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CONTENTS

The Direction and Content of Etiquette Education in Higher Vocational Colleges

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Abstract: According to the actual situation, vocational education is the foundation of higher vocational colleges, which bears the important responsibility of cultivating professional social talents for the society, and the development of etiquette education activities can lay a solid foundation for the improvement of students' professional quality and the realization of education goals in higher vocational colleges. Based on this, this paper carries out in-depth research on the direction and content of etiquette education in higher vocational colleges, hoping to play a certain role in the development of related work.

Keywords: Higher vocational colleges; Etiquette education; Direction and content

1. INTRODUCTION

In the course of the long-term development of China's history, the pursuit of rites in each period is very strong. Although the development power of the Times is gradually simplified, it is still paid attention by all walks of life. Combined with the actual situation, this kind of simplification essentially refers to the continuous development of modern information technology in the background, people's communication methods are gradually simplified, and they hope to obtain more data information in less communication time. In this context, as the main force of vocational education in China, higher vocational colleges need to clarify the value of etiquette education according to the needs of their own educational work, and deeply explore the direction and content of etiquette education, so as to lay a solid foundation for the realization of talent training goals in higher vocational colleges while comprehensively strengthening etiquette education.

2. RESEARCH BACKGROUND OF ETIQUETTE EDUCATION IN HIGHER VOCATIONAL COLLEGES

An in-depth analysis of etiquette can reveal that it essentially refers to the main manifestation of the internal and external development of human civilization in the long-term development process, which involves many contents such as morality and norms of behavior, and contains the good idea of the aesthetic development of the Times and the common progress of history and culture. In the process of social development, etiquette has an important value that cannot be ignored. It can convey respect in the process of communication between people, and narrow the relationship between people, so as to provide adequate guarantee for the improvement of the overall happiness index of the society. From the perspective of higher vocational colleges, when implementing etiquette education, it is necessary to take the professionalization of etiquette education as the main direction, and comprehensively implement etiquette education into vocational education, so as to effectively improve the vocational quality of higher vocational colleges and fully meet the application needs of social development for professional talents. And encourage them to provide better services to the society [1].

3. THE DIRECTION AND CONTENT OF ETIQUETTE EDUCATION IN HIGHER VOCATIONAL COLLEGES

3.1 To improve professional quality as the focus of the design of etiquette education course content

When implementing etiquette education, higher vocational colleges should not only pay attention to the external behavior training of interest education, but also improve the inner professional quality of students, so as to fully highlight the value of etiquette education and provide adequate guarantee for the improvement of students' professional quality and professional competitiveness. In this process, higher vocational colleges should take professional education as the main direction of their own education work, and constantly strengthen the training of practical talents, so as to ensure that students can better serve the society after entering the society. Therefore, higher vocational colleges should take professional education as the core and take the cultivation of professional ability as the main direction of etiquette education. According to the actual situation, in the current society, professional ability mainly involves a variety of basic abilities such as society, leadership, time management and expression. These abilities are the basis for students to achieve their career development goals after entering the society. From a separate point of view, social ability mainly refers to interpersonal connections, and the improvement of social ability can improve students' interpersonal communication status and optimize their interpersonal relationships. Leadership mainly refers to work efficiency, and the improvement of leadership can ensure that students can complete work tasks quickly and efficiently after participating in work. In general, only with the above basic abilities can students realize their career development goals and highlight their personal value. In the implementation of etiquette education in higher vocational colleges, it is necessary to attach importance to the development of the above basic ability courses, and thereby essentially improve the intrinsic quality of students, and ultimately ensure that students'

professional ability level and professional quality can be truly recognized by the society, and further enhance the competitiveness of higher vocational colleges.

3.2 Etiquette education should be integrated into campus culture

In combination with the actual situation, the etiquette education in higher vocational colleges should not be limited to a certain service specialty, but should be scientifically integrated with all professional education, so as to build a good etiquette cultural atmosphere on campus and have a positive impact on students, so as to further improve the effectiveness of etiquette teaching in higher vocational colleges. At this stage, etiquette education in higher vocational colleges usually focuses on the improvement of etiquette norms of students' external behaviors and the teaching of etiquette knowledge on various occasions. However, it is often difficult for students to apply these knowledge after learning the content of etiquette knowledge, which makes students easy to show a negative situation of learning in class and throwing away after class. Students naturally can not apply etiquette knowledge to their later work. As a result, after students participate in work, enterprises need to spend a lot of time to carry out professional training activities in etiquette, which leads to the waste of educational resources [2]. In this context, higher vocational colleges need to do a good job in the construction of etiquette atmosphere on campus, and combine the needs of etiquette education to organize and carry out various etiquette cultural activities, so as to positively influence the behavior of students through a good campus etiquette cultural atmosphere. This can not only effectively promote the realization of the goal of etiquette education, but also essentially improve the spiritual temperament of students. In general, higher vocational colleges should take the construction of campus etiquette cultural atmosphere as the direction to encourage students to consciously and actively use etiquette knowledge to regulate their daily behaviors, and finally lay a solid foundation for the prominence of etiquette education effect in higher vocational colleges and the improvement of students' comprehensive quality.

3.3 Etiquette education should correspond to the occupation must not be the same

In order to achieve the goal of good etiquette education, higher vocational colleges need to explore the content of etiquette education according to the different characteristics of each major, so as to ensure that the development of etiquette education can adapt to the needs of students' career development. In combination with the actual situation, although etiquette has obvious common characteristics, there are also obvious differences in the requirements of different professions for students' etiquette due to different occupational types, which makes higher vocational colleges only integrate the characteristics of different professions scientifically when implementing the etiquette education curriculum development. And do a good job of differentiated setting of etiquette education standards can fully meet the needs of students' career development, while promoting the realization of etiquette education goals. In addition, when implementing the development of etiquette education courses, higher vocational colleges also need to strengthen their communication and cooperation with enterprises to clarify the application needs of enterprises for professional talents, so as to provide adequate guarantee for the improvement of vocational competitiveness and job adaptability of graduates of higher vocational colleges.

4. CONCLUSION

To sum up, in the current society, higher vocational colleges need to comprehensively enhance their own vocational personnel training efforts through the internalization and externalization of etiquette education, and thus lay a solid foundation for the realization of vocational personnel training goals in higher vocational colleges. Combined with the actual situation, higher vocational colleges need to effectively promote the improvement of students' vocational ability and quality through etiquette education, so as to enable students to effectively serve the society while quickly adapting to their posts. Finally, on the basis of comprehensively strengthening the social competitiveness of higher vocational colleges, it is necessary to ensure that graduates of higher vocational colleges can provide better services for the society.

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A Tentative Study on the Aesthetic Value and Artistic Characteristics of English Literary Translation

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Abstract: The advent of the Internet era has had a certain impact on the development of the education industry. In recent years, the extensive application of network and computer technology has accelerated the global economic process, and meanwhile western culture has penetrated into our country on a wide scale. With the help of the English literary translation, various types of excellent literature have come into people's view. Under certain conditions, it can give full play to its literary value, especially the works that have value for the development of Chinese literature. Based on repeated reading and research on its application value, this paper analyzes and discusses the aesthetic value and artistic characteristics of English literary translation, with a view to providing theoretical basis for researchers.

Keywords: English literary translation; Aesthetic value; Artistic characteristics

1. INTRODUCTION

Since ancient times, human beings have never stopped pursuing beauty, English literary translation not only focuses on aesthetics, but also reflects people's respect and love for English literary works, and fully demonstrates the reader's responsible function. When we subconsciously explore the aesthetic value in the translation of literary works, we can greatly improve the level of English literary translation. According to the specific operation process and requirements, we can increase the accuracy of translation, truly present the aesthetic value and artistic characteristics of English literary translation, and effectively convey the charm of Chinese to the readers and enable them to feel the two-way literary value of the integration of Chinese and English literary works.

2. AN ANALYSIS OF AESTHETIC VALUE IN ENGLISH LITERARY TRANSLATION

2.1 Literary images

English literature includes diversified forms such as novels, poems, plays, etc. These different types of literary works have independent characteristics, which specifically means that although these literary works may not come from the same country, they focus on all national backgrounds, and make the works more colorful according to the author's personal feelings and philosophies involved. Therefore, when translating certain English works, translators shall first collect the background information of the works in advance, dig out the knowledge value and literary connotation from different angles and levels, and give full play to the imagination of the author of the original text so that the true emotion he wants to express can be truly reflected [1].

For example, in Shakespeare's play *"The Merchant of Venice"*, there is a proverb "It is a wise father that knows his own child. " In one version of Chinese translation, this proverb is rendered as an edition which means "Only a wise father can know his own children". But with the changes of the times, people's ideas have evolved, and after long-term research and thinking many researchers have found that in its context in the play this proverb actually means "no matter how smart a father is, it is difficult to understand his children. " In this case, this version is not only ironic, but also more in line with the original intention of the author to present the purpose of the work and achieve the ideal literary mood.

When translating English literary works, translators should try to use irony in special sentences more actively, and carry out ironic translation of different forms of special English sentences, which can truly reflect the artistic conception suitable for the original version of English literature, so as to present the thoughts and emotions that the author wants to express. the aesthetic value of English literary works depends on whether readers really understand the author's mood or emotion. In short, popular language also contains rich emotional thoughts. Translators should make continuous efforts to further their study and analysis to dig out the literary value in the works, realize the importance of its development, and enhance readers' understanding of literary works.

2.2 Literary artistic conception

Artistic conception is another level of English literary works. the portrayal of beautiful pictures to create artistic conception has become the writing characteristics of English literary works. English vocabulary has a wide range of use, with rich flexibility and agility. Different voice and grammar are used to express the meaning and value of various literary existence and show different literary artistic conception. For example, in Thomas Hardy's famous short novel *"The Son's Veto"*, "The air was fresh as country air at this hour, and the stars shone, except to the north-eastward, where there was a whitish light — the dawn. " is translated into a version which means "At this time, the air here was as fresh as that of the country, and the stars were still shining, the dawn could only be seen on the north-eastward skyline,

appearing the whitish color of a fish's belly". In its original English text, fresh air, shining stars and "a whitish light" "to the north-eastward" form a beautiful picture. Similarly, in the Chinese version, "air", "fresh", "shining", "stars" and "the whitish color of a fish's belly" depict an appealing picture of serene and harmonious dawn. It is obvious that the Chinese translation of this sentence has manifest flexible cognition in terms of thought and artistic conception, so readers can obtain aesthetic enjoyment in the reading process, and lack the emotional cognition of perceiving beauty. Translating this sentence in this way to express the artistic conception that the author wanted to describe at that time. At the same time, the expression of words can also play a role in modifying, presenting all the artistic conception desired by the author in literary works, truly exerting the aesthetic value in English literary works, and arousing the interest and curiosity of readers [2].

3. ARTISTIC FEATURES IN ENGLISH LITERARY TRANSLATION

The essence of artistic features is the expression techniques of literary works. It can distinctively embodied in the forms of rhetorical devices, such as parallelism, overstatement, personification, metaphor and etc. In the process of translating English literary works, no matter what kind of expression techniques are used, the only requirement is to deepen the interpretation of the overall translation on the premise that the original text itself has the same meaning, also known as re-creation. Therefore, English literary translation is not only a form of literary expression, but also a literary art with special artistic characteristics. In the process of learning English, we often discern that English words have the same possibility of polysemy as Chinese words. Especially, there are many explanations of words and phrases in different contexts, which fully shows that English expressions often use puns. Moreover, most translators only pursue aesthetic value in English literary translation while ignoring the real meaning of English literary works. Some of them are fond of using diversified expression. From a practical point of view, the use of different expression methods cannot accurately excavate the aesthetic value of all English literary works in all cases, so it proves that it needs critical thinking to use diversified methods of expression. Only on the basis of deeply understanding and mastering the original content, can we choose the expression method suitable for literary works, so that the aesthetic value of English literary translation can be fully reflected. As a professional translator, in addition to having an excellent English translation capability, he or she should know how to apply the expression techniques of English

literary works reasonably on different occasions, develop and employ the expression techniques and ways of expression in English literary works as per the characteristics of actual works, analyze and study the differences between the two countries in the study of literary works, and adopt appropriate English literary translation methods. the ultimate purpose is to give full play to its application value. As for how to reflect the artistic characteristics of English literary works, the translator should first consider the reading habits and preferences of Chinese readers in the translation process, pay close attention to the artistic conception of each word according to the expression ideas of the original author, select words that fit the original work to carry out targeted translation, and effectively present the unique artistic characteristics of the original work. It attracts a wide audience to read it [3].

4. CONCLUSION

The practice of English literary translation can promote the amicable communication between the East and the West, so it is of vital importance to carry out English literary translation and explanation. In order to ensure the smooth progress of literary translation, it is imperative that translators should understand the cultural differences between China and the West in advance, which include the living habits and customs of different countries. Therefore, it is particularly important to explore the aesthetic value of English literary translation. Before translating, translators must be trained to master many types of artistic characteristics through practice, and meanwhile have a good command of English expression. the key lies in various gaps between the East and the West. Through rendering English literary works in Chinese with faithfulness, expressiveness and elegance, they can restore the inherent connotation of English, show the charm of Chinese, and enhance people's interest in English literature.

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Study On the Path of Integrating Chinese Excellent Traditional Culture into Ideological and Political Education Theory Course in Higher Vocational Colleges

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Abstract: With the increasing promotion and implementation of quality education, the importance of ideological and political curriculum is emphasized. As the main position of talent training, higher vocational colleges continue to send a large number of outstanding talents to the society to meet the needs of industry positions. the excellent traditional culture is the foundation of our country to advocate quality education, which has a positive influence on the establishment of college students' professional accomplishment. If the excellent traditional Chinese culture is integrated into the theoretical curriculum of ideological and political education in higher vocational colleges, it is of great significance to the innovation of the theoretical curriculum of ideological and political education in higher vocational colleges, in addition to helping students to shape a sound personality, enhance cultural self-confidence, and form patriotism. Based on this, this paper analyzes the integration of Chinese excellent traditional culture into ideological and political education theory courses in higher vocational colleges from various aspects, and proposes corresponding optimization paths in combination with the problems, hoping to provide certain theoretical references.

Keywords: Chinese excellent traditional culture; Integration: Higher vocational colleges; Ideological and political education theory course; Path

1. INTRODUCTION

Under the new situation, the rapid development of the network information age makes information technology widely used in different industries, and education is no exception, which has a certain impact on the ideological and political curriculum reform of higher vocational colleges. As the core institution for conveying talents, it not only imparts theories and skills to students in daily classroom teaching, but also continuously introduces a large number of excellent traditional Chinese culture in ideological and political courses, which imperceptibly affects students' thinking, establishes good moral conduct and improves professional quality. the integration of excellent traditional Chinese culture into ideological and political education theory courses in higher vocational colleges can achieve the ideal education effect, guide students to shape correct values, and make adequate preparation for smooth employment in the future.

2. CHANGE THE EDUCATIONAL CONCEPT AND CREATE AN EXCELLENT TRADITIONAL CULTURAL EDUCATION ATMOSPHERE

At present, in order to keep up with the development of the Times, China's higher vocational colleges actively advocate the talent training model of "combining work with study", adhere to the "employment-oriented development", and emphasize that the teaching focus is put into the professional skills of students. However, to a certain extent, in the process of integrating excellent traditional Chinese culture, only emphasis is placed on quality education, without considering the cultivation of students' vocational skills and professional qualities. There are even some higher vocational colleges that only focus on publicity and education, ignoring the systematic education design, and seriously lack comprehensiveness [1].

In order to fully demonstrate the educational function of traditional excellent culture, colleges and universities should timely change their educational concepts, attach importance to them from a strategic point of view, and use rich cultural deposits to create good educational functions. In addition, campus publicity boards, classroom walls, campus board newspapers, campus public accounts, etc. are used to publicize traditional culture as a whole, and a variety of traditional culture theme activities are implemented in turn, so that students can deeply feel the charm of excellent traditional culture in participating in practical activities, so as to continuously carry forward and spread it in daily life, and greatly enhance the consciousness and initiative of inheriting and innovating excellent traditional culture. Promote the combination of classroom activities and extracurricular activities to achieve the ideal ideological and political education effect.

3. IMPROVE THE TRADITIONAL CULTURAL LITERACY OF IDEOLOGICAL AND POLITICAL COURSE TEACHERS

Ideological and political course is the main position for students in higher vocational colleges to implement ideological and political education, and is also the main body of spreading excellent traditional Chinese culture. the ideological and political theory course itself covers

the elements of excellent traditional Chinese culture and serves as its communication responsibility. As a teacher of ideological and political courses in colleges and universities, he must have noble moral qualities and be able to explain excellent traditional culture in depth in the course of daily lectures to lay the foundation for improving students' comprehensive literacy. At the same time, the level of traditional cultural accomplishment of ideological and political course teachers is directly related to the quality of course teaching, and forms an inevitable connection with the dissemination of excellent traditional Chinese culture. Therefore, in the teaching of ideological courses, in addition to instilling excellent traditional Chinese cultural knowledge to students and building cultural self-confidence, teachers should also participate in relevant training regularly according to the specific arrangements of the school, build a solid knowledge reserve, tap the essence of traditional Chinese culture, and penetrate excellent traditional cultural education into the ideological and political theory courses of higher vocational colleges. It uses innovative learning methods and methods to feel the appeal and infinite charm brought by the classroom, guides students to find ways to behave themselves in theoretical learning, encourages students to think critically about traditional culture from a rational perspective, further enhances students' cultural consciousness and establishes good cultural self-confidence [2].

4. STRENGTHEN CURRICULUM CONSTRUCTION AND INTEGRATE EXCELLENT TRADITIONAL CHINESE CULTURE INTO CURRICULUM TEACHING

Curriculum construction is the carrier of talent training objectives and talent training program design, which needs the great assistance of teaching materials, teachers and enterprises, and directly relates to the actual effect of talent training, and becomes the key part of talent training in higher vocational colleges. In recent years, with the increasing reform of the education and teaching system, the Ministry of Education has required colleges and universities to integrate "excellent traditional Chinese culture into the curriculum and teaching materials, and set compulsory courses for excellent traditional Chinese culture in colleges and universities where conditions permit, so as to continuously expand the learning scope of excellent traditional Chinese culture. In accordance with the regulations of the Ministry of Education, higher vocational colleges integrate the excellent traditional Chinese culture into the public elective courses, the most representative course is the ideological and political theory course, and an appropriate amount of the teaching content of other professional disciplines, so as to create conditions for cultivating students' good moral quality and obtain comprehensive protection on a certain basis. In addition, in order to stimulate students' interest and develop a strong curiosity about the excellent traditional Chinese culture, diversified elective courses can be set up

according to their personality preferences, providing humanistic learning options, and greatly improving their sense of learning participation and initiative. For example, the selection of classic literature works of traditional Chinese culture, ethics and etiquette, Chinese painting, calligraphy, the beauty of Chinese poetry, Chinese studies, Introduction to Chinese philosophy, etc. In addition, higher vocational colleges, as local colleges, combined with their own educational status, excavate and utilize excellent traditional cultural resources, invite traditional culture experts and excellent teachers to jointly write traditional school-based textbooks, as textbooks for public compulsory courses, to further enhance students' moral confidence, shape noble professional quality, and lay a solid foundation for future healthy development.

