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CONTENTS

Evolution and Rethinking of the Components and Definitions of Athletic Ability in Athletes

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Abstract: Athletic ability is a combination of skills, physical fitness, mental fitness, tactical ability and other factors that an athlete demonstrates in sport. However, the composition and definition of athletic ability has shown some evolution at different times. In the past, more emphasis was placed on various technical and physical indicators, but as sports have developed, aspects such as mental fitness and tactical ability have come to the fore and become more important, and the definition of competitive ability has been increasingly broadened. For contemporary high-level athletes, physical fitness is not the only criterion to be judged, but equally important is a combination of comprehensive technical and tactical ability and consistent psychological performance. As a result, the definition of athletic ability will become more comprehensive, integrated and diverse in the future, and will vary from sport to sport and field to field. Athletes in different sports, such as athletics, swimming and gymnastics, will require different competencies, which will require different criteria and focus when evaluating athletes. Therefore, rethinking and exploring the composition and definition of athletic ability of athletes will be more helpful to fully explore and develop the potential of athletes and improve the overall level of Chinese sports.
Keywords: Athletes, Athletic Ability, Definition, Rethinking

1 THE HISTORY OF SCHOLARLY RESEARCH ON THE DEFINITION OF ATHLETIC ABILITY AND ITS ELEMENTAL COMPONENTS IN ATHLETES

1.1 EVOLUTION OF THE DEFINITION OF ATHLETIC ABILITY

The term "athletic ability" is not the same as "athletic ability" or "ability to compete", but has its own unique connotation and function, which must be deeply understood and appreciated in sports training and competition. It is a core element of sports training and competition that must be deeply understood and appreciated.

The concept of "athletic ability" was introduced by Chinese scholar Tian Maijiu, who first defined athletic ability as "athletic ability is the ability that athletes must have to participate in training and competition, and is a combination of physical ability, skills, intelligence and mental ability". Since then, the term "athletic ability" has been recognized and enriched by academic circles, such as "athletic ability is the ability of an athlete to participate effectively in training and competition, and is a combination of the athlete's physical, technical, intellectual and psychological abilities" (Kao, 1986); "athletic ability is the ability of an athlete to participate effectively in training and competition, and is a combination of the athlete's physical, technical, intellectual and psychological abilities" (Kao, 1986). the concept of "athletic ability is the ability of the athlete to participate effectively in training and competition, and is an organic combination of the athlete's physical ability, skills, intelligence and mental ability" (Gymnasium General Textbook, 1990). This concept considers athletic ability to be composed of four elements: physical, technical, intellectual and psychological, i. e. the so-called "quadratic approach" to the structure of athletic ability.

To further comply with the principle of a 'neutral definition' of the concept, the polar term 'effectiveness' was removed and 'athletic ability' was defined as 'the ability of an athlete to the ability to participate in training and competition, which still extends to the four abilities of physical, skill, mental and intellectual ability" (Tian, 1988). In the 1990 book "Sports Training", edited by Professor Xu Benli, athletic ability is defined as "the athletic ability that athletes must have in order to achieve excellent athletic performance in competition, which is a combination of physical ability, skills, tactical ability, intelligence, mental ability and mental style".

In 2000, the book "Athletic Training" was released as a general textbook for sports and a national key textbook for the Ninth Five-Year Plan of general higher education, which is a milestone in the history of the development of athletic training in China and marks the initial formation of the "Chinese stream". After systematically sorting out hundreds of basic concepts, the book defined athletic ability as "athletic ability refers to an athlete's ability to compete, which consists of physical ability, skills, tactical ability, motor intelligence and

psychological ability in different forms of expression and different roles, and is integrated in the process of special athletics". This concept still dominates today and has been widely recognised by scholars and experts in China. However, with the continuous research on the previous achievements and the deepening of training practice, different scholars have put forward different descriptions and explanations, such as "the organism of subjective factors and their interconnection that are closely related to sports performance accumulated by athletes through special training on the basis of congenital factors and the role of acquired factors".

1.2 EVOLUTION OF THE COMPOSITION OF THE COMPETITIVE ABILITY SUB-FACTOR

Table 1-1 Evolution of the components of the subcompetencies of competitive ability

Type of element	Presenters	Specific element composition
The Three Elements Doctrine	Tian Maijiu	Physical fitness, skills, mental ability
The Four Elements Doctrine	Kuan Jiaxing et al.	Physical ability, skills, mental ability, intellectual ability
The Old Five Elements Doctrine	Tian Maijiu	Physical, intellectual, mental ability, tactical ability, skills
"The New Five Elements Doctrine"	Tian Maijiu	Physical fitness, learning ability, mental ability, tactical ability, skills
The Six Elements Doctrine	Xu Benli	Physical, intellectual, mental ability, skills, tactical ability, mental and tactical ability
The Seven Elements Doctrine	Zhou Xikuan	Functional, morphological, qualitative, intellectual, mental ability, skills, tactical ability

1.3 EVOLUTION OF THE COMPETITIVE ABILITY MODEL

Table 1-2 Evolution of the Competitive Capacity Structure Model

Era	Representation	Model name	Specifics
1985	Gen Benyong	Barrel model	The length of each piece of wood in a barrel represents the level of development of a sub-ability. the amount of water a barrel can hold is compared to the level of an athlete's athletic ability, which depends on the length of the shortest piece of wood, and can be summarised as the "short board effect".
1997	Liu Daqing	Block models	In 2007, Dr. Liu Daqing proposed a 'building block model' based on the unbalanced structure of athletic ability and its compensatory effects.
2000	Li Kai	Alloy models	The idea that the composition of competitive ability is not simply the superposition of several sub-competencies, but that the level of development of each sub-competency contributes to and constrains each other, highlighting the compensatory effect of competitive ability.
2002	Wu Yaoyu	Complex Quality Theory	The 'composite' theory, in which individual qualities "compound each other to form a 'unitary' composite structure" when forming the structure of the body's motor abilities, only emphasises the positive effects of the interaction of sub-abilities and ignores the negative ones.
2004	Tian Maijiu	Cement theory	The overall level of athletic ability is enhanced through the mutual integration of the stronger and weaker elements of athletic ability after integration, thus increasing the overall level of athletic ability and emphasising the transferability and compensation between the elements of athletic ability. That is, cement theory takes into account the complementarity, wholeness, integration and internal transferability of the constituent elements of athletic ability, i. e. cement theory is an attempt to describe the integration of the elements after they have been integrated.
2006	Zhang Jianhua	Complex Systems Theory	The competitive ability structure is a spatial structure made up of five subsystems, interwoven and interconnected, with 'specialism' as the core. the spatial composition of each subsystem in the complex structure of athletic ability is not equal, and the functional size of the structure of athletic ability depends mainly on the strength of the complex of the system.
2007	Tian Maijiu	Twin models	It emphasises structural invariance and temporal stability based on the number, variety and interaction of sub-competencies, and describes the composition of athletic competencies as a linear sum of sub-competencies; it emphasises the complementarity, integrity, integration and internal transferability of the elements of athletic competencies, as well as the 'composite' structure of external 'perturbations'.
2010	Li Yan	Leather Ball Model	Using an elastic ball as the main body, the five sub-competencies of athletic ability are compared to the five flaps of the ball. Changes in any of the elements can be represented by changes in the elasticity of the ball, and the external space represents changes in the overall athletic ability of the athlete, but does not show the relationship between the elements and the difference in the magnitude of the impact of each sub-competence on the overall athletic ability.
2013	Yue Jianjun	Beehive model	The analogy of the structure of competitive ability to a beehive, the mother system is composed of a number of subsystems, and form a certain level of arrangement, and several layers of different areas, according to the size of the contribution weight for the special competitive ability is divided into the core competitive ability layer, the dominant competitive ability layer, sub-core competitive ability layer, etc. the theory believes that the competitive ability is developed on the basis of the interaction mechanism of each sub-competence, and the greater the content of competitive power, the more obvious the compensation of unbalanced structure of the project, and the core competitive ability determines the whole special competitive ability in high-level competition.
2015	Li Yazhi	Clay models	Divides athletic ability of athletes into basic and variable athletic ability. Basic (steady-state) athletic ability is not static, but is relatively stable and characterised by stages. It attempts to describe the integration between the elements after integration, but fails to provide an explanation of exactly how the elements are integrated and how they change after integration.

2. REFLECTIONS ON THE CHARACTERISTICS OF ATHLETIC ABILITY

2.1 WHOLENESS

The holistic character is the most essential characteristic of a system. Competitive ability is a system as a whole, not a simple superposition of elements, and is non-additive in nature, relating to the complexity of the elements within the system and the system and its environment. When one element of athletic ability changes, other elements associated with it will also change, resulting in a change in the whole of athletic ability. For example, a change in the strength quality of a component of athletic ability will be followed by a change in the endurance, speed and other elements linked to it, thus affecting the athletic ability as a whole. External stimuli are also influenced in a holistic way. If the training of speed qualities is not a direct stimulus on speed qualities, but on the whole, other qualities, including strength and endurance, will also change. Of these changes, speed changes are central, external to the whole and must exist as part of the whole.

2.2 HIERARCHY

The hierarchical nature of the system, also known as the 'hierarchy' of the system, refers to the fact that the system is made up of certain elements, which are subsystems made up of subelements at a lower level. Specifically, the system of athletic ability is made up of elements such as physical ability, skills and mental ability, but at the same time each element is a system with its own sub-elements. For example, physical ability is made up of form, function and quality. the effective performance of athletic ability depends on the organic combination of the elements in a certain hierarchical or hierarchical order. the higher the level of athletic ability, the more pronounced the hierarchical character and the more hierarchical dimensions of athletic ability.

2.3 OPENNESS TO DEVELOPMENT

Externally, the competitive ability system is an open system, constantly exchanging information, matter and energy with the environment. the development and maintenance of athletic ability are dependent on this exchange. For example, an athlete's overload recovery is the result of an exchange of material and energy with the environment. Internally, the system of competitive ability is a system that is constantly evolving and changing. As the open system exchanges with the outside world, self-organising movements occur within the system, in the form of gradual and abrupt changes, in the degree of quantitative development and qualitative coordination. Athletic ability systems are open systems of constant development and change, and therefore their structure cannot be viewed mechanically.

2.4 SPECIALISATION

The specificity feature is a special attribute of the specific system of competitive ability, which is specific and cannot be avoided when talking about specific competitive ability. If we divide athletic ability into general and specialised ability, specialised characteristics permeate every part of athletic ability. And this penetration is present from the beginning, because the genes suitable for the specific characteristics are already present. As athletic ability develops, the more the general ability is combined with the specialised ability. It can be said that the process of development of competitive ability is the process of combining the development of general and specialised abilities. This process can be divided into 3 stages: the original combination, the organic combination and the perfect combination.

3. DEFINITION OF ATHLETIC ABILITY AND ANALYSIS OF THE PROBLEMS THAT CONSTITUTE IT

3.1 MOST PROJECTS ADJUST THE STATUS OF MENTAL ABILITY

Tension is the strengthening of both the mental and physical aspects of the human body in response to external things. Good changes, such as marriage, career success, competition victory, etc.; bad ones, such as waiting for a job or losing a competition can be tense for a person. the degree of stress is often proportional to the size of the change in life. Stress can cause sleep disturbances, lack of concentration and thinking, headaches and fatigue. Ordinary nervousness is temporary. Sudden nervousness is a feeling of fear. Especially in the run-up to a competition, the level of nervousness is crucial to performance. A moderate level of nervousness helps to motivate and enhance the athlete's motivation to compete. the level of nervousness, especially before a competition, is crucial to performance. A moderate level of nervousness helps to motivate and improve athletes' motivation. the rising status of mental ability in the multitude of athletic sub-abilities has theoretically conflicted with the classification in the original item cluster theory.

3.2 LACK OF THEORETICAL BASIS FOR THE INTEGRITY OF THE SUB-FACTORS IN THE MANY-FACTOR THEORY

From a philosophical point of view, athletic ability is included in human ability, but most human abilities can be expressed in athletic competition, such as perceptual ability, adaptability and observation, and most athletic competitions use multiple abilities rather than just a single ability. If it were to be broken down, almost all the abilities contained in a human being could be represented in a competitive game. Therefore, there is still no theoretical basis for the subcompetencies of athletic ability.

4. RETHINKING THE INTERACTION OF SUB-COMPETENCIES OF COMPETITIVE ABILITY

Based on the analysis of the "old five elements theory" proposed by Tian Maijiu, the five competitive abilities interact with each other, intelligence and physical ability are the basic abilities, technical ability is based on physical ability and intelligence for better development; tactical ability is based on intelligence, physical ability and skill to be able to implement the ability, and mental ability is throughout each link (As shown in Figure 1).
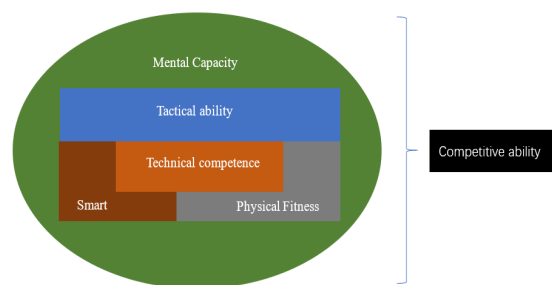
Figure 4-1 Interaction between competitive ability sub-competencies

5. TRENDS IN THE STUDY OF THE THEORY OF COMPETITIVE ABILITY STRUCTURE

5.1 DEVELOPMENT IN THE LONGITUDINAL DIRECTION

The theory of competitive ability structure has been developed initially and people have a deeper understanding, but there are still many ambiguities in the theory of competitive ability structure, and a certain consensus has not been reached, including the definition of competitive ability, its components, the structure of excellent competitive ability models, research perspectives, research methods and other aspects, especially the various types of structural models proposed by previous people need further empirical research. Traditional research on athletic ability has focused more on the linear evolution of athletic ability systems, while ignoring their non-linear evolutionary characteristics. In the future, the components of athletic ability, theoretical models of athletic ability, models of athletic ability of special athletes, and training methods and means of special athletic ability will be the focus and hotspots of research; the typical characteristics of the environment, behaviour, function, boundary, state and process of the athletic ability system will also become important directions of research.

5.2 PRIORITY DEVELOPMENT OF THE THEORY OF SPECIALISED COMPETITIVE ABILITY STRUCTURE

Different sports have different models of competitive ability structure, and athletes engaged in the same sport also have individual differences in their models of competitive ability structure. With the scientific development of special training theories and methods, the gradual increase in the density and intensity of events, and the pursuit of high efficiency of input and output, there is an urgent need to establish special competitive ability structure models to address the weak points of athletes' competitive ability in a targeted manner and effectively improve the level of athletic ability.

5.3 THE THEORY OF COMPETITIVE ABILITY STRUCTURE MODEL TENDS TO BE MORE SYSTEMATIC, SYSTEMATIZED AND VISUALIZED

The structural model of athletic ability will not be limited to expressing the complexity of its structure by taking the physical structure instead of the sub-ability of athletic ability, but has its own unique form of structural expression. Competitive ability consists of many sub-competence systems such as physical, technical, combat, intellectual and psychological, and each system contains small and large sub-competence systems, therefore, many (sub-) competence systems (i. e. systematic research) are the basic units for the formation of the theory of the structural model of competitive ability. Visualisation research is based on computer simulation technology, combining objective factors such as project characteristics, human physiological and anatomical structures, technical movements and other factors, together with direct or indirect data parameters, to display the structural model of athletic ability of a specific project in an intuitive, three-dimensional or multi-dimensional manner, thus directly solving the training bottlenecks in practice and effectively For example, Zhang Hui uses boxing as a carrier and network science as a method to study the structural characteristics of boxers' competitive ability on the basis of data, providing a new vision and quantitative description of the competitive ability system.

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Research On the Incentive Mechanism of Students' Innovation Ability Training in Higher Vocational Colleges Based on the Background of Innovation and Entrepreneurship

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Abstract: The cultivation of students' innovative ability in higher vocational colleges plays an important role in the all-round development of students and the cultivation of teachers' innovative literacy. At present, there are problems in higher vocational colleges such as the low degree of integration between professional education and innovation and entrepreneurship education, the relatively closed innovation and entrepreneurship education, the lack of deep understanding of innovation and entrepreneurship education for college students, and the imperfect support and guarantee system. Practice the teaching mode, improve the innovation support system inside and outside the school, build the innovation practice base, create a good innovation cultural environment, etc., to realize the construction of the incentive mechanism for the cultivation of innovation ability.

Keywords: Innovation and entrepreneurship; Innovation ability; Incentive mechanism; Higher vocational colleges

1. INTRODUCTION

Innovation is the soul of social progress, and entrepreneurship is an important way to promote economic and social development and improve people's livelihood. Young students are imaginative and creative, and they are a vital force for innovation and entrepreneurship. Under the background of fierce international scientific and technological competition and high-quality economic development, higher vocational colleges should improve the ecology of innovation and entrepreneurship education, improve the transformation mechanism of scientific and technological achievements, strengthen the in-depth cooperation between schools and enterprises and international cooperation in innovation and entrepreneurship, and create an upgraded version of innovation and entrepreneurship education. It is imperative.

2. PROBLEMS IN THE CULTIVATION OF INNOVATION AND ENTREPRENEURSHIP ABILITY OF STUDENTS IN HIGHER VOCATIONAL COLLEGES

2.1 The degree of integration between professional education and innovation and entrepreneurship education is low

The degree of integration between professional education and innovation and entrepreneurship education in higher vocational colleges is poor, and the curriculum content is relatively outdated, and the actual integration with innovation and entrepreneurship education activities is not high. Innovation and entrepreneurship teaching still focuses on theoretical teaching, and does not carry out innovation and entrepreneurship practical education in accordance with the real innovation and entrepreneurship environment and students' individual needs, resulting in students' low enthusiasm for learning and low participation, and the effect of innovation and entrepreneurship teaching cannot meet the expected requirements. [1]

2.2 Innovation and entrepreneurship education is relatively closed

In the process of carrying out innovation and entrepreneurship education, the school failed to integrate with many external educational elements and resources, the transferability of the output results is not high, and the sustainable development of innovation and entrepreneurship education is not strong. On the one hand, students have few innovative achievements, and the conversion rate is low, and it is difficult to implement innovative projects; on the other hand, students' innovative practice focuses on activities rather than scientific research, resulting in low levels of student innovation projects, lack of application scenarios and application channels, and large project investment. less output.

2.3 College students lack a deep understanding of innovation and entrepreneurship education

At present, the idea that innovation and entrepreneurship education is to teach how to start a business still exists in the inherent consciousness of college students. They believe that the main purpose of innovation and entrepreneurship education is to solve their employment problems, improve students' innovative spirit, entrepreneurial awareness and innovative practical ability, deepen the comprehensive reform of higher education, and carry out industry-university-research Insufficient understanding of the spiritual purpose of "deep integration and transformation of scientific research results".

2.4 Imperfect support and guarantee system

At present, the teaching team of innovation and

entrepreneurship education in higher vocational colleges lacks professionalism, and most of them are staffed by counselors and student staff. Teachers lack innovative theory and practical literacy, and their teaching and research ability and guidance ability are not high, which cannot meet the needs of cultivating innovative talents in the new era. demand. At the same time, due to various constraints, the phenomenon of lack of innovation and entrepreneurship practice platforms is still common.

3. THE MAIN FUNCTION AND SIGNIFICANCE OF THE INCENTIVE MECHANISM FOR CULTIVATING INNOVATION ABILITY

3.1 Stimulate students' potential for innovation and creation. Effectively establishing and applying an incentive mechanism for cultivating innovation ability can greatly enhance students' initiative and enthusiasm for participating in innovation and creation activities. By establishing and implementing an incentive mechanism, students' cognition and understanding of innovation and creative activities can be strengthened, and students can be encouraged to actively strengthen the basic literacy required to carry out innovative activities, thereby effectively stimulating students' ability and potential for innovation and creation. [2]

3.2 Improving the literacy and ability of teachers' innovative practice

The incentive mechanism for cultivating innovative ability can gather students' attention to innovation and entrepreneurship activities and promote their greater interest in innovation activities. While carrying out innovative activities with enthusiasm, they also have many doubts about innovative activities, which puts forward higher requirements for teachers to improve their quality and ability in innovative practice.

