped classroom, MOOCs, *etc.* Through the development of network platform and teaching video, the teaching concept can be better innovated, which will realize the transformation to the student-centered direction. Through flipped classroom, the interaction between the form and content of the course can be realized. Therefore, the teaching reform of "this course" is very necessary. Based on the flexibility and openness of flipped classroom, the evaluation of teaching effect can be better managed, which will arouse the enthusiasm of teachers and students. First of all, this paper analyzes the necessity of flipped classroom. Then, this paper puts forward some questions. Finally, some suggestions are put forward.

Keywords: "This Course"; Teaching Reform; Flipped Classroom

1. Introduction

In 2015, the Ministry of Education required colleges and universities to build a life-long "this course", which requires colleges and universities to deepen innovation and reform of the teaching system. By means of modern teaching methods, colleges and universities can work out teaching materials suitable for informatization, which will do a good job in theoretical teaching activities. Therefore, in order to deepen the teaching program the course must be more effective. Flipped classroom is a large-scale open course relying on network platform and fragmented time, which has been welcomed by college students all over the world. Therefore, flipped classroom is a new teaching concept and teaching method, which has a great impact on traditional education. Through flipped classroom, the actual classroom innovation results can reflect the immediacy, linearity, interactivity, sharing and feedback of information technology. By flipping the classroom, the course teaching and learning content can be better embedded and it will change the traditional closed teaching field. Through flipped classroom, students will learn autonomously and interactively, which will become a major technological change affecting classroom teaching. Through the flipped classroom, "this course" will be reformed and improved to the practical learning of the course.

2. The necessity of flipped classroom teaching reform in "this course"

2.1 Trend requirements for integration of information technology and curriculum teaching

With the high development of information technology, curriculum teaching will be highly integrated, which will create an information-based teaching environment. Therefore, a kind of teaching mode that can reflect the main position of students must be realized, which needs to give full play to the initiative, enthusiasm and creativity of students.

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Through the reform of flipped classroom teaching, the traditional teaching structure will gradually change into the mode of "leading subject combination", which is the trend requirement of the integration of information technology and curriculum teaching. Classroom teaching is the core of the structural reform of the whole education system, which will promote the structural reform of the teaching system. Therefore, many kinds of online teaching modes, such as MOOC, flipped classroom, blended learning and timely teaching, have become the main topic, which is centered on students' learning activities. In addition to the internal teaching resources, colleges and universities need to emphasize the high-quality information resources of the information environment, which will support the creation of a variety of teaching forms. Through flipped classroom, teaching situation and optimize curriculum structure can be constructed, which will lead to all-round changes in education and teaching, such as purpose, content, form, method, organization, *etc.* Through flipped classroom, colleges and universities can improve the quality of curriculum education and teaching, which is the trend requirement of the integration of information technology and curriculum teaching.

2.2 Need for optimization of value transmission process

"This course" in colleges and universities is the main channel of ideological education for college students, which is the main way to help college students establish correct ideas. Through "this course", colleges and universities can promote the socialist core value system, which needs the strong support of colleges and universities. However, in the context of education and teaching, teachers transmit socialist core values, which is not a linear communication relationship, but a multivariate relationship. Therefore, the teaching of "this course" will involve many factors, such as information flattening, students' decentralization, problem demand personalization, expression habit diversification, *etc.*, which requires teachers to develop different courseware. Therefore, by flipping the classroom, the course can achieve the effectiveness, continuity and stability of teaching, which will enhance the students' conduction role. Through fragmented learning, college students can improve their ideological awareness with pertinence, sensitivity and guidance.

2.3 More targeted content

The content of flipped classroom is more targeted, which requires to combine the current political hot teaching. Through flipped classroom, colleges and universities can stimulate the enthusiasm of students to explore. Therefore, teachers should hold a variety of targeted theme activities on a regular basis, such as mass line education practice activities, multinational companies practice experience sharing, Chinese development context learning, *etc.* Through more targeted content, colleges and universities can better attract the attention of students. By defining the division of labor between teachers and students, colleges and universities can establish the main position of students. Flipped classroom will cause a variety of problems, which will cause many doubts of students. Therefore, the teaching questions should be actively answered. By exploring the reality, flipped classroom can systematize knowledge, which will achieve the pre-set goals, including ability, emotion, attitude, values, *etc.*

3. Problems in the teaching of "this course"

This paper is based on the field survey. 500 formal questionnaires and 483 effective questionnaires were sent out, and the effective rate was 96.6%.

3.1 Flipped classroom is not universal

The solidified series of classroom practice can stimulate the interest of college students, which will improve their participation. However, there are still many problems in traditional teaching. According to the survey results, the main problem is unsystematic teaching content, accounting for 68.2%. The second is various teaching resources, accounting for 65.5%. Details are shown in **Figure 1**.

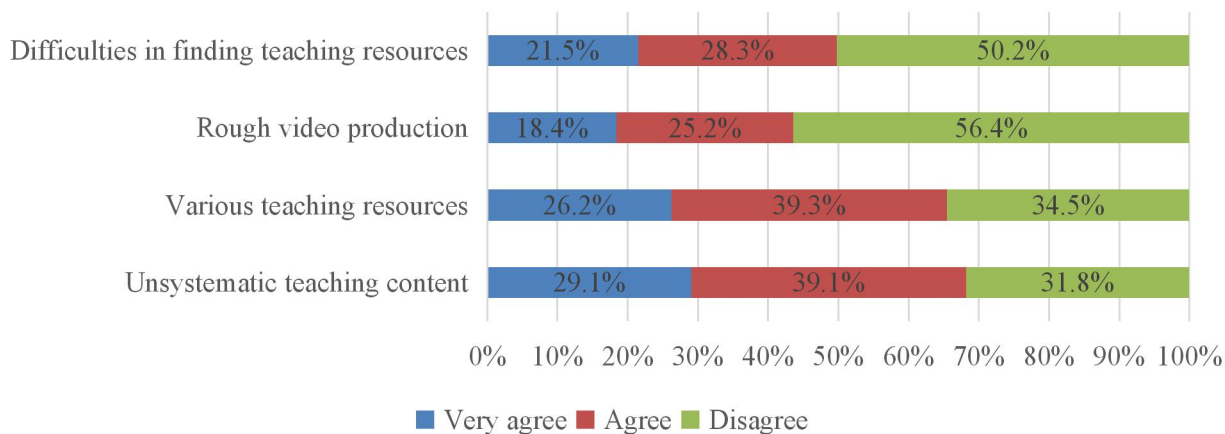


Figure 1. Flipped classroom is not universal.