5. ESTABLISH A DIVERSIFIED CURRICULUM ASSESSMENT MECHANISM

Among the assessment methods of ideological and political theory courses in higher vocational colleges, the single assessment method hinders the development of students' thinking. In order to enhance the teaching effect of ideological and political theory courses, considering the development rules and learning characteristics of students, a diversified course assessment mechanism is established to provide students with more options, and personalized and diversified evaluation methods are used to stimulate students' interest in learning, so that students can truly appreciate the fun of learning ideological and political courses and love to take this theoretical course. In the teaching of ideological and political courses, through continuous introduction of excellent traditional Chinese culture by teachers and long-term edification and influence, students are imperceptible to absorb a large amount of cultural essence, which plays a positive role in improving personality and purifying soul [3].

6. CONCLUSION

"Culture is the soul of a country and a nation. Culture revitalizes the country and the people, infuses the national spirit, and demonstrates the foundation of governance. Without a high degree of cultural confidence, in addition to reducing the cultural color, it will hinder the great rejuvenation of the Chinese nation. " In the new era, the construction of modern vocational education system and the continuous reform of higher vocational education in China, higher vocational colleges must consider the development law of higher vocational colleges and the goal of college students' education, truly show the vitality and fresh force of traditional Chinese culture, greatly improve the core driving force of vocational colleges' talent training, and lay the foundation for the reserve of national excellent skilled talents.

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Return To Life of Children's Art Education Activities Strategy

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Abstract: In the modern education work, early childhood education is in the stage of basic enlightenment, and its teaching level has a great impact on students' ideological cognition; As a quality education course, fine arts can guide children to carefully observe the beautiful things in daily life, so as to enrich their emotional experience. Therefore, relevant teachers can adopt the teaching activity strategy of returning to life, change the teaching concept, create a more vivid and interesting teaching environment, and enhance the intimacy between parents and children. Comprehensively cultivate children's comprehensive literacy and lay a solid foundation for their later growth and development. the following is mainly to return to life of children's art education activities strategy analysis and exploration.

Key words: Return to life; Infant art; Educational activity strategy

1. A SPECIFIC OVERVIEW OF THE RETURN TO LIFE OF EARLY CHILDHOOD ART EDUCATION ACTIVITIES

1.1 Concept

Under normal circumstances, the application of the strategy of returning to life in early childhood art education activities requires careful inspection, processing and extraction of art reality on the basis of original teaching, innovative development of art teaching, and further improve the level and quality of education. the so-called life mainly refers to the sum of activities generated by human beings in the process of survival, and involves many fields, mostly refers to People's Daily learning, work, leisure, entertainment, social activities, etc. Different attitudes and lifestyles of life determine how much fun people have in life. In the process of early childhood art education, there is a close connection between the teaching content and daily life. Therefore, relevant teachers need to deeply analyze the characteristics of early childhood art education, formulate more scientific and efficient teaching methods, attract the attention of young children, and improve the effectiveness of classroom teaching [1].

1.2 Function

The application of life-oriented teaching strategies in children's art teaching can fully satisfy children's curiosity, attract their attention, and fully demonstrate children's dominant position in education. Teachers can, through scientific guidance, cultivate children's innovative thinking and logical thinking, discover artistic elements from daily life, and improve their comprehensive literacy level. At the same time, with the application of the return to life strategy, teaching materials can be enriched according to the teaching objectives and actual needs, and students' learning enthusiasm and practical ability can be trained, so as to promote the healthy development of early childhood art education while cultivating children's art literacy.

2. THE STATUS QUO OF RETURN TO LIFE EARLY CHILDHOOD ART EDUCATION ACTIVITIES

2.1 Teachers occupy a dominant position in teaching

After investigation and understanding of a large number of early childhood art education work, quite a number of early childhood teachers have outdated ideas and lack of sufficient attention to art teaching. Daily teaching still occupies the main position of teaching, explaining teaching objectives and contents to students instead of encouraging children to develop and create according to their own ideas and thinking, and teachers fail to provide scientific guidance to students. Cultivating their learning interest will easily lead to a lack of enthusiasm and initiative in learning, and they will not cooperate with teachers, which will weaken the efficiency and quality of classroom teaching.

2.2 Practical education does not effectively return to life

Although the strategy of returning to life is applied in some children's art education, due to the low imagination level of some children, they cannot give full play to the role of this technology, and even affect the efficiency of classroom teaching. As a result, some teachers still use the traditional way to teach, and parents also lack understanding and attention to this way. Failure to encourage children to express their own ideas will also limit the improvement of the application level of regression life strategies.

2.3 Parents lack understanding of art education

Due to the deep influence of traditional ideas, some parents think that they cannot let their children lose at the starting line, so they will require teachers and schools to teach students a lot of knowledge. In the aspect of art teaching, parents will think that it can not effectively improve their children's performance, but also consume a lot of time and energy, so they will not support their children's art learning. It greatly hinders the development of art teaching for children.

2.4 There is a gap between the actual content of education and life

In addition, when the regression to life strategy is applied in early childhood art education activities, the actual education content will be separated from life and not

effectively integrated together, mainly because teachers only follow the requirements of teaching development when assigning tasks, without considering the thoughts and emotions of children [2].

3. THE OPTIMIZATION STRATEGY OF EARLY CHILDHOOD ART EDUCATION ACTIVITIES THAT RETURN TO LIFE

3.1 Strengthen the change of teaching concepts

At present, in order to strengthen the effective application of the back-to-life strategy in the early childhood art education activities, relevant teachers and school leaders need to change the traditional teaching concepts, clarify the main role of children in modern teaching, and adjust the teaching objectives and programs on this basis. Moreover, teachers need to play their role models and lead. the teaching objectives and contents will be guided and explained in detail for children to improve their professional quality.

3.2 Strengthen the reasonable selection of teaching materials

Teaching materials occupy a key and core position in practical teaching, which has a decisive influence on teaching level and quality. Therefore, when applying the strategy of returning to life in early childhood art education activities, it is necessary to dig rich material resources from life, such as leaves, fruits and stones, etc. Teachers can put these materials into some works, organize students to paint and create, and also organize students to make use of common objects in life to create art according to their own ideas. In order to exercise children's innovative thinking and hands-on ability.

3.3 Strengthen the construction of teaching environment

Under normal circumstances, the teaching environment can easily affect the quality of actual teaching. Due to the close connection between art teaching content and life, relevant teachers can use the strategy of regression to life to choose appropriate materials and contents and create a vivid, interesting and comfortable learning environment. At the same time, teachers can use computers, multimedia and other equipment to intuitively display the collected art works to students, fully mobilize children's learning enthusiasm and initiative, and exercise their own innovative thinking and aesthetic level in daily learning.

3.4 Strengthen parent-child teaching activities

In addition to the above measures, in order to enhance the application level of the back-to-life strategy in children's art education activities, relevant teachers also need to obtain the attention and support of school leaders, organize some parent-child teaching activities for children and parents to participate together, improve the level of communication and interaction between children and parents, and change parents' ideas. Improve their understanding of and attention to art teaching, and realize home-school combination in the later stage of in-depth teaching development, so as to create a more comfortable and efficient learning atmosphere for children and ensure their healthy and stable growth and development [3].

4. CONCLUSION

To sum up, in modern education, fine arts courses are essentially quality-oriented education, which mainly aims to cultivate students' aesthetic thinking and ability. A considerable part of fine arts works come from daily life, which shows the close connection between fine arts education and daily life. In order to improve the teaching level and quality of early childhood art education, relevant teachers can adopt the teaching strategy of returning to life, integrate classroom teaching process with daily life, and optimize and innovate the teaching materials, so that children can accumulate certain life experience while completing the learning of art knowledge. Improve my ability to observe the surrounding living environment, fully appreciate the fun of learning art knowledge and the beauty of life, so as to promote the further study and growth in the later period and the overall further development of education work.

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On International Chinese Education and the Community of Human Destiny

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Abstract: With the development of globalization, Chinese, as one of the most important languages in the world, has played a positive role in promoting cross-cultural communication and enhancing the concept of a community with a shared future for mankind. Through international Chinese education, we can achieve the goals of language exchange and understanding, cross-cultural communication, global talent training, cultural diversity protection and common values cultivation, and promote the construction of a community with a shared future for mankind. It is an important mission of the new era to actively carry out international Chinese language education, spread Chinese culture, build a platform for cultural exchange, and promote the connection between China and the world and the world and China for common development.

Keywords: International Chinese education; For humanity; A community of shared future; Relation

1. INTRODUCTION

Under the current background, promoting cross-cultural communication and building a community with a shared future for mankind have become the common tasks of the world. International Chinese education, as a driving force, makes positive contributions to the realization of a community with a shared future for mankind. For this, it is necessary to get the attention and attention of the whole world and the whole society, and the relationship between international Chinese education and the community of human destiny should be clarified.

2. THE RELATIONSHIP BETWEEN INTERNATIONAL CHINESE EDUCATION AND THE COMMUNITY OF HUMAN DESTINY

2.1 Language communication and understanding

By learning Chinese, people from different cultural backgrounds can overcome language barriers and communicate more effectively and directly. International Chinese education provides an opportunity and platform to learn Chinese, provides a common language tool for people around the world, and promotes communication and dialogue between different cultures. Secondly, language is an important part of culture. By learning Chinese, people can better understand the history, culture and values of China. This cross-cultural understanding helps to eliminate misunderstanding and prejudice and promote the integration and tolerance between cultures. By imparting Chinese knowledge and cultural background, international Chinese education cultivates learners' cross-cultural awareness and understanding ability, and promotes harmonious coexistence and mutual respect among people.

In addition, through international Chinese education, people can learn a wealth of vocabulary and expressions, improve their language skills and communication skills, which will help people to carry out more extensive cooperation in different fields, and promote the development of transnational exchanges and cooperation.

2.2 Cross-cultural communication

Chinese is the main language of China. By learning Chinese, people can have a deep understanding of China's long history and splendid cultural tradition. By learning Chinese, people can understand ancient Chinese literature, philosophical works and historical documents, and deeply experience the charm and wisdom of Chinese culture.

Language is an important part of culture. By learning Chinese, people can better understand the way of thinking, values and behaviors of the Chinese people. This kind of dialogue and communication is not limited to the expression of language, but also includes the understanding of China's society, politics, economy and other aspects. Through cross-cultural communication, people can transcend the language barrier and promote the mutual exchange and learning between different cultures.

People who learn Chinese can act as a bridge and bond for cultural exchanges, helping to establish effective communication channels and cooperation mechanisms between different cultures. the popularization of Chinese can promote mutual understanding, cooperation and win-win results among countries, and provide strong support for building a community with a shared future for mankind.

2.3 Equality of educational opportunities

Through the promotion of international Chinese education, people can learn and master Chinese in all parts of the world, regardless of their country or region, which provides learners from different countries and regions with equal opportunities to access the same educational resources and opportunities as learning other important languages, and this equal educational opportunity helps eliminate language barriers. Promote cultural exchange and understanding, thereby strengthening ties and cooperation in the community of shared future for mankind.

By providing Chinese education opportunities worldwide, anyone has the opportunity to learn and master this language. Access to the same quality of

educational resources and opportunities for learners, regardless of their nationality, race or social status, helps to break the cycle of social inequality and poverty, improve the educational attainment of disadvantaged groups, and increase their employment opportunities and social participation.

2.4 Cross-border exchanges and cooperation

As a global language, the study of Chinese provides more opportunities for cross-border exchanges and cooperation for people of all countries, and is conducive to promoting mutually beneficial international cooperation and promoting the common development of mankind. First of all, transnational exchange and cooperation is an important field closely related to international Chinese language education and the community of human destiny. With the rise of China on the global stage, Chinese is one of the most widely spoken languages in the world, and more and more people are beginning to learn Chinese in order to better understand Chinese culture, economy and politics.

As China's economic strength and global influence grow, more and more countries engage in economic and trade cooperation, cultural exchanges and political dialogue with China. People who master Chinese can better integrate into this cooperation and exchange, and become a bridge and a bond to promote mutual understanding and cooperation between different cultures. Learning Chinese can not only improve people's language communication ability, but also give them a deeper understanding of Chinese values, ways of thinking and development strategies, so as to better participate in international affairs and promote the common prosperity and development of the international community.

In addition, people who master Chinese can better adapt to and integrate into the Chinese market environment, cooperate with Chinese enterprises and individuals, and carry out business activities. In addition, Chinese learning also provides more opportunities for talents from various countries to work and study in China, deepen exchanges and cooperation between Chinese and foreign personnel, promote the cross-border flow and sharing of talents, and jointly promote the development and growth of global talents.

2.5 Protection of cultural diversity

The promotion of international Chinese education can promote the learning and dissemination of Chinese, so that more non-Chinese learners can master Chinese and understand Chinese language, culture and way of thinking, which not only helps to protect Chinese as an important language resource, but also helps to promote the protection and inheritance of other languages. the promotion of international Chinese education can provide experience and reference for other language education, and promote the diversity and inheritance of various languages.

International Chinese education is not only about language learning, but also about Chinese history, culture, philosophy, literature and so on. Through the promotion of international Chinese education, people can have a better understanding of Chinese culture and enhance their respect and understanding of different cultures. This kind of cross-cultural communication and dialogue helps to break cultural barriers, promote mutual learning and integration between different cultures, and avoid the trend of cultural homogenization.

Chinese teaching materials, teaching methods, teacher training and other experiences can be exchanged and shared with other countries and regions to promote the common progress of education. Such sharing will help protect the diversity of education and culture in various countries and regions, avoid the homogenization and uniformity of education, and help establish a diversified development model of education in a community with a shared future for mankind.

2.6 Global talent training

With the deepening of globalization, the development of international Chinese education has provided more opportunities and choices for talent training on a global scale. the goal of international Chinese language education is not only to impart language knowledge, but more importantly, to cultivate talents with Chinese language ability and cross-cultural communication ability, so as to contribute to the construction and development of a community with a shared future for mankind.

Through international Chinese education, students all over the world can learn and master Chinese more conveniently and broaden their learning channels and opportunities, which provides more choices for their future development and enables them to better adapt to the needs of the era of globalization [1].

2.7 Transnational mobility of personnel

With the rise of China and the increasing frequency of international exchanges, learning Chinese has become a choice for many people, with an increasing number of people using Chinese as a second or foreign language. By learning Chinese, people can have a better understanding of Chinese culture, history and society, and thus enhance communication and cooperation with Chinese people. This cross-cultural interaction can stimulate people's interest in transnational mobility and encourage them to live and work in different countries.

Learning Chinese can help people better adapt to the Chinese social environment and cultural background, and improve their ability to live and work in China. As China's influence on the global stage increases, there will be more opportunities for people who know Chinese in business, education, technology and other fields. Mastering Chinese can create a broader space for individual development, and at the same time help promote the flow of people between different countries and strengthen international cooperation and exchanges.

2.8 Shared Values

Chinese culture emphasizes harmony and inclusiveness, seeking harmony between man and nature and mutual respect and tolerance among different cultures, which is in line with the concept of a community with a shared

future for mankind and provides a basis for common values that transcend national boundaries and cultural differences. Through the promotion of international Chinese education, people can better understand the core values of Chinese culture, so as to promote mutual understanding and exchanges between different cultures and promote the construction of a community of human destiny [2].

International Chinese education focuses on cultivating learners' integrity and social responsibility, which is consistent with the core concept of a community with a shared future for mankind. In the construction of a community of shared future for mankind, mutual trust and cooperation are crucial, and cultivating students' sense of integrity and social responsibility can make a positive contribution to this process. By guiding students to establish correct values and ethics, international Chinese education cultivates their sense of integrity and social responsibility, helps them become responsible and conscientious world citizens, and makes positive contributions to the construction of a community with a shared future for mankind.

Harmony and inclusiveness are important prerequisites for building common interests and a common future. International Chinese education cultivates students' concept of harmony and tolerance, teaches them to respect and understand others, and advocates peaceful coexistence and mutual benefit. the transmission and promotion of such values will help break down cultural barriers, enhance friendship and cooperation among people of all countries, and promote the further development of a community with a shared future for mankind.

3. THE PATH OF INTERNATIONAL CHINESE EDUCATION AND THE DEVELOPMENT OF THE COMMUNITY OF HUMAN DESTINY

3.1 Promote Chinese education

Promoting Chinese education can provide more opportunities for people from different countries and regions to communicate and cooperate. By learning Chinese, they can better understand Chinese culture, way of thinking and values, promote dialogue and understanding between different cultures, and strengthen friendship and cooperation between countries [3].

China has made great progress in the fields of economy, science and technology, culture and has become one of the important forces in the world. Learning Chinese can open the door for people from all countries to understand the Chinese market and the Chinese people, and enhance business cooperation and personnel exchanges. China is one of the largest markets in the world, and the ability to master Chinese will become an important factor in the future competitiveness of international business.

3.2 Building the communication platform

Students can participate in international student exchange programs, such as student exchange visit programs, summer camps and exchange programs, which provide an opportunity for students to experience the Chinese learning environment in different countries and regions and learn about the local culture and customs. Teachers can participate in international teacher exchange programs, such as teacher visits, teaching training and seminars. By exchanging experiences and teaching methods with teachers from different countries, they can improve their teaching level, understand educational practices in different educational systems and cultural backgrounds, and contribute their wisdom and experience to the development of international Chinese education.

In addition, the relevant institutions and experts of the International Chinese Language Education and the Community of Human Destiny can organize and participate in various international conferences and seminars to conduct in-depth discussions and exchanges on related topics, which can become a platform to share the latest research results, experience and best practices, and provide an opportunity for the global Chinese language education community to learn from and exchange with each other. At the same time, through the organization of conferences and seminars, a continuous cooperation network can be established to promote the long-term cooperation and development of international Chinese language education and the development of the community of human destiny.

3.3 Scholarships and sponsorship

Due to the rise of China and the trend of globalization, learning Chinese has become an important requirement for many people. However, learning Chinese can be challenging for students who are not native Chinese speakers. By offering scholarships and sponsorship programs, countries can sponsor international students to study Chinese in China, helping them overcome language barriers and providing opportunities to learn Chinese.

By funding international students to study Chinese in China, they can be provided with an immersive language environment and cultural experience to accelerate their Chinese learning process, which not only helps to cultivate more talents with Chinese communication ability, but also promotes cultural exchanges and mutual understanding between different countries [4].

Through the establishment of scholarships and sponsorship programs, they can be funded to participate in international academic conferences, academic exchanges and research cooperation, and enhance their professional level and teaching ability, which will help improve the quality and level of global Chinese education and promote the development of Chinese education.

3.4 Development of standards and examinations

Through the formulation of teaching standards, we can ensure that Chinese education has a certain uniformity and consistency in the scope of countries, and avoid the deviation of teaching content caused by regional differences. Standardized teaching content and methods can provide students with a comprehensive and systematic Chinese learning experience, and enhance the

learning effect and consistency of the learning experience.

Through the formulation of unified examination standards, students' Chinese ability can be objectively assessed, thus providing students with scores and certificates of reference value. Such an evaluation system helps students understand their Chinese level, provides clear goals and directions for learning, and plays a reference role in employment and academic fields [5].