3.3 Contribute to the construction of a sound innovation and entrepreneurship education system

The types of innovation and entrepreneurship projects for college students mainly include creativity, innovation, and entrepreneurship projects. the topics are mainly selected from students' daily life, hobbies, coursework and practice, and teachers' research topics. Regardless of the type and source of student innovation projects, they must be creative and innovative. Their implementation depends on the initiative and enthusiasm of students, and their operation requires the guarantee of a stable platform and place.

4. THE CONSTRUCTION PRINCIPLES AND PATHS OF THE INCENTIVE MECHANISM FOR THE CULTIVATION OF STUDENTS' INNOVATIVE ABILITY IN HIGHER VOCATIONAL COLLEGES

4.1 Principles for formulating incentive mechanism for innovation capability

The formulation of the incentive mechanism should fully reflect the educational nature, reflect the characteristics of vocational education and the direction and needs of reform and development, including teaching model reform, talent training objectives, professional construction, teacher training

and other aspects. Secondly, the formulation of the incentive mechanism should firmly grasp the principles and directions of school-enterprise cooperation and integration of production and education, closely align the development needs of regional industrial transformation and upgrading with the cultivation of innovative talents, and strengthen the internal relationship between schools, local advantageous industrial enterprises, and local governments sex.

4.2 The construction path of innovation ability incentive mechanism

Construct a practical teaching model based on the background of innovation and entrepreneurship. First, analyze the academic situation and teach students in accordance with their aptitude. Second, innovate the practical teaching link, strengthen the authenticity of practical teaching, and highlight the characteristics of vocational education. Third, enhance students' ability to innovate and transform. Fourth, strengthen the teaching staff for innovation and entrepreneurship. Fifth, reform the evaluation method.

Improve the innovation support system inside and outside the school. In order to achieve the continuity and effectiveness of the cultivation of students' innovative ability and ensure the enthusiasm of students to participate in innovative practical activities, a systematic and perfect innovation support system for college students should be built from both inside and outside the school, and the innovation activities of college students should be encouraged from both material and spiritual aspects.

Build an innovative practice base with internal and external introduction. the construction of innovative practice bases, on the one hand, should give full play to the driving effect of entrepreneurial alumni, and establish an innovative practice base centered on entrepreneurial alumni. On the other hand, a crowd-creating space, an industry-university-research workshop, and a college student science and technology park are established on campus, and a practice base for young innovative talents is jointly established with enterprises outside the campus, and the incubation of innovative and entrepreneurial projects and the training of innovative and entrepreneurial talents are carried out in coordination to meet the needs of all majors and different talents. Level-level students' innovation and entrepreneurship practice needs. [3]

Create a good environment for innovation culture. First of all, starting from innovation and entrepreneurship activities, combined with students' learning and life reality, carefully planned, systematically designed, organized and carried out various innovative practical activities with rich content, various forms, high innovation level and strong attraction. Second, build a cultural brand project for innovation and entrepreneurship. Effectively strengthen the institutionalization and standardization of innovative cultural activities on campus, promote the normalization and characteristic development of

cultural activities, and build innovative cultural brand activity projects.

5. CONCLUSIONS

The construction of incentive mechanism for innovation ability training based on the background of innovation and entrepreneurship should start from the background and perspective of innovation and entrepreneurship education for college students, systematically and holistically formulate the principles, ideas, standards and specific measures of the incentive mechanism, and actively invest in specific implementation. In order to effectively promote innovation and entrepreneurship education in higher vocational colleges and the transformation of personnel training work ideas, it is of great and far-reaching significance to improve college students' innovative literacy, professional skills, and comprehensive quality.

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An Analysis on the Development of Financial Media Center in Universities

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Abstract: In view of the actual situation, the rapid development of information technology ushered in the new media era, under this background, colleges and universities have begun to increase the importance of media fusion, the media fusion is also the inevitable trend of development of colleges and universities. In recent years, colleges and universities began to respond to the call of the state and the education department, and strengthen the preparation of the media center, so that the media on the campus can be effectively integrated, and thus improve the propaganda of the college media. However, there are still some deficiencies in the development of the financial media center in colleges and universities, so the staff need to think more deeply about the construction of the financial media center. Based on this, this paper discusses the development of financial media center in universities.

Keywords: Colleges and universities; Financial media center; Development strategy

1. INTRODUCTION

In recent years, under the continuous optimization of the level of information technology, the form of the media also begins to develop in the direction of diversification. Currently, our country central government and the government have begun to pay more attention to the news and public opinion work, in this case, we need to increase the attention to the media integration development, so that to build an integrated whole media communication pattern. In the Internet era, the function and role of new media become more and more prominent. Nowadays, under the guidance of the propaganda department of the Party Committee during the operation of colleges and universities, the combination of new media and the original traditional media of colleges and universities has begun to be realized, so as to promote the construction of the integration media center. This requires staff to make a comprehensive analysis of the current situation and deficiencies of the development of the integrated media center based on the actual situation of the construction of the integrated media center in colleges and universities, and formulate more perfect measures for the construction of the integrated media center according to its content, so that the construction of the integrated media platform can achieve the effect of educating people.

2. CONSTRUCTION AND DEVELOPMENT STATUS OF INTEGRATED MEDIA CENTER IN COLLEGES AND UNIVERSITIES

2.1 Integration is difficult

According to the investigation and analysis of the actual situation of media in colleges and universities, it is found that media types are generally classified according to the operating subject, which can be divided into three levels: university level, college level and community level. When colleges and universities carry out media integration, they mainly integrate the existing traditional media mode and new media mode through the way of multi-in-one, so as to realize the construction of the integrated media center platform. However, the construction of integrated media center is difficult. It is not through a brand, centralized office and integration of information resources to achieve media integration. In the construction of the convergence media center, it will be affected by the competent authorities, the nature of the platform and the audience groups, leading to the phenomenon that each media still operates independently under the background of media convergence, and the unified media matrix effect has not been realized. Thus, integration cannot be effectively realized in the construction and development of integrated media centers in colleges and universities, and there is still a problem of integration without integration [1].

2.2 Shortage of financial media professionals

In order to carry out the construction of financial media center, universities need to have high-quality financial media professionals. However, the introduction of high-quality professionals has not been realized in the construction and development of colleges and universities. At present, the number of financial media professionals in colleges and universities is small, and some colleges and universities are limited by the personnel system, resulting in the personnel allocation cannot be increased in a short time. Some colleges and universities have not established the financial media major, which is unable to provide talent support for the construction of financial media center. Existing financial media personnel in colleges and universities have a low level of professional ability. Most of the personnel in the construction of financial media centers in colleges and universities are composed of teachers majoring in publicity in colleges and universities and student journalists. These personnel lack the professional level of financial media, and some teachers are relatively poor in the professional level of financial media, although they have a certain cognition of theoretical knowledge, but lack practical experience. As a result, the media center in colleges and universities can not be effectively constructed.

3. THOUGHTS AND SUGGESTIONS ON PROMOTING THE HIGH-LEVEL CONSTRUCTION OF FINANCIAL MEDIA IN COLLEGES AND UNIVERSITIES

3.1 Adjusting the development strategy

At present, when carrying out the work of media integration, colleges and universities need to clarify the actual situation of campus websites and campus media, so that they can reasonably formulate the construction ideas and construction priorities before the construction of the integrated media center, and avoid directly copying the construction methods and experience of the integrated media center in other colleges and universities. It is necessary to carry out the media integration work in stages and steps according to the actual situation of colleges and universities. In this process, overall planning should be done to promote the orderly development of the construction of the integration media center. In the development of media, it is necessary to realize the updating of existing technologies and platforms. However, high-quality technical equipment cannot be pursued in media integration. It is necessary to select technical equipment that conforms to college media, so that the equipment can be applied in colleges and universities with high practicability, and at the same time, the utilization rate of equipment can be optimized. When integrating the internal resources of colleges and universities, it is necessary to comprehensively analyze and understand the characteristics and advantages of the new and old media, so that they can complement each other in the process of resource integration, so as to improve the integration of media resources. In addition, for some media platforms that have not been opened yet, relevant personnel should conduct a comprehensive analysis of their platforms and discuss the necessity of opening them, mainly to avoid problems such as keeping up with content production and operation after the opening of the platforms. For example, in the process of the development of campus media, the official content should not only have strong authority, but also achieve a unified publicity style. Among them, when making propaganda content, departments and community media need to reasonably formulate it in strict accordance with the attributes of the platform and the audience group, so as to ensure that the propaganda content has certain characteristics and highlights, avoid homogenization and other problems in media publicity, so that the quality of media content can be optimized. Different media platforms need to design their media content according to their actual conditions, so as to give full play to the effectiveness of the integrated media center and further promote the long-term development of the integrated media center in universities [2].

3.2 Pay attention to professional personnel training

According to the analysis of the development of the financial media center in colleges and universities, it can be found that the staff required in the development of the financial media center need to have strong professional technology and professional ability, so that they can promote the orderly development of the construction of the financial media center in colleges and universities. At present, the existing propaganda staff in colleges and universities are mainly composed of teachers in the propaganda department of the Party Committee, student journalists, new media operation teachers and students, etc. These staff have strong working ability in the propaganda work, but there are still certain difficulties in the construction of the integrated media center. Although the current staff have been exposed to new media publicity, they have little knowledge of the professional knowledge of financial media. In the operation of financial media, the staff have little understanding of the professional knowledge, which leads to the inability to optimize the operation ability in the later stage. Therefore, colleges and universities need to strengthen the training of staff in the construction of the financial media center, so as to improve the depth of staff understanding of the concept of financial media, so that all staff can participate in the construction of the financial media center with high quality. In the process of personnel training, multi-level professional training is carried out according to the actual ability of the staff, so that the media literacy of the staff can be significantly optimized, and at the same time, the sensitivity of the staff to the hot news can be improved.

4. CONCLUSION

To sum up, when colleges and universities carry out the construction of the integrated media center, they should first conduct a comprehensive analysis and understanding of the existing types of media in colleges and universities and the development status of the integrated media center, and then optimize and improve the construction of the integrated media center on this basis. In view of the current difficulties in media integration, efforts should be made to solve them, and the problems of integration and lack of professional talents in college media should be improved. the training of staff should be intensified, so as to realize the development of media integration in the construction of the integration media center and promote the long-term development of the integration media center in colleges and universities.

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Ethical Dilemmas and Countermeasures of Counselors in Carrying Out College Students' Mental Health Education

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Abstract: College students' mental health education occupies an increasing proportion in the daily management of college counselors. But in the actual education work, there are many problems, leading to education effect is not ideal, affecting the healthy growth of college students' psychology. Among them, the ethical dilemma is more obvious. Therefore, this paper simply analyzes the moral dilemma of the counselors in developing college students' mental health, and puts forward a series of specific countermeasures.
Keywords: Counselor; College students mental health education; Ethical dilemma; Coping strategy

1. INTRODUCTION

In today's domestic higher education background, mental health education has become an important premise to ensure the smooth development of the whole educational activities, which puts forward high quality and high standard requirements for mental health education in colleges and universities. Therefore, for counselors, when carrying out mental health education, it is necessary to conduct a comprehensive analysis of the causes of ethical dilemmas and find out targeted coping strategies, so as to better promote the development and growth of college students.

2. THE MORAL DILEMMA OF COUNSELORS IN CARRYING OUT COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

2.1 Conflict between the principle of protection and the principle of confidentiality

When carrying out mental health education for college students, they should not only be protected, but also abide by the principle of confidentiality. However, it is difficult to take into account both of them, which has certain conflict. On the one hand, when the two appear together, it can cause a series of problems. Specifically, when counselors need to protect the third party at work, some confidential information needs to be disclosed due to some considerations, which may cause problems. On the other hand, as for the information related to the identity of the inquirer, when protecting them, only part of their private information can be disclosed in case of last resort. For example, if a student has psychological problems, the content of counseling, including their problems and other information, should be kept confidential. However, from the perspective of counselors, in order to better carry out work and guide students, such information needs to be known by parents, which leads to the leakage of students' private information [1].

2.2 The contradiction between value neutrality and value guidance

In counselors' mental health education, adhering to value neutrality can reduce the possibility of ideological conflicts with students, make them in a relaxed atmosphere, express their true thoughts, reveal their true emotions, and guide them on the basis of mastering their mental state. Although the advantage of value neutrality is obvious, it is not difficult to find that there are a variety of different value orientations in the current social development background, which will cause more or less influence on college students and thus bring about psychological changes. In this regard, in the actual education, value neutrality cannot be adhered to completely, but also needs to be flexible, targeted guidance to students, to promote their formation of correct values.

2.3 Lack of trust caused by role crossing

Counselors play multiple roles in college students' mental health education and guidance. Specifically speaking, they not only play the role of consultant, but also play the role of student management worker and teacher, with multiple identities. It is precisely because of this reason that, from the perspective of students, they are not willing to tell their real situation completely when consulting, and cannot trust counselors in a full sense. In most cases, they will show a distrust attitude. Some students even have a strong psychological rejection of counselors, or there is a serious bias, the existence of these conditions, further increase the difficulty of education.

3. COPING STRATEGIES

3.1 The practice when facing students

When facing students, we need to pay attention to the following two aspects. On the one hand, do not deliberately emphasize their own identity as a consultant, as far as possible to weaken or forget their own identity, according to the understanding of students, regard them as their friends, dare to use a variety of consulting skills, so that they can put down their inner guard, speak out their true thoughts, and then master their psychological state; On the other hand, due to the multiple identities of counselors, it is easy for them to have ideological conflicts when communicating with students. In this regard, we should try different communication methods, to eliminate communication barriers at the same time, to achieve the purpose of

psychological education. For example, students should start with their own experiences and tell what happened to them, so that they can realize that their problems are not terrible and that others have had the same experience and can be solved, so as to lower their defensive psychology and master their thoughts and psychological dynamics [2].

3.2 In the face of parents

Mental health education has certain particularity. On the whole, there are many aspects to consider. Although the role of counselors is very important, the role they can play is limited after all, and the participation of parents is equally important. In this regard, counselors should communicate more with parents, understand the situation of students when they are not in school, including their daily behavior, and give necessary guidance to parents. For example, listen to the need to pay attention to the place, talk about the attitude and so on, so that parents in mental health education, can learn to use the right attitude and way to deal with a variety of problems, and their children sincere communication. Take a student in a certain school as an example. Under the influence of various factors, he was told that he suffered from depression during school. After learning the situation, the school proposed to suspend him from school first, but the parents disagreed, believing that their children could complete their studies by accompanying them. the school was very sad to hear that. the reason why this incident happened is related to the parents, who did not understand their children's psychological state, and did not help them out. Therefore, when communicating with parents, we should emphasize the significance of mental health education, and make them realize their role in education and master more educational means.

3.3 The behavior when facing leaders

When reporting work to leaders, my identity will be changed. On the one hand, I should objectively respond to the situation of students. On the other hand, in order to follow the confidentiality principle, we should also pay attention to protect their information. For example,

specific major, name and so on. However, it is important to make decisions that are in the best interest of students in an emergency situation, and to inform them decisively. For example, when their health is threatened or they encounter a major safety accident, they should make a decisive decision to prevent them from being hurt more and enable relevant departments to deal with the specific situation in a timely manner. At the same time, all parties should be informed to avoid the disclosure of private information to the greatest extent to ensure the safety of students [3].

4. CONCLUSION

To sum up, ethical dilemmas can be reflected in many aspects when carrying out mental health education, and will show different situations under the influence of various factors. As for the counselors, there is no fixed way to deal with this problem when taking countermeasures. They need to have a comprehensive understanding of the actual situation, combine the situation of students, and try their best to intervene before the psychological crisis leads to more serious consequences, so as to enlighten students through appropriate methods.

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Explore the Utilization of Waste Materials in Kindergarten Teaching

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Abstract: Combined with the actual situation, under the background of the continuous development of kindergarten education, the rational use of waste materials in kindergarten teaching can effectively reduce the cost of kindergarten teaching, at the same time, through the implementation of the green concept to cultivate the environmental awareness of kindergarten, so as to promote children in the process of in-depth exploration of the value of waste materials to achieve the goal of improving their comprehensive literacy. Based on this, this paper carries out a comprehensive analysis on the utilization of waste materials in kindergarten teaching, hoping to play a certain role in the development of related work.
Keywords: Waste materials; Kindergarten; Teaching

1. INTRODUCTION

In-depth research on the use of waste materials in kindergarten teaching can be learned that it does not have the value of teaching. However, teachers can effectively improve the efficiency of kindergarten teaching activities by bringing waste materials into kindergarten teaching reasonably on the basis of kindergarten teaching requirements. By leading children to reuse waste materials, they can strengthen their practical and innovative abilities, and provide adequate guarantee for the improvement of kindergarten education quality. However, because some kindergarten teachers themselves have not been able to clear the use of waste materials, coupled with the lack of the concept of childcare, it is often difficult to reasonably apply waste materials to kindergarten teaching work, therefore, teachers need to carry out active exploration for the practical use of waste materials.

2. THE MAIN POINTS OF THE USE OF WASTE MATERIALS IN KINDERGARTEN TEACHING

2.1 Create a material library

On the theoretical level, no matter what kind of waste materials have a certain recycling value, but because of the obvious particularity of kindergarten teaching itself, not all waste materials can be applied to kindergarten teaching. Therefore, on the basis of their own teaching needs, kindergartens need to do a good job in the construction of waste materials library, so as to ensure that kindergarten teaching and waste materials can be effectively integrated through reasonable storage of waste materials. In this process, the kindergarten can implement the creation of material library on the basis of waste materials, such as plastic, metal, paper shell and other classified storage, buttons and other small items need to be managed separately from large items.

Thus, it can effectively improve the efficiency of material utilization and provide sufficient guarantee for the realization of kindergarten teaching objectives. For example, when organizing kindergarten teaching activities such as counting, teachers can select some small waste materials in the material library, such as buttons, and lead children to touch and count to ensure that the kindergarten can feel these items and cultivate the sense of number in the process of effectively realizing the teaching goal of counting. Realize the goal of effective utilization of waste materials [1].

2.2 Strengthening management of special projects

If waste materials are to be effectively used in kindergarten teaching activities, kindergarten managers need to provide necessary support on the basis of clear utilization value of waste materials. In this process, kindergartens need to formulate scientific special management plans based on their own teaching needs for the utilization of waste materials, and build a perfect storage, management and utilization process of waste materials, so as to effectively avoid waste materials in the storage and management process, and finally provide adequate guarantee for the improvement of the utilization effect of waste materials in kindergarten teaching. According to the current situation of kindergarten teaching activities, in the use of waste materials, teachers can use the use of waste materials to carry out the production of teaching tools, for example, in the development of the awareness of clock kindergarten teaching activities, teachers can in waste paper shell, wire, branches and other waste materials on the basis of clock, in the production process, Teachers can also decorate the dial through the use of other waste materials, so as to effectively attract children at the same time, lead children to improve their understanding of the clock in the process of moving the clock. In general, in order to further realize the use of waste materials in kindergarten teaching goals, kindergartens need to do a good job in the special management of waste materials, and the concept of safety, availability and simplicity to fully implement the use of waste materials, so as to promote the use of waste materials in kindergarten teaching goals can really be realized.

3. THE USE OF WASTE MATERIALS IN KINDERGARTEN TEACHING

3.1 Improving parenting concepts

There is a close connection between waste materials and children's daily life. Therefore, in the implementation of teaching practice, teachers can effectively use waste materials which are more common in life to kindergarten teaching work under the guidance of the

concept of life is education, so as to lay a solid foundation for the realization of subsequent early childhood education goals. In this process, teachers should first transform their own child-rearing concepts and make clear the dominant position of children, so as to ensure that the use of waste materials in kindergarten teaching can fully meet the development needs of children by guiding children to choose the use of waste materials [2]. For example, when organizing kindergarten themed teaching activities such as "Gift for Mother", teachers can guide children to independently choose waste materials according to their own ideas, so that they can combine their own needs to scientifically choose waste materials and make gifts for their mothers. Finally, in the process of comprehensively strengthening children's awareness of autonomy, To ensure that it will not be affected by external factors when mining the utilization value of waste materials, so as to promote children's innovation, practice and aesthetic ability can be significantly improved. In general, when using waste materials to carry out teaching activities, teachers should give full play to the attraction of waste materials to children, and ensure that the goal of efficient use of waste materials can be achieved.