3.2 Students' learning is not universal

The participation of flipped classroom students is limited, which does not allow all students to participate in it. Therefore, flipped classroom can only complete some knowledge points, which can't be the main mode of learning. According to the survey results, the main problem is low student interaction, accounting for 62.4%. The second is lacking of classroom practice, accounting for 57.1%. Details are shown in Figure 2.

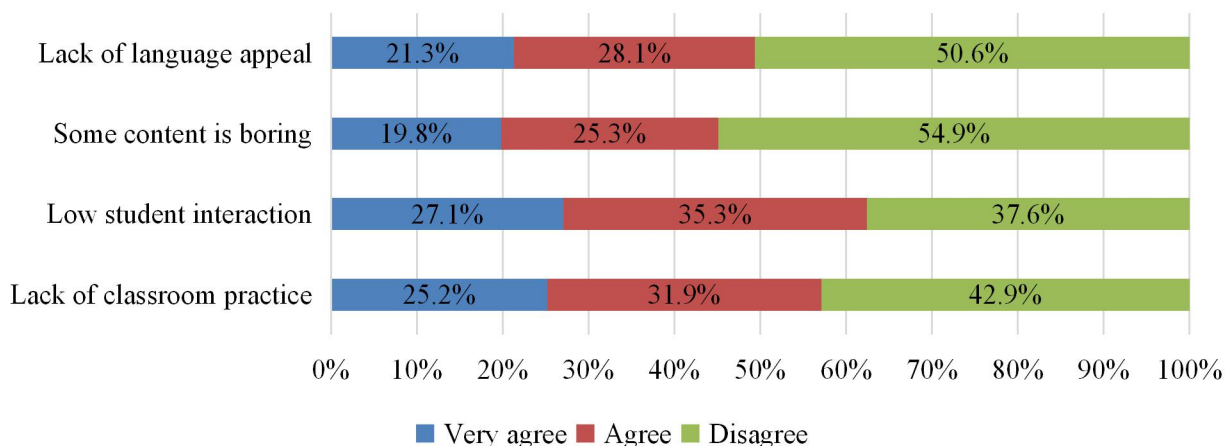


Figure 2. Students' learning is not universal.

4. Integration path of flipped classroom and ideological and political teaching reform

4.1 Making teaching resources around teaching materials

The implementation of flipped classroom teaching is based on rich teaching resources. The production of teaching resources can guarantee the quality and effect, which will adapt to the learning of students in the information age. By creating excellent teaching resources, flipped classroom will become the main teaching method. By closely linking the teaching materials, more attention will be paid to the theoretical carding of the course materials, which will highlight the logic, theory and practice. By transforming textbook system into teaching system, key knowledge points can be refined and connected into a theoretical and logical knowledge map. Therefore, the integrity of teaching content can be guaranteed. At the same time, the length of each class hour and the time of students' concentration should be considered in the production of teaching resources, which will realize the scientificity and artistry of the production of teaching

resources. Through flipped classroom, the effectiveness of ideological and political teaching can be improved.

4.2 Improve the evaluation system around dialogue

Under the teaching mode of flipped classroom, the traditional teaching evaluation method of "this course" in colleges and universities should follow the trend of the times, which will provide important evaluation indexes. Examination results and qualitative evaluation in teaching evaluation will well combine. By focusing on students' interactive dialogue, a strong evaluation will promote students' autonomous learning. Through active exploration, the evaluation method that reflects the all-round development of students, which will promote the actual effect of the all-round development of college students' ideology and morality.

5. Conclusion

The application of flipped classroom can greatly improve students' learning effect and participation enthusiasm, but there are still many problems to be further studied in the specific operation. Therefore, in order to complete the major transformation of flipped classroom into teaching, teachers and students should make more efforts and explorations under the guidance of the spirit of Xi Jinping's ideological and political work.

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Original Research Article

Study on the Shunt Teaching Mode of College English in Colleges and Universities

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Abstract: There are different teachers in China, which leads to great differences in the English ability of new college students. Therefore, the implementation of English teaching mode in colleges and universities has been widely recognized and accepted in China. Through the shunt teaching, colleges and universities in China will be more suitable for the learning rules and development needs of English, which is the necessary guarantee for individualized teaching. In practice, there are also many problems in English diversion teaching, which requires us to guide the freshmen to arrange their learning psychology. Through teaching diversion, colleges and universities can start students' emotional motivation, which will be more conducive to CET-4. Through the teaching diversion, this paper analyzes how to guarantee the training mode of the students who have not passed the CET-4. Then, this paper puts forward some suggestions, which can better stimulate students' interest in learning.

Keywords: College English; Shunt Teaching Mode; CET-4

1. Introduction

In recent years, shunt teaching conforms to the basic principle of individualized English teaching, which has been recognized by more and more universities. The split teaching mode is in line with the cognitive law of language learning, which will better reflect the respect for individual differences of students. By fully respecting the basic level of students, targeted teaching can be carried out, which will promote the enthusiasm of students in language learning. Because each student's English basic level is different, and the student's English level is quite different, which needs to carry on the English shunt teaching. At present, the main purpose of college English teaching is to carry out CET-4. In this paper, CET-4 is the main dividing line for the diversion. First, this paper focuses on how to stimulate students' interest in English learning. Second, this paper aims at what kind of training methods have been adopted by the students who have passed CET-4. Through the teaching diversion, teachers can better make courseware, which can better carry out appropriate courses.