In addition, by establishing a unified standard, Chinese education in various countries can be better matched and interacted, providing a better foundation for cross-border exchanges. Students and teachers can more easily study and teach internationally, exchange experiences and educational resources with each other, contribute to strengthening mutual understanding and friendly relations among different cultures, and promote the construction of a community with a shared future for mankind.

3.5 Strengthen cooperation and resource sharing

In order to promote the popularization and improvement of international Chinese education, countries should strengthen cooperation and resource sharing, jointly carry out research projects, share teaching resources and experience, and strengthen cooperation in teacher training and textbook development. In addition, modern technological means, such as online education platforms and distance learning, can be actively used to promote the globalization and popularization of Chinese education.

Through collaborative educational research projects, countries can share teaching methods, assessment criteria and teaching results, and jointly explore best practices in Chinese language education. At the same time, can joint seminars and academic exchanges, for the Chinese experts and scholars in the field of education provides a platform of cooperation and exchange, promote the combination of theory and practice.

Countries can share teaching resources and experience to improve the quality and effectiveness of Chinese education. Through the establishment of a sharing platform or network, countries can share teaching resources such as lesson plans, teaching materials, multimedia teaching materials, etc., so that teachers can better prepare and carry out Chinese teaching. In addition, teaching experience and successful cases can also be shared, so that teachers in different countries can learn from and learn from advanced educational concepts and practical experience of other countries to improve their own teaching level [6].

4. CONCLUSION

To sum up, international Chinese education not only provides an opportunity for countries around the world to learn and understand Chinese, but more importantly, it plays an important role in promoting the construction of a community with a shared future for mankind. Through Chinese education, the mutual understanding and friendship between different countries and nations can be enhanced, and the common development and prosperity of all countries can be promoted. Therefore, the relationship between international Chinese language education and the community of human destiny is closely linked, and they promote and complement each other, making important contributions to the realization of world peace and development.

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Research On the High-Quality Development of Mental Health Education in Higher Vocational Colleges in the New Development Stage

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Abstract: With the continuous reform of education, the role of higher vocational education has been paid more and more attention. Through higher vocational education, we can cultivate more skilled talents, which is of great significance to the development of society. However, in higher vocational education, mental health education has certain particularity. Under the influence of various factors, the educational effect is not obvious enough, and there is still a large room for improvement. Therefore, this paper puts forward a series of specific strategies for the high-quality development of mental health education in higher vocational colleges in the new development stage.

Keywords: New development stage; Mental health education in higher vocational colleges; High quality development strategy

1. INTRODUCTION

In the current educational background, higher requirements are put forward for the mental health education in higher vocational colleges, which should not only enable students to master more basic knowledge related to mental health, but also enable them to have psychological adjustment ability and improve their ability to resist pressure and frustration. In this regard, in the work of mental health education, it is necessary to optimize the educational model, update the educational means, and give full play to the value of mental health education.

2. ANALYSIS OF PSYCHOLOGICAL STATE OF STUDENTS IN HIGHER VOCATIONAL COLLEGES

2.1 Great employment pressure

Through the understanding of vocational college students, it is found that, affected by the external environment, they will not be satisfied with their current state after entering school at the beginning, but will think about how to find a good job and work hard for it. However, for most students, they believe that in the current social background, "good jobs" are very limited, even for students who are excellent in all aspects, or students with higher education, it is difficult to find a job that satisfies them. Moreover, at this stage, the competition is characterized by blindness, and some vocational students think that their advantages are not outstanding enough. If the understanding of oneself is not clear enough, it is easy to fall into self-doubt and deny oneself [1].

2.2 There are obstacles in interpersonal communication

When analyzing things, most vocational students usually can't make a comprehensive analysis of things, pay too much attention to the surface phenomenon, and it is easy to produce wrong cognition. On the one hand, the psychology of vocational college students is in a stage of rapid development. When dealing with things, they are easily affected by other information, and their emotions are not stable enough. Especially for some negative comments in the network at this stage, they are easily misled and unable to make correct judgments when facing some social problems; On the other hand, students at this stage are in a special stage. Although they are immature and eager to make friends, they are afraid and have certain psychological barriers when communicating with others, and even unwilling to communicate with others.

3. VOCATIONAL COLLEGE STUDENTS MENTAL HEALTH EDUCATION COUNTERMEASURES

3.1 Increase investment in mental health education

First, according to the understanding of vocational students, we can design mental health education courses that are in line with their development. In the design of the curriculum, it is necessary to take into account its characteristics in various aspects. For example, when they entered school, what problems they care about and so on. In the course of the course, it is not only necessary to explain the basic knowledge related to mental health, but also to collect relevant cases and combine them with real cases, so that students can reflect and learn to adjust themselves under the guidance of cases. When carrying out mental health activities, we should not only equip a certain number of teachers, but also control the number of participating students to ensure the effect of activities to the greatest extent. Second, due to the characteristics of mental health education work, compared with the conventional type of education work, more professional, need to pay attention to more aspects, by more professional and experienced teachers to participate in, to ensure that they have rich experience in teaching, in the encounter of various problems, can easily cope with. At the same time, it is necessary to hold regular training activities, in addition to ensuring the participation of mental health teachers, it is also necessary to involve counselors, on the one hand, from the theoretical aspect, so that they can learn more about mental health education; On the other hand, it is also necessary to start

from the practical aspect and devote to improving the ability of teachers in all aspects.

3.2 To promote the systematization of mental health education in higher vocational colleges

First, when carrying out mental health education work, we need to be aware of the significance of this work and put this work in an important educational position. For example, within the school, it is possible to establish a special publicity department, according to the requirements of education work, combined with the actual situation of the school, the establishment of a special management team, in accordance with the requirements of mental health education work, to formulate a system suitable for its own development. For example, the content of educational work, including the goal to be achieved, the method of implementation, etc., need to be detailed and clear; Second, in order to improve the effectiveness of mental health education, a special consultation office can be established, which is responsible for professional personnel, aiming at the mental health problems of students, through the analysis of their situation, to achieve a comprehensive grasp and provide them with correct guidance; Third, due to the characteristics of mental health education work, in order to ensure the effectiveness of education, it needs the participation of multiple different departments, substitute teachers, counselors, etc., need to be involved and focus on the state of students. For example, their emotional changes, behavior abnormalities and so on, the dynamic grasp and control of their psychological problems, when the problem is found, can be solved as soon as possible; Fourthly, in daily courses, the course content should be further optimized and combined with special lectures. Especially for new students, in order to avoid subsequent psychological problems, a special file can be established for each of them to record their daily situations, thus promoting the efficient development of mental health education [2].

3.3 Implementing diversified education models

In the implementation of the multi-education model, we need to pay attention to the following aspects. First, it is necessary to strengthen the contact with teachers of various subjects and integrate the content related to mental health education according to the characteristics of different subjects. Although mental health education is a separate course, due to the characteristics of this subject, it cannot be separated from other subjects, and it needs to be integrated into daily educational activities. Second, it is necessary to combine the understanding of

students' situation under the current social background, master the topics they are concerned about or the content they are interested in, and design activities on this basis to adjust their psychology. For example, education can be conducted through online platforms to ensure that all students can participate and enjoy high-quality psychological counseling. Also can carry out psychological drama performance, by the students to choose the role, in the process of playing, they understand the role, the process of deduction, but also a process of their psychological change, can make them more profound understanding and grasp psychological knowledge. In addition, psychological societies can be established in the school to carry out regular activities. Through activities in various ways, students can have more choices and better promote their development while improving the educational effect and achieving the educational purpose [3].

4. CONCLUSION

To sum up, the high-quality development strategy of mental health education in higher vocational colleges is very important in the new development stage. In this regard, for higher vocational colleges, when carrying out mental health education, it is necessary to comprehensively grasp the psychological characteristics of students, comprehensively consider various factors according to their existing psychological problems, and adopt targeted educational strategies from different levels. While improving the effectiveness of mental health education, We will cultivate more highly skilled talents that society needs.

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Student Management from The Core of Fromm's Humanitarian Thought

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Abstract: The "human problem" is a problem that all people who want to live and understand are thinking about, micro or macro, literature or philosophy, theory or reality, but also precisely the research object of humanitarian thought - human - all kinds of problems. Fromm started from man, expounded the nature and alienation of man, and on this basis began the way of Fromm's salvation and restoration of man and the realization of a sound society. From the core of Fromm's humanitarian thought, we should look at student management and respect students' subjectivity, so as to do the work better. The management of higher vocational college students should start from the reality, establish the scientific concept of "student-centered", and realize that "the management of college students is not only control and management, but more needs to provide services and promote development, specifically, the people-oriented concept should be effectively applied in management practice. "
Keywords: Human students; Fromm; Student management

1. DEFINITION OF PERSON

If the "human problem" is the core of humanitarian thought, there is no doubt that the question of who is human has touched the essence of the answer, which is the starting point and landing point of our research on "human problem" and student management. If man is defined as some kind of entity, or if man is a single and homogeneous existence, Fromm is extremely opposed. He believes that man is not an object but a process. If man is defined as an object, he will inevitably fall into a kind of "otherization", which is also the reason why he opposes the definition of objectification of man. Fromm proposes to "internalize" people, that is, "who am I?" or, more fundamentally, "who are we?" when referring to who we are, it is possible to avoid individual or characteristic answers such as "I am a doctor" or "teacher. " To this question, Fromm considered the lower case man and the upper case man - that is, the commonality and personality of man - and gave a single definite answer - "an existing man", a living object in the process of development.

On this basis, Fromm cut into man as a part of nature, analyzed man's existence in biological form and the state beyond passive biological form, and believed that man was governed by two kinds of feelings and motives: the basic biological needs that satisfy hunger, thirst, protection, sex, etc. are basically the same in all people, and the emotions that are not rooted in biology and

originate in different social structures are not the same in all people, and it is suggested that these emotions, such as frustration and hate, are divided into "intrinsic" and "reactive". However, the initial connection between man and nature has been cut off since man got rid of animal nature and began to seek answers for his survival. Fromm pointed out that "to understand man's motivation, we must first understand man's circumstances"[I] So Fromm began from the difference between human and animal, to talk about human survival situation. First of all, human is an inseparable part of nature and needs to adapt to the environment constantly. However, human is different from animals. Animals can instinctively adjust themselves to adapt to the environment while human cannot. Secondly, man is bound by nature, follows natural laws, and is rational, imaginative and self-aware. In other words, human beings are both part of nature and isolated from it, living with other animals and being homeless at the same time. So there is the contradiction of human dichotomy: the accident of life and death, the combination of correlation and narcissism, the instinct of creation and destruction, the entanglement of love and hate, the contradiction between loneliness and freedom.

2. HUMAN ALIENATION

"Man" is the starting point and end point of Fromm's humanitarian thought. From the perspective of "man", Fromm examines the living environment of man, the motivation and connotation of man with the living environment, speculates on the should and reality of human nature, and discusses the alienation of man.

In Marx's system, alienation means that "one's own behavior becomes for him a foreign force, in opposition to and against him, so that he cannot control his own behavior"[II] In Fromm's opinion, alienation is more inclined to human subjectivity, subjective feeling and spirit, which is a kind of human "experience". When people's feeling or "experience" does not depend on the subject of people but passively depends on external forces, at the same time, people's actions and results depend on this passive experience, and also have an important impact on people's subjective experience - people are no longer the subject of their own actions but are dominated by their own actions, so people lose their subjectivity and alienation. Especially in the modern western society, human alienation is pervasive and penetrates into every field of our social life.

In the economic field, the alienation of human beings is mainly manifested as the alienation of labor. Fromm believes that the reason why man can get rid of nature and become an independent part of society is because of

the creative nature of labor. In modern times, especially after the third scientific and technological revolution, with the progress and development of the mode of production, labor began to be passive, replaced by passive labor. the work of laborers on the assembly line is not creative but mechanical and repetitive, workers become part of the machine, or begin to be dominated by the machine, "technology uses people's thinking ability to produce goods" [III]As a result, workers gradually become monotonous and repetitive, hinder their initiative and creativity play, human as the subject of labor initiative lost. Labour then becomes a means of profit rather than an expression of the creative nature of man - hence the alienation of Labour, and hence of man. In the field of consumption, human alienation is mainly manifested in the purpose of the means of consumption. Driven by the profit motive, people believe that money can buy everything - money begins to alienate, and the alienation of money promotes the alienation of consumption, so the profit motive leads to the alienation of consumption. In this situation, commodities begin to differentiate, and we do not produce commodities for use, although most commodities must have use value if they are to be sold. People have abandoned the use-value nature of commodities as a means and are more interested in their ends as means of profit. "The ultimate result of economic activity must be: I should earn much more than I have to spend to produce or earn market goods "[IV]So consumption becomes a means to meet the greedy needs of money, and people have to consume in consumption. Instead of consuming in life.

In the spiritual field, human alienation is mainly manifested as the fading of reason and the loss of "religion", which refers to a certain reason or principle that humanists use to restrain themselves. Fromm notes that we have to consider a particular aspect of modern society - the way in which the routinization of modern life has obscured the fundamental problems of human existence. Having to deal with daily trivialities becomes a preoccupation of man, and he is trapped in a routine process in which he has to form a new social order, habits and ideas in order to live in harmony with this regular society or with the people in it, and the result can only be "the construction of an artificial, artificial world. " Perched above the natural world of human life [V]".

In the social field, the alienation of human beings is mainly manifested in the alienation of the relationship between human beings and themselves, between human beings and the relationship between human beings and the country. Fromm describes a "market tendency" in the relationship between man and himself, in which man no longer feels that he is the bearer of his own power, but instead feels that he is a use-value object whose goal is to successfully sell himself on the market.

Fromm expounds the alienation of human beings from the fields of economy, consumption, spirit and society, and reveals the human problems caused by the abnormal society of western capitalism in an all-round and deep level. Starting from this study, the study of students'

subjectivity will be more conducive to the play of students' subjectivity. The management of higher vocational college students should start from the reality, establish the scientific concept of "student-centered", and realize that "the management of college students is not only control and management, but more needs to provide services and promote development, specifically, the people-oriented concept should be effectively applied in management practice. " First, respect the principal position of students and give full consideration to the individual development of students. Fewer coercive commands and more equal conversations. Second, safeguard the main interests of students, take students as the center, care for students' growth, answer and solve the problems that students are generally concerned about and closely related to. Care for students' physical and mental health, serve students' reasonable needs, and promote students' all-round development. Third, mobilize the product polarity of students, so that they participate in management, so as to tap their own potential, establish a correct world outlook, outlook on life and values.

3. THE MANAGEMENT OF HIGHER VOCATIONAL COLLEGE STUDENTS

The service management of college students in higher vocational colleges is complicated and complicatedBroken, long-term, systematic engineering, do a good job in student management. It is not easy, and it is not achieved overnight. It needs to combine the physical and mental characteristics of students withThe Times require, based on the actual situation, student-oriented, innovative work. Make the method, really do from the students, to the students.

The management of higher vocational college students is an important part of the talent training of higher vocational colleges, which plays an irreplaceable role in the formation of college students' sound personality, the establishment of correct human life view and the improvement of self-management ability. With the rapid development and deep transformation of economy and society, the society has put forward higher and higher requirements for higher vocational college students. How to improve the comprehensive quality of higher vocational college students is an unavoidable problem in student management in higher vocational colleges. In the new era, the management of college students in higher vocational colleges should firmly establish the concept of humanism, take students as the center, respect the principal position of students, promote the improvement of students' quality and ability, and implement the fundamental purpose of cultivating people by virtue. This thought has great enlightenment on how to comprehensively promote quality education in today's colleges and universities: to comprehensively promote quality education in colleges and universities, there must be a foothold that can make it realize □ This foothold can only be a talent training mode that can really realize quality education -- a talent training mode based on general education. In the past two years, the

effectiveness of quality education in colleges and universities is not much □ the key lies in the fact that the concept of personnel training has not broken through the value of instrumental rationality □ no matter the government departments in charge or colleges and universities themselves are still lacking such humanistic educational thought.

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Deep Integration of Ideological and Political Education and Student Safety Management in Higher Vocational Schools

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Abstract: With the development of education, education concepts and teaching methods are constantly updated, and education is developing in the direction of comprehensive development. In higher vocational education, ideological and political education is an important content, which is the key content to achieve the teaching goal of "moral cultivation", and in the process of education, there is also a most basic problem, that is, the issue of safety, to ensure the personal safety of students can carry out educational activities, only to ensure the safety of students, students can be trained to become talents needed by society. Based on the moral education and safety management of students, the integration of the two can promote the two kinds of education to carry out mutual assistance, and successfully achieve the educational goals of the two. Therefore, this paper will discuss the deep integration of ideological and political education in higher vocational colleges and student safety management.
Keywords: Ideological and political education; Safety management; Integration

1. INTRODUCTION

In the ideological and political education of higher vocational college students, there are many aspects, such as ideological education, moral education, psychological education and political education. Through the effective development of ideological and political education, students can maintain their ideological advancement, which is of great significance to the comprehensive development of students. At present, although China is a very good public security country in the world, but the campus security problem can not be ignored, the frequency of campus security problems is not small, whenever there is a campus security problem, it will become a hot topic of social discussion, causing greater social repercussions. When students just enter the higher vocational school, they have little social life experience and independent life experience, and their safety awareness is very weak. the campus of higher vocational school has a strong freedom, and the supervision of teachers on students is not as detailed as that in middle school, which not only makes students prone to physical trauma, but also may cause psychological problems because they are not adapted to the life of higher vocational school, which will lead to safety problems. Therefore, higher vocational colleges should pay attention to ideological and political education and safety management to ensure that students can grow up safely.

2. THE NECESSITY OF THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND STUDENT MANAGEMENT

2.1 The needs of higher vocational personnel training

Higher vocational colleges shoulder the heavy responsibility of cultivating talents for the country and the society. Talents from higher vocational colleges are generally applied talents who directly struggle in the front line of all walks of life. the training content of higher vocational colleges is also based on practical skills, so that students can adapt to the post as soon as possible after work. At present, with the continuous advancement of education reform, education pays more attention to the all-round development of students, and ideological and political education plays an important role in the all-round development of students, and is the basis for realizing the teaching goal of "moral cultivation". Ideological and political education can enable students to have higher ideological quality, moral quality and political quality, so that students can grow into high-quality talents needed by the society and the country. At the same time, ideological and political education also has a certain connection with safety management. Through the development of ideological and political education, it can guide students' thoughts and psychology, help students establish a positive attitude toward life, avoid students' psychological problems, and then avoid safety problems caused by psychological problems. At the same time, safety management is also the demand of talent training. Only by ensuring the safety of students can students grow into talents needed by society and ensure the healthy growth of students.

2.2 The need for curriculum reform of ideological and political education

At present, with the continuous improvement of education requirements, in order to adapt to the improvement of education requirements, ideological and political education curriculum is also seeking to change in order to promote the all-round development of students. In ideological and political education, students should be guided to establish correct three views and hold a positive attitude towards life and study. At present, campus security problems occur frequently, and there are many ways for students to be hurt, the fundamental reasons are mainly two points, one is the lack of safety

awareness of students, the other is that students can not adapt to the study and life of higher vocational colleges, there is a negative psychology. This is what the ideological and political education curriculum reform needs to pay attention to. Ideological and political education should be combined with safety management work, teaching students safety knowledge at the ideological level, planning students' behavior, and ensuring students' personal safety. At the psychological level, it should guide students' positive psychology, help students establish an optimistic and confident attitude toward life, and ensure students' psychological safety. You don't do anything extreme. Therefore, the combination of ideological and political education and security management is the need of ideological and political curriculum reform.