3.2 Improving the child-rearing system

In order to further realize the goal of the utilization of waste materials, kindergarten teachers also need to scientifically optimize the kindergarten parenting system, and on the basis of clear utilization value of waste materials, the use of waste materials will be paid attention to, so as to ensure that waste materials can be effectively used in kindergarten teaching activities. In this process, kindergartens can build cooperative relations with children's families and realize the optimization goal of the parenting system with the help of the development of family education value. Through cooperation with children's families to build a parenting system, it can ensure that children have a correct understanding of waste materials under the guidance of parents, effectively relieve the teaching pressure of kindergarten, and promote children to fully guarantee the realization of the comprehensive development goal of children under the joint effect of kindergarten education and family education [3]. For example, when

carrying out kindergarten teaching activities such as home interactive management of waste materials, kindergartens can help parents to correctly understand the value of the use of waste materials through communication with parents, and lead children to carry out waste materials collection activities, so as to effectively improve the variety of waste materials in kindergarten teaching, In essence, it improves the utilization efficiency of waste materials in teaching work, and strengthens its comprehensive development efficiency while effectively cultivating children's environmental awareness. In general, in the kindergarten education stage, the use of waste materials in the improvement of children's teaching efficiency, improve children's comprehensive ability and literacy has an important value can not be ignored, therefore, in the process of scientific optimization of the parenting system, the kindergarten needs to increase the use of waste materials, and finally lay a solid foundation for the realization of efficient parenting goals.

4. CONCLUSION

To sum up, some waste materials have obvious reuse value in kindergarten teaching. Therefore, kindergarten teachers need to conduct in-depth analysis on the utilization value of waste materials in combination with the teaching needs of children, and actively explore the practical application of waste materials in kindergarten teaching. With the help of the effective utilization of waste materials, children's comprehensive ability of innovation, exploration and practice can be cultivated.

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The Transformation of International Chinese Education in the New Era, Realistic Challenges and Countermeasures

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Abstract: With the continuous development of global integration, the value of international Chinese education is becoming more and more obvious. At present, the development of international Chinese education has gradually stepped into an important stage of transformation and upgrading. Therefore, international Chinese educators need to do a good job in the adjustment of national education development mode and work focus on the basis of clarifying the value of international Chinese education, so as to ensure that the development efficiency of international Chinese education in the new era can be truly realized. Based on this, this paper carries out an in-depth analysis on the transformation direction, practical challenges and countermeasures of international Chinese education in the new era, hoping to play a certain role in the development of relevant work.

Keywords: New era; International Chinese education; Transformation direction; Realistic challenge

1. INTRODUCTION

Combined with the actual situation, in the current society, the world is constantly developing towards the direction of diversification and cultural diversification, and language education, as an important work to improve the efficiency of communication and deepen the effectiveness of international cultural understanding, has an increasingly obvious value. At present, the main purpose of international Chinese education is to help people around the world correctly understand and learn Chinese, and to lay a solid foundation for subsequent exchanges and cooperation activities. With the continuous development of the society, the Chinese language is advancing to the international level, which not only brings new opportunities for the development of international Chinese language education, but also causes it to face new practical challenges. Therefore, in the new era, international Chinese language educators need to carry out scientific design for international Chinese language education concepts and ideas. In order to ensure that the international Chinese education work can provide effective services for the economic and social development of various countries, and finally promote the international Chinese education goal can be truly realized.

2. THE TRANSFORMATION DIRECTION OF INTERNATIONAL CHINESE EDUCATION IN THE NEW ERA

A comprehensive analysis of the transformation of international Chinese education in the new era shows that it is mainly reflected in the following aspects: 1. Change of historical mission. With the coming of the new era, the development of international Chinese education needs to pay attention to basic language teaching and rich service connotation, so as to ensure that international Chinese education can both language teaching and the important mission of providing services for social and economic development. In this process, educators should make clear the new tasks entrusted by the new era, and give full play to the service value of international Chinese education while constantly improving the quality of education, so as to lay a solid foundation for the development of international Chinese education in the new era. 2. Change of development mode. Combined with the actual situation, with the arrival of the new era, international Chinese education is developing towards the direction of concursion and high quality, which makes international Chinese education more diversified. Under this background, the integration efficiency between international Chinese education and the education system of various countries is also constantly improving, and the localization characteristics of international Chinese education are becoming more obvious. Coupled with the development of modern educational technology system, international Chinese education is constantly changing towards the direction of modern intelligent education [1].

3. PRACTICAL CHALLENGES FACING THE TRANSFORMATION OF INTERNATIONAL CHINESE EDUCATION IN THE NEW ERA

In the current society, the arrival of the new era to further promote the degree of openness of Chinese education, international Chinese education also ushered in a new opportunity for development. However, due to the influence of many factors, there are still many problems in the implementation of international Chinese education, and the existence of these problems together limit the development efficiency of international Chinese teaching. Based on the actual situation, the challenges facing the transformation of international Chinese education in the new era mainly involve the following contents: 1. Connotation development challenges. How to fully ensure the quality of international Chinese education is the basis for the realization of international Chinese education goals.

With the expansion of the scope of international Chinese education, the number of international Chinese learners has been greatly increased, which makes the implementation of international Chinese education face new challenges. For example, the education quality system needs to be improved. Compared with English, French and other language education quality systems, there is still an obvious lack of uniformity in the quality standards of international Chinese education, coupled with the lack of quality assurance mechanism and the differences in the ability and literacy of educators, making the quality of international Chinese education still unable to be fully guaranteed. Therefore, in order to further improve the efficiency and quality of international Chinese education, educators need to face the challenges in the connotation development of international Chinese education on the basis of establishing quality awareness, so as to fully realize its modernization conformal development goals; 2. Talent supply challenge. In the current society, the effective implementation of international Chinese education can inject more abundant Chinese talents into the global economic development, and encourage relevant countries to actively participate in the construction of "The Belt and Road", so as to obtain new impetus for economic development [2]. However, because there are still obvious problems in the talent training mechanism of international Chinese education at the present stage, the training of Chinese talents is often difficult to meet the actual development needs of various countries' economic systems. In addition, Chinese education itself presents a relatively prominent lag and there is a disconnect between Chinese education courses and professional courses, which makes the international Chinese education in the new era facing a severe talent supply challenge. Therefore, while improving the quality of international Chinese education, it is necessary to carry out in-depth exploration on how Chinese education can provide services for local social and economic development, so as to ensure that the training of Chinese talents can meet the needs of international economic development, and thus lay a solid talent foundation for the realization of the goal of coordinated development of countries.

4. COUNTERMEASURES FOR THE TRANSFORMATION AND DEVELOPMENT OF INTERNATIONAL CHINESE EDUCATION IN THE NEW ERA

In order to effectively cope with the changes in the external environment and improve the quality of international Chinese education, relevant departments need to carry out the following tasks to carry out scientific changes in the concept of Chinese education, and finally promote the national Chinese education to truly realize the goal of leapfrog development. 1. Rationally coordinate international Chinese education resources. When improving the development efficiency of national Chinese education, relevant departments should have a global awareness, integrate existing Chinese teaching institutions and other Chinese education resources organically, and correctly recognize the common application value of these Chinese education resources, so as to build a perfect Chinese education structure through the integration of national Chinese education resources. Finally, on the basis of fully highlighting the characteristics of Chinese education, we will promote the high-quality development of international Chinese education and ensure that the scope and depth of international Chinese education can be improved. 2. Promote the effective integration of international Chinese education and education systems of other countries. In the current society, more and more countries are integrating Chinese education with their own education systems in a scientific way. Therefore, in order to effectively achieve the goal of international Chinese education, relevant departments need to assist countries to carry out scientific management of Chinese education, and assist them to continuously improve the depth of integration of Chinese education. In this process, Relevant departments need to help them formulate perfect Chinese education planning schemes based on the differences in national conditions of different regions and countries, so as to effectively promote the development efficiency of Chinese education and expand the coverage of Chinese education, so as to achieve the ultimate goal of promoting the modernization of international Chinese education.

5. CONCLUSION

To sum up, with the arrival of the new era, the development value of international Chinese education becomes more obvious. Therefore, in order to effectively achieve the goal of national Chinese education, relevant departments need to carry out in-depth exploration of the changes in the environment of national Chinese education and effectively carry out research on the innovative development direction of Chinese education. Thus, on the basis of effectively building a modern national Chinese education system, it provides sufficient guarantee for the improvement of the efficiency of Sino-foreign cultural exchange and collaborative development.

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Research On the Current Situation, Problems and Countermeasures of Dual-Creation Courses in Higher Vocational Colleges

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Abstract: At present, more and more vocational colleges realize that innovation and entrepreneurship education play an important role in improving the comprehensive quality of college students, promoting college students' employment and entrepreneurship, and serving the economy and society. In order to further strengthen the innovation and entrepreneurship education for higher vocational students, various higher vocational colleges continue to try to reform and explore the school's dual-creation curriculum system. Through the investigation of the opening and implementation status of dual-creation courses in higher vocational colleges, the article analyzes the common outstanding problems in the current dual-creation courses in higher vocational colleges, and taking the experience of dual-creation education curriculum construction in vocational colleges as an example, a series of countermeasures and suggestions are put forward.
Keywords: Dual-creation courses; Integration of specialization; Countermeasures

1. INTRODUCTION

As the fresh blood of the society, higher vocational college students are open-minded, dare to challenge the tradition, active in thinking and have high professional skills. Important issues facing higher vocational colleges. To this end, higher vocational colleges have incorporated dual-creation education into professional talent training programs, and have opened relevant innovation and entrepreneurship courses for dual-creation education.

2. PROBLEMS EXISTING IN THE DUAL-CREATION COURSES OF HIGHER VOCATIONAL COLLEGES

2.1 Lack of teaching resources, out of touch with theoretical and practical teaching

The theory of innovation and entrepreneurship education for college students comes first, and the emphasis is on practice. However, the current dual-creation courses in higher vocational colleges are facing the dilemma of lack of class hours and lack of resources. In the limited in-class teaching, the teaching of dual innovation courses in some schools emphasizes theory rather than practice, and there are few hours of practical operation. the boring theoretical knowledge greatly damages students' interest and enthusiasm for learning double innovation; the teaching of business plan writing and road show skills is the main focus, but students lack the corresponding theoretical knowledge of innovation and entrepreneurship, do not understand why they should study this course, and do not know the incubation logic of the double creation project. the serious disconnect between theory and practice has made the dual-creation courses of many higher vocational college's mere formalities and exhausted. [1]

2.2 Lack of professional teachers

Excellent and abundant dual-creation teaching staff is an important factor in the innovation and entrepreneurship education system, but the shortage of innovation and entrepreneurship teachers is a major problem restricting the development of innovation and entrepreneurship education in higher vocational colleges. Professional dual-creation teachers must not only have the basic skills of education, but also have rich practical experience, but my country's higher vocational colleges lack such comprehensive talents. Many full-time or part-time dual-creation teachers from colleges and universities lack practical experience in entrepreneurship, management, and business operations. Although many colleges and universities will regularly invite some entrepreneurs to give lectures related to innovation and innovation, due to time and space constraints, it is difficult to meet the needs of various students and provide personalized guidance for their projects.

2.3 Creativity failed to integrate effectively

It is a systematic project to integrate innovation and entrepreneurship education with professional education. Although many higher vocational colleges now incorporate innovation and entrepreneurship practices and courses into the talent training programs of various majors, due to the lack of teachers, most of the dual-creation courses in the whole school are taught by the same teachers. Due to professional limitations, it is difficult for full-time teachers of dual-creation courses to take into account the professional characteristics of all majors in the school, unable to guide students of various majors to provide professional and dual-creation access points, and unable to drive students to participate in the transformation of innovation, entrepreneurship and technology. It is difficult for students to effectively combine their innovative and entrepreneurial projects with their majors.

2.4 Lack of targeted guidance and poor project continuity

When encountering difficulties in the project incubation process, due to the lack of practical experience, the teachers of the dual entrepreneurship and innovation

courses tend to talk on paper. In terms of professional guidance, although the professional teachers of each school can provide corresponding guidance for different entrepreneurial higher vocational students in the fields they are familiar with, it is difficult for professional teachers to actively provide help due to their heavy research and teaching tasks. When a project encounters difficulties, it is difficult to get in touch with a professional consulting team, and the projects produced in the mass entrepreneurship and innovation courses generally lack authenticity and implementation. Many projects are abandoned with the end of the course, and the continuity of the project is not satisfactory. [2]

3. COUNTERMEASURES AND SUGGESTIONS
In view of the various problems commonly existing in the dual-creation courses of higher vocational colleges, the following four countermeasures are proposed based on the experience of the dual-creation curriculum construction of working colleges and universities.

3.1 Rich teaching resources, online and offline hybrid integration to carry out dual-creation teaching
The online and offline mixed teaching mode enables the dual-creation courses to break the constraints of time and space, so that different students can learn at different places and times. the learning traces left by online learning on the Internet are also convenient for teachers to carry out all-round supervision. Online and offline hybrid teaching has strong interactivity, transparency, real-time and sharing, which can well solve the current problem of innovation and innovation. the contradiction between the limited class hours of the course and the heavy teaching tasks.

3.2 Optimizing the teaching staff for mass entrepreneurship and innovation, and boosting the incubation of student projects
The imbalance between the supply of professional teachers and the needs of students is a substantive problem facing the current dual-creation education. the level of teachers for dual-creation education determines whether the dual-creation education can be carried out smoothly. At this stage, full-time teachers of dual-creation courses generally lack practical experience in business operations, and are prone to fall into the quagmire of talking on paper in teaching. In the teaching of dual-creation courses in higher vocational colleges, full-time teachers of entrepreneurship, professional teachers, workplace elites, entrepreneurs, etc. can be considered as part of the teaching team. Full-time teachers carry out teaching design of dual-creation courses. Workplace elites provide practical cases for teaching, and social entrepreneurs provide directional guidance for dual-creation education. Create a comprehensive teaching faculty that integrates teaching, practice, verification, and support. [3]

3.3 One case to the end, "special creation" and "thinking creation" run through the teaching of the course
Innovation integration refers to the organic integration of innovation and entrepreneurship education and students' professional education, which is an inevitable trend of college education reform. In the dual-creation course, guiding students to find the entry point of majors and innovation and entrepreneurship projects, and using their professional knowledge to serve innovation and entrepreneurship projects is of great significance to promoting students' professional knowledge application ability and improving their overall quality. In the construction of dual-creation courses, teachers need to comprehensively consider the connection of related disciplines, the needs of the market, the needs and characteristics of students, etc., and carry out dual-creation courses for different majors in combination with the target positioning of their talent training programs. content and case design.

3.4 Use competitions to promote learning, integrate production and education, and strengthen students' ability to practice innovation and entrepreneurship
In the teaching design of the dual-creation course, the "China Internet+College Students Innovation and Entrepreneurship Competition" model can be combined. In the content design, the dual-creation competition and its process can be introduced to students; Interpret the evaluation criteria of the competition, and try to make requirements and evaluations for the students' practical tasks according to the evaluation of the competition. Encourage students to make the projects generated by the dual-creation courses into entries, link the assessment of the dual-creation courses with competitions, etc., to achieve the purpose of promoting learning, teaching, and innovation through competitions. At the same time, students are encouraged to participate in newly opened courses across different disciplines, and students are encouraged to participate in teachers' patented inventions, scientific research projects and other projects, so as to strengthen students' practical ability of innovation and innovation, and promote the implementation and incubation of student projects.

4. CONCLUSIONS
The construction of dual-creation courses directly affects the cultivation of students' dual-creation ability, and is also a key carrier of innovation and entrepreneurship education research. Higher vocational colleges should do a good job in the construction of curriculum resources and teaching staff according to the actual situation of the school and in combination with the professional characteristics of students. etc. to promote the development of school innovation and entrepreneurship education.

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Teacher Professional Development from the Perspective of Human Nature in Postmodern Psychology

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Abstract: At present, along with the continuous development of education enterprise, the continuous implementation of education reform, along with the continuous study of education, the new teaching concept unceasingly appears, in the current study of education, the concept of humanity has a very important influence on education, can promote the professional development of teachers. In the postmodern view of human nature, the subjectivity, creativity, uniqueness and difference of the view of human nature have a guiding effect on the professional development of teachers, and are the key for teachers to improve the teaching quality and carry out teaching activities reasonably. Therefore, this paper will analyze the main view of human nature in postmodern psychology, and study the professional development of teachers based on the theory of postmodern view of human nature.

Keywords: Post-modernism; Human nature view; Teacher specialization

1. INTRODUCTION

For teachers, if they want to improve their teaching quality and carry out teaching activities efficiently, they must develop towards the direction of specialization continuously. From the current perspective of human nature in postmodern psychology, through continuous research on education, it is found that the concept of human nature has an important impact on the professional development of teachers. the concept of human nature is consistent with many advanced teaching concepts at present. For example, teachers are required to respect students' subjectivity and pay attention to their differences in teaching. It's also an important part of our view of human nature. Teachers should constantly understand human nature, build a bridge between education and students through human nature, and constantly deepen their understanding of human nature, so as to develop their own teaching activities toward the direction of specialization and improve the quality of teaching.

2. THE MAIN VIEW OF HUMAN NATURE IN POSTMODERN PSYCHOLOGY

Postmodern psychology is an idea that arose in the western countries in the 1990s. It is an ideological trend to study the way of thinking and the social form of human beings. In postmodern psychology, it can be said that every kind of psychology involves the study of human nature, and the concept of human nature is the basic theory of psychology and an important guidance of psychology. In postmodern psychology, there are mainly four aspects in the study of human nature. First of all, in postmodern psychology, it is believed that people should be decentralized, and decentralization means to be self-centered. Postmodern psychology believes that people should be concrete living individuals, and there is no difference between people, and people in society should be in an equal relationship. In the continuous research of postmodern psychology, Gradually expand the equality between people and nature, between people and society, advocating that the relationship between people and all things should be harmonious and unified, is equal. Secondly, according to postmodern psychology, human nature should be diversified. the reason for the diversification of human nature is that people are in different environments and have experienced different things, and the influence of these environmental factors and external things leads to the diversification of human nature. At the same time, in the view of human nature in postmodern psychology, people's subjectivity and difference are respected, and everyone is believed to be the subject of reality. At the same time, there are certain differences, which are caused by different experiences of people and on the basis of equality. Finally, in the view of human nature, postmodern psychology believes that human nature has uniqueness and creativity. It believes that everyone is equal and unique, and the reason for this uniqueness is the difference in people's living environment and life experience. In the view of postmodern psychology, human creativity is the difference between human and animal, and creativity is an important attribute of human. It has similar theoretical content with subjective initiative [1].

3. THE ENLIGHTENMENT OF POSTMODERN PSYCHOLOGICAL VIEW OF HUMAN NATURE TO THE DEVELOPMENT OF TEACHER SPECIALIZATION

3.1 The professional development of teachers needs decentralized teachers

In the traditional teaching concept, teachers subconsciously believe that they should be the center of teaching activities, and students only need to follow teachers to learn, that is, self-centered teaching. However, teachers should not be the absolute center of teaching in the advanced teaching concept and the view of human heart in postmodern psychology. This backward self-centered teaching concept hinders the improvement of teaching quality. According to the

theory of human nature view of postmodern psychology, teachers should be decentralized in teaching, and adopt more free and open methods and attitudes in the process of carrying out teaching activities. Teachers should realize that students and themselves should be the center of teaching, and the two are equal. However, from the perspective of teaching significance and student development, the centrality of students should be more important. the decentralization of teachers is the key to improve teaching effect and their own professional development.

3.2 The professional development of teachers needs diversified teachers

In the process of carrying out teaching activities, teachers often play a variety of roles and need to consider participating in a lot of things. Teachers are the organization and management of teaching activities, the supervisor of students' life, and the liaison between home and school. Teachers play a variety of roles in teaching activities, reflecting the diversification of human nature view in postmodern psychological theory. In the process of continuously improving teaching quality and developing teaching methods toward specialization, teachers need to play a variety of roles and serve students in an all-round way. Only in this way can they make themselves develop toward specialization. the diversified view of human nature is more like a cooperative relationship in the process of teacher professional development. Teachers need to cooperate with students, schools and students' families in the process of teaching and play different roles in communication and cooperation. This diversified view of human nature breaks the traditional teaching role of teachers and makes the teaching methods develop in the direction of diversification.