2. College English teaching standards

Whether this paper has passed CET-4 or not is the standard to be divided. Therefore, after the students take the first CET-4, they can be divided into two levels. Among them, the first level is those who passed CET-4, and the second level is those who failed CET-4. Through the rearrangement of classes, English courses with different contents for students of different levels should be carried out, which has many advantages. First, to clarify the learning objectives of students: CET-4 is widely recognized by the society, which is an important basis for students to enter school and get

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employment. Through the clear grading standard, students can clear and practical learning objectives, which will improve the students' learning objectives and planning. Second, through English diversion, students' emotional factors can be improved, which will avoid negative impact on students. Through a good beginning, students will increase their confidence and enthusiasm in English learning. Third, the students' English level should be measured effectively. CET-4 has high reliability and validity, which is a test for non-English majors. CET-4 is a social recognition and it will have a more objective measurement standard. Therefore, by taking CET-4 as the standard, colleges and universities can get rid of the manpower and material resources of organizing the grading examination independently, which is also more credible.

3. Problems existing in shunt teaching

This paper is based on the field survey. 500 formal questionnaires and 491 effective questionnaires were sent out, and the effective rate was 98.2%.

3.1 Negative learning attitude

After English teaching, the second level students are mostly in a negative state. Therefore, some students' learning attitude is not correct, which causes them not to concentrate on class and participate in classroom activities. According to the survey results, the main problem is negative attitude towards English learning, accounting for 65.9%. The second is lacking of learning motivation, accounting for 60.0%. Details are shown in **Figure 1**.

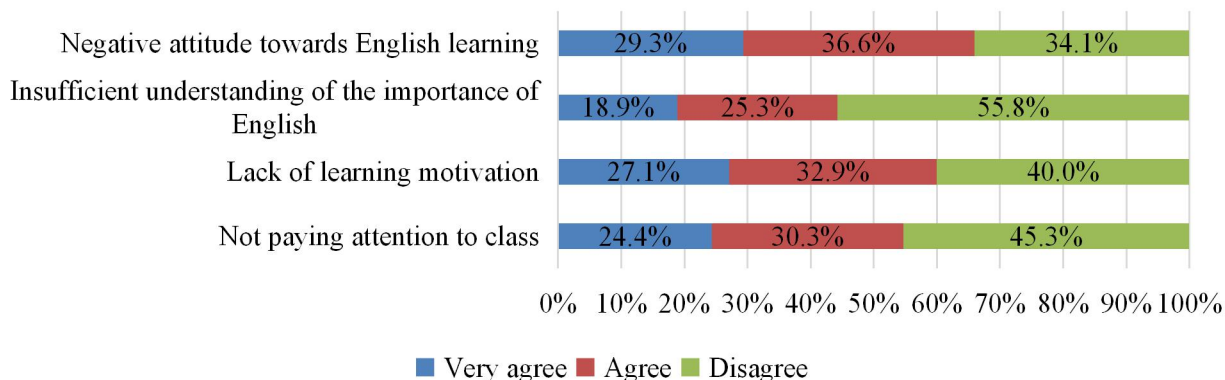


Figure 1. Negative learning attitude.

3.2 Psychological imbalance

After English teaching, the second level students will have psychological imbalance, which can cause extreme psychology. In this paper, the students think that it is a shame to fail CET-4, which will lead to a kind of self-abandonment. According to the survey results, the main problem is strong inferiority, accounting for 67.9%. The second is the psychology of self-abandonment, accounting for 57.9%. Details are shown in **Figure 2**.

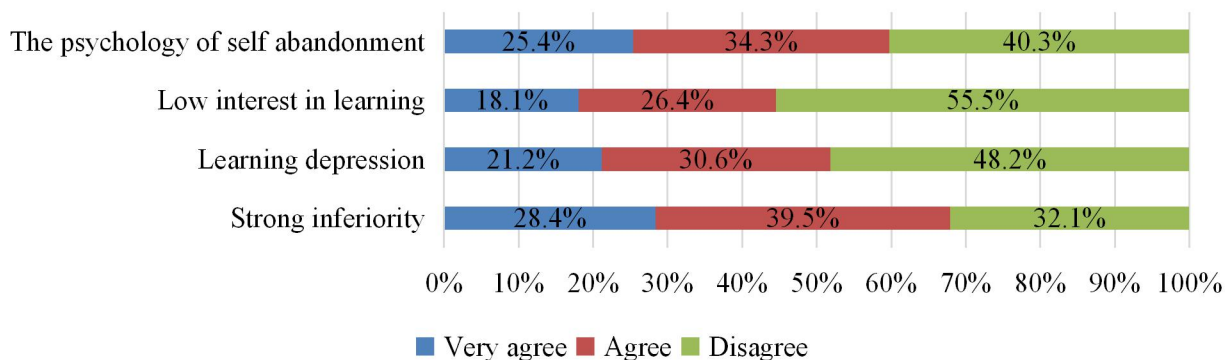


Figure 2. Psychological imbalance.

3.3 Lack of good habits

After English teaching, part of the second level students lack good learning habits and correct learning methods, which will reduce their learning effect. Some students do not pay attention to listening and speaking training, which will reduce their learning ability. According to the survey results, the main problem is lacking of correct learning methods, accounting for 74.1%. The second is low implementation rate of learning plan, accounting for 64.6%. Details are shown in Figure 3.