3. IDEOLOGICAL AND POLITICAL EDUCATION AND STUDENT SAFETY MANAGEMENT INTEGRATION STRATEGY

3.1 To achieve the diversity of safety education carriers

To promote the integration of ideological and political education and student safety management, the diversity of safety education carriers should be realized. Ideological and political safety education plays an important role in the education and management of colleges and universities. Higher vocational colleges should reasonably design the curriculum structure of ideological and political education and integrate safety education into ideological and political education. Integrating safety education into ideology and politics needs to be carried out in a variety of ways. Schools and relevant teachers can actively seek modern information technology, carry out safety education through modern information technology, and publicize content related to safety education in online teaching platforms or wechat public accounts. Moreover, teachers of ideological and political education courses can transmit safety education knowledge to students in class groups by way of class groups. When choosing a safety education carrier, the most important thing to pay attention to is not the resources of safety education, but to build a platform for communication with students through the carrier, promote communication between teachers and students, timely understand the problems of students, and solve the questions of safety problems for students.

3.2 Project a confident image

In ideological and political education, safety management should be combined with safety education for students, so that students can build up self-confidence through ideological and political courses. Self-confidence is very important for higher vocational students. Due to their academic qualifications, students in higher vocational colleges have more or less feelings of inferiority when facing the society, which is very

unfavorable to the healthy growth and mental health of students. Teachers should establish self-confidence for students through ideological and political education, so that students can realize that even if they are a higher vocational student, they will be more and more confident. It is also of great value to the society, and makes students realize what contributions they can make to the society, and then helps students build self-confidence and promote the healthy growth of students.

3.3 Promote cooperation and communication with parents

For students' ideological and political education, school is the main place, but by no means the only place, and family is also the key part of educating students, and the influence of family on students in some aspects is even much greater than that of school. Therefore, vocational colleges should actively communicate with students' families to carry out ideological and political education, and establish a front for the joint education of family and school. Ideological and political education and safety education for students are jointly carried out at the family level and at the school level. When communicating with students' families, vocational colleges can use home visits, wechat groups, etc., so that schools and families can further understand the dynamics of students and achieve the purpose of joint education.

4. CONCLUSION

In general, the deep integration of ideological and political education and safety management in higher vocational colleges should be carried out from multiple aspects. Higher vocational colleges and teachers should achieve the diversity of safety education carriers and adopt various means to integrate ideological and political education and safety education. Through ideological and political education, students can establish a confident image and ensure their mental health. At the same time, it advocates the cooperation and communication between schools and parents to realize the joint education of families and schools, and promote the improvement of students' comprehensive quality and the safe and healthy development of students.

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Talk About the Application of Online Teaching in Original Art Courses

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Abstract: Online teaching provides opportunities for professional courses, but also adds challenges, especially for courses with strong hands-on skills. We use the effects of multiple sections of student learning for testing and data harvesting. More efficient improvement of teacher follow-up and students' ability to learn.
Keyword: Online, Teaching.

1. INTRODUCTION

Nowadays, the online teaching mode has brought earth-shaking changes to the various soft education systems of teachers, followed by the learning and the production of courseware, but also brought a new learning mode to students, making self-learning a fashion, and at the same time, the use of online teaching Li in the field of professional courses has also appeared a lot of problems. Some teachers are full of mistakes in the online process, and some teachers really experience the great changes and benefits brought by multimedia production and new teaching methods to teachers and students. Below I will read my feelings on the application of online teaching in the original course

The online teaching model is favored and recognized by more and more people, but pure online teaching and classroom teaching are in a variety of problems. In order to improve the teaching level of teachers and the learning effect of students. This paper takes the "Xiangtian Design" course as an example to analyze the advantages of online teaching mode, the implementation of teaching process and thinking. the blended teaching mode refers to the combination of online teaching and offline regular professors in the process of teaching in the entire offline classroom, guiding students to carry out exploratory learning, stimulating students' learning and exciting: cultivating students' ability to learn and analyze problems, and improving students' problem-solving ability. Technical teaching has more advantages than offline classroom history, and this online teaching mode not only reflects the "guiding" role of teachers in the teaching process, but also reflects the "status" of students in the learning process. So that students can independently control the learning time and learning progress in the process of online class compensation, independently choose the learning space, when students learn a course, the various sections of the course are well linked, can provide students with a comprehensive and systematic learning experience, the use of a variety of interactive methods, but also for the online teacher-student interaction to bring fun, progress and enhance students' learning initiative, consciousness and creativity.

This course adopts an online teaching mode to enable students to exert their subjective initiative in the learning process, and transform teachers teaching learning knowledge into willing to learn knowledge.

2. EXPAND YOUR AUDIENCE

Online teaching will not be limited to the venue, number of people, time, learning staff can be, a class or a social group, all professionals related to the class can participate in the class. the range of regular audiences has expanded.

3. TEACHING IS TAILORED TO APTITUDE

Real-time monitoring of students' learning effect, teachers adjust teaching content and progress at any time, to prevent "behind" students from delaying the learning of course content.

4. TEACHING RESOUR CESARE MORE EXTENSIVE

Take online teaching. You can use the multimedia network platform to learn the relevant knowledge of this lesson and truly get diversified teaching resources. Teaching resources and course content have evolved with the times.

5. PLAYBACK FOR STUDENTS

Online teaching combined with the DingTalk platform uses the playback function of the DingTalk platform to learn.

6. DIVERSITY IN lLEARING OUTCOMES MONITORING

Make full use of the platform detection data to examine students' learning effects. In offline classrooms, we generally check students' learning effects according to students' practice, homework group competitions, online teaching and discussions, and the special data that comes with them to monitor students' learning time and learning, and we can use content, homework quality, participation, etc. to monitor learning effects.

According to the course nature of the "Original Art Design" course and the advantages of online teaching, with the help of DingTalk platform, UCOC APP, and hybrid teaching platform, the teaching implementation is carried out.

The significance of choosing online teaching for the "Original Art Design" course

The course of "Original Art Design" focuses on practical operation, the core course of the animation major, the course of the hands-on ability is more favorable, and the learning of engineering students is a relatively professional subject, which gives students the autonomy to write. Online Q&A answers to questions with varying modulusness. When learning problems arise, use

inquiry-based learning to develop student learning blocks to address the dynamics of the curriculum implementation process of students' courses at any time. The course implementation process of the "Concept Design" course

Online teaching provides opportunities for the opening of courses, and at the same time, we also add the use of multiple sections to improve the efficiency of teachers' teaching and battle, especially for the collection of hands-on non-data, more efficient learning effect detection and student learning ability.

The formulation of course teaching objectives should be formulated according to the characteristics of online teaching, from the perspective of this course, this course has strong hands-on ability, and we focus on the degree of achievement of hands-on ability, such as the ability to design character movements.

In the offline classroom, we usually adopt the teaching method of lecturing, and in the process of online teaching, based on the advantages of the blended teaching platform, we take the teaching methods such as brainstorming, discussion, and performance to guide students. Such as animals

In the way of traveling, we need students to cooperate with their families, model the speed of quadrupeds, and upload videos to the UCOC platform for students to learn from each other and reference, send students to learn folk questions, and cultivate students' ability to cooperate.

Before class, teachers will find out the students' learning ability according to the learning ecology and the Acura River check, upload the pre-class knowledge according to the students' learning ability, guide the knowledge application, learning materials and discussion topics: the class will be taught according to the students' participation and learning situation before class. Focus on the explanation of Tuowarm knowledge, combined with the assistant real building for teaching, use the real-time learning effect monitoring data of intelligent courses, grasp the learning effect of students at any time, and two whole learning progress: after class, use the Q&A discussion module and the knowledge summary module to solve the questions of students in the process of learning and hands-on.

Through the homework upload module, let students upload homework within the specified time, keep abreast of students' knowledge acceptance, and adjust the content of the next lesson. Online teaching requires us to establish a corresponding course assessment system, and the assessment should be carried out throughout the whole process of teaching. the assessment system not only includes students' responsibility for basic knowledge and theory, but also tests students' ability to find problems, analyze and solve problems.

Change the concept of learning, change passive learning to active learning. First, teachers should do a good job of guiding and inspiring students to eliminate students' fear of difficulties and enhance self-confidence: second, students should be prepared to understand this teaching mode in advance, especially to enhance their awareness of problems. the transfer of knowledge is achieved through the effective formulation and solution of problems. Therefore, teachers not only encourage and guide students to dare to ask questions, but also make students become good at asking questions from being entrusted to questions. the benefits of online teaching are obvious, the time for students to learn through online teaching has increased significantly, the enthusiasm for learning has gradually expanded from the time specified in the original classroom to learning anytime, anywhere, the quality of homework and homework has been significantly improved, and students' enthusiasm for learning has been significantly improved.

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An Analysis of the Understanding of the Position of College Counselors in the New Era

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Abstract: Counselors are an important part of the education work of colleges and universities and the main force of ideological and political education of college students. the correct knowledge and understanding of the duties of college counselors is the necessary guarantee for the implementation of moral education, and it is also the prerequisite foundation for the development of professionalism and specialization of counselors. This paper focuses on the understanding of college counselors of their own positions and points out that counselors should do a good job in the three roles of transmitter, guide and knowledge seeker, so as to lead college students to healthy growth.

Keywords: New era; College counselors; Job responsibilities

1. INTRODUCTION

As a key figure in higher education, college counselors are the backbone of ideological and political education and value leadership in colleges and universities. As China's development enters a new era, the duties of college counselors have put forward higher requirements and positioning, but for a long time, the work of college counselors is mostly limited to daily affairs management, which is deviated compared with the focus of counselors' ideological and political education work. As a front-line counselor, after four years of student management, I have a deeper grasp of the duties of counselors, and I also realize that the influence of counselors on the formation of college students' values and the direction of life is becoming more and more important. Counselors should focus and extend on the road of professionalism and specialization, so that return to the essence of education.

2. COMMON MISCONCEPTIONS ABOUT COUNSELOR JOB RESPONSIBILITIES

2.1 Counselors are only managers of students' daily affairs

At present, many college counselors think their duties are only to do a good job in managing various daily affairs of students. Due to this wrong ideological understanding, counselors often classify themselves as simple managers, satisfied with daily affairs work, position their functions in dealing with interpersonal relations, solving students' difficulties and other work, and make completing tasks on time and ensuring students do not have problems as their work goals, completely ignoring their subjective initiative in the field of students' ideological education and value leadership. It should be clear that the core goal of counselors is to educate people, all work should be done around the fundamental task of educating people. Taking the cultivation of qualified talents as the main line and starting point of work, which is the fundamental and purpose of the work of counselors, counselors to become mentors rather than babysitters of students.

2.2 Counselors work solely on experience and do not need much theoretical learning

With the expansion of colleges and universities, the transactional and contingent work of counselors has proliferated, and counselors have gradually changed from ideological and political educators to transactional managers, which is the first transformation of counselors' functions. Based on this transformation, many counselors benefit from rich management experience in their work, which makes them become more comfortable in handling student affairs. Rich management experience seems to be the goal that most people pursue, ignoring the reserve and learning of theoretical knowledge. However, as education enters a new era, the position of counselors is also facing adjustment, that is, ideological and political education is the essence of counselors, and counselors should always walk in the forefront of theory and guide students with advanced theoretical ideas, while improving their own professional and specialized abilities.

3. THE KNOWLEDGE AND UNDERSTANDING OF THE DUTIES OF THE COUNSELOR POSITION

3.1 Counselors are the bearers of love

Sometimes it is education, often it is guidance, always go to care. the job of a counselor is to pass on love with love, and work to pass on the love of the counselor, or even the spirit of the counselor, so that students also become loving, warm-hearted people. I have always believed that education has a temperature, this intimate temperature, it is the care given to students by counselors. Only by caring for students and loving work can we devote ourselves to our work and be able to see students everywhere we look. Counsellor work is worth a lifetime of love to run the business. Counselors should not only be able to spread knowledge for students, but also use their personality to warm students and help them solve problems with their own experience. A brief greeting from the counselor, a warm care can have a wonderful "butterfly effect" on students, the transmission of love, love round, in order to build a positive and healthy spiritual world of students. When passion recedes, enthusiasm wanes, the only thing that can support your work continues to be "feelings". This feeling, it is with

love pouring and made, so it is as solid as a rock, can overcome a thousand difficulties and dangers on the way.

3.2 The counselor is the guide of students

University life is the most beautiful time in life, countless students with dreams and ambitions into the university door. At the same time, college students are also in the critical period of growth and success, and need to tie the first button of life. A counselor is a life mentor for students and a guide to their growth and success. An excellent counselor teacher can teach students to treat others, conduct themselves, answer questions for students, and lead life, which is enough to affect students' life. We guide them in their direction through our own life experiences and wisdom, witnessing and accompanying every step of their growth in front of college students during their critical growth period. When students are confused, we should give timely development guidance; when students have difficulties in life, we should provide timely assistance and support; when students encounter setbacks, we should guide them carefully and strengthen encouragement. Counselors should help young students to establish a correct world view, outlook on life and values, to help young people to distinguish right from wrong and abide by the right path, to help young people to maintain their determination and strictly abide by the rules, and to help young people to be grateful to society, the country and the people. Combine correct moral cognition, conscious moral cultivation and active moral practice closely, constantly cultivate their moral character and establish their moral foundation, so as to walk more correctly and farther on the road of life.

3.3 The counselor is a rigorous and knowledgeable seeker

Teachers, so those who preach, teach, and dispel doubts are also. As a teacher, a counselor should also insist on "educating the educator first". In order to play an important role in the ideological and political education of students, party and class construction, learning life, career guidance, mental health, etc., the counselor must maintain an active and enterprising mindset, taking learning as a responsibility, a habit and a pursuit. First, we must constantly seek advice from leaders, help from colleagues, seek new information from the network, seek knowledge from books, seek needs from students, constantly broaden our horizons, improve our scientific and cultural literacy and ideological and moral level, and improve our business ability and work standard. Second, to be a good example, to guide students to develop the concept and habit of hard learning, learning from time to time and lifelong learning. Third, we should combine knowledge with action, apply the knowledge we have learned to practice, use the learning results as ideas, means and methods to promote our work, and truly apply what we have learned and integrate it.

4. CONCLUSION

College counselors are the driving force to lead college students' thoughts and values in the new era, the dream builders to cultivate college students' happy life, and the cornerstone and source of college education. Counselors should first of all be loving people, pouring love, care and affection into every work and every student; counselors should raise their political standing, re-examine their job duties from the height of establishing moral education, base on their identity as guides, continuously improve their professional ability and personality charm, regard student management as an art, teaching and guiding students through words and deeds, infecting them, and striving to become a teacher for college students; Counselors should be lifelong seekers, adept at summarizing and accumulating in their work, cultivating their ability to think independently, always walking on the road of learning, researching and practicing at the same time, integrating theoretical knowledge with practical experience, and truly educating youth.

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Research On Teaching Methods of Music Appreciation in Higher Vocational Colleges from the Perspective of Aesthetic Education

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Abstract: Higher vocational education is an important part of China's complete education system, as well as a main field of personnel training and transportation in our country. the guarantee of scientific and rational development of higher vocational education is of great significance and value. Under the background of aesthetic education, teachers pay more attention to the teaching of music appreciation, and formulate perfect teaching plans and objectives according to students' own development and learning needs. At the same time, they also create efficient teaching methods to help students master professional music knowledge and form good artistic aesthetic ability. In this paper, the teaching methods of music appreciation in higher vocational colleges are analyzed and explored in detail from the perspective of aesthetic education, in order to share and communicate with the majority of teaching workers.
Keywords: Aesthetic education; Higher vocational music major; Music appreciation teaching; Problems and strategies

1. INTRODUCTION

Music is a form of artistic expression, which can convey emotions, ideas and beauty to the audience through melody, rhythm, lyrics and other elements. Therefore, music teaching should not only pay attention to the teaching of professional singing skills, musical score knowledge and other professional technologies, but should pay attention to the formation and development of students' musical literacy to ensure that students can form cognition, experience, appreciation and creation of beauty. Only in this way can the science and success of music teaching be reflected. In the music teaching in higher vocational colleges from the perspective of aesthetic education, teachers can base on the music appreciation course and help students to obtain the conditions for the development of aesthetic education through guidance and guidance, and finally form the ability consciousness of recognizing, understanding, appreciating and creating beauty. This paper firstly expounds the significance of music appreciation teaching in higher vocational colleges, secondly analyzes the problems existing in practical appreciation teaching, and finally puts forward a series of strategies to optimize music appreciation teaching.

2. THE PRACTICAL SIGNIFICANCE OF THE EXISTENCE OF MUSIC APPRECIATION TEACHING IN HIGHER VOCATIONAL COLLEGES

2.1 Students' knowledge is expanded

Aesthetic education is an important part of complete education and a powerful supplement to cognitive education. Aesthetic education can cultivate people's thoughts and sentiments, change people's ideology, and improve people's moral spirit. Therefore, the integration of aesthetic education and cognitive education is a necessary move for the development of modern education [1]. Music appreciation teaching in higher vocational music majors is an effective way to carry out aesthetic education. This kind of teaching thought and path is conducive to expanding students' knowledge level, and plays a strong support for the development of students' music majors.

2.2 To adjust the students' psychology

Music is an art subject and form of artistic expression. Through music appreciation teaching, students can adjust their psychology, relax their anxiety, tension and irritability, and help students form a healthy body and mind. For example, the application of relaxing and pleasant repertoire in music appreciation teaching allows students to close their eyes and listen carefully to every note and melody. At this time, students' minds will be relaxed, their irritable emotions will be calmed, and their anxious hearts will be happy. Students in this situation and state can better carry out learning, and have a positive experience, integration and enjoyment of life.

3. THE PRESENT SITUATION OF MUSIC APPRECIATION TEACHING IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF AESTHETIC EDUCATION

3.1 The teaching method of music appreciation is monotonous

Music appreciation teaching is an important component of the music curriculum system, which is mainly completed in the form of listening to music works. Therefore, the teaching process of music appreciation has more freedom, autonomy and flexibility, so that many teachers lack attention and attention to this course [2]. Considering the current situation of music appreciation teaching in higher vocational colleges, the teaching method presents a single and boring problem, it seems that teachers have not specially tailored music teaching plans for students, which has seriously affected the quality and effectiveness of music teaching to a

certain extent, and also led to the organic integration of music teaching and aesthetic education.

3.2 Lack of individuation in music appreciation teaching
There are obvious individual differences among students. Some students have excellent perceptual ability, while others are completely opposite. If teachers adopt unified teaching strategies at this time, students will easily be polarized. At present, there is a lack of individuation in music appreciation teaching in higher vocational colleges. Teachers ignore the individual differences among students and fail to formulate teaching objectives, design teaching content and innovate teaching methods based on the actual learning situation of students. As a result, music appreciation teaching is difficult to serve each student efficiently and with high quality, and the final result is that the development of students' aesthetic ability is seriously hindered. And seriously affect the improvement of students' music professional level.