3.3 Respect students' subjectivity and difference

Based on the theory of human nature in postmodern psychology, students' subjectivity and difference should be respected in teaching. To respect students' subjectivity is to respect students' nature, and to respect students' difference is to respect students' personality. In the traditional teaching, teachers attach importance to the teaching of knowledge, but ignore the personality and nature of students, and can not teach students according to their aptitude, so the teaching efficiency is relatively low. In the process of teaching, there are certain differences among students. Students themselves will have different results in the process of learning due to physical, life experience, living environment and other reasons, and teachers should guide students' personality and teach students according to their aptitude [2].

3.4 Teachers should be unique and creative

In the development of teaching activities, teachers' creativity is very important. Teachers' creativity is reflected in the organization and coordination of teaching activities, which can make students better participate in teaching in the process of teaching and improve teachers' teaching efficiency. Through the development of creative teaching methods, teachers can continuously optimize classroom teaching and promote the improvement of teaching quality. Teachers' creation of teaching methods can promote teachers to change their teaching concepts, change the traditional cramming teaching methods, deeply explore the nature of teaching, innovate teaching methods that are more suitable for the current teaching situation, and promote teachers to develop in the direction of specialization in teaching.

4. CONCLUSION

In general, based on the theory of human nature view in postmodern psychology, teachers are developing towards a more professional direction in teaching. Teachers should be decentralized in teaching, maintain an equal status with students, accept their own diversified role positioning, carry out teaching activities at multiple levels, respect students' subjectivity and difference, teach students in accordance with their aptitude and enhance their creativity. Carry out teaching activities creatively.

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Research On Cultivating Children's Core Quality in Kindergarten Health Education

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Abstract: With the reform and innovation of education in our country, many of the ways of education and teaching have taken place great changes, including kindergarten education deeply paid attention to, kindergarten itself is the beginning of children contact the campus, how to cultivate the core literacy of children in kindergarten education, become a key issue for each preschool teacher. In the context of rapid social development, parents are attaching more and more importance to the education and teaching of children. the comprehensive implementation of the concept of core literacy education is also affecting the implementation of kindergarten education and teaching.
Keywords: Kindergarten; Health education; Young children; Core literacy; Value

1. INTRODUCTION

Kindergarten health education mainly refers to the process of education in which teachers formulate scientific and effective teaching methods according to the physical and mental development characteristics of children in the early childhood stage, improve children's health cognition, healthy attitude and healthy behavior through health education, and promote children's healthy and happy growth. In the process of implementing kindergarten health education activities, it mainly includes the following aspects: physical, psychological, physical, life, safety, environment and health, etc., which are of great help to the healthy growth of children. In this paper, the author analyzes the significance of cultivating children's core literacy in kindergarten health education, and expounds the implementation countermeasures of cultivating children's core literacy in kindergarten health education.

2. THE SIGNIFICANCE OF CULTIVATING CHILDREN'S CORE LITERACY IN KINDERGARTEN HEALTH EDUCATION

2.1 To help children form the consciousness of cherishing life

According to the current kindergarten education guidelines, kindergartens must strengthen the emphasis on children's life, health and other work, which is also the core content of kindergarten health education. First of all, preschool teachers should help children form the consciousness of cherishing life through scientific and effective guidance. Through the integration of children's safety protection education, children's core literacy education, early childhood education guidelines and other contents, a solid foundation is laid for children to form a sense of cherishing life [1]. In addition, preschool teachers should actively popularize safety and self-protection content for children, such as life safety knowledge, activity safety knowledge, drug use knowledge, accident handling knowledge, through the education and learning of these contents, so that children can form self-protection ability. Secondly, preschool teachers can also let children understand the unsafe factors in life, campus and society through multimedia videos, pictures, courseware, stories, cases and other ways to enhance their safety awareness. For example, traffic lights, traffic signs, crossing the road and walking on the sidewalk and other traffic rules. Through these contents of the publicity and education to enhance children cherish life awareness.

2.2 Help children improve their core literacy

In the process of kindergarten health education, another key content is to improve children's core literacy. Because children are in the initial stage of physical and mental development, their mental and physical growth is constantly, so according to this situation, when carrying out health education, preschool teachers should improve their core literacy step by step according to the law of children's physical and mental development. Let children form a positive, optimistic and studious, lively and active psychology, as well as a healthy and strong body [2]. For example, through emotional education to guide children to observe, experience, feel the change of emotions, so that they learn to control emotions, catharsis emotions, to maintain a good state of mind to lay the foundation. In addition, preschool teachers can also exercise children's physical quality through some interesting sports activities, such as throwing handkerchiefand pasting pot cake and other sports activities, gradually improve their physical quality, and finally realize the continuous improvement of children's core literacy.

3. THE IMPLEMENTATION COUNTERMEASURES OF CULTIVATING CHILDREN'S CORE LITERACY IN KINDERGARTEN HEALTH EDUCATION

3.1 Integration of core literacy and health education objectives

In the process of carrying out kindergarten health education, we should fully implement the concept of core literacy education, strengthen the guidance of children's body, mind and thoughts, and carry out scientific and effective activities according to children's interests, hobbies and personality characteristics in children's health education activities, to promote the continuous improvement of children's core literacy. For example, in the process of carrying out sports activities to "save small animals", kindergartens develop many

difficulties and challenges for children, such as crossing the arch bridge, walking the balance beam, jumping over the river, so that children can form the psychological ability to overcome difficulties and challenge. Through the implementation of such children's health education activities, it can promote the continuous improvement of children's physical and psychological quality. Pave the way for children's all-round development.

3.2 The combination of core literacy and health education environment

In order to help the kindergarten to better carry out health education activities, teachers should effectively combine the core literacy education of children with the construction of health education environment. Health education environment itself is a recessive core literacy education way, through the environment, goods, facilities, materials and other aspects, to promote the improvement of children's core literacy. For example, in health education activities, children are provided with rich activity materials and facilities, so that children can choose the content of health activities by themselves, which can not only stimulate children's interest in activities, but also meet their operational needs. In addition, preschool teachers also need to build a relaxed, happy and harmonious education environment, influence children through environmental factors and improve their core qualities. For example, preschool teachers do not unify activity standards, let children carry out activities according to their own ways and behaviors, and fully tap children's thinking ability, imagination and creativity [3].

3.3 Rationally use health education resources and enrich the content of health education

In order to help kindergartens better carry out health education activities, teachers should learn to use educational resources rationally, constantly enrich the content of health education, and realize the effective combination of campus education, family education and social education. First of all, preschool teachers can make full use of Internet resources. We media platforms such as Douyin, Kuaishou and Weibo contain a lot of education and teaching content, which teachers regularly share with parents, such as "How to guide children to eat", "Develop the habit of daily brushing teeth", "Wash hands before eating" and so on. Through the transmission of these videos and stories, Promote the improvement of the quality of early childhood family education. In addition, preschool teachers should make reasonable use of natural, community, family and other resources. For example, kindergartens require doctors in some community hospitals to explain safety and health

knowledge to children and strengthen their self-protection ability. Through rich health education resources and content, can help children better growth and development.

3.4 Rational use of life content and implementation of core literacy education

Every child needs to spend one day in the kindergarten. the daily life of the kindergarten contains many contents, such as breakfast, lunch, extra meal and other catering life, knowledge learning, physical exercise, game activities, extracurricular activities and other activities. Therefore, in this situation, preschool teachers should make full use of kindergarten life activities and reasonably plan the content of core literacy education. For example, in the morning during the kindergarten, help children to form the habit of saying hello and saying hello actively; in the dining activities, develop the habit of not wasting, queuing and eating slowly; in the process of washing hands, develop the awareness of rolling sleeves, tightening taps and not playing with water; in the lunch break, let children learn to restrain themselves, do not speak and keep quiet; after the lunch break, they know the habit of folding clothes and quilt. Through the practice of children's core qualities in life, help children develop good living habits, and promote the continuous improvement of their comprehensive quality level.

4. CONCLUSION

To sum up, in this paper, the author analyzes the significance of cultivating children's core literacy in kindergarten health education in helping children form the consciousness of cherishing life, helping children to improve their core literacy, and the integration of core literacy and health education objectives, rational use of health education resources, rich content of health education, and rational use of life content. the implementation of core literacy education and other relevant countermeasures are discussed.

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A Brief Analysis on the Cooperative Integration of Mental Health Education and Ideological and Political Education for College Students

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Abstract: In the context of the rapid development of social economy and culture, it has a great impact on the ideology of college students, which may directly interfere with their later development line. In order to promote the all-round development of morality and intelligence of students, it is necessary to attach importance to ideological and political education, guide students to form correct ideology, pay attention to their mental health, and effectively integrate with ideological and political education. To make good use of its content for the current psychological problems of college students to develop different education programs, through the promotion of educational resources, improve the content of education, improve the teaching methods and Internet technology means to effectively solve their psychological needs, so that students have a healthy body and mind and positive attitude. This paper mainly discusses the necessity and corresponding countermeasures of the integration of ideological and political education and mental health education for college students, specifically as follows:

Keywords: College students; Mental health education; Ideological and political education; Collaborative integration

1. THE NECESSITY OF THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND MENTAL HEALTH EDUCATION

Students at the university stage have formed relatively independent thoughts and concepts, but due to less contact with the society, they may be susceptible to various external subjective and objective factors, leading to deviations in their thoughts and behaviors. In order to promote the healthy development of students' body and mind and cultivate all-round talents for the society, it is necessary to do a good job in guiding and teaching. It enables students to have a certain ability to discriminate and calmly deal with all kinds of people and things outside. the purpose of mental health education itself is to solve the psychological problems existing in each student, effectively improve their psychological quality, and ideological and political education focuses more on the students' three views, mainly in the ideological and moral aspects, and ideological consciousness and mental health is closely related, which needs to be effectively integrated, cultivate students' correct cognition, and establish a positive concept, Effectively eliminate the adverse effects of various factors on students, so that they can adopt a positive and optimistic attitude and high adaptability, which also plays a positive role in promoting their overall development [1].

2. THE WAY OF MENTAL HEALTH EDUCATION AND IDEOLOGICAL AND POLITICAL EDUCATION

2.1 Optimize the allocation of teacher resources

According to the actual situation, the shortage of teachers in mental health education in most colleges and universities in our country at the present stage may fail to meet the psychological needs of students, so teachers should be expanded and teachers' professional ability should be improved. At the same time, ideological and political education and mental health education need to communicate with each other, and the educational team should carry out timely communication and exchange, share experience and educational ideas, and ensure the unity of goals. Ideological and political education personnel not only related to the political theory knowledge of students' education, but also need to pay attention to the psychological state of students, solve students' psychological problems, so that students establish a scientific psychological defense mechanism. Teachers assisting mental health education also need to have certain political knowledge and pay attention to the infiltration of ideological and political theories in the process of education. Secondly, it is necessary to carry out comprehensive training on a regular basis and effectively interact with them through symposiums and lectures. In the process of constantly learning relevant experience, it is necessary to fully understand its own shortcomings and actively adjust and optimize, so as to carry out educational activities more accurately [2].

2.2 Reasonable arrangement of course content

Both ideological and political education courses and mental health education courses should ensure the effective integration of each other's contents in the teaching work. Different teaching contents should be formulated based on conventional theoretical knowledge and psychological problems of each student. In addition, appropriate methods should be used to make full use of some methodologies and world views in the ideological and political theory system to carry out

detailed treatment. To enable students to see things from different angles, to use appropriate methods to deal with problems, and to build good interpersonal relationships. Secondly, we should pay attention to the emotional, practical and interactive content of education, so as to mobilize students' learning enthusiasm and ensure that they can effectively participate in it. Teachers should pay close attention to students' sense of experience, carefully listen to their suggestions and feedback, and actively improve. Because both mental health and ideological and political education will involve related values, it is necessary to actively guide college students to shape the basic three views and the ability to withstand pressure, and guide students to form correct thoughts under the complementary effect of the two.

2.3 Improve teaching methods

In the past, this kind of education is usually carried out in the way of oral education, and students have been in a passive state of acceptance. If this goes on for a long time, students' interest and enthusiasm will be wiped out, and their motivation for learning will be seriously decreased, which will not only directly affect the actual teaching quality and efficiency, but also go against the overall development of students' comprehensive literacy. In this regard, it is also necessary to change the educational concept, actively improve the teaching methods, and clarify the basic principles of the integration of ideological and political education and mental health education. Do not deviate from the local cultural basis and social reality, but also need to be carried out in the way of guidance, abandon the traditional oppression of education, through the way of example to give students the correct demonstration and positive guidance. Combined with common cases to make the content more diversified, effectively enhance students' sense of experience. Since the family background and personality characteristics of each college student are quite different, which also makes their ideas and cognition different, so in the education, it is necessary to fully understand the basic information of each student, and give different educational content and methods for different students to ensure their consistency and feasibility, so as to achieve the purpose of education. Secondly, the correct concept has a positive role in promoting the development of students' mental health, and its mental state is also directly related to students' mental state, so it is necessary to make up for and support each other. For students with unsatisfactory mental state, one-to-one counseling should be conducted to improve their mental quality [3].

2.4 Leveraging the advantages of the Internet environment

In the context of rapid social and economic development, information technology has been widely used in all walks of life, of course, also in teaching, it can provide a certain help for teaching work, effectively break through the limitations of the previous teaching mode,

make the teaching methods and contents more diversified, to meet the actual needs of students at the present stage. In ideological and political education work, we can make full use of this technology to establish campus network and push relevant content to the website in time, so as to achieve effective publicity, effectively increase the way of propaganda and education, and ensure that it can realize real-time transmission, so as to facilitate the promotion and implementation of educational objectives. At the same time, ideological and political education and mental health education can be integrated and placed on the platform for students to preview and learn. But also can open the mental health counseling courses and Windows, with students to interact effectively, timely understanding of each student's psychological and ideological situation, for the late mental health education and ideological and political education effective integration to lay a solid foundation.

3. CONCLUSION

To sum up, in the teaching work of colleges and universities, we should not only pay attention to students' professional culture courses, but also pay more attention to students' moral education. Through communication with students and correlation survey, we should understand the existing problems of students in life, study and career selection at the present stage, and effectively integrate and gradually penetrate ideological and political education with mental health education. So that students can establish a good state of mind and correct concept, positive face and properly deal with. However, during the period of their integration, in order to ensure that they can give full play to the maximum utility value, it is necessary to deeply analyze them, find out their mutual points and differences, and on this basis, develop educational programs to create a good educational environment for students to help them form correct ideological consciousness and strong psychological state.

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To Explore the Application Effect of Working Process-Oriented Teaching Mode in Nursing Teaching of Obstetrics and Gynecology

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Abstract: Objective: To study and analyze the application value of working process-oriented teaching model in obstetrics and gynecology nursing teaching. Method: In the implementation of this study, 74 nursing practice students in the obstetrics and gynecology department of our hospital will be selected as research objects. Before the formal study, 74 nursing practice students will be randomly divided. One group is the control group, which continues to implement the conventional teaching mode, and the other group is named the control group and the observation group, which adopts the working process-oriented teaching mode. Compare the two groups of students' assessment results and evaluation of the teaching mode. Results: Through comparative analysis, the theoretical and operational skills of nursing students in the observation group were significantly better than those in the control group (P<0.05). From the two groups of students' evaluation of teaching mode, the observation group is relatively better (P<0.05). Conclusion: the implementation of the process-oriented teaching model in the teaching of obstetrics and gynecology nursing can significantly improve the comprehensive quality level of nursing students, and the evaluation of the teaching model is better.

Keywords: Obstetrics and gynecology; Nursing teaching; Work process oriented; Examination result

1. INTRODUCTION

Clinical nursing in obstetrics and gynecology is difficult. With the development of the Times, there are many patients in obstetrics and gynecology. It is easy to cause adverse events due to the comprehensive influence of multiple factors. Based on this, the current nursing teaching in obstetrics and gynecology should start from the perspective of clinical nursing teaching, the conventional nursing teaching mode should be deeply optimized. It is reported that the routine nursing and teaching mode of obstetrics and gynecology has been inadequate, unable to achieve higher teaching pertinency, and insufficient teacher-student interaction [1]. Based on the in-depth implementation of the concept of high quality nursing, we should pay attention to the combination of theory and practice in nursing teaching, and adopt the teaching mode oriented by the working process. the following research will focus on this simple analysis.

2. Data and methods

2.1 Research object

This study was carried out from June 2021 to September 2022, and included 74 subjects, all of whom were nursing students practicing in obstetrics and gynecology. In addition, this study was carried out in the form of controlled experiment, which was divided into control group and observation group, with 37 cases in each group, and different nursing teaching modes were used. For example, the nursing students in the control group included 2 males and 35 females, aged 19-24 years, with an average age of (21.5±0.3) years. the male to female ratio in the observation group was 20 to 23 years old, with an average of (21.1±0.2) years old, and there was no significant difference in general data between the two groups (P > 0.05).

2.2 Methods

2.2.1 Control Group

The normal teaching mode will be implemented in the control group, and the teaching plan will be developed and the teaching work will be carried out in accordance with the syllabus.

2.2.2 Observation group

The working process-oriented teaching model was implemented in the observation group, which was detailed as follows: (1) Combination of theory and practice: Under this teaching mode, we should attach importance to combining theoretical knowledge teaching with practical skills, lead nursing students to contact clinical work of obstetrics and gynecology as soon as possible, and appropriately increase the time of contact with clinical work. Teachers should also proceed from the reality, and conduct comprehensive teaching of theory and practice during students' clinical practice, so as to encourage students to "apply theoretical knowledge" more quickly. ② Multimedia teaching: At present, in obstetrics and gynecology nursing teaching, can add the application of multimedia technology, innovative teaching methods, such as adding the application of video, text, pictures, but also in the classroom by playing the relevant videos of typical cases to promote students to deepen their impression. (3) Simulation exercise: teachers can choose typical cases to create a situation, the students are divided into a number of learning groups, each group needs to develop a nursing plan according to the case, and simulation exercise, the teacher needs to complete the simulation exercise in each group after one evaluation.

2.3 Observation Indicators

The results of theoretical and operational skills assessment of the two groups were statistically compared, and the higher the score, the better; At the same time, questionnaires were issued to the nursing students in the two groups, inviting them to evaluate the teaching mode, including "improving learning interest", "improving independent learning ability", "correcting professional attitude", "improving the ability to analyze and solve problems" and so on [2].

2.4 Statistical Processing

All data information in this study needs statistical processing, for which SPSS23.0 software can be selected as a statistical processing tool. Counting data and measurement data will be involved in the specific statistical processing process, which can be represented by "%" and "mean ± standard deviation" respectively. At the same time, they should be tested by "X2" and "t" respectively, which can be represented as "P < 0.05" after confirming significant statistical significance.

3. RESULTS

3.1 Assessment Results

From the analysis of the results of this study, the assessment scores of nursing students in the observation group were significantly higher than those in the control group (P < 0.05).

Table 1 Comparison of assessment results (score) (x±s)

group	Examples	Theoretical achievement	Operational skill achievement
Observation group	37	90.07±3.32	89.72±2.82
Control group	37	81.22±5.23	80.08±3.39
t-value		11.052	9.339
p-value		<0.05	<0.05

3.2 Evaluation of teaching effect

It is reported that the teaching evaluation of nursing students in the observation group is better than that in the control group (P < 0.05).

group	Examples	Increase interest in learning	Improve self-learning ability	The professional attitude	Analysis and problem solving skills
Observation group	37	36(97.29)	35(94.59)	35(94.59)	35(94.59)
Control group	37	32(86.48)	31(83.78)	30(81.08)	29(78.37)
X^2 value		8.417	7.259	9.052	8.824
p-value		<0.05	<0.05	<0.05	<0.05

4. DISCUSSION

Nursing has become an important part of clinical work, now the number of patients in obstetrics and gynecology, to clinical nursing work put forward higher requirements. From the quality of obstetrics and gynecology nursing staff, there is a little lack of comprehensive literacy, and because of the increase of the burden of nursing work, must join the "new force" as soon as possible, based on this in this study to explore the work process oriented teaching model in obstetrics and gynecology nursing teaching application value.