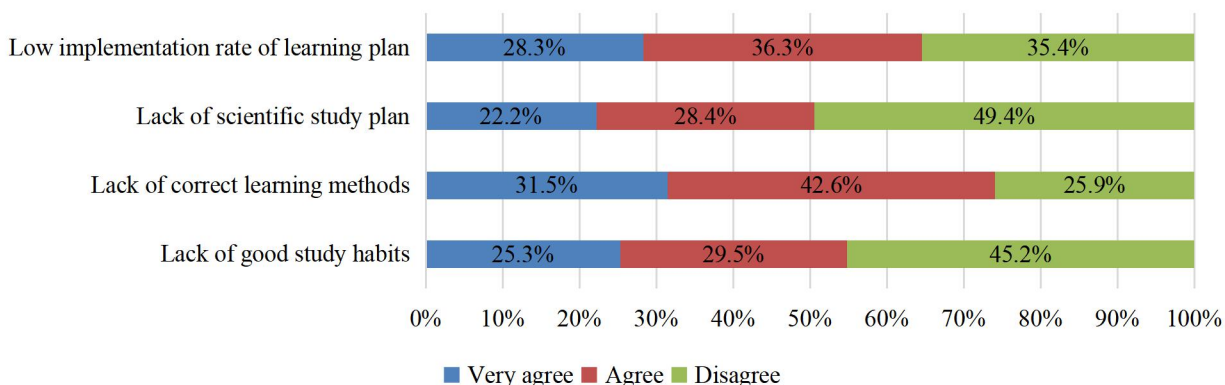


Figure 3. Lack of good habits.

4. The implementation of college English diversion teaching

For two levels of students, teachers should make different English learning needs, which needs to adjust the teaching objectives, contents and methods of college English.

4.1 Teachers should make teaching objectives and plans in different categories

For the first level students, English teaching should improve the comprehensive skills of listening, speaking, reading and writing, especially the ability of language use and self-study, which will lay the foundation for English application. For the second level students, teachers should consolidate the basic knowledge and skills, which need to focus on cultivating their vocabulary memory, grammar, sentence patterns, *etc.* Through the intensive training, teachers can teach the methods and skills of problem-solving, which can improve the pass rate of CET-4.

4.2 Set up the teaching content by category

For the first level students, teachers should improve their listening and speaking ability, which will improve their enthusiasm and interest. Through English audio materials, students can improve their interest. Therefore, teachers should organize students to watch the original films, advertisements, audio and video content, *etc.* At the same time,

teachers can set up film dubbing, film production and so on, which can improve the fun of students learning English. For the second level students, their listening, speaking, reading, writing and other aspects of the ability are lacking, which requires them to combine the textbook and the contents of the fourth level examination, which will better meet the requirements of students. By focusing on developing students' reading and listening abilities, teachers can help them successfully pass the CET-4.

4.3 Adopt different teaching methods

The first level students have a large vocabulary, reading ability and listening ability. Therefore, teachers should pay attention to improving their oral and writing abilities. By teaching in English, teachers can improve their autonomous learning ability. Through a variety of teaching methods, such as situational teaching, task-based teaching and project-based teaching, teachers can fully mobilize students' learning autonomy and creativity. For the second level students, teachers can adopt heuristic teaching and task-based teaching, which will improve their grammar rules, vocabulary structure, *etc.* Bilingual teaching can strengthen students' training, which will enhance students' confidence in learning.

5. Conclusion

Shunt teaching is the inevitable result of the deepening of college English teaching reform, which is the necessary guarantee to improve the quality of college English teaching. English diversion can meet the principle of individualized teaching, which is an English teaching method to improve the overall efficiency. However, English diversion teaching is not a universal teaching method, which requires colleges and universities to solve problems in teaching. Through further research and practice, the English diversion teaching will continue to improve and perfect. Through different course contents, teaching modes and plans, colleges and universities can meet the needs of different students. Therefore, the inferiority of low-level students must be alleviated, which will be better for shunt teaching.

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Original Research Article

On the Introduction of Microlecture in Marine Engineering English Teaching

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Abstract: With the rapid development of the country and society, education is becoming more and more important. At present, turbine management specialty is very important in universities, which is directly related to the development of shipping industry in China. During the study of professional knowledge, the subject about turbine is important to students' English learning. But due to there are many content of this subject, students have some difficulties in grasping it. At present, multimedia has been widely applied, especially in the Marine engineering English teaching, which has helped the students a lot in their studies.

Keywords: Microlecture in University; Marine Engineering English Teaching; Introduction

Nowadays, the new era of multimedia has brought great convenience to people's life and also provided important help to students' study. In universities, there are many people studying Marine engineering management, which is a very important major related to the future development of the national ship field. At the same time, the study of this major also includes a lot of external communication content, so the study of Marine engineering English is particularly important, which is related to the overall efficiency of the study of Marine engineering management major. In the current college English study of Marine engineering, as there are many learning points, common English teaching methods will lose students' learning interest. Luckily, the emergence of microlecture can well solve this problem and make students more confident in learning Marine engineering English. This paper analyzes application of microlecture in Marine engineering English teaching, providing reference for further research.

1. Overview of microlecture and analysis of the significance of microlecture in Marine engineering English teaching

1.1 Overview of microlecture

Under the background of people's pursuit of new things and convenient ways, multimedia information technology arises spontaneously, which also drives the development and application of microlecture. In recent years, the microlecture model has been widely used in many fields, especially in teaching. The existence of microlecture has brought great convenience to teaching. Microlecture is the product of new era and the outcome of development of multimedia teaching mode, whose major characteristic is short and rich content, outstanding difficult point. It is very beneficial to improve the students' learning interest and confidence, improve learning efficiency, vividly display difficult knowledge to students. It also saves a lot of time for teachers' teaching, easing the burden of teachers. At pre-

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sent, microlecture is mainly applied in the management teaching or education teaching of various companies, providing great help for the development of these industries. At the same time, the emergence of this teaching mode also conforms to the development of the new era, and plays an important role in the development of information technology in the society, and its development prospect will become better and better.