4. THE STRATEGY OF MUSIC APPRECIATION TEACHING IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF AESTHETIC EDUCATION

4.1 Increasing the importance of music education
Music appreciation teaching is a powerful means to carry out aesthetic education, but because most teachers do not attach importance to music appreciation course, aesthetic education is always difficult to achieve the expected goal. Based on this, the primary task of higher vocational colleges is to change the inherent ideas of teachers in the past, so that each teacher can deeply understand the necessity and importance of music appreciation teaching, and make clear the compatibility of music appreciation teaching and aesthetic education. Only in this way can we lay a solid foundation for improving students' aesthetic ability.

4.2 Choose the teaching content that conforms to students' affairs
Teaching content is a key element of teaching activities and an important condition for determining the quality and effectiveness of teaching. Therefore, in order to develop students' aesthetic ability through music appreciation teaching, it is necessary to enrich and expand teaching content so as to provide students with good aesthetic education conditions. According to the investigation of students' learning situation, it is found that many students generally think that music appreciation course is boring and boring, and some students even express no interest in this course. In view of this situation, the focus of teaching and research reform can be set as enriching teaching content and stimulating students' interest. For example, teachers can incorporate elements that students are interested in into the content of music appreciation courses, taking rhythmic games as an example: students are required to hit the beat according to the rhythm and melody of the repertoire, so as to arouse students' interest and enthusiasm in learning. In addition, when choosing music for appreciation, teachers should not only choose music with strong cultural heritage, but also take into account students' preferences and personality characteristics. Popular style music is very suitable for contemporary students' preferences, and taking it as the teaching content of music appreciation class can significantly stimulate students' enthusiasm for learning.

4.3 Innovate teaching methods that conform to the law of students' physical and mental development
The teaching method plays a bridge role in the teaching activities, and can effectively transmit the established knowledge and skills to the students. the music appreciation course in higher vocational colleges under the background of aesthetic education needs to cultivate the students' aesthetic ability with the help of scientific teaching methods, so as to help the students form a good quality of experiencing beauty, understanding beauty, appreciating beauty and creating beauty. Firstly, the hierarchical teaching method is adopted to improve the individuation of music appreciation teaching and meet the needs of students' music learning and aesthetic ability development. For example, according to the actual learning level of students, the levels are divided, and the teaching content of different difficulties and the teaching objectives of different functions are designed, so as to provide the best and most suitable learning conditions for each student. Secondly, the practical teaching method is adopted to create an appreciation learning environment for students in the form of personal experience, so as to achieve the purpose of cultivating students' aesthetic ability. For example, teachers regularly organize students to carry out musical performance activities, encourage students to compose, direct and perform musicals by themselves, and other students will evaluate the performers as admirers. This is a student-centered music appreciation teaching method, which has a significant effect on the development of students' music literacy.

5. CONCLUSION
To sum up, music appreciation teaching in higher vocational colleges under the background of aesthetic education should focus on cultivating students' ability to experience beauty, understand beauty, appreciate beauty and create beauty, aiming at providing strong support for students' future development and professional learning.

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Social Practice System of Higher Vocational College Students Under the Mode of School-Enterprise Cooperation

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Abstract: School-enterprise cooperation is a common educational mode and path in the field of vocational education. It mainly integrates excellent educational resources existing in social enterprises into professional and technical teaching of vocational education reasonably, so as to strengthen students' vocational and technical ability, and help students accumulate rich working experience and form good professional quality. It can be seen that the school-enterprise cooperative education model has very important significance and value. This paper makes a detailed analysis and in-depth exploration on the social practice system of higher vocational students in the mode of school-enterprise cooperation, in order to share and communicate with educators.
Keywords: School-enterprise cooperation model; Higher vocational education stage; Social practice system; Problems and strategies

1. INTRODUCTION

Higher vocational education is an important part of China's complete education system, is the main position to promote the national and social development of personnel training, to ensure the scientific, rational and adaptability of higher vocational education, and is conducive to improving the comprehensive level of personnel training. the social practice system of higher vocational students in the school-enterprise cooperation mode is based on higher vocational colleges and social enterprises to provide students with a platform for practical training of skills. It mainly means that after students finish learning basic theories and technologies in colleges, they enter social enterprises for a certain period of practical training. During this period, students should master professional technologies skillfully and accumulate rich experience in actual positions. More important is to develop a good professional spirit and quality. According to the investigation of the social practice of higher vocational students under the mode of school-enterprise cooperation, it can be found that this talent training path has high implementation value and plays a strong supporting role in the development of higher vocational education. However, due to the influence of various factors, the construction of social practice system is not perfect, which makes it difficult for higher vocational students to obtain promotion and development through practice. This requires higher vocational colleges to implement comprehensive reform and scientific innovation, aiming at building a scientific, perfect and efficient social practice system for higher vocational students.

2. THE SIGNIFICANCE OF SOCIAL PRACTICE IN HIGHER VOCATIONAL COLLEGES UNDER THE SCHOOL-ENTERPRISE COOPERATION MODEL

2.1 It is conducive to improving the skill level of vocational college students

At present, the integration of theory and practice teaching is a common means of vocational education, which has remarkable effect on improving students' professional and technical level. However, due to the limited resources and funds of schools, there are always certain limitations in the practical teaching environment, which results in insufficient time for students to practice learning, and thus reduces the overall quality and effectiveness of practical teaching. the social practice system under the school-enterprise cooperation model can provide students with abundant practical training opportunities with the help of high-quality practical teaching resources of enterprises, so that students' professional skills will be better developed.

2.2 It is conducive to the formation of good professional quality for higher vocational students

With the change of the demand for talents in the development of society, higher vocational education has made scientific adjustment in the direction of talent education, mainly from the traditional emphasis on technical ability to the comprehensive focus on quality, quality, morality and ability, so modern higher vocational education attaches great importance to moral education. the social practice system of vocational college students under the cooperation of school and enterprise successfully integrates quality education with technical teaching, so that students can form professional spirit, morality and quality to meet the needs of social development when improving their technical ability. For example, teachers incorporate professional quality into the evaluation system of social practice and objectively evaluate students' performance in practical training posts, which can enhance students' attention to professional quality to a certain extent and encourage students to cultivate their own moral spirit and ideological quality at all times.

3. THE PROBLEMS OF SOCIAL PRACTICE IN HIGHER VOCATIONAL COLLEGES UNDER

THE SCHOOL-ENTERPRISE COOPERATION MODEL

3.1 Teachers pay little attention to social practice

In the teaching of professional knowledge and technology in higher vocational colleges, some teachers believe that only when students firmly grasp theoretical knowledge can they better carry out practical operations. Therefore, in many cases, teachers will completely focus on theory while neglecting practical teaching to some extent [1]. In addition, some teachers believe that students' practical ability can be gradually improved in the later work, and there is no need to carry out targeted social practice teaching in schools. Due to the lag and one-sidedness of the teaching ideas practiced by teachers, the construction of the social practice system of higher vocational students under the school-enterprise cooperation model is greatly hindered, and the quality and efficiency of teaching in higher vocational majors are ultimately reduced.

3.2 The social practice system lacks perfection

It is a relatively scientific educational method and path for vocational college students to enter the society to carry out practical learning. Especially in improving students' professional and technical level, social practice plays a vital role. However, as far as the current situation of higher vocational education is concerned, the construction of social practice system lacks perfection, which reduces the effectiveness of social practice teaching to a certain extent [2]. For example, teachers advocate vocational college students to participate in social practice, but do not set up corresponding assessment and assessment system based on teaching requirements and standards, which means that it is difficult for teachers to truly grasp the performance of students in social practice, let alone know the situation of students' professional and technical mastery. Under this background, vocational college students are like kites with broken lines, detached from teachers' guidance and follow-up education. In the end, it will have an adverse effect on the long-term development of students.

4. Effective Strategies For Higher Vocational Colleges To Carry Out Social Practice Under the School-Enterprise Cooperation Model

The teaching system is the basic framework for carrying out teaching work and the key condition for ensuring teaching quality and efficiency. Therefore, the social practice teaching of higher vocational students under the school-enterprise cooperation mode should combine the actual situation of students and the needs of higher vocational colleges and social enterprises to build a scientific, rational and adaptive social practice system. It aims to lay a solid foundation for vocational students to participate in social practice.

4.1 Higher vocational colleges increase cooperation with social enterprises

The school-enterprise cooperative education model is a relatively scientific educational path, especially in the secondary vocational and higher vocational education, which can provide students with abundant opportunities to practice skills, so as to achieve the purpose of improving students' professional level. To construct social practice system in higher vocational colleges, we can find a breakthrough from the dimension of social enterprise, so as to guarantee and optimize the comprehensive quality and effectiveness of social practice teaching. Based on this, higher vocational colleges should strengthen the cooperation with social enterprises to educate people. They can start from the needs of enterprises for talents, build a practice system that meets the technical needs of enterprises, and even allow enterprises to select talents from students who participate in practice, and then incorporate them into the production and management system of enterprises. On the one hand, they can provide students with good employment opportunities. Second, to transport professional and lip-syncing talents for enterprises.

4.2 Develop a sound social practice education system

The social practice system of higher vocational students under the school-enterprise cooperation model is the key to guarantee the quality and efficiency of social practice teaching. Therefore, higher vocational colleges should cooperate with teachers to carry out research on the construction of social practice system, aiming at creating a scientific and efficient practice environment for students. For example, teachers can incorporate assessment and assessment into the social practice system and learn about students' performance in on-the-job training from enterprise teachers. This process can take the form of enterprise teachers' evaluation, reserve the section of enterprise teachers' evaluation in the written assessment report, and the enterprise teachers will score the students, and then the vocational teachers will conduct comprehensive evaluation on the students' performance. the final decision is whether a student can graduate. In addition, higher vocational teachers can also incorporate the development of professional quality into the social practice system, and put forward the requirements for enterprises to pay attention to cultivating students' professional spirit, aiming at helping students develop the spirit of dedication, seriousness, rigor, hard work and innovation.

5. CONCLUSION

In summary, the school-enterprise cooperation mode has created favorable conditions for personnel training in higher vocational education, and significantly improved the comprehensive quality and efficiency of higher vocational education and teaching. From strengthening the cooperation between colleges and enterprises and building a perfect social practice education system, this paper puts forward some effective strategies to carry out social practice education in higher vocational colleges.

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The Practice of Online and Offline Mixed Teaching of Ideological and Political Theory Course in Higher Vocational Colleges

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Abstract: The online and offline mixed teaching mode has gradually attracted the attention and application of ideological and political theory teaching in colleges and universities. This mode aims to give full play to the advantages of online and offline teaching, and provide students with a more flexible, rich and interactive learning environment by combining traditional classroom teaching and modern information technology. In this regard, this paper analyzes the problems existing in the teaching of ideological and political theory courses in colleges and universities, expounds the significance of the online and offline mixed teaching mode of ideological and political theory courses in higher vocational colleges, and explores the effective practical strategies of the online and offline mixed teaching of ideological and political theory courses in higher vocational colleges, so that students can better participate in and explore, and teachers can effectively guide and evaluate students' learning progress.

Keywords: Higher vocational education; Ideological and political theory course; Online and offline; Blended teaching

1. INTRODUCTION

The online and offline hybrid teaching model combines the online teaching platform with the offline face-to-face classroom, providing students with more flexible and diversified learning methods and rich teaching resources. Through the combination of online and offline teaching, ideological and political theory courses in colleges and universities can better meet the learning needs of students, improve the teaching effect, and cultivate students' ideological and moral quality and theoretical level.

2. PROBLEMS IN THE TEACHING OF IDEOLOGICAL AND POLITICAL THEORY COURSES IN COLLEGES AND UNIVERSITIES

2.1 Theory is divorced from practice

The ideological and political theory courses in some higher vocational colleges are not combined with current affairs and social practice, which can not help students think and analyze practical problems, and affect the establishment of students' correct world outlook, outlook on life and values. Some teachers overemphasize the teaching of theoretical knowledge and neglect the combination with practical problems, resulting in difficulties for students to understand and apply the course content.

2.2 Single teaching method

In order to stimulate students' learning enthusiasm and critical thinking ability, teachers should adopt a variety of teaching methods, such as group discussion, case analysis, debate, etc., to cultivate students' critical thinking and innovative ability. However, some teachers only use the traditional teaching mode and lack interactive and heuristic teaching methods. This teaching method is easy to cause students to have low interest in learning and fail to actively participate in class discussion and thinking.

2.3 Single assessment and evaluation mechanism

The ideological and political theory course should focus on cultivating students' comprehensive quality, and the evaluation should include classroom performance, academic papers, social practice reports and other forms to comprehensively evaluate students' ideological and moral quality and theoretical level. However, some schools and teachers only use the traditional written examination to evaluate students' memory and understanding of theoretical knowledge, but neglect the cultivation of students' practical application ability and innovative thinking.

2.4 Lack of integration with disciplinary specialties

The lack of effective integration between ideological and political theory courses and disciplines in colleges and universities makes it difficult for students to combine ideological and political theory knowledge with their own professional knowledge, making it difficult for students to understand the importance and application value of ideological and political theory courses for professional learning. Colleges and universities have not explored and opened professional introduction or professional ethics courses, and it is difficult to integrate the content of ideological and political theories into the courses of each major, resulting in students unable to better understand and apply the theoretical knowledge of ideological and political theories.

2.5 Insufficient construction of teaching staff

Some teachers often ideological and political teaching level is not high, lack of teaching experience, it is difficult to give students good guidance and correct guidance. In addition, the lack of fresh teaching ideas and methods also limits the improvement of teaching effect. In response to this situation, colleges and universities do not strengthen the cultivation and training of ideological and political theory teachers to improve their academic quality and teaching ability, and do not

actively encourage teachers to participate in academic research and teaching innovation, which affects the vitality and cutting-edge of the discipline [1].

3. THE SIGNIFICANCE OF ONLINE AND OFFLINE MIXED TEACHING MODE OF IDEOLOGICAL AND POLITICAL THEORY COURSES IN HIGHER VOCATIONAL COLLEGES

3.1 Improve teaching flexibility and interactivity

Teachers carry out online teaching to enable students to learn without the limitation of time and place, breaking through the limitations of students in learning, so that students can control the learning progress according to their own learning situation. At the same time, the online platform can also provide a variety of teaching resources and interactive tools, such as online discussion, question and answer platform, real-time voting, etc., to promote the interaction between students and enhance the teaching effect.

3.2 Enrich teaching methods and resources

Through the online platform, teachers can provide teaching videos, presentations, electronic books and other multimedia teaching resources, present the course content in a more intuitive and vivid way, and stimulate students' interest in learning. In addition, teachers can also use Internet resources to quote various cases, materials and literature to broaden students' knowledge horizons and help students build a multi-dimensional knowledge framework.

3.3 Strengthen practical teaching and innovation ability training

Through offline practical activities, such as social practice, research reports, group projects, etc., students can apply theoretical knowledge to practical situations and develop problem-solving skills and innovative thinking. At the same time, the online platform also provides innovative teaching methods, such as online teamwork, virtual experiments, simulation, etc., so that students can continue to explore and experiment in practice, and cultivate practical operation and application ability.

3.4 Promote the cultivation of students' independent learning and management ability

Students in online teaching can arrange their time according to their learning plan and progress, and can complete tasks by themselves. In this way, students can generate learning enthusiasm and better restrain themselves, so as to maintain a good learning attitude. Offline face-to-face teaching provides opportunities for interaction with teachers and classmates, enabling students to actively participate in class by participating in discussions, questions and other ways to improve expression and communication skills [2].

4. EFFECTIVE PRACTICE OF ONLINE AND OFFLINE MIXED TEACHING OF IDEOLOGICAL AND POLITICAL THEORY COURSES IN HIGHER VOCATIONAL COLLEGES

4.1 Expand the coverage of learning resources and teachers

Through the online platform, students can have access to excellent teaching teams and teaching resources from different regions and universities, enriching students' learning experience and strengthening the breadth of knowledge. At the same time, the online platform is also convenient for online communication and interaction with experts and scholars, and students can participate in academic discussions and academic research with the help of the online platform to broaden their horizons.

4.2 Enrich teaching resources

Online and offline mixed teaching mode can enrich teaching content and provide support for students' learning. Teachers can use teaching courseware to provide diversified learning materials for students, so as to meet their learning needs. In addition, teachers can also use the online platform to provide additional learning resources, such as electronic books, academic papers, case studies, etc., to help students further study and expand their knowledge.

For example, for the teaching of ideological and moral cultivation and basic legal knowledge in ideological and political theory courses in higher vocational colleges, teachers can teach ideological and moral cultivation and basic legal knowledge through explanation and case analysis in offline classes. In the online course, teachers can provide relevant electronic books, legal documents, case analysis videos and other resources for students to learn independently.

4.3 Stimulate students' initiative and sense of cooperation

The application of online and offline mixed teaching mode requires teachers to stimulate students' learning initiative and enhance students' cooperative consciousness. For example, interactive discussions and cooperative learning activities in offline classes can promote communication and cooperation among students, stimulate collective wisdom, and cultivate students' teamwork ability. Teachers can create a positive learning atmosphere and cooperation atmosphere by encouraging students to share experiences and achievements, providing cooperative learning opportunities and evaluation mechanisms.

4.4 Optimize teaching management

Schools and teachers should provide clear teaching plans and learning guides with clear learning goals and requirements. At the same time, schools can also carry out online and offline teaching management and evaluation, monitor students' learning progress and mastery, and provide targeted help and support. By optimizing teaching management and support, students' learning experience and learning effect can be better guaranteed.

5. CONCLUSION

To sum up, in the mixed online and offline teaching mode of ideological and political theory courses in colleges and universities, teachers need to carefully design teaching content, guide students' active learning

and cooperative learning spirit, and provide rich and diversified teaching resources. Schools should also provide effective teaching management and support to ensure the smooth progress of students' learning and provide teachers with more teaching strategies and resources. Promote teaching innovation and improve teaching quality [3].

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Objective To Explore the Causes of Adverse Reactions in Clinical Application of Traditional Chinese Medicine Preparations and the Preventive Measures

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Abstract: Objective: To analyze the causes of adverse reactions in the application of traditional Chinese medicine preparations, and to discuss the preventive measures. Methods: In order to reduce the incidence of adverse reactions during the use of traditional Chinese medicine preparations, this paper took 100 patients with traditional Chinese medicine preparations in a certain period of our hospital as the research object, adopted retrospective analysis method to make statistics and summary of the adverse reactions, and analyzed the corresponding measures for prevention. Results: After the analysis, it was found that the incidence of adverse reactions in digestive system was higher after the use of traditional Chinese medicine preparations, accounting for 28.00%, followed by respiratory system, accounting for 23.00%. Intravenous infusion was the most common route of administration, accounting for 62.00%. Conclusion: It is necessary to analyze the causes of adverse reactions in time and take effective preventive measures in clinical application to reduce the incidence of adverse reactions.
Keywords: Chinese medicine preparation; Adverse reactions; Preventive countermeasure

1. INTRODUCTION

Traditional Chinese medicine preparation is a common treatment mode in clinical practice, which is a key component of drug therapy and has been widely used in clinical practice, and has achieved ideal therapeutic effect. However, in the actual application process, adverse reactions will also occur due to various factors. Once adverse reactions occur during the treatment of patients, It may prolong the treatment time of the patient, affect the treatment effect of the patient, increase the unnecessary medical and economic burden of the patient, and easily lead to doctor-patient disputes [1]. Therefore, in order to improve the drug safety of patients and reduce the incidence of adverse reactions in clinical practice, it is necessary to timely understand the occurrence of current adverse reactions and take effective measures to prevent them, so as to improve the drug safety of current clinical traditional Chinese medicine preparations and improve the application service quality. Details are as follows.