The working process-oriented teaching mode is more comprehensive and advanced, and its application can rapidly improve the professional skill level of nursing students. Nursing teaching is carried out for the purpose of improving the professional quality of nursing students, so that they can participate in the practical nursing work as soon as possible. In the conventional teaching mode, too much attention is paid to the teaching of theoretical knowledge, and theory and practice are not fully combined [3]. Under the working process-oriented mode, the teaching concept of combining theory and practice has been thoroughly implemented, and the clinical teaching time has been appropriately increased, so that students can have more time to contact clinical practice, so that they can quickly accumulate work experience and improve their professional skills. As shown in Table 1 of the results, the test scores of theoretical and practical operation skills of nursing students in the observation group were significantly higher than those in the control group (P < 0.05).

"Interest is the best teacher". In this teaching mode, rather than the boring teaching methods in the traditional classroom, it not only increases the time of clinical practice, but also applies multimedia technology and adds typical cases to simulate practical operation situations, in which teachers play a guiding role. More is to students to take the initiative to learn, greatly improve the enthusiasm of students, participation; At the same time, this teaching mode also improves students' ability to analyze and solve problems. Under the leadership of teachers, students can discuss and learn in groups, so that students can work together to find, analyze and solve problems. As shown in Table 2 of the results, the evaluation of nursing students in the observation group on process-oriented teaching mode was significantly better than that in the control group (P < 0.05).

Based on the analysis of this study, the application of the process-oriented teaching model in the teaching of obstetrics and gynecology nursing can further improve the comprehensive quality level of nursing students, and the teaching model has been recognized by nursing students.

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Research On the Reform of College Music Teaching Method from the Perspective of Comprehensive Ability Cultivation

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Abstract: With the continuous development and improvement of the education system, China adheres to the Chinese characteristic education model, to educate students comprehensively. In order to follow the national education policy and carry out better education for students, music teachers in colleges and universities should change the traditional teaching mode and design reasonable teaching programs with the aim of cultivating students' comprehensive ability. Based on this, this paper describes the importance of the comprehensive development of college music teaching and discusses the reform measures of teaching methods.
Keywords: Comprehensive ability; College music; Teaching method

1. INTRODUCTION

Nowadays, the ultimate purpose of music teaching in Chinese universities is to cultivate and improve students' comprehensive ability, such as aesthetic sense, artistic sense, comprehensive accomplishment and correct values. Therefore, under the background of education in the new era, college music teachers should pay attention to cultivating and improving students' comprehensive ability, change the traditional educational thoughts and teaching methods, and adopt scientific and reasonable educational methods.

2. THE IMPORTANCE OF COMPREHENSIVE DEVELOPMENT OF COLLEGE MUSIC TEACHING

Under the background of education in the new era, the comprehensive development of music teaching in colleges and universities is very important, such as cultivating students' aesthetic sense, learning ability, thinking ability, etc., and establishing correct values for students, so as to ensure that students have high adaptability when going to society in the future [1]. First, the nature of musical art. Under the background of education in the new era, college music is not only limited to the learning of music knowledge and skills, its connotation is constantly improving, which requires the cultivation and improvement of students' comprehensive quality in the process of education. Secondly, the employment requirements of students in modern society are constantly increasing, which leads to the employment difficulties of many college students. On the one hand, it is because of the lack of individual comprehensive ability of students, and on the other hand, it is because of the lack of timely reform of college education, resulting in poor training effect for students.

For example, most students only have a simple understanding of the theoretical knowledge of vocal music, while their practical ability is almost zero, which is not conducive to the effective improvement of students' comprehensive literacy. Therefore, when reforming the mode of music education, relevant colleges and universities should put the cultivation of comprehensive ability in the first place, cultivate more musical talents for the modern society, and take this as the ultimate goal of comprehensive teaching in colleges and universities. In addition, music teachers in colleges and universities should continue to learn and improve their own music ability and actively innovate teaching methods. Meanwhile, colleges and universities should provide music teachers with further learning opportunities to increase their own teaching experience through learning and actively apply these experience to the actual teaching process, so as to ensure the effective cultivation and improvement of students' comprehensive ability.

3. THE REFORM MEASURES OF COLLEGE MUSIC TEACHING METHODS FROM THE PERSPECTIVE OF COMPREHENSIVE ABILITY CULTIVATION

3.1 Applying information technology to music teaching to improve students' autonomous learning ability

Under the background of new era education, our country ushered in an advanced information age. Music teachers in colleges and universities can also reasonably apply this technology in music teaching process, through this technology to improve the effect of music teaching, as well as effectively cultivate students' comprehensive ability [2]. First of all, music teachers in colleges and universities can design reasonable micro-courseware with the help of information technology, and compress the content of courseware in about ten minutes. They can attract students' attention through rich and short micro-courseware, ensure that students are in a high state in music class, and facilitate teachers to carry out music teaching. For example, when explaining Chinese music history, music teachers in colleges and universities can collect domestic famous music works in addition to textbooks through information technology, and take these works as the subject of courseware. Through the cultural heritage and artistic beauty of Chinese music history and the interesting courseware designed by teachers, students can take the initiative to learn and master the knowledge points of this class. Finally, the aim of the reform of college music teaching

method from the perspective of comprehensive ability cultivation is realized. In addition, on the basis of teaching music theory knowledge, music teachers in colleges and universities need to properly enhance practical courses and improve students' comprehensive ability through the organic combination of theory and practice.

3.2 Applying probing teaching method to music teaching to cultivate students' thinking ability

In fact, as for the probing teaching method, it is to clarify the subject status of students in the college music classroom, and change the traditional "teacher-oriented, student-assisted situation". When applying this teaching method, music teachers in colleges and universities can achieve equality with students, promote teachers to truly integrate into the student group, and ensure that teachers can truly understand the learning characteristics of each student, which is conducive to the cultivation and improvement of students' comprehensive ability [3]. For example, taking the Yellow River Canto as an example, music teachers in colleges and universities can fully entrust students with the dominant position in class and design reasonable questioning sessions to correctly guide students to independently explore and learn this song. College music teachers can ask the following questions: "What is the melody of this song?" "What is the emotion of the song?" "How do you feel when you listen to this song?" At this time, students will learn the song with questions, and answer the questions given by teachers according to their own way of thinking, and finally achieve the goal of improving students' thinking ability. What should be noted here is that teachers need patient guidance and reasonable incentive evaluation when students give wrong answers, so as to avoid discouragement of students because of failure. At the same time, rewards will be given to those who answer the questions positively and correctly, so as to improve the teaching atmosphere of college music class and students' participation enthusiasm.

3.3 Apply group cooperation teaching method to music teaching to improve students' cooperation ability

The reasonable use of group cooperative teaching method can improve students' participation, cooperation ability and team spirit, which is very suitable for the application in college music education, because the ultimate goal of college music teaching is to cultivate students' comprehensive ability, so college music teachers can reasonably apply group cooperative teaching method to music teaching, and achieve the teaching reform goal of comprehensive ability cultivation. For example, music teachers in colleges and universities need to impart the basic theoretical knowledge of the course first when teaching the Fundamentals of Chorus and Conducting. Secondly, it is necessary to carry out reasonable curriculum practice in combination with theoretical knowledge to ensure that students' comprehensive ability can be effectively cultivated. After choosing a reasonable chorus song,

relevant teachers will carry out a reasonable chorus competition, divide students into groups, practice the songs chosen by teachers in groups, and encourage students to independently design chorus details and team arrangement. At this time, teachers will be responsible for assisting and observing each group to ensure timely guidance and help when students encounter difficulties. So as to achieve the teaching goal of cultivating students' comprehensive ability. In addition, during the competition, teachers can appoint student representatives in the class as judges, so as to ensure the fairness of the competition and increase the evaluation ability and innovation ability of "judges". Teachers can also set corresponding reward system, such as the reward for the first, second and third place, so as to increase students' enthusiasm to participate in the competition. To promote the teaching effect and quality of this music course.

4. CONCLUSION

In a word, the reform of college music teaching method based on comprehensive ability training has become an inevitable trend under the educational background of the new era. According to the analysis of this paper, at present, most college music teachers are still in the traditional teaching methods, which is not conducive to the cultivation of students' comprehensive ability, so they should actively use a variety of advanced teaching methods, such as information technology teaching method, probing teaching method, group cooperation teaching method, etc., to carry out effective comprehensive ability training courses for students, which is also elaborated in this paper. Hope to provide some experience for the reform of college music teaching method from the perspective of comprehensive ability cultivation.

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The Application of Microteaching Method in the Teaching of Financial Management Practice Under Mixed Teaching Mode

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Abstract: the purpose of hybrid teaching is to use online platform, establish digital teaching resources, organically integrate classroom teaching and network teaching, effectively improve the depth of most students' learning. In the design of online and offline blended teaching course resources, combined with micro-teaching method, detailed knowledge and skills, while improving the depth of students' learning, effectively promote students' classroom theoretical knowledge learning and practical skills training, fully explain the key and difficult teaching knowledge, and further clarify the teaching objectives, so that the teaching has a strong feasibility and operability.
Keywords: Microteaching method; Teaching financial management

1. "FINANCIAL MANAGEMENT PRACTICE" COURSE OVERVIEW

"Financial Management Practice" is a compulsory core professional course of big data and accounting major, and a professional ability course in the training program of big data and accounting major. "Financial Management Practice" mainly describes the basic theory, basic methods and basic operating skills of enterprise financial management. From the enterprise financing, investment, working capital, profit distribution and other capital movement links are divided into its principles and methods, the enterprise financial management post put forward clear requirements. Through learning, students can further understand and master the theories, methods and operational skills of enterprise financial management, cultivate students' ability to comprehensively analyze and solve problems, and improve students' ability to comprehensively apply financial knowledge.

Microteaching is a teaching model focusing on the improvement of teaching quality and efficiency. It was proposed by Dwight Allen in 1963. the main form of microteaching is group teaching, which is divided into several groups before class and live teaching videos are observed during the first 10 minutes of teaching. the teacher evaluates his/her own skill level according to the feedback, and the teacher is responsible for summarizing and evaluating the teaching quality.

Microteaching makes learning objectives clearer and more specific. the traditional teaching mode is disintegrated to a certain scale, combined with simple introduction skills and scientific teaching means, so that students can play their main position and complete the teaching task. Microteaching provides students with more practical opportunities, so that students can actively learn and use the teaching skills taught by teachers, and truly experience the role of various skills. At the same time, by comparing the teaching practices of others and comparing with their own performance, they can find out their own defects, and learn the excellent performance and treatment methods of others, so as to improve and improve their own skills.

2. MICROTEACHING METHOD "FINANCIAL MANAGEMENT PRACTICE" IN THE TEACHING OF APPLICATION PATH

The application of microteaching method needs a gradual process. Under the blended teaching mode, the application of microteaching method in the course of Financial Management Practice can effectively improve the innovation of the course, and at the same time, it is helpful to strengthen students' professional knowledge and skills and cultivate students' core literacy. the blended teaching mode puts into practice the teaching concept of students as the center. It can make rational use of the microteaching method around the specific course content, formulate scientific teaching plan and evaluation mechanism, and achieve the course objectives better.

Table 1 Microteaching classroom design of Financial Management Practice

Time	Teaching sessions	Teachers	Students
2min	review	Ask questions and lead students to review knowledge	Think and answer
3min	Explaining	Explain teaching objectives	Clarify teaching objectives
20min	Watch instructional videos	Record	Watch instructional videos and discuss the content
10min	Student exercises	The teacher gives instructions and answers questions in class	The students practice and record the process of doing the questions through the screen recording software
5min	Summary evaluation	Questions and summaries	Evaluate other students' practice screenshots

2.1 Study the theory

First of all, we should strengthen the study of theoretical knowledge, have a full understanding of the basic theory

and principle of "financial management Practice", including familiar with the responsibilities and basic concepts of corporate financial management positions; Understand the basic concept of enterprise financial management and financial management objectives; Master the time value of capital and risk measurement, to master enterprise financing, investment, working capital, profit distribution activities management. Encourage students from the ideological level to arouse high attention, and actively participate in classroom teaching practice activities, in practice to further consolidate the teaching effect of the course.

2.2 Determine the skills

By using microteaching method and combining with the requirements of the national vocational college Accounting Skills Competition, the knowledge of Financial Management Practice is reasonably classified into four items: capital management, budget management, operation management and performance management. the items will explain the operation decision, financing decision, investment decision, overall budget and performance evaluation and other businesses in the daily operation process of the enterprise. Complete investment and financing project decision, enterprise capital flow management, cash flow forecast, sales forecast, cost data multidimensional analysis and data insight. Enable students to master the use of management accounting methods and tools to deal with the actual business, improve students' professional skills.

2.3 Study in groups

In the process of group learning, 5-6 students are divided into a group. the teacher assigns knowledge items to each group of students and asks each student to prepare a knowledge point in class teaching. After students accept the task, they need to carefully prepare lessons and make presentations, make overall planning and design for knowledge and skills display, establish teaching methods according to the teaching content, further clarify the specific teaching links and processes, and prepare the corresponding classroom teaching.

2.4 Teaching reflection

Reflection is learning from experience, success or mistakes, is a kind of self-awareness, critical analysis, through reflection is conducive to making informed decisions, teachers in teaching to reflect, students in learning to reflect, is conducive to mastering the source of problems, learning from experience. If not used to reflection, then it is difficult to know where to start the process. Reflective practice is an ongoing process where students and teachers need to build reflective thinking and engage in reflective writing. After learning the knowledge point, students are required to conduct reflective writing. the content of writing includes how students learn the knowledge point, what is the motivation of students, what learning methods they use,

the problems they encounter in the learning process, how well they master the knowledge point and so on. Through teaching reflection and reflection report, teachers can guide and control the direction of students' learning.

2.5 Feedback and evaluation

Using microteaching method, the teacher will explain the teaching objectives, requirements and specific teaching methods and processes of this lesson, and make self-evaluation; Other students discuss and exchange, to explain the advantages of the process to give affirmation, and pointed out the shortcomings of the students, the teacher to the students' teaching comprehensive evaluation and summary; Finally, teachers and students fill in the evaluation results in the teaching effect evaluation form, and carry out statistical analysis to evaluate whether the students have reached the training objectives of skills.

3. PRACTICAL EFFECT

After applying microteaching method, the original complicated knowledge teaching of financial management can be divided into one-way knowledge and skills such as capital management, budget management, operation management and performance management. There is an internal correlation between projects. On the whole, it can further define and perceive knowledge and skills, and clear specific learning objectives, which is conducive to better control and grasp of students.

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RESEARCH On the Reform of Higher Vocational Physical Education Teaching Based on the Training of Skilled Talents

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Abstract: Higher vocational education is an important content of higher education. the teaching goal of higher vocational colleges is mainly to train skilled talents, to ensure that talents can achieve healthy development of body and mind in the learning process. However, due to the late start of higher vocational education, there are still some problems in higher vocational education, among which the physical education of higher vocational colleges also needs to be changed, so that the teaching effect in higher vocational colleges can be optimized obviously. Based on this, this paper discusses the reform of physical education in higher vocational colleges based on the training of skilled talents, hoping to play a certain role in the development of related work.
Keywords: Skilled talents; Higher vocational sports; Teaching reform

1. INTRODUCTION

Combined with the actual situation, vocational colleges need to strengthen the emphasis on vocational physical education in the training of skilled talents, pay attention to the cultivation of students' comprehensive ability in physical education, so that students can be promoted to achieve the goal of physical fitness during the teaching period. Therefore, higher vocational colleges should reform the existing physical education teaching mode when carrying out teaching work, so as to achieve the cultivation of skilled talents. At present, during the reform of physical education teaching, teachers need to enrich the original teaching content, improve the original teaching mode, so that it can realize the comprehensive training of skilled talents, create a good learning environment for students in higher vocational colleges, and thus realize the optimization of physical education teaching efficiency and quality.

2. THE NECESSITY ANALYSIS OF HIGHER VOCATIONAL PHYSICAL EDUCATION TEACHING REFORM

Under the background of current rapid social development, our economic level as well as science and technology are constantly optimized and improved. In this era, the education system has also changed. Teaching objectives and teaching concepts in higher vocational colleges are also changing, and the concepts of physical education in higher vocational colleges have also changed. In this case, teachers should reasonably formulate the teaching mode according to the characteristics of students and the needs of the Times, so that it can promote the comprehensive training of skilled talents. In the development of higher vocational physical education teaching, teachers need to understand the new teaching concepts and teaching objectives, optimize the teaching model and teaching methods, so as to improve the depth of students' understanding of the content of higher vocational physical education. Through the investigation and analysis of the actual situation of the reform of physical education in higher vocational colleges, we can see that the development of physical education can promote the healthy and stable development of students, improve the awareness of physical and mental health of students, and realize the cultivation of students' social adaptability. Teachers should reasonably formulate physical education teaching contents according to students' majors, so that the improvement of students' vocational skills can be taken as the main teaching objective during physical education, so as to ensure that students can achieve all-round development under this teaching mode, and then bring their own value into play to promote the development of social services. Therefore, in the current situation, higher vocational colleges need to strengthen the reform of physical education, to ensure that vocational colleges can realize the training of skilled talents.

3. THE REFORM STRATEGY OF HIGHER VOCATIONAL PHYSICAL EDUCATION BASED ON THE TRAINING OF SKILLED TALENTS

3.1 Formulate teaching objectives and construct professional course content

Vocational college teaching work needs to strengthen the cultivation of students' professional ability, so as to achieve the cultivation of skilled talents. Nowadays, in order for students to adapt to their jobs and society more quickly after graduation, teachers in most higher vocational colleges generally provide targeted guidance for students' learning of professional ability, so as to ensure that students can have a higher physical and mental health quality in learning. At the same time, they should also pay attention to the cultivation of students' learning consciousness. In this case, students should be promoted to train in the direction of skilled talents. It provides a solid foundation for the cultivation of students' vocational ability. Therefore, in the reform of physical education teaching in higher vocational colleges, it is necessary to reasonably formulate teaching objectives and bring the objectives of training skilled talents into play [1].

For example, vocational teachers need to carry out a comprehensive analysis of the current situation of physical education teaching and cultivate students' professional skills and physical quality according to their professional ability when carrying out physical education reform teaching. When carrying out physical education for maritime major students, teachers can cultivate students' swimming skills; For students majoring in tourism, teachers can guide students to learn rock climbing and mountaineering related knowledge. Teachers should carry out targeted teaching according to students' majors, effectively stimulate students' interest in learning, and students can also have some understanding of students' career development direction during the teaching period. Through physical education, students can reasonably formulate their future career plans according to their own conditions, so as to achieve the goal of training skilled talents. In addition, teachers should pay attention to the optimization of students' professional skills in physical education teaching. Teachers combine physical education teaching with professional knowledge, adjust the course teaching content according to the actual situation of students, and students choose the course teaching mode according to their actual situation during the study, so that it can improve the effectiveness of students' sports and optimize the level of students' career planning. It can be seen that the reform of higher vocational physical education can promote the training of skilled talents and provide more professional talents for the society.

3.2 Innovate personnel training and organize curriculum system

In order to realize the reform of physical education in higher vocational colleges, the staff need to optimize the existing curriculum system to ensure that the curriculum system can develop in a scientific direction, and on this basis to promote the effective reform of physical education in higher vocational colleges. the content of physical education in higher vocational colleges mainly includes traditional sports competitions. During the teaching period, teachers mainly explain the theoretical knowledge of physical education, but do not give full play to the entertainment and fitness performance of physical education. At the same time, the explanation lacks professional telling methods, which leads to the students' insufficient understanding of physical education knowledge. In this case, it will lead to physical education teaching objectives can not be reflected in teaching. Therefore, higher vocational colleges need to increase the innovation of physical education teaching, and reflect the timeliness and educativeness of physical education knowledge teaching when formulating teaching content [2]. In the course of teaching, health and entertainment should be combined to promote students to achieve all-round development in physical education.