1.2 The significance of microlecture in Marine engineering English teaching

At present, the major of ship management often carry on foreign exchange, so the Marine English learning is very important. However, because there are many professional skills training in universities and Marine English itself has a great deal of dull content, students have little learning interest and confidence on this subject, especially under the traditional teaching mode. Nowadays, the emergence of microlecture can perfectly solve this problem, which can not only break the long-term classroom teaching mode, but also to simplify the intellectual content of Marine engineering English, thus greatly promoting the students' interest in learning, and promoting the development of this major.

2. Analysis on the current situation of Marine engineering English teaching in colleges

2.1 The teaching method is single and students have low interest in learning

With the rapid development of Chinese social diversity, people's living standard has improved continuously. There are more and more students choosing the major of ship management. During the process of professional learning, students need to learn English course. However, in the actual teaching process, teachers still use the traditional teaching method. University students can easily lose interest in Marine English classroom learning. For example, at present, students are allowed to use mobile phones on campus. If the teaching methods and contents do not have a strong attraction to students, some of them with poor self-control will unconsciously play with their mobile phones instead of listening to lectures, thus greatly reducing the efficiency of teaching and learning.

2.2 Exam-oriented education causes boring study

Exam-oriented education can improve the students' grades in the short term, but in the long run it is not good for students' all-round development and the improvement of academic performance. As for college students who just get rid of the exam-oriented education environment of high tension, they may have strong passion for the college life. However, in the process of Marine engineering English teaching, the traditional teaching methods of memorizing words, sentences and grammars are still in use. Teachers shouldn't just blindly cram knowledge to students, which may make students feel boring in class. Eventually, students may lose their interest in learning Marine engineering English.

2.3 Lack of vividness in teaching

There is a big problem in the Marine engineering English teaching in universities, which is a lack of lively and vivid teaching method and teaching mode in the teaching process and tedious teaching atmosphere. Teachers can't develop a scientific and reasonable teaching plan according to the actual situation of college students. Moreover, the Marine English classroom learning is relatively dull. These can reduce the students' interest in learning.

3. Analysis on the necessity of introducing microlecture into Marine engineering English teaching

3.1 Solve the key and difficult points of students' learning

In the teaching of Marine engineering English, a great number of professional skills and knowledge and disorderly important and difficult contents bring great difficulties to teaching and occupy a large amount of classroom time. Currently, the emergence of microlecture for Marine engineering English teaching has brought great convenience. Because the class is mostly made by using Internet media, some difficult content can be streamline through computer

to be very prominent for students to quickly grasp in effective time.

3.2 Overturn the traditional teaching mode and effectively improve the learning efficiency

Most of the teaching of Marine engineering English in college is exam-oriented education, using traditional teaching methods. In the teaching, teachers mainly focus on explanation and rote memorization. In this way, students will feel that the learning of this subject is dull and boring, which will lead to weariness of learning. If microlecture can be well integrated into Marine engineering English teaching, it can completely overturn the previous teaching model and bring good learning experience to students. First of all, the time of microlecture is short. Second, this mode is mainly based on understanding. It attracts students' attention through strong picture sense and network vision, so that students can feel the fun of learning English and improve the effectiveness of learning.

3.3 Improve the boring learning atmosphere in Marine engineering English teaching

The model of microlecture is generated under the new situation, which is in line with the learning characteristics of senior students. Especially for college students, microlecture teaching can enhance their interest in learning. In Marine engineering English teaching, teachers always explain all aspects of English content blindly, according to the teaching materials, where is no vivid language, nor image picture. So since the whole classroom learning atmosphere becomes dull and boring, students' interest in learning will be reduced. After the introduction of microlecture, many content of Marine engineering English can be displayed in the microlecture. Some interesting content can be presented with pictures and sound, which will lead to very active classroom atmosphere and attract the students' interest in learning at the same time.

4. Design, introduction and analysis of micro-lessons in Marine engineering English teaching

4.1 Make teaching assistant courseware to deepen the understanding of professional knowledge points

In the teaching of Marine engineering English, teachers should divide the different knowledge into different levels, and comprehensively analyze those difficult and key points, and then make them into microlecture, to help students to prepare, review and self-study. For example, when teaching the content of ship electrical automation, this working principle can be made into a concise microlecture video, so that students can understand it more easily.

4.2 Online test

The online test is very important for the students of this major. At the same time, it will be more convenient if microlecture is integrated into the test. The key and difficult contents of Marine engineering English can be summarized comprehensively and connected in series. Then the content and knowledge that students need to be verified can be integrated into them and made into microlecture for students to use when they study independently.

4.3 Stage test

Stage tests are even more important for testing students' learning outcomes, especially for university students. Teachers should grasp more microlecture production skills, selectively choose the important knowledge content, and then make them into microlecture. Students should carry on the self-assessment according to their own free time, thus improving students' learning efficiency.

5. Conclusion

The effective introduction of microlecture into the actual teaching process of Marine engineering English can improve the interest of college students, set off a relaxed and pleasant learning atmosphere, and at the same time rapidly improve the learning efficiency of college students. Therefore, teachers of Marine engineering English must integrate

the microlecture into the teaching, and put students in the main position in the teaching process, so as to cultivate the ability of comprehensive development of college students.

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Project: Research on the introduction of microlecture in marine engineering English teaching under the new situation.

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Original Research Article

Research on the Application of Cultural Resources Based on Yi Language in Chinese Curriculum of Middle School

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Abstract: The language and culture of each nation is the crystallization of the excellent culture of the Chinese nation. Each nation's culture has its own unique characteristics. It reflects the soul spirit and life yearning of Chinese nation. The Chinese curriculum of China is created by all nationalities. Its content contains all the traditional Chinese cultural ideas and spiritual yearning. The content of Chinese subject is an important cultural carrier of the Chinese nation. However, the current Chinese teaching ignores the inheritance and guidance of Yi language and culture. This paper analyzes and discusses the application of cultural resources of Yi language in Chinese curriculum of middle school, and finally comes to a conclusion.