2. DATA AND METHODS

2.1 General Information

A total of 100 patients with adverse reactions who were treated with traditional Chinese medicine in our hospital during a certain period of time were selected as the study objects. the ratio of male to female was 55∶45. the minimum and maximum ages were 19 and 65 years old, respectively, and the average age was (41.26 ± 11.31) years old.

2.2 Methods

Retrospective analysis was adopted to analyze the data of patients who had adverse reactions after treatment with Chinese medicine preparations in our hospital in a certain period, and analyze the causes of occurrence. A corresponding monitoring team was established in the department. the team leader was a competent pharmacist with rich treatment experience, and the team members were led to analyze the situation of patients and make statistics on the symptoms and types of adverse reactions. the method of administration was analyzed, and targeted countermeasures were proposed for prevention and treatment [2].

2.3 Observation Indicators

The occurrence of adverse reactions and the route of administration in 100 patients were analyzed.

2.4 Statistical Processing

Statistical software SPSS 22.0 was used for data processing. After analysis and processing, ± standard deviation and n (%) were used to express measurement and counting, and t and X2 were used for data testing. After comparison, if the data difference between groups is large, it is indicated by $(P < 0.05)$.

3. RESULTS

3.1 Occurrence of adverse reactions in 100 patients during the use of traditional Chinese medicine preparations

After statistics, when 100 patients used Chinese medicine preparations, there were mainly six types of adverse reactions, which were digestive system, respiratory system, circulatory system, nervous system, endocrine system and urinary system, etc. In the adverse reactions of digestive system, the main symptoms of patients included abdominal pain, diarrhea, nausea, vomiting, etc. Among the 100 patients, 28 patients had this adverse reaction, accounting for 28.00%; the main symptoms of respiratory adverse reactions were

excessive phlegm, cough, chest tightness, asthma, etc. Among 100 patients, 23 patients had such adverse reactions, accounting for 23.00%. the main symptoms of circulatory adverse reactions were body pain, palpitation and fatigue, among which 18 out of 100 patients had such adverse reactions, accounting for 18.00%. the main symptoms of nervous system adverse reactions were vertigo, tinnitus, headache, drowsiness, etc. Among the 100 patients, 13 patients had such adverse reactions, accounting for 13.00%. Among the adverse reactions of endocrine system, the main symptoms were rash, pruritus, hormone abnormalities, etc. Among the 100 patients, 10 patients had such adverse reactions, accounting for 10.00%. the main symptoms of patients with urinary adverse reactions were oliguria, anuria, hematuria and proteinuria, among which 8 out of 100 patients, accounting for 8.00%.

3.2 Proportion of 100 patients with adverse reactions caused by administration routes during the use of traditional Chinese medicine preparations

After statistics, it was found that there were four kinds of adverse reactions caused by the route of administration during the use of TCM preparations in 100 patients, namely intravenous infusion, oral administration, intramuscular injection and external administration, etc. Among them, 62 cases (62.00%) had adverse reactions caused by intravenous injection. the incidence rate of adverse reaction was 17 cases (17.00%). the incidence of adverse reactions of intramuscular injection was 13 cases (13.00%). the incidence rate of adverse reaction of external application was 8 cases (8.00%).

4. DISCUSSION

Traditional Chinese medicine preparation is a common treatment method in clinical treatment, in the process of treatment, can achieve relatively significant results, but the emergence of adverse reactions will seriously affect the life safety of patients and the therapeutic effect. According to this study, the incidence of adverse reactions in the digestive system is the highest after the use of traditional Chinese medicine preparations, and intravenous infusion is the one that leads to the highest incidence of adverse reactions among the current drug delivery methods. In view of this situation, effective prevention methods should be taken: First of all, a TCM prescription review group should be established in the hospital. the pharmacists in the group should summarize and analyze the current work problems, standardize the working process, and constantly optimize the prescriptions with adverse reactions [3]. Secondly, scientifically adjust the clinical application mechanism, analyze the drugs that cause adverse reactions to the digestive system, respiratory system and other major systems of patients, and improve them in time to reduce the incidence of adverse reactions. Medical staff should be regularly trained to promote the basic knowledge of traditional Chinese medicine application and work standardization, establish a reasonable reward and punishment system, and correct unreasonable drug use behavior in time. In the actual work, it is necessary to strengthen the inspection intensity of traditional Chinese medicine preparations, carefully adopt and understand the treatment feelings and opinions of patients, timely correct the existing problems, and make regular comments, and the prescription should be unified by a special person to organize and keep, and constantly promote the improvement of the current clinical drug safety.

To sum up, during the occurrence of clinical adverse reactions of traditional Chinese medicine preparations, it is necessary to find out the occurrence of adverse reactions in time, and take effective measures to prevent patients in time to reduce the incidence of adverse reactions.

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Discussion On Measures to Improve Teachers' Teaching Aability in Local Ccolleges and Universities

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Abstract: Colleges and universities are the main institutions of personnel training in our country, and the teaching ability of college teachers directly affects the quality of personnel training, which is of great significance to train high-level talents and push into the talent-strong university project. Starting from the actual problems existing in the teaching of local college teachers, the article deeply analyzes the causes of the problems; From the establishment of teachers' teaching ability training system, the construction of teachers' teaching activity exchange platform, and the corresponding system guarantee of colleges and universities, this paper puts forward some measures to improve teachers' teaching ability. These measures can provide some reference for local college teachers to improve their teaching ability.
Keywords: College teachers; Teaching ability; Up; Measure.

1. INTRODUCTION

In recent years, as universities and colleges vigorously promote the construction of "strengthening schools with talents and upgrading processes", various local universities and colleges focus on the construction of high-level teachers and take deepening the reform of personnel system as a breakthrough, and are striving to build a team of teachers with noble ethics, excellent quality, sufficient quantity, optimized structure, innovation and vitality [1]. However, some teachers lack of teaching experience, teaching theory and teaching practice can not be reasonably combined and other problems still exist. In order to improve teachers' teaching ability and better serve teaching, this study systematically analyzes the existing problems and causes of teachers' teaching in local colleges and universities, and conducts in-depth research on how to improve teachers' teaching ability from the aspects of the establishment of teacher training system, teaching exchange activity platform and system guarantee [2-6].

2. PROBLEMS EXISTING IN THE WORK OF TEACHERS IN LOCAL COLLEGES AND UNIVERSITIES AND THEIR CAUSES

2.1 Some Teachers Do Not Devote Enough Energy To Teaching

First, the understanding of "teaching work as the center" is insufficient, the implementation of teaching work policies is not in place, the lack of classification guidance, and the reward for teaching achievements is far less than the reward for scientific and technological achievements. Teachers' personal application projects, professional title evaluation, award evaluation and other indicators are based on scientific research achievements, which has greatly influenced teachers' input in teaching.

Second, most of the existing university evaluation systems focus on scientific research and academic indicators. At present, the evaluation indexes related to university ranking are still dominated by academic indexes in some university evaluation institutions in society, which leads to many universities often leaning towards scientific research and academic research when formulating incentive policies. The incentive to teaching is weak, and this policy orientation makes the phenomenon of "emphasizing research and neglecting teaching" in most colleges and universities.

Third, the evaluation of school titles pays more attention to scientific research. The evaluation of professional titles is of great significance to the professional development of teachers, but there is still a phenomenon of "attaching importance to scientific research and neglecting teaching" in the existing evaluation conditions formulated by schools. Under normal circumstances, the judges do not distinguish the teaching performance of teachers participating in the evaluation, and mainly pay attention to the number of scientific research results, which causes some teachers to devote more time and energy to scientific research, and lack the driving force of active research and teaching.

2.2. The Ability Of Young Teachers To Combine Theory With Practice Should Be Further Improved

First, there is relatively little inter-school communication in teaching and research. There are relatively few opportunities for diplomatic flow, especially with high-level talents such as influential teachers and academics. The improvement of school teachers' teaching ability is interfered by many factors, and the teaching research takes a long time, has a large input, and the output effect is not significant, which leads to the low activeness of some teachers in independent learning and research.

Second, with the formulation of the school's talent introduction policy in recent years, a large number of young teachers with doctoral degrees have come to work in the school, most of them have directly entered the school after leaving the school. During the study period, they have done relatively more innovative theoretical research and lack of engineering practical experience,

which makes it difficult to combine theory with practice in teaching.

Third, some teachers have strong scientific research ability and high professional level, but they do not pay enough attention to the work of converting the latest scientific research results into teaching content and writing them into textbooks, and do not do it in a timely manner. Individual teachers with strong scientific research ability did not integrate scientific research into teaching, or the teaching effect did not reach the expectation.

2.3 Teachers Lack An International Perspective

First, the school provides few channels for teachers to study abroad and exchange abroad. Only the government-sponsored study abroad channels provided by the national and provincial Scholarship committees provide for teachers to study abroad. As a result, the number of teachers benefiting each year is small, which makes little contribution to the internationalization of education of the whole school.

Secondly, local universities lack regional advantages in running schools. Local colleges and universities belong to regions with underdeveloped economy, geographical location, ecological environment, economic and social development level, and local support policies are not advantageous in attracting high-level teachers, so it is difficult to attract outstanding talents, and it is even more difficult to introduce high-end talents with overseas background. In addition, the policy is not tilted toward high-end talents with overseas backgrounds.

Third, there are no clear requirements for teachers' overseas visiting experience in the promotion policy of professional titles, or the requirements are too lax, and overseas visiting experience is not regarded as a mandatory condition, resulting in other optional conditions replacing overseas visiting experience in the basic conditions of professional titles.

3. MEASURES TO IMPROVE TEACHERS' TEACHING ABILITY

3.1 Establish a Diversified Teaching Ability Training System For Teachers

First, give full play to the role of school-based training, and further increase the support for teacher ability training and professional development of teachers. Provide classified and multi-level opportunities and platforms for the improvement of teachers' teaching and learning ability, and carry out targeted training, practice and exchange activities for the cultivation of teachers' professional quality and teaching level.

Second, give full play to the guiding role of excellent teachers to new teachers. The school should arrange new teachers with senior professional titles, rich teaching experience and strong teaching ability to serve as their guidance teachers, and be responsible for the transmission, help and guidance work. New teachers must go through the training and learning process of teaching assistants for at least one year before they can have a comprehensive understanding of the whole teaching process. The learning and learning process of

teaching assistants can make new teachers smoothly transition to independent teaching tasks.

3.2 Establish a Platform For Teaching Exchange Activities

Teachers should promote the enrichment of knowledge and the improvement of education and teaching ability through teaching research, so as to become a "learner" and "expert" teacher. Teaching and learning research is beneficial to both the school and itself. Efforts should be made to improve the quality of teachers' teaching and research and actively promote teachers' cooperation and exchange. Build a platform for exchange of famous teachers' classes, classroom teaching observation, teaching consultation and teaching comments, strengthen mutual guidance, professional exchange and experience sharing among colleagues in the school, give full play to the teaching experience and teaching wisdom of famous teachers in the school, winning teachers in provincial school-level teaching competitions, and excellent teachers, and help young teachers to familiarize themselves with all aspects of teaching as soon as possible by means of transmission, help and guidance. To master classroom teaching skills and promote the rapid growth of young teachers.

3.3 Establish Corresponding Institutional Safeguards

First, establish a comprehensive evaluation system for teachers to improve teachers' teaching ability and achieve the common development of teachers and schools. Through evaluation, teachers can realize their own problems and formulate corresponding countermeasures to achieve the goals of different periods, so as to achieve the goal of promoting the improvement of teachers' teaching ability. To evaluate the teaching level of teacher education, from different angles and different aspects of the teaching process, to evaluate the teaching effect of teachers, and pay attention to the use of each link in the teaching process; It is necessary to evaluate not only teachers' teaching ability, but also their educational responsibilities.

Second, increase support for educational reform projects. Take teaching and research results as the basic conditions for job title promotion and employment assessment. Through project management, funding assistance, incentive policies and other work measures, increase teachers' input in teaching and research work, and further ensure the smooth progress of teaching and research. Vigorously support teachers to carry out the reform and innovation of teaching methods and teaching means, promote the majority of teachers to take the research of teaching methods as a conscious teaching behavior, further promote the reform and innovation of teaching methods, and stimulate the teaching vitality of teachers.

4. CONCLUSIONS

The improvement of young teachers' teaching ability is of great practical significance to the cultivation of students and the long-term development of schools. Due to regional reasons, local colleges and universities are relatively short of teaching resources. Local colleges and

universities should continue to carry out on-campus training and exchanges based on existing teaching resources, actively expand off-campus resources, make full use of new media platforms, and create a diversified teaching and training environment for teachers, so as to serve teachers and teaching.

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On Enhancing Students' Discourse Competence in College English Reading through Cohesion and Coherence Analyses

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Abstract: Given the common requirements of the improvement and development goals of college English reading in the "Teaching Guidelines for College English" (2020 edition), that is, enhancing discourse knowledge and discourse competence, this paper carries out a teaching practice of college English reading based on the analyses of discourse cohesion and coherence. By listing the theme and the details of a paragraph, students learn to understand the logical relationship between sentences, and employ the details to make implications on the theme. In this process, discourse knowledge and competence are promoted, which helps students to focus on the semantic meaning of a paragraph as a whole despite the difficulty of certain words or grammatical structures.
Key Words: Discourse Competence, College English Reading, Cohesion and Coherence

1. INTRODUCTION

The "Teaching Guidelines for College English" (2020 edition) points out that the goals of English teaching in universities are divided into three levels: foundation, improvement and development. Among them, the basic goal is determined for the basic English learning needs of most non-English majors; the improvement goal is determined for students with a good English foundation and high English demand at the time of enrollment, and the development goal is determined according to the special needs of the school's talent training plan and the diverse needs of some students.

The Guide mentions that in the university English reading module, the basic goal is to process information of medium language difficulty with the help of online resources, reference books or others, and understand the main idea and important details; the improvement goal is to understand oral or written materials of medium language difficulty with familiar content or those related to the student's major, and understand the logical relationships, passage structure and hidden meaning within the material; the development goal is to effectively use the knowledge of context and pragmatics, and understand written materials difficult in language but with familiar content, or those related to the student's major (The Committee of Higher Education Foreign Language Teaching, 2020).

Whether it is the improvement goal or the development goal, materials related to the student's major are both required in the college English reading curriculum. Meanwhile, theme understanding and details are no longer the main teaching content of reading, but learning discourse knowledge, understanding the logical relationship within the material, and promoting discourse ability.

2. PREVIOUS RESEARCHES ON DISCOURSE THEORY AND COLLEGE ENGLISH READING

The eminent linguists Halliday and Hason (1976) pointed out in the book "The Cohesion of English" that discourse is a semantically complete oral and written paragraph of any length, not in length but in cohesion. Beaugrande and Dressler (1981) proposed seven criteria for discourse characteristics: coherence, cohesion, context, intentionality, information, intertextuality, and acceptability.

Huang (1988) believed that discourse refers to the whole language composed of a series of continuous passages or sentences, and cohesion, coherence, intentionality, acceptability, information, context, and intertextuality are very important characteristics of discourse. Hu (1994) argued that the concept of discourse refers to any natural language that expresses complete meaning in a certain context not completely bound by sentences.

Yin (2022) mentioned that cohesion and coherence are the core characteristics of discourse, in which cohesion is the surface structure of discourse, embodied through the use of grammar and vocabulary, and coherence is reflected in the semantic level of discourse, constructed through semantic associations and logical relationships.

Wang (2015) analyzed the logical structure of the discourse and proposed that improving students' logical thinking ability should be the main purpose of the college English reading course. Xu (2017) proposed a strategic reading teaching model of college English based on discourse analysis, which promoted discourse awareness and strategic awareness for non-English majors and stimulated students' interest in reading and improved students' reading ability.

Wei (2020) believed that non-English majors overvalue the importance of vocabulary and grammar and neglect of the overall coherence of the passage in the reading process. In view of this, based on the

discourse coherence theory, an empirical study was carried out to improve students' English reading ability, and it was found that the post-reading test scores were significantly higher than the pre-test scores.

From the perspectives of macro discourse analysis and micro discourse analysis, Li (2020) guided college English reading teaching from five aspects: context analysis, genre analysis, chapter pattern analysis, cohesion and coherence, and found that the reading performance of the experimental group students improved significantly, especially in cohesion and coherence.

3. ENHANCING DISCOURSE COMPETENCE IN COLLEGE ENGLISH READING

The "Ceramic English" is an English reading and writing course for special purpose in a ceramic university in central China, designed for juniors majored in arts, who have completed four semesters of general English courses previously. These students have high demands for English learning since most of them plan to further their studies in the graduate school, and at the same time meet the special needs for talents training in the ceramic field. Therefore, the teaching goal of the "Ceramic English" course is the improvement or development level. For this reason in the reading module teachers need to improve students' discourse ability. Following are two excerpts from the text "Ceramics in the Song Dynasty" to demonstrate the application of discourse cohesion and coherence in reading.

3.1 Cohesion Analysis

Example1--"Even though some periods of the Song dynasty were troubled and uncertain, with invaders making frequent attempts to overrun the country, the arts in general developed highly sophisticated forms and the dynasty was enormously active artistically. Court patronage encouraged potters to develop new skills and produce fine and delicate work. Materials were carefully prepared and a wide variety of techniques practised. Highly sophisticated cross-draught kilns were used that allowed high temperatures to be obtained, facilitating the development of a range of rich glaze effects. Continual invasions by the Jin Tartars eventually caused the court to move, in 1127, from the northern capital of Kaifeng in Henan province to the southern capital of Hangzhou. " (Cooper, 2000)

The beginning and end of Example 1 both mention the warring history of the Song Dynasty, such as "some periods were troubled and uncertain" and "to move in 1127 from the northern capital to the southern capital", especially the Incident of Jingkang in 1127, known as the dividing line between the Northern Song Dynasty and the Southern Song Dynasty. These two statements are not the gist of the paragraph, however. the teacher should guide students to pay attention to the cohesion devices, such as "even though" at the beginning, which expresses the logical relationship within the

sentence, that is, the transition relationship. Therefore, the core semantic meaning of this long sentence lies in the second half, that is, "the arts in general developed sophisticated forms and the dynasty was active". Next, find out more details to prove the arts in Song Dynasty were flourishing and active, such as "develop new skills and produce fine work", "Materials were carefully prepared", "kilns were used that allowed high temperatures", "the development of a range of rich glaze effects". These details further describe different aspects of arts including techniques, works, raw materials, kilns, and effects, and words like "new", "carefully prepared", " high temperatures", and "rich" are further evidence of the flourishing art.