For example, when carrying out physical education teaching for students majoring in computer science, teachers need to pay attention to the cultivation of students' brain thinking coordination and manual flexibility, which requires teachers to strengthen the development of sports such as table tennis and badminton, and bring games into physical education so that students can have a deeper understanding of sports knowledge. So as to improve the effect of higher vocational sports teaching. In physical education teaching for accounting students, it is necessary to carry out some yoga and body courses, mainly to improve students' interest in sports, ensure that students can have a healthy body state, and enable students to develop exercise habits in daily life, so as to promote students to achieve an all-round development of physical and mental health. At the same time, it can also ensure that the reform of higher vocational sports can realize the cultivation of skilled talents.

4. CONCLUSION

To sum up, the traditional teaching concept should be improved in the development of physical education in higher vocational colleges. the traditional physical education teaching model is relatively simple and the classroom atmosphere is boring, which leads to the inability of students to improve their interest in learning in physical education and the cultivation of energy-saving talents. Therefore, higher vocational colleges need to carry out the reform of physical education. Through the reform of teaching, students can be promoted to realize the comprehensive development of physical and mental health, help students develop good sports habits, and provide more high-quality professional talents for higher vocational colleges. In this case, the goal of training skilled talents can be realized. Ensure higher vocational physical education teaching effect can be effectively promoted.

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The Prospect and Prospect of Employment Development of Art College Graduates

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Abstract: Every year, Chinese universities send a large number of recent graduates to society. the first step from campus to society is to solve employment problems. According to the employment situation of college graduates in recent years, graduation and unemployment are the truest reflection. This paper takes the employment development of art college graduates as the research object, fully analyzes the employment status of art graduates, employment difficulties and employment development strategies, in order to help the employment development of the majority of art graduates.

Keywords: Art colleges and universities; A graduate; Employment development; Problems and strategies

1. INTRODUCTION

Art examination can be regarded as a shortcut to go to university. Art examinees can enter the ideal university with a lower score by passing professional examination and cultural examination. Therefore, in recent years, the life of art students, music students and other art examinees is increasing. the problems brought by the increase in the number of art students are also reflected in the employment development of art graduates. A large number of art graduates enter the society and compete for the scarce positions in the corresponding majors, which will cause the social problem of difficult employment. Some art graduates even cannot find suitable jobs for several years. Based on this, college education needs to recognize the social development situation in time, and adopt reasonable and scientific employment-oriented strategies in the career planning education of art graduates, so as to help art graduates obtain good conditions for development.

2. ANALYSIS OF EMPLOYMENT STATUS OF COLLEGE ART GRADUATES

Influenced by their major, art graduates have a relatively simple choice of employment in the later period, mainly some art-related jobs, such as art training institutions, schools, etc., which means that the employment path of art graduates is narrow, and under the condition of a large base of art graduates, the number of employment is easily saturated [1]. In addition, in terms of the regional distribution of employment for art graduates, they are mainly concentrated in first-tier cities such as Beijing, Shanghai and Guangzhou. Although the per capita consumption in these regions is high and the job competition is very fierce, it still does not prevent art graduates from taking these regions as the first choice for employment.

Second, college art graduates employment difficulties

2.1 Graduates' employment concept is not mature enough

The employment concept of graduates is a key factor affecting the employment development of graduates. Considering the current employment performance of art graduates, many graduates have immature employment concept, which leads to long-term unemployment of graduates [2]. For example, students who choose the path of art examination are relatively well-off in terms of family conditions and will not face much economic pressure even after graduation. With the help of their families, such students are not very willing to find jobs. Some students even choose to apply for postgraduate examination to further their studies in order to avoid employment. In a word, immature employment concept is a common problem for art graduates, which is also one of the main reasons for graduates' employment dilemma.

2.2 Graduates lack specific career planning

Compared with those who pass the national entrance examination, the students who pass the art examination to enter the university have a certain gap in the level of cultural knowledge, as well as differences in learning ability and quality. Especially, after entering the university, some art students no longer maintain a nervous and good study habit, and some even choose to "lie flat" during the four years in the university. As a result, art students often fail classes and skip classes frequently. Students in this state of study do not consider their own career plans, which increases the difficulty of employment for art graduates. In addition, in order to help students find jobs quickly, relevant career planning courses will be set up in current colleges and universities. However, because of the special majors of art graduates, career planning and uniform career planning courses are different, so the effect of career planning education cannot be played.

2.3 Graduates' comprehensive ability is relatively insufficient

Comprehensive ability is the supporting condition of graduates' employment development. Generally, graduates with excellent comprehensive ability are easier to find jobs and obtain favorable conditions for career development. As far as the employment situation of graduates of art colleges and universities is concerned, the comprehensive ability of many graduates is seriously insufficient, resulting in the loss of employment competitiveness of graduates. For example, students who choose to take the art examination are relatively weak in the academic performance, which results in the situation that the professional ability of art

graduates is stronger than the comprehensive ability, and some students even fail to pass the College English Test Band 4, which further increases the difficulty of the employment of art graduates to a certain extent.

3. COLLEGE ART GRADUATES EMPLOYMENT DEVELOPMENT STRATEGY

3.1 Focus on helping art graduates form a correct view of employment

Fresh graduates can make up for the social employment gap, but also increase the social employment pressure, if students can not look for a job with a healthy and correct employment concept, it is easy to lose the initiative in the employment competition, thus losing the opportunity for fresh employment. Based on this, art colleges and universities need to carry out employment psychological counseling and ideological and political education for graduates, so as to help graduates treat the employment problem with the right mentality and thought. First of all, teachers need to objectively analyze the current social employment situation of college students to graduates, focusing on explaining to students that the competition for college students' employment is very fierce, so that art graduates can form a sense of urgency in employment, and avoid graduates' employment psychology of "not high but not low". Secondly, teachers need to help students form a scientific employment concept of "riding a donkey to find a horse" and advocate students to join the job first and then look for a better job. For example, many art graduates want to apply for civil service. At this time, they can choose a relatively stable job and prepare for the relevant matters of applying for civil service. Only this kind of employment concept can help art graduates obtain better conditions for development.

3.2 Strengthen career planning education for art graduates

Career planning has played a very important role and value in helping students find jobs, develop jobs and promote jobs after graduation. At present, although various colleges and universities offer career planning courses, they have certain limitations, especially in the career development of art graduates. Many colleges and universities organize career planning courses that do not match. As a result, many art students have not formed a clear career development plan near graduation. Based on this, colleges and universities need to innovate career planning strategies around the actual situation of students, aiming at providing art graduates with scientific and suitable career planning education. For example, teachers can invite past art graduates to report to the school, mainly to sophomore and junior students, explaining the employment choice and development of art graduates, so that students can have a better understanding of their future career and career development, and at the same time, art students can make career development plans as early as possible.

3.3 Improve the comprehensive ability of art graduates

Specialists are no longer the fundamental demand for talent training in modern society. Compound talents and comprehensive talents have become hot talents in modern society. Therefore, it is difficult for art graduates with good professional ability to find suitable jobs, which requires colleges and universities to pay attention to improving the comprehensive ability of graduates. For example, colleges and universities can pay more attention to basic courses, formulate a strict course evaluation and assessment system, and require every art graduate to pass all course exams before formally leaving the school, so as to improve the comprehensive ability of art graduates.

4. CONCLUSION

To sum up, the employment development of art college graduates is a more serious employment problem of college students at present, but also an issue to be considered deeply in the development of art education. Universities can not only pay attention to the quality and efficiency of education, but also pay attention to the future development of college students. Therefore, in order to improve the employment rate of art graduates, colleges and universities must implement reasonable and scientific reform measures to ensure that art graduates can better integrate into the social development.

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The Influence of College Students' Media Dependence on Journalism and Communication Education

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Abstract: Media dependence is a new term under the development of the digital age, is a behavior of the majority of modern people, excessive media dependence is a kind of psychological illness, easy to produce adverse effects on people's physical health, from a certain point of view, media dependence can be regarded as the "drug" in the new era, showing the negative impact of electronic products on the society. In terms of the behavior of college students in current higher education, many college students have excessive dependence on media, and some even cannot leave mobile phones, computers and other electronic products all the time, which forms a huge resistance to the healthy development of college students. In the context of news communication education in the new media era, if college students' behavior of media dependence can realize the transformation of decadence into magic and transform media dependence into news communication education, it may be able to reap huge educational benefits.

Keywords: Higher education; Media dependence; Journalism and communication education; Influence

1. INTRODUCTION

New media has brought new challenges and opportunities to the news industry, which requires the news industry to implement reasonable and scientific innovation measures in collection, compilation, reporting, communication and other aspects, so as to ensure that the news industry can adapt to the development needs of modern society. the reform of news industry will drive the reform of news communication education. Facing the rapidly developing new media technology, students majoring in news communication education should have good practical ability and multimedia application accomplishment, only in this way can they adapt to the news industry under the new media. However, in terms of the current performance of college students' study and life, as well as excessive dependence on media, there are many college students addicted to the Internet world to abandon their studies, and even some college students have gradually formed distorted psychology and wrong thoughts under the influence of media dependence. Based on media dependence from the perspective of news communication education, this paper analyzes the specific manifestations of media dependence, the influence of media dependence on news communication

education, and the effective measures to deal with college students' media dependence.

2. THE CONCRETE EXPRESSION OF MEDIA DEPENDENCE

2.1 The Internet takes up too much of college students' time

The emergence of network information technology has greatly changed the mode of social production and life, and has brought a huge push for the development of human social civilization. Of course, in the process of social development, the network also shows harmful effects, especially in the aspects of dependence and addiction, which has seriously harmed the physical and mental health of various social groups. As far as college students are concerned, the time spent on the Internet using computers, mobile phones and other electronic devices far exceeds the time spent on learning, sports and social practice. Some college students even give up their studies because of the Internet, which is a typical behavior of media dependence [1]. Originally, the emergence of network information technology can become an auxiliary tool for college students to learn. However, due to the inability to resist the temptation of the network, some college students fall into the network quagmire. It can be seen that network information technology is a double-edged sword, which requires higher education to do a comprehensive ideological and political work, as far as possible to eliminate college students' media dependence, or guide college students' media dependence to the right path.

2.2 The Internet on mobile phones has increased the media dependence of college students

Media dependence is a behavior of excessive addiction to the Internet. It can also be regarded as a psychological or ideological disorder, mainly reflected in the use of electronic devices to surf the Internet all the time. According to the relevant survey data, the number of modern college students in the classroom study of the Internet more than 70%, and is still increasing at an extremely fast speed. the survey also found that although college students know that the Internet will affect study, but still can not overcome and get rid of the temptation of online entertainment. Therefore, it can be concluded that the use of mobile phones to surf the Internet will aggravate the psychology of media dependence and make college students easily form the bad habit of being addicted to the Internet.

2.3 The use of mobile phones is too common outside the classroom and dormitory

In modern society, we can see the phenomenon of playing mobile phones at meals, before going to bed, while walking and while driving all the time. It can be seen that mobile phones have become a part of life, even far more than other things in life [2]. the fundamental task of college students is to learn knowledge and skills well. However, under the influence of mobile phones, computers and other electronic devices, it interferes with college students' learning. Many college students use mobile phones frequently outside the classroom and dormitory, and even use mobile phones and computers incorrectly. It is very common for college students to plagiarize knowledge and learning results on the Internet, which will affect the development of college students' comprehensive ability to some extent.

3. THE INFLUENCE OF COLLEGE STUDENTS' MEDIA DEPENDENCE ON NEWS COMMUNICATION EDUCATION

3.1 The impact on classroom teaching

Although the news communication education from the perspective of new media involves the application of various electronic devices in teaching activities or needs to carry out teaching activities under the support of the network, most college students are media dependent, which leads to the wrong use of the network in classroom teaching. For example, in classroom teaching, many college students under the guise of learning, using mobile phones or computers to surf the Internet for recreation and entertainment, always do something unrelated to learning, which has a serious impact on classroom teaching, and the formation of adverse interference to college students' learning.

3.2 The impact on the practical ability of college students

Journalism and communication education not only requires students to master theoretical knowledge, but also requires students to have strong practical ability. Therefore, some practical topics are often designed in teaching activities, such as editing press releases and making news videos, so as to exercise and improve students' practical level. However, due to the media dependence of many college students, they often use the Internet incorrectly when carrying out practical activities, especially looking for news releases or news videos on the Internet as their own practical learning results, which will be difficult to achieve the purpose of practical teaching of news communication education.

4. EFFECTIVE MEASURES TO DEAL WITH COLLEGE STUDENTS' MEDIA DEPENDENCE

4.1 Strengthen media literacy education for college students

Media dependence of college students is not harmful and beneficial. News communication education from the perspective of new media requires students to have good media literacy, that is, the ability to apply modern information technology. Therefore, how to transform college students' media dependence into a favorable factor for news communication education is the focus and key point of education reform. Based on this, the major of journalism and communication education needs to correctly guide the media dependence of college students, in order to help them transform their dependence into quality. For example, a strict system for the use of mobile phones, computers and other electronic equipment should be formulated to effectively restrict college students' intemperate and unrestricted online behavior in classroom teaching and dormitory life. At the same time, colleges and universities should strengthen publicity and education to explain the harm of media dependence to college students and help them treat the Internet correctly. In addition, attach importance to ideological and political education, so that college students understand their own responsibility for national construction, and guide them to get rid of the habit of media dependence.

4.2 Increase the intensity of practical training for college students

The major of journalism and communication education has high requirements on the comprehensive practical ability of college students, which requires them to have solid theoretical knowledge and good practical operation and application quality. Based on the characteristics of college students' media dependence, news communication education can increase the intensity of practical training, such as evaluating the practical results of college students, prohibiting college students from cheating and copying through the Internet, or designing long-term and tracking practical topics, requiring college students to carry out activities in the form of social research. In this way, college students can reduce their dependence on media.

5. CONCLUSION

Under the background that media dependence of college students brings new challenges to news communication education, in order to build an education system that meets the needs of the Times and the development of college students themselves, it is necessary to deeply understand and analyze media dependence, and at the same time to do a good job in scientific education reform, so as to transform media dependence of college students into a resource conducive to news communication education.

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The Effective Application of Educational Psychology in Higher Vocational Teaching Management

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Abstract: With the further deepening of education reform, the role of educational psychology in higher vocational teaching is becoming more and more prominent, and the psychological quality of students in higher vocational colleges will have an intuitive impact on its subsequent development. Therefore, higher vocational colleges should vigorously explore and clarify the importance of educational psychology, and integrate it into teaching management, to provide support for the smooth development of subsequent teaching work. This paper briefly introduces the role of educational psychology in higher vocational teaching management, analyzes the advantages of educational psychology in higher vocational teaching management, and explores the application of educational psychology in higher vocational teaching management, hoping to provide guarantee for the orderly implementation of teaching management.

Keywords: Educational psychology; Higher vocational education; Teaching management; Application

1. INTRODUCTION

In the new period, our education industry has achieved rapid development, which provided certain conditions for the development of higher vocational colleges. More modern educational means and knowledge of educational psychology have been applied to the teaching management of higher vocational colleges, which effectively improved the shortcomings in the teaching process. Therefore, relevant personnel should realize the advantages of educational psychology in higher vocational teaching management, and improve the quality of higher vocational teaching management with the support of educational psychology.

2. THE ROLE OF EDUCATIONAL PSYCHOLOGY IN HIGHER VOCATIONAL TEACHING MANAGEMENT

In the new era, there are still many deficiencies in the teaching management carried out by higher vocational colleges. From a certain point of view, it hinders the smooth development of teaching management and is not conducive to the follow-up development of students. As an important place for personnel training, the talents provided by higher vocational colleges can determine the level of social development. Therefore, relevant personnel should enhance the importance of teaching psychology, improve the level of teaching management with the help of educational psychology, and provide support for the all-round development of students. It should be noted that educational psychology needs to create appropriate situations and integrate them with all stages of teaching, improve teaching quality while improving teaching efficiency, and strengthen the connection between teachers and students [1]. Therefore, the role of educational psychology in higher vocational teaching management is more prominent, which can be summarized as follows:

First, help students solve psychological problems. With the further development of the education industry and the implementation of enrollment expansion policy, the number of students in higher vocational colleges has been increasing, and the scope of enrollment has been significantly expanded, which leads to different levels of professional quality of each student, and even some students' study pressure is relatively large, which is likely to produce inappropriate emotions. As a modern educational concept, educational psychology can educate and manage students from the psychological perspective, promote their healthy development, make students clear the deficiencies in the process of study and life with optimistic psychology, and provide guarantee for students to finish their studies and find jobs smoothly. Secondly, it can equip students with collectivism concept. Vocational colleges as a large collective, students need to study and live in it. However, with the improvement of life quality, economic level and social development, some vocational college students pay more attention to personal development, and their interpersonal skills are weak. As a modern educational thinking, the application of educational psychology in educational management can enhance students' collective concept, help students form a full understanding of collective concept and cooperative consciousness, and enhance the ideological and moral cultivation of students in higher vocational colleges. Thirdly, make students form correct values. With the improvement of educational environment, higher vocational colleges should focus on cultivating students' values and ensure that students can have strong ideological and moral cultivation and become talents with strong overall strength required by social development. As an innovative educational concept, educational psychology can help students form correct values. Under this concept, students should have the courage to face the difficulties, and have more indomitable quality, to lay a good condition for the subsequent development. Therefore, educational psychology plays an important role in both education

and management, which requires universities to combine it with educational management [2].

3. THE ADVANTAGES OF EDUCATIONAL PSYCHOLOGY IN HIGHER VOCATIONAL TEACHING MANAGEMENT

At present, due to the influence of traditional views and opinions, some people will still compare vocational colleges with undergraduate students. Because the cultural knowledge reserve of students in higher vocational colleges is relatively insufficient, it is likely to have some partial subjects in the learning process, resulting in the loss of enthusiasm for learning of students in higher vocational colleges. In the long run, it will reduce the self-confidence of students in higher vocational colleges, which is not conducive to the development of students in higher vocational colleges. Some students even have some disciplinary behaviors, such as being late, leaving early, sleeping, etc., when they carry out classroom learning, which seriously hinders the smooth progress of daily student management in higher vocational colleges and leads to unsatisfactory educational results. In order to improve this problem, teachers in higher vocational colleges need to provide psychological guidance to students under the support of educational psychology, so that students can get better development. Moreover, with the help of effective psychological counseling, it can also narrow the distance between teachers and students, make students more willing to listen to the teacher's advice, improve students' enthusiasm for learning, and lay a good condition for the development of students.

Some students in the process of development, there is a lack of collective concept, do not have the consciousness of cooperation and other problems. With the further development of society, the influence of network on students has been significantly expanded. Some students in higher vocational colleges are addicted to the network and unwilling to participate in class collective activities. In order to improve this situation, higher vocational colleges should reasonably use educational psychology to guide students in teaching management, so that students can realize the importance of the collective, establish a sense of collective honor, and be willing to contribute to the development of the collective.

4. THE APPLICATION OF EDUCATIONAL PSYCHOLOGY IN HIGHER VOCATIONAL TEACHING MANAGEMENT

Applying educational psychology to higher vocational teaching management is the general trend of the Times, which can effectively improve the level of higher vocational teaching management and provide high-quality talents with strong overall strength for the development of society. Therefore, relevant personnel should pay more attention to educational psychology and combine it with higher vocational teaching management. Staff can do this from the following perspectives:

4.1 Build a sound educational psychology system

In order to show the advantages of educational psychology, we must build a perfect educational psychology system. In other words, education and psychology should be taken as the support to build a perfect system. Relevant personnel should systematically analyze the shortcomings of psychology teaching and the ways to deal with problems, enrich work experience, and reduce the difficulty of teaching work. the research system of educational psychology is generally composed of teachers and students. When teaching, teachers should analyze the teaching environment and clarify the change of psychological response mechanism. Psychology in higher vocational colleges is highly professional and needs to help students successfully find jobs. Therefore, relevant personnel should carry out their work from the following points: First, educational psychology should be related to the practical operation, and vigorously explore the psychological laws in the process of education and their own reality, targeted summary [3]. Second, we should strengthen the research of educational psychology, and show the results of the research, timely solve the problems in the process of higher vocational teaching, and provide a basis for the smooth promotion of the subsequent work.