Keywords: Yi Culture; Chinese Middle School; Application

1. Introduction

The language and culture of Yi nationality refers to the collection of language and cultural resources created by the working people of Yi nationality through production and life in the long-term process of labor. The language of the Yi nationality is a means of communication handed down from generation to generation. It is an effective language for Yi nationality to transmit information.

In a broad sense, Chinese teaching refers to the cultural characteristics of Chinese education. The learning of Chinese course in middle school is a kind of learning process of opening and introducing. In fact, the school wants to pass on the cultural knowledge and spirit to the students through Chinese teaching. However, the transmission of Yi culture seems to be neglected in the teaching of Chinese course in China. Therefore, many educators believe that it is a good cultural education process for students to apply the cultural resources of Yi language to the teaching of Chinese course in middle school.

2. A brief overview of Yi cultural resources

Yi nationality is a minority in China, which is one of the ethnic minorities with a long history and rich cultural resources. Among the southwest ethnic minorities, it has its own unique characters. The main settlements of Yi people are in Sichuan, Yunnan and Guizhou. In the process of continuous progress and creation, the Yi people have developed their own unique culture of national language.

2.1 The emergence and progress of Yi language and culture

According to the investigation of many documents about the language and culture of ethnic minorities, it can be found that the language and culture of Yi nationality has gone through a very long process from appearance to progress. The ancestors of the Yi people created countless songs and verses in their productive labor. They created countless myths in the process of field work. These myths include tragic love and heroism. Until now, the cultural resources of Yi nationality have become very extensive, and it is still in constant progress and innovation.

2.2 The main features of Yi language and culture

Through a large number of literature investigation, it can be concluded that the main characteristics of Yi culture are adaptability, regional characteristics and simplicity. Adaptability refers to the fact that the language and culture of the Yi nationality are created for the needs of human existence at both the material and spiritual levels. Regional characteristics refer to the same language and culture resources of Yi people in different regions. Simplicity refers to the remoteness of Yi People's settlements. The resources of Yi language and culture have not been polluted and distorted. Yi people are very simple.

2.3 The general classification of language and culture of Yi nationality

Generally speaking, people are used to dividing the language and culture of Yi people into two types. One is the language resources of Yi people. The content of language resources is mainly the oral language used by Yi people. In the process of labor, Yi people also invented various ballads, ditties and poems. The other is the cultural resources of Yi nationality, which mainly includes scientific knowledge, religious belief and folk literature. Cultural resources have strong regional characteristics of Yi nationality.

3. The theoretical basis of the application of cultural resources based on Yi language in Chinese curriculum of middle school

Applying the language and culture resources of Yi nationality to the Chinese education of middle school is a method to change the knowledge points of Chinese teaching in middle school. It can help middle school Chinese textbooks improve the overall knowledge system, as well as help students to learn about Yi culture.

3.1 It can promote the development of students' physical and mental health

In the process of Chinese education in middle school, middle school students are the leading factors that affect the use of Yi language and culture resources. The researchers found that the quality of the development of students' physical and mental health limits the development of Yi language and culture resources in the education sector. Therefore, the integration of Yi culture into middle school Chinese textbooks and the development of students' physical and mental health are complementary.

3.2 It can enhance students' sense of national honor

With the progress and innovation of modern culture, some Yi people gradually forget the excellent language and cultural resources of themselves. Many Yi people have lost their national pride. This is a terrible thing. Therefore, the integration of Yi culture into middle school Chinese teaching can enhance the sense of national honor of Yi people.

3.3 It can inherit excellent Yi culture

According to the above description, it can be known that the excellent language and culture resources of Yi people are gradually forgotten. Linguists believe that with the passage of time, the language and cultural resources of Yi people will disappear completely. Therefore, effort should be taken to ensure people to remember the excellent language and culture of Yi people.

4. The practical teaching method of cultural resources based on Yi language in Chinese course of middle school

After analyzing the theoretical basis of the integration of Yi culture into middle school Chinese teaching, the actual teaching methods of middle school Chinese integrating Yi culture is discussed as follows.

4.1 Practical teaching method

In the theory of Chinese teaching, practical teaching method is a very important teaching method. In the process of Chinese teaching in middle school, teachers should help students deeply understand and use the language and culture of Yi nationality through practice. In extracurricular activities, teachers can also organize students to visit the old artists of Yi nationality.

4.2 Comparative teaching method

Comparative teaching method is also common in middle school Chinese teaching. Teachers can provide the students with a short tune or poem of Han nationality and a short tune or poem with Yi characteristics. Under the guidance of teachers, students analyze and compare the differences in details. This way can help students deepen their knowledge of Yi culture.

4.3 Discussion teaching

Discussion teaching is a common method in foreign teaching. Teachers can divide the students into several discussion groups and ask a question about Yi culture. The students discuss the subject. In the discussion, the students express their opinions in groups. This way can activate the classroom and make students like Yi culture.

5. Conclusion

Each nation's language and cultural resources are unique, which should be treated without difference. However, today's Chinese teaching in middle school pays more attention to the transmission of Han culture knowledge and ignores the transmission of Yi language culture and other minority cultures. The author believes that the application of cultural resources based on Yi language in Chinese curriculum of middle school is just the beginning of the transmission of minority culture.

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Original Research Article

The Establishment of Thinking Frame of Administrative Teaching Management in Colleges and Universities Based on Modern Culture

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Abstract: In order to provide better teaching facilities and scientific research practice services, colleges and universities must establish a professional administrative teaching management system. Its establishment can not only meet the quality of teaching and the development of education, but also greatly improve the scientific operation level of administrative work. Compared with the traditional teaching management, undoubtedly, the advantages of the administrative teaching management system are very obvious. The administrative teaching management mode of colleges and universities is an important means for modern culture to promote the reform, which conforms to the main characteristics of the reform and development of modern universities. This paper analyzes and discusses the thinking framework of administrative management in colleges and universities based on modern culture, and finally comes to a conclusion.