Discourse cohesion helps students understand the logical relationship within a sentence, which can be the key to the gist of a paragraph. In addition, details always support the general idea. By listing the topic sentence and the details, students find out the logical relationship between sentences, which is the coherence of discourse. the analyses of both cohesion and coherence provide insight into the semantic meaning of a paragraph as a whole.

3.2 Coherence Analysis

Example2--"(1)For the sake of simplicity, Song pottery can be roughly divided into that produced in the north until 1127 and that subsequently manufactured in the south. (2)Five major wares of fine white porcelain were made-Ding, Ru, Jun, Guan and Ge- and all were to some extent considered imperial. (3)Ding ware, which was a further refinement of the earlier Xing ware, was particularly delicate; it was made from a body containing feldspar, which caused the mixture to vitrify at a relatively lower temperature, making it strong and glass-like, a quality particularly favoured by the Court. (4)Ding ware, undoubtedly one of the greatest of the Song ceramic types, was made at Ding kilns in Jiancicun in Hebei province in the north. (5)The fine white porcelain has a coolness and simplicity that is technically excellent and visually enchanting. (6)Items were often small and include bowls, plates, saucers, vases and lidded pots, all thinly coated with a dense ivory-coloured glaze, the ware reaching its peak in the eleventh century. (7)Ding wares feature a variety of glazes, each of which had a different name. (8)Ding itself was glazed brown-black or green, Baiting was brilliant and white, and Fending had the colour of ground rice. (9)Tuding, which had a coarser body and a yellower glaze, was not necessarily made at the Ding kilns but may have been produced in Sichuan or Jiangxi. (10)The ware had a high degree of finish, with foot rims finely turned on the wheel adding elegance to the form, and some bowls were fired in the kiln on their rims, which as a consequence had to be left unglazed. (11)The unglazed rim was subsequently covered with a fine metal, which indicates the high esteem in which the work was held. (12)Decoration was delicate and restrained and included designs incised directly into

the soft clay, such as foliage patterns interpreted with great freedom. (13)Small moulded decoration was also used, though it lacked the clarity of incised work. (14)Bowls eased after throwing and while still leather-hard into six lobes, known as foliate forms, and decorated with lotus sprays are particularly beautiful. " (Cooper, 2000)

Example 2 is a long paragraph with 14 long sentences, marked by serial numbers. the first sentence again mentions the Incident of Jingkang in 1127, for which Song porcelain was also divided into Northern Song porcelain and Southern Song porcelain. This sentence is not the gist of the paragraph. First, this incident is already mentioned in Example 1 and should not be further explained at such length. In addition, this passage is entitled "Ceramics in the Song Dynasty", hence the emphasis should be on the description of porcelain rather than the description of the 1127 warfare. Last but not least, if this sentence were the topic sentence, then the following details should support it, yet the second sentence is about the five famous porcelains of the Song Dynasty, namely Ding, Ru, Jun, Guan, and Ge porcelain, so it confirms the hypothesis that the beginning of the paragraph is not the gist. the teacher guides students to keep reading from sentence 3 to sentence 9, and it is found that "Ding" appears at the beginning of almost every sentence, and that these 7 sentences respectively write the origin of Ding ware (the earlier Xing ware), the site of Ding ware (Hebei province in the north), the characteristics of Ding ware (strong and glasslike, coolness and simplicity), the shape of Ding ware (bowls, plates, saucers, vases), and the glaze of Ding ware (brilliant and white, ground rice, yellow glaze). According to the principle of discourse coherence, students find out the logical relationship between these details, and make inference that the theme of this paragraph is Ding porcelain, one of the five famous porcelains of the Northern Song Dynasty, and further predict that the remaining sentences are still descriptions of Ding ware. Sentence 10 and 11 talk about "unglazed rims" and "covered with a fine metal"; Sentence 12, 13 and 14 focus on "decoration and design", "foliage patterns" and "lotus sprays". Although the words "Ding" does not appear at the beginning of these sentences, according to discourse coherence, these sentences illustrate the ornamentation of Ding ware.

4. CONCLUSION
The topic sentence will usually but not always be the first sentence of the paragraph, yet topic sentences will always be supported by details and evidence. the logic between the details help students determine the central idea of the paragraph, and this process develops students' discourse skills and has a positive effect on English reading comprehension especially on the materials with language difficulty. It is suggested that more quantitative researches should be conducted on discourse cohesion and coherence in the future to find out the correlation between discourse competence and reading comprehension.

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A Study on The Correlation Between Professional Adaptability, Learning Burnout and Self-Efficacy of Higher Vocational Students

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Abstract: In order to understand the correlation between professional adaptability, academic burnout and self-efficacy of higher vocational students in the stage of higher vocational study, we took students enrolled in a higher vocational college in Guangdong Province as the research object, distributed relevant questionnaires, and analysed the correlation between professional adaptability, academic burnout and self-efficacy by using statistical software. the results of the study show that the professional adaptability, academic self-efficacy and study burnout of students in higher vocational colleges and universities are closely related and worthy of attention; professional adaptability and academic self-efficacy are significantly positively correlated;
Professional adaptability is significantly negatively correlated with academic burnout. This study gives relevant insights for higher vocational education, and provides a path to improve the academic performance and form a good mindset of higher vocational students.
Keywords: Professional Adaptability; Learning Burnout; Self-Efficacy; Higher Vocational Students; Correlation

1. RESEARCH METHODOLOGY

Higher vocational freshmen entering university for the first time will face a variety of adaptability problems in the face of a new environment. It has been found that poor professional adaptability is a common problem among higher vocational students [1-3]. There are great differences between high school and university in terms of curriculum, teaching methods, after-school time, etc. These differences make many new students' study purpose unclear, do not know how to learn professional courses, resulting in doubts about their original professional choices, unable to adapt to the study of burnout, motivation and initiative deterioration, resulting in rote learning before the final exams, the knowledge learned will not be flexible to apply, the once superior students achievements appear slippery slope phenomenon [4-5].

At present, the relationship between professional adaptability, academic self-efficacy and learning burnout of higher vocational students has not been deeply studied in academia. So the relationship between the three is worth further study [6]. This study attempts to understand the current situation of college students' professional adaptability, academic self-efficacy and learning burnout through a survey of college students in a higher vocational college in Guangdong Province, and then to explore the relationship between college students' professional adaptability, self-efficacy and learning burnout, so as to enrich and enrich the previous studies on the basis of the existing ones, which is of great practical significance for exploring the relationship between college students' professional adaptability, academic self-efficacy and learning burnout. It is of great practical significance [7].

1.1 Research object

Taking the students in a vocational college in Guangdong Province as the research object, eight classes of students were randomly selected in the whole school. The research was conducted by questionnaire, and a total of 380 questionnaires were recovered, all of which were valid. the basic composition of the sample is shown in Table 1-1.

Table 1-1 Statistics on the basic information of survey respondents

Survey details	Option content	Number (persons)	Percentage cases (%)
gender	male	190	50.0
	female	190	50.0
major change or not	varying	287	75.5
	no change	93	24.5
place of origin of students	cities and towns	100	26.3
	countryside	280	73.7
Type of student source	From high school	197	51.8
	From secondary vocational school	183	48.2

1.2 Data acquisition

The survey data of professional adaptability of students in higher vocational colleges were collected by distributing Professional adaptability Scale in randomly selected classes. This questionnaire consists of 38 items and 4 subscales, namely, Professional Learning Motivation, Professional Learning Behaviour, and Professional Self-efficacy. the questionnaire was scored on a 5-point LIKER scale.

The Academic Self-Efficacy Questionnaire was also distributed to collect data from the survey of academic self-efficacy of students in higher vocational colleges. the questionnaire consists of 22 items and 2 subscales, namely, academic self-efficacy and learning behaviour self-efficacy. the questionnaire was scored on a 5-point LIKER scale. the higher the score, the higher the level of self-efficacy, and the lower the level of self-efficacy.

The Study Burnout Scale was distributed to the same classes to collect survey data on study burnout among students in higher education institutions. the

questionnaire consists of 20 items and 3 subscales, which are low mood, inappropriate behaviour and low sense of achievement. the questionnaire was scored on a 5-point LIKER scale.

1.3 Statistical methods
In this study, SPSS 22.0 was used to analyse the data, and the data analysis methods used were ANOVA, multiple regression analysis, descriptive analysis, and one-way analysis of variance.

2. ANALYSIS OF RESULTS
2.1 Vocational college students
2.1.1 Correlation between students' professional adaptability and learning burnout in higher education institutions
The correlation analysis between professional adaptability and learning burnout is shown in Table 2-1. As can be seen from the table, the dimensions of professional adaptability have extremely significant negative correlation with the dimensions and total score of learning burnout.

Table 2-1 Correlation analysis between professional adaptability and academic burnout

	downcast	misconduct	low sense of achievement	learning burnout total score
professional commitment	-0.791**	-0.713**	-0.489**	-0.864**
professional learning motivation	-0.763**	-0.698**	-0.451**	-0.856**
professional learning behaviour	-0.776**	-0.707**	-0.427**	-0.849**
professional self-efficacy	-0.757**	-0.721**	-0.398**	-0.791**
total professional adaptability score	-0.836**	-0.735**	-0.493**	-0.919**

**. Significantly correlated at the 0.01 level (two-sided).

2.2 Correlation analysis between academic self-efficacy and learning burnout of students in higher vocational colleges and universities
The correlation analysis between academic self-efficacy and burnout of students in higher vocational colleges and universities is shown in Table 2-2, and

the results show that there is an extremely significant negative correlation between the dimensions of academic self-efficacy of students in higher vocational colleges and universities and the dimensions of burnout of students in higher vocational colleges and universities.

Table 2-2 Correlation analysis between academic self-efficacy and academic burnout

	downcast	misconduct	low sense of achievement	learning burnout total score
self-efficacy for learning ability	-0.791**	-0.748**	-0.434**	-0.865**
self-efficacy for learning behaviour	-0.694**	-0.593**	-0.352**	-0.710**
total academic self-efficacy score	-0.826**	-0.757**	-0.429**	-0.883**

**. Significantly correlated at the 0.01 level (two-sided).

2.3 Correlation analysis of professional adaptability and academic self-efficacy of students in higher education institutions
The correlation analysis between academic self-efficacy and academic burnout of students in higher vocational colleges is shown in Tables 2-3, and the

results show that the dimensions of professional adaptability of students in higher vocational colleges and the dimensions of academic self-efficacy are extremely significant and positively correlated with each other.

Table 2-3 Correlation analysis between professional adaptability and academic self-efficacy

	self-efficacy for learning ability	self-efficacy in learning behaviour	total academic self-efficacy score
professional commitment	0.845**	0.756**	0.876**
professional learning motivation	0.837**	0.748**	0.880**
professional learning behaviours	0.864**	0.769**	0.905**
professional self-efficacy	0.810**	0.684**	0.827**
total professional adaptability score	0.931**	0.822**	0.961**

3. RESULTS AND DISCUSSION
After distributing the open-ended questionnaire and analysing the data collected, the following results were obtained:

(1) Professional adaptability, academic self-efficacy and academic burnout of students in higher education institutions are closely related and deserve attention;
(2) Professional fit was significantly and positively correlated with academic self-efficacy;

(3) Professional fit was significantly negatively correlated with academic burnout.

The results of the correlation analysis showed that the three variables were correlated two by two, as further discussed below:

(1) Discussion of the relationship between professional adaptability and academic burnout

The results show that when the level of students' professional adaptability is higher, the corresponding level of learning burnout is lower, and there is a significant negative correlation between them. It indicates that college students can effectively reduce the degree of learning burnout only when they are better adapted to professional learning and have self-confidence in professional learning.

(2) Discussion of the relationship between academic self-efficacy and academic burnout

The results indicate that academic self-efficacy can reverse predict academic burnout. This is consistent with the basic status quo of students in higher vocational colleges. When students have higher academic self-efficacy, they are more confident in their own learning ability, show higher interest in learning, and the degree of learning burnout will be reduced accordingly.

(3) Discussion of the relationship between professional fit, academic self-efficacy and academic burnout

The results show that there is a two-by-two correlation between the three variables. Higher vocational students can either directly increase academic burnout through professional adaptation or increase academic self-efficacy, which can improve professional adaptation and reduce academic burnout. When they establish a good professional adaptation, it is easier for them to determine and adhere to their own goals and tasks, which in turn prompts them to take the initiative to understand their own profession, discover their own professional strengths, independently enhance their learning interest, and increase their learning motivation, so as to promote them to better adapt to their majors, strengthen their motivation to learn, clarify their learning goals, and form a more correct attitude towards learning. Therefore, professional adaptability not only directly affects learning burnout, but also indirectly affects learning burnout through academic self-efficacy.

4. IMPLICATIONS OF THIS STUDY FOR HIGHER EDUCATION

4.1 Suggestions for improving professional adjustment and academic self-efficacy

(1) Professional education through career planning

Higher vocational educators should strengthen the professional education of students, especially new students, and provide appropriate guidance and assistance according to their psychological development characteristics and professional characteristics in a targeted manner. Students mainly, teachers as a supplement to do a good job of career planning. For students who are not adapted to the profession, teachers should give timely guidance and education, first of all, we should understand why the students are not adapted to the situation, and then for the reasons of the symptomatic treatment.

(2) Promoting Students' Resistance to Frustration by Cultivating Their Willpower

Higher vocational educators should strengthen the self-confidence of higher vocational students and learning beliefs, when students encounter setbacks in their studies, should be targeted to give timely encouragement and psychological counselling, guiding students to enhance professional self-confidence and sense of identity. At present, more higher vocational students have weak resistance to frustration, easy to retreat in the face of difficulties, psychological vulnerability and other problems, such students are very easy to low mood, produce depression. For this phenomenon, schools can strengthen the exercise of students' willpower and take measures to let them get out of the dormitory, leave the network, and go to the playground, classroom and library. Measures to allow students to build self-confidence, students self-confidence increased, the mentality will naturally change for the better, in order to form a correct attitude to learning.

4.2 Recommendations to reduce learning burnout

(1) Renewal of the teaching philosophy by tailoring the teaching to the individual's abilities

The use of advanced teaching concepts and high level of teaching to enhance students' interest in learning, from the characteristics of the relationship between academic self-efficacy and learning burnout, academic self-efficacy students are more able to focus on their own tasks and have a strong self-confidence to be able to achieve success, their motivation and self-confidence can effectively reduce the degree of learning burnout.

(2) Cultivating interest in learning to promote motivation to learn

With the rapid development of society, the requirements for the comprehensive quality of college students are getting higher and higher, and the pressure on college students is also getting higher and higher, and there are a certain number of students who, because of excessive academic pressure, experience the phenomenon of learning burnout for a longer or shorter period of time, and to a lesser or greater extent. the causes of these phenomena may be due to the weak motivation for learning and the lack of interest in the speciality studied. Therefore, we need to strengthen the learning motivation of higher vocational students, cultivate learning interest, and effectively solve this common psychological barrier to learning. Only by generating learning motivation can students actively overcome difficulties and improve their learning efficiency. When students form the correct learning motivation, students will produce learning self-consciousness, desire for knowledge can be

successfully stimulated, the correct learning motivation can prompt them to study diligently, study hard. On the contrary, if the learning motivation is incorrect or failed to form in time, when they encounter greater difficulties, it is easy to form a retreat mentality, for example, just want to find an easy and well-paid job, then in the good times will probably be hard to study, but in the adversity of the situation is very easy to produce moody demoralisation, halfway to give up and so on. Students with positive motivation tend to be false and negative in their approach to learning, even cheating on exams. Therefore, the relevant departments of the school and educators should make the correct guidance to students, inspire students to establish a correct professional cognition, the establishment of a sound personality, to create conditions to guide students to find the right direction, set up life goals and planning, to help them to solve a variety of problems in life and learning, so as to stimulate the correct motivation to learn. In order to play a positive and creative role in learning, higher vocational students have to cultivate their interest in learning, so that they can maintain a positive attitude towards learning. For example, read more, listen to more academic reports, participate in more experimental activities, actively participate in various competitions and so on.

(3) Self-competence enhancement for the formation of correct learning attitudes

The positive embodiment of a correct learning attitude is the successful establishment of correct learning goals and motivation to learn. Only when students establish the goal, they will have the motivation to go all out to study actively and form a correct learning attitude. the influencing factors for students' learning motivation are external and internal factors. External factors: schools should improve the external environment and conditions. For example, to create a good learning atmosphere and environment, improve the teacher's strength and teaching quality, focus on updating knowledge, serious school rules and regulations, rewards and punishments. Internal factors: students should establish the concept of development and comprehensively develop their self-competence. For example, college students should understand themselves, know themselves correctly, solve the difficulties encountered and negative emotions generated in an appropriate way, form their own role positioning, make reasonable planning for their own lives, and be responsible for their own lives.

(4) Promoting Emotional Strengthening of Teachers and Students with New Learning Methods

The obvious psychological manifestation of students' learning burnout is a low sense of emotion. When this happens, the teacher can go through the way of communicating with students to understand their psychological dynamics and help them solve their problems. At the same time, the way of education is also very important. In teaching, the teacher should use encouragement education to let students produce more successful experiences. Help students sort out the reasons, assist them to find the root causes leading to learning burnout, and help them set up correct learning goals and make suitable learning plans according to their actual situation. Through each teacher-student communication, increase mutual trust and reduce students' learning burnout.

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The Integration of Project-Driven and Social Practice in Brand Planning Course Design Cases

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Abstract: Social practice teaching has a very important impact on college students' deepening into the grassroots, understanding society, and establishing the belief of taking the path of socialism with Chinese characteristics. The project-driven teaching method is a new teaching method, it is an effective method to solve the problem of disconnection between curriculum theory and practice, promote social practice teaching, and also an important means to cultivate college students' innovation and entrepreneurship ability. The social practice teaching design of the "Brand Planning" course includes project selection, goal planning, research and design, business plan writing, policy proposal writing, and competition.The course design case of this paper selects a topic of college students' innovation and entrepreneurship, the content is about the popular science research of Gannan navel orange, and the case teaching method is adopted. The case project has achieved fruitful results from three aspects: curriculum ideology and politics, social service and innovation and entrepreneurship quality training. The social practice teaching effect of the case project can provide reference for the training of innovative and entrepreneurial talents.
Keywords: Project-Driven; Social Practice; Brand Planning; Curriculum Design; Innovation

1. INTRODUCTION

The "Trans-Century Youth Talent Project" and the "Trans-Century Youth Civilization Project" both include social practice education for college students as a crucial element. It is also an effective technique to direct the healthy development of college students [1]. In recent years, a lot of schools and universities have been actively supporting social practice teaching initiatives. Students are arranged to take part in specific production tasks and social activities, combining their academic learning with real-world experience. This aids in educating college students about society and the state of the nation. Additionally, it motivates students to form ideal convictions about following the path of Chinese socialism [2]. However, both Narengova and He point out that the current social practice education in China has the problem of the overall quality of practice education is not high [3,4]. Hakansson points out that the lack of authority of practical education reduces its quality [5]. Jin argues that in the present day, students can complete the practical sessions by simply following the operational instructions in the books, and that this kind of practical education is weak and does not improve students' creativity [6]. They suggest that the solution to this problem should start with the implementation of the form of social practice education.