4.2 Relate it to classroom teaching

Psychology education in higher vocational schools needs the support of classroom teaching, which is mainly carried out to improve students' learning ability and enhance their professional quality. As for educational psychology theory analysis, it is found that the key to ensure the quality of curriculum teaching is to help students form a full understanding of classroom teaching. the teaching quality of educational psychology will have an intuitive impact on students' learning enthusiasm and attitude. Therefore, when carrying out teaching management, teachers should guide students timely with the help of educational psychology to ensure that students can think independently and ensure the teaching level. the most prominent feature of psychology teaching in higher vocational colleges lies in its flexible teaching form and high requirement for professional degree. Therefore, classroom teaching is one of the main ways to carry out educational psychology and can effectively improve teaching efficiency.

4.3 Integrate educational psychology into moral education teaching

Moral education plays an important role in higher vocational college teaching. Moral education will affect students' subsequent development and employment to some extent. Therefore, relevant personnel should integrate moral education teaching with educational psychology and carry out various work orderly. Firstly, by virtue of moral education and educational psychology, students' learning enthusiasm should be enhanced, and the existing moral education teaching should be supplemented to improve the teaching level. Second, strengthening the connection between psychology and moral education teaching can

encourage students to innovate, promote the development of teachers while promoting the development of students, and achieve a win-win goal. Thirdly, we can optimize the teaching concept of teachers, realize the key of hidden curriculum development, and make education and teaching more efficient and high-quality. In this process, we can also take into account the reality of the students and update the teaching methods. For example, by virtue of moral education teaching to train students' professional quality, ideological and moral cultivation, students can become high-quality talents needed by social development, and provide opportunities for teachers and students to communicate and exchange.

4.4 Building a team of teachers with strong overall strength

As the main implementor of teaching, teachers' professional quality and the application of educational psychology will have an intuitive impact on the overall quality of teaching. Therefore, when carrying out teaching management, staff should integrate educational psychology into training to ensure that teachers can have strong professional quality and skillfully use educational psychology. First, to enhance the scientific literacy of teachers, to provide support for the smooth development of education and teaching work. Second, the dissemination of educational psychology can expand the team of teachers and help more people to know about educational psychology. the analysis of educational psychology found that in order to improve the ideological and moral cultivation of students, teachers need to be guided. Under the requirements of educational psychology, teachers should carry out higher vocational teaching management, not only to transfer relevant knowledge, but also to show a model role, so that students can recognize teachers more. This can not only optimize the teacher team, but also adjust the existing teacher structure [4].

4.5 Apply educational psychology to all levels of higher vocational colleges

When teaching in higher vocational colleges, vocational training should be the main task for students, which, from a certain point of view, enriches the content of educational psychology. When carrying out teaching management, teachers should combine educational psychology with vocational training. While enhancing students' professional quality, teachers should make students have strong ideological and moral cultivation, become high-quality talents with strong overall strength, and provide support for industrial innovation. This improves the level of continuing education in higher vocational colleges to a certain extent, and can make educational psychology oriented to society. So that more people can fully understand the importance of educational psychology and reduce the difficulty of college system construction. the analysis of the current teaching methods found that the combination of educational psychology and teaching can make students more active and enthusiastic into learning, improve students' independent learning ability, and enable students to achieve better development.

4.6 The establishment of a special psychological consultation room

Students' mental health will affect their learning efficiency, ideological and moral cultivation to some extent. Therefore, higher vocational colleges want to improve the management level of students, so that students can get better development. Therefore, it is necessary to take educational psychology as the basis and develop special psychological counseling rooms to ensure that students can enjoy high quality psychological counseling services. First, we should enrich and update the internal facilities of the psychological counseling room, and create a suitable internal environment so that college students can get a comfortable psychological counseling environment. In this process, it is also necessary to attract more high-quality psychological teachers to join the psychological counseling room, to solve the problems in students' study and life, and properly deal with the psychological problems of students. When carrying out teaching, psychological teachers should flexibly use resources, communicate with students' mechanical energy, clarify the causes of students' psychological problems, and set up appropriate counseling plan from reality. Second, teachers in the consulting room should conduct psychological education for students regularly, and require students to fill in relevant questionnaires. With the help of questionnaires, they can get to know the mental health of students, and take them as the basis to focus on counseling students with problems, so that students can get better development.

4.7 Improve students' management level with the help of collective concept

With the support of educational psychology, higher vocational colleges should guide students from a holistic perspective and make their words and deeds more standardized. First, higher vocational colleges should realize the role of the collective in mental health education and make students consciously cooperate with the team to carry out various activities. In this process, higher vocational colleges can also apply the associations, and consider the preferences of students to set up different types of associations, and encourage students to carry out a variety of collective activities with associations as the unit, so as to ensure that students can have a strong collective concept through participation in activities. Second, colleges and universities can also encourage students to set up interest groups and take the initiative to participate in various activities to broaden their horizons.

4.8 To ensure that the teaching carried out is equitable

According to the investigation and analysis of relevant data, it is found that if there is a big gap between the remuneration people get and the expectation, students will have psychological imbalance, and even some inappropriate psychology will appear, hindering the development of students. In order to improve this situation and make higher vocational college students

get better development, it is necessary to guarantee fairness and ensure that teaching management can provide support for the smooth development of students. In recent years, the bursaries and scholarships provided by our higher vocational colleges can help students with difficulties in life and reduce their learning burden [5]. However, in the process of scholarship and financial aid evaluation, it is likely that some students will tamper with the real situation of their families, leading to changes in the teaching environment, which is not conducive to the development of students. In order to improve this situation, teachers should check the authenticity of information and strictly follow relevant procedures when conducting student management and evaluating grants and scholarships, so as to achieve real fairness and ensure that the results can be accepted by all students.

5. CONCLUSION

According to the above analysis, due to the particularity of higher vocational colleges and the relatively complex source of students, there may be deficiencies in teaching management due to the influence of some factors. To carry out teaching management with the help of educational psychology can ensure the physical and mental health of students and ensure that students can become practical talents needed by social development through learning. Contribute to the development of society. Therefore, higher vocational colleges should pay more attention to educational psychology, clarify the problems existing in the process of teaching management, and make adjustments with the help of educational psychology to improve the level of teaching management.

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Research On University Student Management Based on the Concept Of "People-Oriented"

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Abstract: College student management is a student-centered, to improve the comprehensive quality of students as the goal of important work, is also an important guarantee for the quality of college education and teaching. Guided by the concept of "people-oriented", this paper discusses the current situation and existing problems of student management in colleges and universities, and puts forward some countermeasures and suggestions to strengthen student participation, perfect the management system, and strengthen the communication between teachers and students, so as to promote the improvement of student management in colleges and universities.

Keywords: People-oriented; Colleges and universities; Student management; Work; University management

1. INTRODUCTION

"People-oriented" is a kind of modern management thought, which emphasizes people-oriented, pay attention to the needs and feelings of employees, and pay attention to the personality development and personal value realization of employees in organizational management. As an important management work, university student management should also adhere to this idea, pay attention to students' needs and feelings, promote students' all-round development and personal value realization, should be guided by the concept of "people-oriented" university student management, improve the effect and quality of student management work.

2. PROBLEMS EXISTING IN COLLEGE STUDENT MANAGEMENT

2.1 Management concept lag

First of all, in the past, college student management was often dominated by discipline management, emphasizing the trinity of "management, teaching and punishment", and neglecting to guide, inspire and cultivate students' self-management ability. At present, with the development of social economy, the management of college students does not deeply tap the potential of students, which affects the improvement of students' self-management ability [1].

Secondly, many university student management departments still use the past management methods, and lack the application and innovation of new technology and new methods. For example, some university student administration departments are still using traditional paper-based management systems rather than technology such as the Internet and mobile devices to improve the efficiency and accuracy of student management. In addition, at present, the main work of college student management is still in attendance, reward and punishment, safety education and other daily management, while ignoring the comprehensive guidance and help for students' study, life, career planning and other aspects.

Finally, some administrators of student management departments in colleges and universities lack a high degree of professional quality and dedication, and lack enthusiasm and innovative consciousness for student management. It is necessary to strengthen the professional quality, knowledge and skill training of student management cadres in colleges and universities to improve the management level and quality of students

2.2 Ignoring the principal position of students

First of all, school administrators tend to regard students as objects that can be managed, rather than subjects with independent personalities and thoughts. This management mode pays attention to the superficial code of conduct, but ignores the intrinsic state and needs of students.

Secondly, psychology is a key discipline to solve students' ontological problems, but in some colleges and universities, psychological services are often not perfect and professional. If students encounter problems in life or study without help, it will make it difficult for students to fundamentally solve their own problems.

In addition, some college administrators tend to ignore individual differences of students and adopt a "one-size-fits-all" management style, treating all students as the same group. This practice will make some students personality characteristics can not be reflected, resulting in the emergence of students ontology problems.

Finally, the educational goal of colleges and universities should be to cultivate talents with independent thinking ability, innovative spirit and humanistic quality, rather than cultivating a group of students who can recite knowledge from books. Some colleges and universities do not pay attention to students' ontological problems, which will affect the development of students themselves [2].

2.3 Imperfect incentive mechanism

First of all, among the students, some students are more self-conscious, students will be self-motivated in learning. However, most students need external motivation to push themselves. If students feel that their efforts are not being rewarded, then students will lose motivation to learn, which will lead to lower academic performance and affect the quality of education in the entire class and school.

Secondly, if students think that their efforts are not rewarded, they will have feelings of dissatisfaction and

distrust of the school. If students' feelings of dissatisfaction are not properly solved, they may take bad behaviors to vent their feelings of dissatisfaction, which will adversely affect the stability of the school.

In addition, if the incentive mechanism of the school is not perfect, then students' enthusiasm for learning will be affected, resulting in uneven academic level of students. This will have a negative impact on the quality of school education, because the academic level of students is one of the important indicators reflecting the quality of school education [3]. If the incentive mechanism of the school is not perfect, students may lack a sense of responsibility for their own behavior, resulting in the lack of moral concepts, which will affect the construction of school culture. This is because the moral concept is an important component of the construction of school culture. If students lack moral concepts, it will be difficult for the school to train qualified talents and make contributions to the society.

3. EFFECTIVE STRATEGIES FOR COLLEGE STUDENT MANAGEMENT BASED ON THE CONCEPT OF "PEOPLE-ORIENTED"

3.1 Attach importance to the humanistic concept

College student management should always adhere to the people-oriented management thought, put students in the first place, respect the personality and freedom of students, pay attention to the needs and interests of students, improve the satisfaction and loyalty of students. College student management should focus on promoting students' development and innovation ability, provide diversified, personalized and comprehensive services and support, encourage students to practice innovation and pursue excellence, and stimulate students' creativity and innovation potential [4].

3.2 Attach importance to the principal position of students

First of all, students are the main beneficiaries and management objects of colleges and universities. Students have the right to participate in the management of colleges and universities and express their own opinions and suggestions. Therefore, in the work of student management, we should fully respect the rights and interests of students, listen to the opinions and suggestions of students, so that students can really participate in the management and become the main body of management.

Secondly, communication between students and administrators is very important. Only when a good communication channel is established, administrators can timely understand the needs and problems of students and provide better services and support for students. While establishing communication channels, it is also necessary to pay attention to the effect of communication, timely follow up students' feedback and suggestions, and take corresponding measures to solve the problem [5].

3.3 Attach importance to the employment guidance of college students

First of all, students should begin to receive career planning education after entering the university.

Through career planning courses and practical activities, students can understand their career interests and advantages, make career planning and get ready for future employment. the school can provide a variety of career planning tools and services, such as career counseling, industry research, career assessment and internship opportunities, to help students better understand the job market and employment situation.

Secondly, schools should strengthen ties with enterprises and industries, understand market demands and career development trends, and provide students with employment opportunities and internship opportunities. Schools can establish school-enterprise partnerships with enterprises and industries, and carry out various forms of cooperation, such as employment guidance, employment recommendation and professional skills training, to provide students with more employment opportunities and practical experience [6].

4. CONCLUSION

To sum up, this paper discusses the problems existing in university student management from the concept of "people-oriented" and puts forward some countermeasures and suggestions to solve the problems, including strengthening student participation, perfecting the management system, strengthening the communication between teachers and students, etc., which is helpful to promote the improvement of university student management and emphasizes the need to uphold the concept of "people-oriented" in university student management. Pay attention to students' needs and feelings, so as to better promote students' all-round development and personal value realization.

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Summary of the Relevant Connotations of Cultivating Cultural Security Awareness of College Students in the Context of Short Video

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Abstract: Short videos on the internet are playing an increasingly important role in people's lives by virtue of their advantages, and are an important channel for the public to understand the world, receive and exchange information. With the continuous development of network technology and the improvement of network infrastructure, short videos on the internet, with their unique video presentation characteristics and interactive experience mode, have had a significant impact on the formation of cultural security awareness among young college students. Rigorous argumentation of basic concepts is an inevitable requirement for the formation of a rigorous theoretical system, and clarifying basic concepts is also a necessary cornerstone for normative academic research. Therefore, a careful analysis of the connotations of internet short videos and cultural security is the foundation for conducting research on the cultivation of cultural security awareness among college students from the perspective of internet short videos.

Keywords: Short video, College students, Cultural security, Cultural security consciousness

1. INTRODUCTION

In recent years, the rapid development of short videos on the internet has demonstrated strong vitality and has quickly become a popular medium among the public. the intuitive, simple, and short nature of short videos better meets the needs of contemporary audiences. Therefore, short videos have become a preferred medium for more users [1]. the rapid development of short videos as a medium has formed an unavoidable trend, and its impact on short video users cannot be ignored, especially for shaping the cultural security perspective of young college students.

With its unique video presentation characteristics and interactive experience mode, internet short videos have had a subtle impact on the cultural security perspective of young college students [2]. On the one hand, with the rapid development of internet short videos, relevant government departments and mainstream media organizations have also entered the internet short video platform to publish official information and mainstream cultural content, expanding the ways in which college students participate in politics and effectively helping college students establish the correct cultural perspective. On the other hand, internet short videos have also brought negative impacts to the formation of the cultural security perspective of college students [3]. Internet short video platforms rely on big data, artificial intelligence, and other push mechanisms to provide customized content to college students based on their preferences, forming an information cocoon and gradually causing various adverse effects on the formation of college students' cultural security perspective.

2. THE CONCEPTUAL DEFINITION OF SHORT-FORM ONLINE VIDEO CONTENT.

With the rapid development of network technology, short videos have also undergone rapid development with the help of network technology. Existing research has explained and sorted out the concept of network short videos from different disciplines and perspectives. However, currently, there is no academically recognized concept and definition for network short videos [4].

Some scholars distinguish and identify the concept of network short videos from traditional videos from a broad perspective of video duration. Broadly speaking, network short videos are videos that are generally less than a few minutes in duration and can integrate elements such as images, audio, and text for real-time sharing on the Internet and new media platforms [1]. This study further believes that the concept of short videos needs to be analyzed from more perspectives. Firstly, "network" refers to the dissemination and sharing of network short videos through network platforms, using network technology, and relying on personal mobile internet terminals such as the Internet, mobile phones, and tablets. Secondly, "short" mainly refers to the shorter playback time of network short videos compared to traditional videos, with video content being more concise, and the majority of network short videos being within 2 to 3 minutes in length. Finally, "video" refers to the fact that the creators of the video can use various techniques available in short videos to edit the content according to their personal preferences. After completion, the video can be published on the Internet for sharing, and through interactive mechanisms such as forwarding and commenting, the video player can repost and share it [5]. Therefore, network short videos are videos created using network platforms and network technology, relying on personal mobile internet terminals such as smartphones, with a duration of a few minutes or less, and able to integrate various techniques such as widgets, facial modification, and special effects for browsing, sharing, and interacting with the public.

3. TYPES OF SHORT VIDEOS ON THE INTERNET

Under the influence of factors such as the development of internet technology, the improvement of people's living standards, and the reform of government departments, various types of short videos have emerged on the internet, greatly enriching the lives of the people, and also bringing practical convenience to the government's information dissemination and credibility improvement [6]. This article categorizes short videos on the internet based on their content [2].

Firstly, there is the situational drama type. This type of short video on the internet uses a situational design and a team to shoot videos by narrating events that occur within the scenario and expressing the intended message. the video is then presented to the public through post-production integration and editing.

Secondly, there is the skill-sharing type. People with specific skills or crafts share their unique skills or experiences on the internet through the filming and editing of short videos. This increases their exposure and helps to promote and expand their influence.

Thirdly, there is the government news type. National functional agencies and various news media release timely government and news information to netizens through short video platforms, expanding their influence and guiding public opinion in the correct direction, thereby improving the credibility and guiding force of national functional departments.

Fourthly, there is the creative editing type. Video creators use editing techniques and inspiration to create emotionally resonant and sensorially impactful short videos for internet release, creating a sense of awe and wonder in viewers.

Fifthly, there is the internet celebrity IP type. the video creator themselves have a certain number of fans and use their high profile to create videos that cater to their target audience in order to influence and drive their fans.

Sixthly, there is the knowledge popularization type. This type of short video on the internet aims to popularize scientific knowledge by combining history and reality and making use of modern internet technology to effectively integrate resources, making scientific knowledge more accessible and easily understood by the public through visual aids.

Lastly, there is the product promotion type. Video creators or product manufacturers film short videos promoting their products by showcasing the production process, materials used, and specific uses of the product, leading viewers to purchase the product.

4. THE DISTRIBUTION METHODS AND CHARACTERISTICS OF ONLINE SHORT VIDEOS.

Firstly, the low threshold for joining and the low cost of creation [7]. With the rapid development of Internet technology, the characteristics of low participation threshold and universality in the Internet space have been well developed in the field of online short videos. In the production process of online short videos, any individual can participate in the production and sharing of online short videos. Compared with traditional short videos, online short videos do not require professional production teams or individuals, nor do they need special effects technicians to do deep processing of video content. Online short video users can directly participate in production through video platforms, achieving the idea that everyone can be a participant.

Secondly, the fast dissemination speed leads to strong public opinion fissure [7]. the development of the Internet provides a foundation for the rapid dissemination of online short videos. At the same time, in terms of online short videos themselves, the characteristics of short duration and low consumption of traffic are increasingly favored by the public. Once the information that people are interested in is published through online short videos, interested users will share it in large numbers. In this process, people will be influenced by events and form individual opinions and insights, which may lead to one or even multiple public opinion circles through the dissemination of this group. the speed of public opinion fissure will become stronger, and it will have a great impact on the network space.

Thirdly, the user experience is improved, and the social attributes are stronger [8]. Online short videos have made tremendous progress in recent years, whether it is in short video production technology or short video platforms. Short video platforms have more functions, not only for taking photos and recording videos, but also for effective interaction between creators and viewers. On the one hand, when users share their short videos, they use editing and beautification functions to make the content more visually appealing, attracting a large number of viewers to imitate and learn and participate in the production and sharing of short videos. On the other hand, the general audience can express their own views in short videos, and then share them with peer groups through forwarding and commenting. Online short videos break through the limitations of time and space, enhance users' sense of experience and participation.

5. THE CONCEPTUAL DEFINITION OF CULTURAL SECURITY

"Security" typically refers to a state where one is free from threats and able to avoid risks and harm. In the process of human survival and development, ensuring one's own physical and mental safety and avoiding harm and risks is considered a basic condition of reality. People continuously adjust their behaviors to protect their rights to survival and development to the maximum extent possible. Culture, as the core of ideology, has a distinct class attribute and urgently requires security as a guarantee. Therefore, security includes not only national physical and functional safety but also national ideological and cultural safety. Cultural security refers to the state where the cultural domain is free from threats and risks of harm [9]. As this study mainly focuses on understanding culture from the perspective of ideological forms, the understanding of cultural security is also explored from the perspective of people's conceptual and cultural security. In other words, cultural security refers to the secure state of people's

conceptual and cultural domain, where they are free from threats and risks of harm.

6. THE CONNOTATION OF CULTURAL SAFETY AWARENESS.

Safety consciousness refers to the safety concept formed in people's minds, which is the psychological state of vigilance and caution that people form towards external objects in social life and work processes. Therefore, cultural safety consciousness is the state of cultural sovereignty in the national concept that a certain group or organization is not threatened and exempted from risks and hazards, and the conscious identity and awareness formed on this basis [10]. In other words, it is the awareness that a country's citizens should maintain confidence and consciousness towards their own national culture. This includes two aspects: crisis awareness of cultural objects and cultural defense awareness of the subject itself. Crisis awareness of cultural objects and cultural defense awareness of the subject form an important part of cultural safety consciousness. Crisis awareness and defense awareness are closely related. It can be said that the crisis is the premise of safety consciousness, and cultural crisis is also the premise of cultural safety consciousness; the cultural defense awareness of the subject is a response to cultural crisis and also one of the driving factors that inspire cultural consciousness [11]. Therefore, to discover the problems of cultural safety consciousness, one must face up to the new situations and challenges in the cultural field in order to establish crisis awareness of culture. In addition, in order to stimulate the conscious awareness of cultural safety of the subject, one must recognize the problem of indifference towards cultural safety consciousness of oneself, society, nation, and even the country, in order to establish a sense of cultural defense awareness.