Keywords: Modern Culture; Colleges and Universities; Administrative Teaching Management

1. Introduction

At present, China is a developing country. Compared with many developed countries, its scientific research strength and education strength are backward. The fundamental strength of scientific research is the quality of education. Therefore, the state strongly supports the improvement of education level. In this case, the teaching management of universities has changed accordingly.

To promote the connotative progress of higher education is the clear goal of the reform of higher education management. This is also the stage victory of the administrative reform of colleges and universities in China. The future education reform will put forward greater challenges and higher requirements for the administrative teaching management of colleges and universities. There is no doubt that the establishment of the thinking framework of administrative teaching management in colleges and universities based on modern culture is a powerful source for the long-term development and progress of colleges and universities.

2. The theoretical system of thinking framework of administrative teaching management in colleges and universities based on modern culture

The mode of teaching management in different stages is different. However, each model has its own unique theoretical system. The theoretical system of administrative teaching management is totally different from the traditional teaching management.

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2.1 The standardized meaning of administrative teaching management in colleges and universities based on modern culture

In short, the construction of the framework of the administrative teaching management in colleges and universities is a system similar to a series of educational activities to achieve educational goals. The premise of its implementation is that colleges and universities can independently coordinate the resources inside and outside the campus and scientifically use them inside the campus. According to the theoretical system of administrative teaching management, the content should include general affairs management, teaching management, teacher management and student management. Administrative teaching management is a systematic teaching framework. It can help the continuous progress and stable development of the school.

2.2 The main characteristics of the thinking frame of the administrative teaching management in colleges and universities based on modern culture

The standardization of administrative teaching management is an important part of university management. In order to meet the requirements of the future development of the school, the thinking framework of political teaching management should be worked out as soon as possible. First of all, it is necessary to make clear the main characteristics of this thinking framework. They include scientific management, incentive management, democratic management and advanced management. These four characteristics have their own unique meanings.

2.3 The meaning of the characteristics of the administrative teaching management framework in colleges and universities based on modern culture

Scientific management refers to the actual management system, the principle of seeking truth from facts and the actual basis of university management. Incentive management refers to the system of administrative management in colleges and universities should not limit thought of teachers and students. Colleges and universities should adopt encouraging methods to help teachers and students improve their enthusiasm for work and study. Democratic management refers to the form of hierarchical management and the principle of democratic management. Advanced management means that the establishment of the framework should keep pace with the times.

3. To find out the thinking frame of administrative teaching management in colleges and universities through scientific exploration

In fact, the basic theory of scientific administrative teaching management system mentioned frequently is the scientific development concept. The administrative teaching management of colleges and universities should follow the law of actual development. They should learn to draw lessons from successful cases and failure cases. Generally speaking, the establishment of the thinking framework of administrative teaching management is not achieved overnight. First of all, it is necessary to make clear the specific thinking of the establishment of the thinking framework.

Through a large number of practices and experiments, the researchers found that the main function of administrative teaching management is to fully reflect the talent training and social service education functions of colleges and universities. These educational functions can help schools improve their popularity and promote reform and development in the future. Therefore, the construction of the thinking framework of administrative teaching management should adhere to the guidance of national education departments and the support of national policies. It should serve teachers, students and society. It should assist schools to improve the project of talent training. Most importantly, it should pay attention to the effective methods of educational reform.

4. The construction content of the thinking frame of the administration teaching management in colleges and universities based on modern culture

The construction of the thinking framework of administrative teaching management is its construction steps. Educators in colleges and universities should strive to find and improve the main and auxiliary functions of

administrative teaching management.

4.1 Publicity of administrative teaching management

Before a teaching management plan is put forward, colleges and universities need to pass on the idea of administrative teaching management to teachers and students through policy propaganda to help them understand its meaning. It can help the functional departments of each college to understand and apply relevant policies in a timely manner by means of preaching, interpretation and online consultation.

4.2 Search for special fund support

In order to improve the hardware facilities of administrative teaching management, colleges and universities need to find appropriate financial support. The improvement of hardware facilities can strengthen the team of management service workers and improve the comprehensive administrative management ability.

4.3 Training of talents

In addition to the support of hardware equipment, the cultivation of talents is also an important link in the process of administrative teaching management in colleges and universities. Schools can establish a professional administrative personnel training system, using radio, television and other media to recruit talents in administrative management.

4.4 Support of science and technology

In order to establish a professional and open thinking framework of administrative teaching management, colleges and universities can establish an independent administrative management service platform. In addition, they can also consider the construction of an independent information website. Both of them need the support of science and technology.

5. Strategies for the construction of the thinking framework of administrative teaching management in colleges and universities

In order to protect the thinking framework of administrative teaching management, colleges and universities can adopt appropriate safeguard measures. They can strengthen the work efficiency of the leading departments. As long as the work management department works hard to fulfill the responsibilities of the department, the efficiency of administrative management will be improved a lot. The guidance of school policies should also be strengthened. Administrative teaching management system is not an independent thinking framework, whose use needs to be combined with various management departments. Therefore, appropriate policy guidance can help colleges and universities to be more familiar with the use of administrative teaching management.

In addition, colleges and universities should also establish an administrative evaluation mechanism and feedback mechanism. The evaluation mechanism can effectively supervise the work of administrative management. Through the feedback mechanism, teachers and students can feedback the shortcomings of the administrative teaching management system. Schools modify and innovate the thinking system of administrative management according to the needs of educators.

6. Conclusion

China is a developing country, also a big country of education. Education is an important part of China's future development. In this situation, it is necessary to establish the thinking framework of administrative teaching management in colleges and universities based on modern culture.

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Original Research Article

The Trend of the Reform and Development of the Training of Professional Teachers under the Concept of OBE

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Abstract: With the continuous renewal and progress of China's educational concept, the demand for professional talents in various industries is increasing gradually. As colleges and universities undertake the task of talent training, they hope to cultivate various professional talents through professional teaching. Nowadays, with the gradual improvement of education level, the personnel training mechanism of normal universities is more strict. The professional talents of normal colleges and universities are the important resources of schools and training institutions. Therefore, researchers put forward the OBE (Outcomes-based Education) talent training concept. This paper will discuss and study the reform and development of teacher training based on OBE concept, and finally come to a conclusion.

Keywords: OBE Concept; Teacher Training; Personnel Training

1. Introduction

In fact, the concept of talent training in normal colleges and universities in China is unscientific. Although the students' cultural achievements are relatively ideal, they are lacking in actual comprehensive quality and professional quality. This is a serious problem of personnel training caused by the lack of the educational concept.

For normal colleges and universities, the content and operation of teaching activities are the core of education. There is no doubt that excellent education concept is the main driving force of professional talents training. In order to cultivate professional and comprehensive talents, normal universities need to establish unique educational characteristics. OBE education concept can undertake this task. Educators can fully absorb the educational ideas of OBE to achieve scientific and rigorous training of professional talents.

2. A brief overview of OBE education concept

OBE education concept is an advanced education method which is introduced from abroad to China. People used to call it results-oriented education. Its core is expected learning and knowledge output. Generally speaking, it can train talents through expected learning and knowledge output. Compared with the traditional education concept, the education mode of OBE concept has great advantages in the core values and teaching methods.

The concept of OBE emphasizes the ability of students as the basic orient of teaching. It can focus on the cultivation of students' values by making clear the comprehensive quality of normal school graduates. It has made clear the important means of cultivating talents with students as the center. It can play an important role in the personnel

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training of normal universities.

3. The great impact of OBE education concept on the training mode of professional teachers

The traditional education idea blocks the introduction of OBE education idea. Many educators in normal universities in China are used to the traditional education concept, many of whom can not adapt to the emergence of OBE concept. This phenomenon is quite normal. However, under the education mode of OBE concept, the disadvantages of traditional personnel training methods are very obvious.

Under the traditional concept of personnel training, the school pays more attention to the achievements of culture courses of normal students. The normal school students trained by this concept have high professional scores, but poor comprehensive quality and professional quality. OBE concept can make up for the shortcomings of traditional concept. It centers on the cultivation of students' values. According to a large number of practices and experiments, educators have shown that the emergence of OBE concept can make the fuzzy talent training model of normal universities more clear. This is an undoubtedly huge impact on the traditional talent training model. However, it is worthy to be adapted.

4. The reform and development of the teaching characteristics of the professional training of teachers in normal colleges under the concept of OBE

The teaching idea of OBE is oriented. It can make the corresponding teaching plan through the teaching goal by using the reverse method. The establishment of teaching plan is flexible. In the process of talent training, the OBE concept pays more attention to the students' noumenon. Its teaching goal is to help normal students master professional skills and practical skills through the assistance of teachers and students' autonomous learning. In the process of skill learning, students can gradually form their own values. Although everyone's values are different, the orientation of values under the OBE concept is consistent. Therefore, many normal universities in China need to reflect on themselves and carry out the reform and innovation of talent cultivation.

4.1 The reform of the talent training mode of normal universities under the concept of OBE

The traditional training mode of normal universities is archaic, which can only tap the learning potential of students, and neglects the all-round development of students. However, many normal colleges and universities can't abandon the habitual education mode once and for all. Therefore, some normal universities need to innovate the traditional talent training model based on the OBE concept. An important part of the OBE concept can be learned from. Colleges and universities should learn to improve students' autonomous learning ability. Teachers should be able to help students tap their interests and potential. Schools should strive to cultivate students' comprehensive qualities such as group concept, creativity and organizational concept.

4.2 The development of talent training mode of normal universities under the concept of OBE

According to a large number of studies, educators found that the talent training mode of OBE education concept is with huge development potential. It not only pays attention to the cultivation of students' professional knowledge, but also help them to find their own areas of expertise and do a good job in their ability positioning. Under the flexible education mode of OBE concept, normal students can make their own learning plans flexibly. Under this kind of education mode, the operation of the training of professional talents in normal schools is effective.

However, the traditional education method in China has been deeply rooted. In this environment, the perfect application of OBE teaching concept is unrealistic for normal universities in China. Therefore, the development of the OBE concept in China is slow in the early stage. Normal schools should first integrate the OBE concept into the model of talent training. With the deepening of the OBE concept, colleges and universities gradually improve the OBE concept to abandon the wrong talent training mode.

5. Training strategy of normal talents under the concept of OBE

The introduction of OBE education concept is not simple, so as the application.

5.1 Clear training objectives

There are many kinds of professional talents. Professional teacher talents are not necessarily employed in the future career planning of the education industry. Therefore, colleges and universities should adopt various training strategies, so as to enable students to find their own areas of expertise and their future development direction.

5.2 Innovation of training mode

According to the above description, it is clear that the training mode of normal talents with OBE concept is totally different from the traditional one. Therefore, to innovate training mode, normal universities need to adopt excellent education ideas and professional teachers. The gradual improvement of education mode can slowly adapt to the training mode under the concept of OBE .

5.3 Improvement of evaluation system

In normal colleges and universities, the traditional evaluation model mainly focuses on students' cultural achievements rather than their comprehensive quality. After adopting the OBE concept, the evaluation mode of colleges and universities should also be improved. It should be noted that students' cultural achievements are very important. However, their comprehensive quality is the most important.

6. Conclusion

The professional talents of normal schools are the important motive force to advance the education of China. The introduction of OBE concept can help normal universities to train talents. Although the OBE concept will greatly impact the traditional education concept, it is still necessary to make changes. There will always be a return.

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