7. DISCUSSION

With the development of information technology, more open and equal short video platforms are using "technology" to empower college students with more information rights, expression rights, and participation rights. After the emergence of various short video media platforms on the internet, college students in the "real world" have become the same expression subjects with dual identities in the "short video media environment. " In this environment, it is not only very important but also necessary to cultivate college students' cultural safety awareness. Therefore, cultivating college students' cultural safety awareness in the perspective of short videos on the internet is not only a realistic requirement to cope with the changes in college students' communication and interaction methods but also a realistic requirement to safeguard national network ideological security. In future research, it is possible to investigate in-depth the current status of college students' cultural safety awareness in the perspective of short videos on the internet and further propose measures for cultivating their safety awareness.

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A Discussion on Alberto Mielgo's Animation Art

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Abstract: Spanish animation artist Alberto Mielgo has gained attention for his unique visual style. From his personal short films to his work on animated feature film "Spider-Man: Into the Spider-Verse" and animated shorts "Witnesses, " "All for Love, " and "Gibaro, " Mielgo presents an animation style that is highly individualized. the rejection of motion blur and innovative use of ROTO sketching techniques are his most essential animation technical features. In the films he has worked on and the three shorts he directed, we can see Mielgo's persistence as an artist in expressing his personal vision and personalized workflow. As a pioneer of high frame rate mixed media, Mielgo's style can be summarized as "Mielgo Style = 3D animation+sketch painting - motion blur. "
Keywords: Alberto Mielgo, Mielgo, Gibaro, animation, ROTO scoping, Witnesses, All for Love.

In 2019, the third short film of "Love, Death & Robots, " titled "Witnesses, " caused a sensation in the film industry as soon as it was released, with its impressive mixed-media qualities between realism and animation. Unlike most of the other shorts in the collection, "Witnesses" is not adapted from a short story, which demonstrates Alberto Mielgo's essence of "author animation. " From an artist's perspective, Mielgo is purer, not only in terms of visual imagery but also in the personal qualities he demonstrates in the content of his stories. [1] Mielgo has worked on animation projects such as Gorillaz, Harry Potter, Beatles RockBand, Tron Uprising, and Love, Death & Robots, providing unique artistic elements and design styles to the animation. As Mielgo himself says, "I love animation more than any art because it contains all the arts. "[2] He sees animation as a complex and imaginative art form that allows artists to realize any idea in their minds. Each of his works presents a unique personal characteristic.
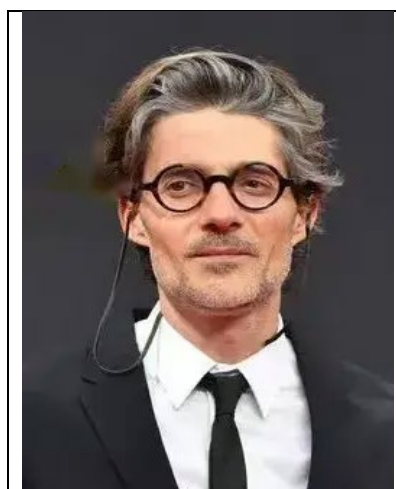

Figure 1: Alberto Milgo

1. SPIDER-MAN: INTO THE SPIDER-VERSE, THE CARTOONY COMEBACK OF 3D ANIMATION

Figure 2: Spider Man: Parallel Universe stills

Figure 3: Spider Man: Parallel Universe stills

"Spider-Man: Into the Spider-Verse" (2018) is a typical commercial animated film with profit as its goal, but it appears in a pioneering mixed-image form. the film tells the story of a high school student named Miles who is accidentally bitten by a radioactive spider, causing his body to undergo strange changes. By chance, he witnesses a battle between Spider-Man and the crime lord Kingpin, and Spider-Man ultimately sacrifices himself. Not long after, a jaded Peter Parker from a parallel universe appears before Miles. They break into Kingpin's lair and are targeted by Doctor Octopus and Prowler. At the same time, female Spider-Woman, Spider-Man Noir, Spider-Ham, and Peni Parker from other universes appear one after another, and they join forces to fight against the forces of evil.

As time advances, people are gradually accepting and recognizing the status and style of 3D animation. Once upon a time, 3D animation aimed to reproduce the real

world, and "motion blur, " one of the legacies of live-action imaging technology, was also one of the objects simulated. However, this resulted in the "shortcoming" of 3D animation being "too smooth. " This excessively smooth appearance, which is perfect and flawless, instead makes the characteristic of "frame-by-frame, " which is one of the essences of animation, tend to dissolve. [3] 3D animation has been criticized for imitating the real world too perfectly, and the box office failures of realistic 3D animated films like "Final Fantasy: the Spirits Within" (2001), "Beowulf" (2007), and "The Polar Express" (2004) have demonstrated its self-loss situation. As realistic 3D animation enters a bottleneck period, people have developed an aesthetic fatigue towards its realistic appearance. In contrast, traditional hand-drawn and stop-motion animation directly eliminate motion blur, allowing animation to always maintain the attribute of a "moving drawing. " the imperfect transitions between frames and the jitteriness give the audience a sense of warmth and personality that comes from manual work.

Miles Morales obviously embraces new technologies centered around 3D animation, but he is also an independent painter, so "3D animation - motion blur" became a necessary condition for his personal style. In the early stages of the film's creative process, Miles was invited by Sony to create "recklessly"[4] and released amazing technological innovations and visual styles: comic book techniques, the abandonment of motion blur, 3D+hand-drawn animation, sound visualization, etc., which made a Marvel film present a stunning mixed image. the film attempted to simulate the halftone printing effect in comic books (see Figure 2). To avoid overly smooth transitions, the shadow and tone changes in the comic were made up of uneven thickness of dots. In the climax of the film, the effects simulator was

abandoned, and comic hand-drawing techniques were used to depict explosions, splashes, sparks, and flash effects. When depicting fast motion, the "too perfect" motion blur was abandoned, and exclusive comic expression techniques, such as squeezing and stretching, smearing, shadow, and speed lines were used. the infiltration of comic elements provided a perfect means for the film to cross the dimensional wall (between 3D and 2D). Miles stubbornly rejected motion blur, perhaps because this is the fundamental difference between animation and live-action imaging in his eyes: each frame is sharp-edged and clearly outlined (see Figure 3).

2. WITNESS, THE ART OF CHASE THROUGH INTERTEXTUALITY

Witness in Love, a short film from the first season of Love, Death & Robots (2019, see Figure 4), stunned audiences with its unique art style upon its release, winning three Emmy Awards for Best Animated Short, Best Art Direction, and Best Animation. the film tells the story of a girl who accidentally witnesses a murder and is discovered by the killer, forcing her to run for her life. In her panic, she ends up killing the killer, only to be discovered by the same person again. She tries to explain herself and ends up switching places with the killer, creating a cycle of pursuit and escape. the author uses cross-cutting montage to depict the process of the chase, which is both tense and full of youthful hormones. This suspenseful technique is used by Miirgo to mirror an emotional story of a tense and confused romantic relationship, where the lovers constantly break up and make up, hurt each other, and eventually become sacrifices of love. This on-again, off-again relationship forms the daily emotional life between two young individuals, with a constant back-and-forth of chasing and being chased, endlessly repeating. [5]

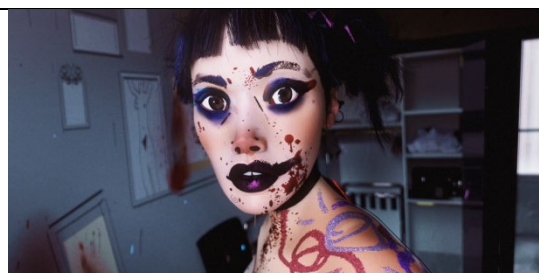|	
Figure 4: A stills of 'The Witnesses'	*Figure 5: A stills of 'The Witnesses'*

The scenes, characters, and actions in "Witness in Love, Death & Robots Season 1" (2019, see Figure 4) are realistic but presented in a stylized manner that extends the tattooing technique to the surface of the 3D animation. Miergo constantly reminds the audience of the film's animated attributes by adding some elements that break away from reality, such as deliberately retaining brush marks, highlighting object edges, outlining facial features, and even drawing comic book onomatopoeia similar to street graffiti. the most obvious technique used in "Witness" is the use of rotoscoping,

which Miergo transforms into a post-modern cartoon by overlaying rough doodles on the characters, creating a dynamic external expression (see Figure 5). [6] During the chase scene, the male character, who is the pursuer, is re-drawn in close-up as a ferocious beast (see Figure 6). Although it is fleeting, the audience can still feel the strong sense of oppression that the pursuer brings. [7] In this almost crazy visual expression, the rotoscoping technique serves as a psychovisualization function, similar to a variant of psychological montage. In the Gestalt theory of psychology, there is a logical

explanation: lower clarity images can promote the audience's psychological integration. Obviously, the low clarity, fleeting image increases the audience's subjective participation. In depicting the intense fight between the pursuer and the pursued, the chaotic images are combined with several frames of "something unknown" in the Cubist style, from which the audience can discern eyes, teeth, breasts, etc. in high-contrast colors. However, the time lasts only 2 frames, or 1/12 second, and the audience cannot see clearly what is happening in the rapidly flashing images. But this seemingly "irrelevant" moment clearly conveys intense fighting and a strong impact (see Figure 7). the timely insertion of these expressionist images can be seen as one of the important features of Miergo's experimental style.

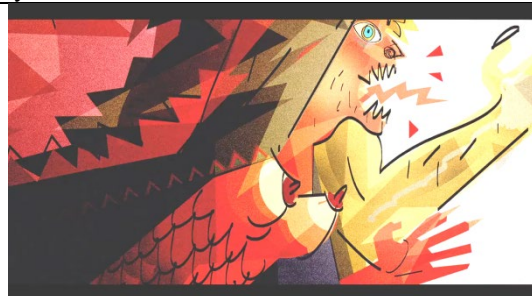|	
Figure 6: A stills of 'The Witnesses'	*Figure 7: A stills of 'The Witnesses'*

In addition, the visuals in "Eyewitness" always feature towering skyscrapers, bustling streets, neon lights and laser beams, and interplay of light and shadow. However, the director intentionally reduces the tonal range of the background buildings, and draws them with bold lines according to the vector direction of their shapes, while masking out unnecessary details. This allows the straight lines to flow smoothly and directly in the frame, creating a crisp and rigid scene style. As a result, the buildings in his works are always sharply outlined and defined, and ultimately blend and merge with the original footage in a clever and seamless way.

3. ALL FOR LOVE, NONLINEAR EDITING OF SLICES OF LIFE

"All for Love" (The Windshield Wiper, 2021, as seen in Figure 8) is a stream-of-consciousness short film that presents a vague emotional feeling of love through unrelated fragments of scenes. the deliberate non-linear editing makes time fragmented, and Milgo "casually" stitches these fragments together. the director explained the inspiration for the film's concept in an interview: "Virginia Woolf wrote a novel called 'The Waves, ' which is a bit like the rhythm of waves.. the rhythm of the movie is almost like a windshield wiper wiping..

What I wanted to do was to show the drops of water on the windshield, which form a specific pattern, and then you wipe it and the whole window is clean again, but it keeps raining and the pattern is completely different. That's what the meaning of the movie is, like wiping the windshield, reflecting every different relationship. "[8] Milgo appreciated the scene where "neither party is ready to make a commitment, " indicating that an uncertain emotion has been on the road all the time. the director provides the audience with a sense of uncertainty, allowing people to "imagine the stories behind these fragments as they wish. " As the film's thoughts drift, "less is more" here, and the audience can fully understand what love is based on their own emotions: love is a deep kiss across the glass; love is a glance and pursuit after several encounters; love is the anxious waiting outside the hospital ward; love is standing solemnly and gazing at the grave; love is the detachment after a one-night stand; love is numbness behind social networking apps; love is rose petals falling in the rain; love is clinging tightly on a skateboard.. After watching the film, the audience will understand: all for love.

Figure 8: All for Love stills	*Figure 9: All for Love stills*

This short film is the work from MIRGOR Film, which is the closest to static painting. In MIRGOR's paintings, light and shadow are magical. According to the director, "I really love the nature of light. Although my work is impressionistic, it is based on the real physical properties of light, such as how it reflects and refracts. Besides, I like to simplify these rules and use everything I consider important to create the image in my mind. I like realism because it makes me feel comfortable. "[9] This creative concept makes MIRGOR's animation present a simplified beauty that dissolves texture, but not lacking in light and shadow details. By adding contour lines to simplified shapes, these lines are different from the common cartoon outlines and act intermittently on the three-dimensional contour, such as the key parts of the nose, lips, and eye corners (see figure 9). the purpose of these lines is not to clarify the boundaries of objects, but to weaken the phenomenon of side contour weakening caused by the "Fresnel" effect. In addition, in the scene, MIRGOR emphasizes a deliberate added painting texture that removes the surface of reality. This texture is reflected in the filling of the blocks rather than the outline, and is laid on the building with straight lines to "weaken" the sense of reality. the wide brush and reduced strokes, as well as the straight and hard lines drawn by "subtraction, " become the most intuitive characteristics in its scene pictures. From the stroke perspective, the "inorganic sharp-edged shape flow"[10] subtraction method fully exploits the characteristics and advantages of digital painting, making the edges of objects clear and sharp. the brush is extremely simple, and custom brushes such as square head brushes, lined brushes, polka dots, and

spray guns can summarize any minimalistic form. From the language of shapes, it is an extreme induction to form an undisguised form carnival, and the final picture will form a wonderful contradictory perception: it looks realistic and delicate when zoomed in, and abstract and concise when zoomed out. This extreme contrast in scale brings a little Zen to the painting, which is similar to Impressionism. Its painting pursuit is "visual reality, " not "conceptual reality, " that is, believing in its own eyes, reducing the self-righteous forms that are thought out, letting the brain give up its concept of knowledge, forgetting its structure, material, perspective, light, and shadow, and using MIRGOR's own words, "I like to simplify things and turn them into graphics. "[11] MIRGOR breaks free from the shackles of traditional painting and ultimately forms a unique style.

4. JIBARO, PUREST MIELGO

In the short film "Jibaro" (Love, Death & Robots Season 3, 2022, as seen in Figure 10), the female demon "Jibaro" representing wealth drives everyone mad with greed as soon as she appears. the colonizers' inner greed is amplified by the demon's song, leading them to turn on each other and eventually drown in the lake. the male protagonist, who is deaf, manages to escape this fate, but Jibaro is intrigued and drawn to him for his lack of greed due to his deafness. the knight discovers the golden leaves on Jibaro's body and goes to great lengths to get close to her. In the end, Jibaro is knocked unconscious and stripped of her golden scales, with her blood mixing into the river. the deaf knight drinks the bloodwater and is miraculously cured of his deafness, but he cannot resist Jibaro's call and ultimately meets his demise at the bottom of the lake.
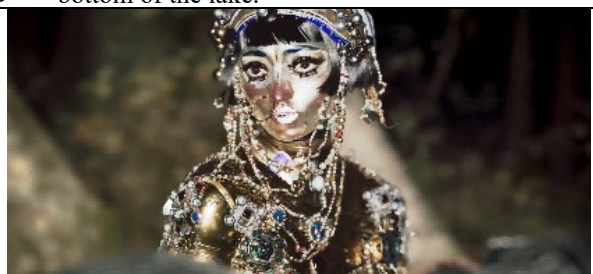

| *Figure 10: Stills of 'Guibaro'* | *Figure 11: Stills of 'Guibaro'* |

In terms of the selection of shots, due to the near-silent expression of the entire film, the director used a large number of obstructed and subjective shots to bring the audience closer to the characters, enhancing the sense of immersion and presence. the knight's perspective is an extreme close-up that infinitely approaches the face, just as after losing the most commonly used tool of dialogue, the only way to get close to him is through close-ups and tracking shots. the perspective of the sea monster, on the other hand, is relatively objective and in medium to long shots, showing it as an object of scrutiny and observation. In terms of dynamic shots, they almost completely simulate the unstable state of a handheld camera, with close-up shots allowing the audience to walk alongside the characters, occasionally blocking the view, and constantly losing and focusing. Coupled with

the sound effects, the shots are more alluring, with a loud ringing sound that fills the ears accompanying the close-ups of the knight's face, while the sea monster's sound effects are almost purely natural high-pitched sounds.

In terms of the choice of action, it is a mixture of frenzied disorder and highly condensed dance movements, expressing both unending greed and releasing destructive pain. As an animated work, "Jibaro" is closer to a traditional "film" in terms of its appearance, because the simulation of live-action in the animation production is almost taken to the extreme. Adjusting the focus of the shot, exposure dynamics, and action adjustment plan based on realism all contribute to the feeling of realism. However, Miergo insists on further outlining the rendering results and creating a

second mix of 3D and outlined animation, forming a highly personalized style. Miergo explicitly states that he does not like motion capture and live-action images, so the sharp movements are filmed in the form of parkour by real people, and these videos are only used as reference frames for the animators, whether it is the sea monster dance in "Jibaro", the frenzy of the knights, or the street chase in "Witness", all raise questions about the "realism" of outlined animation.

The application of outlined animation in the early stages of animation was primarily focused on the realistic reproduction of live-action images, such as the dance segment in "Snow White. " However, in "Jibaro, " the movements are outlined in a way that only captures the "motion. "[12] Professional choreographer Sara Silverkin provides perfect and flexible professional movements for the female monster Jibaro. Strictly speaking, this outlined animation is not a traditional ROTO outlined animation technique, but should be considered an innovative application of outlined animation technology: breaking away from pure copying, blurring the boundaries between copying and creation, and making outlined animation a purely visual artistic creation technique. In Miergo's hands, this technique has already transcended the essence of outlined animation. Miergo spent two weeks studying in the rainforest, aiming to improve the attractiveness of the images through hand-drawn secondary creations based on realistic images. Regardless of whether it is live-action or rendered realism, realistic images are presented with a similar visual feature, which appears somewhat flat due to the lack of edge outlines. the author intentionally emphasizes the outlines with painting, in the scenes of "Jibaro, " the author adorns flowers with bright yellow and orange, with simple and casual lines that are not abrupt but enhance the texture of the image. This technique is better referred to as "trans-painting" rather than "trans-tracing", because "tracing" is limited by the real image, while "painting" allows the artist to freely express themselves without any constraints.

Depth-of-field blurring is the main method used to shape spatial perception, but in Milgo's works, almost all blurring is caused by defocusing (see Figure 11). This intentionally rejects the characteristics of camera shutter and intentionally accepts the virtual and real changes brought by focus point changes. the process of defocusing to focusing is used to simulate physiological vision, emphasizing the sense of "seeking" and implying a psychological feeling of "peeping". In "Jibaro", subjective lenses with tree branch occlusion are used in many places to simulate the perspective of water nymphs' secret observation. the simulation of subjective perspective tries to imitate the existence of "searching" and "peeping". In terms of movement, to maintain the purity of animation and remove motion blur, this is quite similar to the "inorganic sharp-edged flow" style.

5. EPILOGUE
In the end, "Miyago's style = 3D animation+transfer drawing - motion blur. " Abandoning motion blur is a challenge and questioning of live-action images. Smooth images simulate live-action images by producing directional blur along the motion path, but for Miyago, "motion blur" is the least acceptable in animation. This understanding is no different from that of Canadian animation master Norman McLaren: "Animation is not just 'moving painting', but the art of 'drawing dynamics frame by frame', and what happens between each frame is more important than each frame itself. "[13] Miyago clearly does not want to leave the magic between each frame to the camera but to take the initiative in the hands of the artist. In the context of the commercialization of animation, Miyago's ability to find a combination of commercialization and experimentation is rare and worthy of reference and research.

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