During the teaching process, Lin discovered that integrating specific theories with project-driven methods can help participants learn problem-solving skills while completing a project [7]. According to Yang & Wu, the project-driven method generates innovative vitality, but it can be at risk of extinction when the project cycle ends [8]. However, these innovations can still contribute to enhancing the innovative capacity of the participants even after the project is completed. Zhang found that the effective integration of "Internet+" dual-flip online practical education with project-driven can achieve more difficult pedagogical goals [9].

Based on the previous findings mentioned above, this study draws the conclusion that combining project-driven learning with social practice learning encourages students' intrinsic motivation and creative tendencies during the knowledge and practice learning processes. This approach also fosters innovation and entrepreneurship among college students and improves students' capacity for autonomous study [10].

At Jiangxi University of Finance and Economics, Brand Planning is a first-class course that covers both theory and social practice for e-commerce majors. Theoretical knowledge mainly includes the basic theory of brand communication, the application theory of brand planning, and the application theory of brand promotion in three parts, which requires students to master the theory and application knowledge of brand planning and promotion. The main goal of social practice education is to apply brand planning and promotion theories to address the difficulties in creating and conveying a brand for a particular

agricultural product. It aims to enhance the brand recognition of agricultural products and is consistent with the national rural regeneration policy.

The course employs a method of instructional design that combines project-driven learning with social practice learning, categorizing the teaching and learning process into three phases: cognition, autonomous knowledge construction, assessment and feedback [11]. The course design program for social practice teaching and the teaching strategies used in the guidance process are examined through the analysis of a social practice teaching case from the perspectives of project topic selection, goal design, research design, seminar design, writing policy proposal writing, project roadshow, competition, and so forth. It serves as a resource for further boosting the efficacy of social practice teaching from the perspectives of ideological course education, cultivating entrepreneurship and innovation quality, and improving social service capability.

The social practice teaching of the course "Brand Planning" has achieved rich results. From 2019 to 2022, it has guided the completion of 10 college students' innovation and entrepreneurship projects, including 7 projects of the Youth Red Dream Building Brigade, 6 projects at the national level, 2 projects at the provincial level, and 1 project at the school level; guided the students to 15 competition awards, including 1 award for the international college students' "Internet+" competition at the provincial level, and 1 award for the first prize of the National Finance Cup at the national level. 15 awards for student competitions, including 1 in the International Student "Internet+" Competition, 2 in the National Student E-commerce Innovation and Creativity Entrepreneurship Competition, 8 in the Provincial Competition, 2 in the National Finance and Economics Cup Competition, and 1 in the First Prize of Jiangxi University of Finance and Economics Innovative Open Class.

Therefore, this study takes the social practice teaching case of a college students' innovation and entrepreneurship project designed by the "Brand Planning" course " Start Orange--Agricultural Popularization of Science Education Garden " as an example, and respectively from the aspects of the project topic selection, objective design, project research, seminar activities, policy proposal writing, competition roadshow, and evaluation of the effect of social practice, etc. The text introduces the teaching design, guidance process and teaching evaluation of the project. It also explores the guidance experience and teaching implementation effect of professional courses in social practice teaching of college students. This study analyzes the social practice teaching case "Start Orange" around the above content and draws the following three conclusions: 1) Project-driven social practice education helps the implementation of the curriculum's ideological teaching. 2) By

implementing project-driven social practice education and creating off-campus internship bases, students' vocational abilities can be improved and employment opportunities increased. 3) The implementation of social practice education should focus on formative evaluation, be oriented to project training, enhance the comprehensive innovation and entrepreneurship ability of college students, and establish an incentive mechanism for college students' innovation and entrepreneurship.

2. INSTRUCTIONAL DESIGN

(1) Selection of Project Topics

The project's topic serves as the overall project theme, which is a crucial first step in beginning to teach college students about social practice. In-depth social practice activities with students often benefit from a wise topic choice. Social practice teaching, which emphasizes creativity and entrepreneurship as well as instilling a sense of national pride in the students, is a component of the project-driven teaching style. The themes chosen for this strategy must be pertinent to the course material, allowing students to apply theory to real-world circumstances while also being in line with the demands of the time. With this strategy, students are encouraged to get involved in the community and utilize their project-based learning to resurrect rural industry, supporting the socio-economic growth of the community.

A good selection of topics needs to be discussed by teachers and students. It is important to choose a good project topic that can satisfy market demand and provide social benefits in order to promote the revitalization of rural industry because the course "Brand Planning" is part of a world-class program of social practice that aims to support rural revitalization and build the brand of agricultural products.

Teachers and students should cover a wide range of issues. It is important to choose a good project topic that can satisfy market demand and provide social benefits in order to promote the revitalization of rural industry because the course "Brand Planning" is part of a world-class program of social practice that aims to support rural revitalization and build the brand of agricultural products.

The Gannan navel orange is a well-known Jiangxi specialty, one of China's national geographic indications products, listed as one of the top ten beneficial agricultural products, winner of the title of "Chinese Famous Fruit," among other accolades [12]. It has a brand value of 60 billion yuan and a more developed industrial system.

After a thorough research, the project members set the project as "Start Orange--Agricultural Popularization of Science Education Garden ". The project is located in Anxi Town, Xinfeng County, the characteristic town of Gannan Navel Orange in China. The project's principal focus is on the teaching of agricultural science popularization using Gannan navel oranges, which gives elementary and secondary school

students a venue for doing so. At the same time, it emphasizes developing primary and secondary school students' capacity for employment, raising their level of labor literacy, and promoting the growth of the regional tourism and cultural markets as well as the science popularization study of the Gannan navel orange industry.

The project was successfully established as a school-level project of the Innovation and Entrepreneurship Training Program for College Students of Jiangxi University of Finance and Economics, and it was successfully upgraded to a provincial-level project in the mid-term inspection because the project topic is consistent with the theme of entrepreneurship practice and has both social and economic effects.

(2) Objective Design

The target design of the project is the core of the project operation, only with a clear target can the project be successfully completed and passed the expert evaluation.

The project team used the theoretical knowledge from the course "Brand Planning" and the requirements of the subject to design the project's objectives and determine the precise implementation goals after the successful establishment of the social practice project "Start Orange--Agricultural Popularization of Science Education Garden ". Including: 1) social survey objective design, survey object, survey purpose and survey questionnaire design, etc.; 2) seminar activity design, seminar theme, division of labor among seminar members, evaluation of seminar results, etc.; 3) business plan writing and design, organizational structure, project objectives, products and services, profit model, financial budget, risk and exit; 4) policy proposal writing and design; 5) competition roadshow design.

(3) Project Research

The project research includes field interviews and a questionnaire designed by the project team.

First is the field interview. The students of the project team visited the grassroots several times during the year. The team members visited the Gannan Navel Orange planting and production bases, as well as the Gannan Navel Orange warehousing, logistics, and deep processing bases, to get a general understanding of the Gannan Navel Orange industry chain at the Nong fu shan quan Gannan Navel Orange Industrial Park in Anxi Town, Xinfeng County, which served as the first research location. After that, Anxi Town E-commerce Comprehensive Service Center and Anxi Town Navel Orange Sorting and Packing Workshop for Poverty Alleviation were interviewed on the spot for the second investigation. This research enabled the project team to understand the process of primary processing, sorting and packaging of Gannan navel oranges, as well as the operation of the e-commerce public service platform, which was helpful for the further operation of the project. In the third study, they traveled to the Ganzhou City counties of Xinfeng and

Anyuan, went on a field trip to experience the red culture tourism there, and went to the martyrs of the revolution tomb.

It was discovered through the investigation that there is little rivalry and a large market for Gannan navel orange scientific popularization research. The project site is Anxi Town, Xinfeng County, Ganzhou City, the birthplace of Gannan navel orange, with regional cultural characteristics. Comparing the project's services and products to those of its rivals (Nongjiale, museums, amusement parks, etc.), it can be seen that they address the market's pain points, such as the lack of knowledge teaching in Nongjiale, the lack of hands-on experience in museums, and the inability of amusement parks to help primary and secondary school students develop a sense of labor consciousness.

Next is the questionnaire survey. More than 600 questionnaires were created and distributed by the project team's students as part of a questionnaire survey they conducted on how college students feel about labor education. The questionnaire's structure contained details about the college students taking part in the survey, the fundamental context of college-level labor education, and the perceptions, attitudes, and behaviors of college students, families, and college-level participants with regard to college-level labor education. In November 2020, the survey was carried out utilizing the internet tool Questionnaire Star. A total of 645 replies were submitted, and 609 of those were legitimate, yielding a recovery rate of 94%. The team used data analysis to understand college students' attitudes on labor education and to pinpoint the aspects from both of their families and the college levels that influenced those beliefs. They then compiled a research report and made policy recommendations based on their findings.

(4) Seminar

The seminar is a brainstorming activity and a platform for project team members to present their results.

The project team of the "Start Orange--Agricultural Popularization of Science Education Garden" conducted classroom seminars in the form of group work in order to better run the project. They did this while following the instructor's instructions and being motivated by their assigned tasks. Before presenting them in class, the lecturer gave the students a chance to work in small groups to complete activities such as writing policy proposals, brand case studies, and brand business planning. The project team made modifications for the project's inadequacies to further increase its viability and innovativeness during the presentation in class, with the supervision of the teacher providing commentary and summarizing the project. Interaction between teachers and students as well as between students themselves can help students expand their horizons and produce better projects.

(5) Business Plan Writing

The curriculum for social practice innovation and

entrepreneurship is focused on business plans. Writing a business strategy involves thorough planning and thoughtful consideration. A convincing and practical business plan is developed using specific goals, market research, an in-depth description, a feasibility and profit model, and meticulous design to achieve the commercial goals of the company.

The business plan for the social practice project " Start Orange--Agricultural Popularization of Science Education Garden" includes 1) company profile: the company's business scope, popular agricultural science education, sales of navel orange fresh fruit, rural tourism and sightseeing, the vision of the company is to be the leader of popular agricultural science education, the inheritor of agricultural culture and the promoter of agricultural industrialization; 2) products and services: Popular Science Research, tourism and agricultural technology promotion of navel orange in southern Jiangxi; 3) profit model: the main service targets are the education bureau, Primary and secondary schools, and household consumers; A five-in-one business model supported by self-media marketing campaigns; 4) development objectives: initial entry into the Ganzhou market to capture the market share of labour education programmes taught outside schools, it is estimated that by the end of 2020, the monthly campus passenger flow will reach 1500; 5) financial budget; 6) risk and exit.

(6) Policy Proposal Writing

Writing policy proposals is another element of the social practice program. It can make recommendations for the revival of the local industry by drafting a policy proposal for the local government. The policy recommendation in this case project was written under the heading "Suggestions on Creating a Research and Science Popularization Base in China's Gannan Umbilical Cord Orange Characteristic Town" and primarily consists of four parts: the background of creating a research and science popularization base in China's Gannan umbilical cord orange characteristic town, the challenges faced, the successful examples and experiences in China, as well as the countermeasures and solutions. There is a distinct division of labor among the project team members, and there are deadlines established for task completion. Students made suggestions to one another, added to and enhanced one another's work, and continuously amended the policy proposal's content after finishing the first draft and taking part in seminar activities for the course.

Furthermore, the policy proposal "Suggestions on Building a Research and Science Popularization Base in Gannan Navel Orange Characteristic Town of China" offers excellent illustrations of science popularization research bases, including the Four Seasons Durian Research Base in Huaibei City, Anhui Province, and the Primary and Secondary School Research Base in Huangao, Jingdezhen City, Jiangxi Province, which are successful examples in China and

make the policy proposal more persuasive.

(7) Competition Roadshow

The competition roadshow is the project's external output related to social practice entrepreneurship. Through the roadshow competition, students astonish the judges and investors with their entrepreneurial feats. The project team took part in the National E-commerce "Innovation, Creativity and Entrepreneurship" Competition, Internet+, and Jiangxi TV's "Foresight Unicorn" Entrepreneurship Program. During the competition roadshow, the team attracted the interest of numerous investors.

3.   EVALUATION   OF   TEACHING EFFECTIVENESS

The instructors improved social practice teaching outcomes in three areas, including curriculum ideology, social service ability enhancement, and personal innovation and entrepreneurship quality cultivation, among others, by integrating project-driven and social practice into the curriculum design and teaching guidance. The efficiency of the instruction is assessed as follows:

(1) Civic and Political Teaching of the Course

The political construction program of social practice teaching is formed by mining and integrating the political elements in accordance with the modules and teaching contents of the "Brand Planning" course. The social practice teaching of the "Brand Planning" course begins with the course objectives, combining the political requirements of e-commerce graduation requirements with the political elements.

To establish the concept of supporting the revitalization of rural industry by telling the story of China's "three rural" brands, members of the project team go deep into the grassroots to understand the national and social conditions, practice socialist core values, and cultivate students' love for the Party and patriotism. They also combine professional knowledge transmission with value leadership, and develop students with rigorous professionalism and the spirit of craftsmanship. integrating parts of the course ideology into the brand planning and promotion program, nurturing rigorous professionalism and craftsmanship, and producing rich outcomes in the teaching of the course ideology. Combining the teaching of professional knowledge with value leadership.

(2) Social Service Ability

The social practice teaching of the Brand Planning course cooperates with a number of enterprises to build an off-campus internship base for the Brand Planning course. The internship base can provide students with the opportunity to closely contact with brand planning and operation, which is conducive to students' more intuitive and concrete study of an enterprise's operation, improving students' vocational ability and increasing students' employment opportunities.

Social practice teaching has changed the traditional

teaching method of separating classroom and practice, in which the classroom teachers and brand planners of enterprises are involved in the whole process and provide guidance both inside and outside the classroom. These off-campus instructors have rich social work experience, and play an important role in guiding the students' in-depth study by acting as both teachers and friends in their study. Their rich planning experience is also a valuable resource for the Brand Planning course, bringing students knowledge that is difficult to learn in the traditional classroom. At the same time, the students wrote brand planning programs, as well as policy proposals according to the needs of the practice bases, which enhanced the social service ability of the teachers and students.

(3) Personal Innovation and Entrepreneurship Quality Cultivation

The social practice teaching of the "Brand Planning" course changes the traditional teaching evaluation system, innovates the content and method of assessment and evaluation, changes the teaching evaluation method of closed-book examination, focuses on the process assessment, and focuses on formative evaluation. Relying on the school's entrepreneurship teaching college platform, encourage college students to participate in the corresponding college students' innovation and entrepreneurship project declaration as well as the Internet + and other series of innovation and entrepreneurship competitions, through scientific research projects, college students' innovation and entrepreneurship projects, Internet +, the Challenge Cup and other topics and competition training, project training oriented, to enhance the comprehensive innovation and entrepreneurship ability of college students, and establish college students' innovation and entrepreneurship incentive mechanism.

4. CONCLUSION

This article examined professional courses in the social practice teaching of college students in the guidance experience and teaching implementation effect through the project-driven and social practice teaching integration of the "brand planning" course teaching design scenario. The case of social practice teaching " Start Orange--Agricultural Popularization of Science Education Garden " has the instructional experience from the aspects of project selection, goal design, seminar research, business plan writing, policy proposal writing and competition roadshow, as well as the results of the program's implementation, including the teaching of course ideology and politics, the enhancement of social service ability, and the cultivation of personal innovation and entrepreneurship quality. The effectiveness of social practice teaching provides reference and reference for professional courses to build first-class social practice courses, implement the objectives of course ideology and politics, and improve the effectiveness of social practice teaching.

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The Dilemma and Anxiety of Chinese University Students: An Innovative Study on EAP Course in a Sino-British Institution

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Abstract: In recent years, an increasing number of Chinese universities have introduced academic English courses for non-English major students to enhance their ability to study and research in their respective fields using English. However, the design of English for Academic Purposes (EAP) courses should vary based on the students' characteristics and needs. This paper examines the shortcomings of the EAP course offered at Zhejiang University-University of Edinburgh Institute, taking into account its teaching context and student requirements. Furthermore, it proposes the incorporation of Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL) approaches, tailored to the students' specific disciplines. By considering the unique teaching background and student profile at Zhejiang University-University of Edinburgh Institute, this study identifies the inadequacies in the current EAP curriculum. These shortcomings include inappropriate sequencing, insufficient revisions, limited authentic disciplinary materials, and a narrow focus on language skills rather than disciplinary knowledge and discourse. To address these issues, the paper proposed suggestions in order to better equip students with the necessary language and academic skills for their specific fields of study.
Keywords: English for Academic Purposes (EAP), ZJU-UoE Institute, Anxiety, Psychological Well-being, Course Syllabus, Course Sequencing

1. OVERVIEW

1.1 WHAT IS EAP COURSE

This case is about the EAP course at a UK university campus in China. Specifically, ZJU-UoE Institute. According to Jordan [1], EAP, an abbreviation for English for Academic Purposes, focuses on training students, usually in a formal higher education context, to study and search their core subject in English. According to Johns [2], the ultimate aim of EAP courses is to facilitate learners with higher academic English proficiency.

EAP is one kind of ESP course, which focuses on a broader field. Here is a figure that shows how the EAP course relates to English language skill and ESP. Look at EAP in more detail. There are two branches of EAP: ESAP and EGAP. The former one emphasizes more on common knowledge, for example, academic writing style; In contrast, the latter one addresses on "subject-specific knowledge" [3], for example, terminology.

1.2 FEASIBILITY OF EAP IN A UK UNIVERSITY'S CHINESE CAMPUS

ZJU-UoE Institute is a collaboration of the Zhejiang University and the University of Edinburgh. This institute offers learners an international community context to explore the biomedical sciences. There are two undergraduate programs: BSc Integrative Biomedical Sciences and BSc Biomedical informatics [4].

EAP course is particularly needed in this context. Reasons are as followed. Firstly, although the campus is located in China, and students are supposed to finish their whole four-year study here, ZJU-UoE Institutes is quite different from other Chinese universities as it is creating an international atmosphere. For teaching language, all courses in this institute are entirely taught in English. Additionally, opportunities for a summer research program in the UK are also widely provided for their students. Meanwhile, a large number of their teachers come from English-speaking countries, which contributes to a higher frequency of using English for academic purposes. In conclusion, these factors above require an urgent use of EAP.

1.3 THE HISTORY OF TEFL IN CHINA

According to the study by Zuo [5], the content of TEFL has undergone many changes in China since 1976, the end of the Cultural Revolution. From the 1970s to 1980, TEFL in China was designed for beginners. The textbook contains simple vocabulary and structures. To mid-1980s, people's demand for English oral competency increased due to the globalization and the climbing number of people travelling or study abroad. Meanwhile, English at that time took a more critical role in the education system. To the mid-1990s, national systems of English level assessment became mature. From the late 1990s to the present, TEFL is still essential. Under a reformation by The Ministry of Education, TEFL now focuses on communicative proficiency in cross-cultural exchanges.

1.4 SIX CURRICULUM DEVELOPMENT ELEMENTS

For needs analysis, the resource group is students who graduated from high school and passed the University Entrance Exam. Moreover, the three types of needs proposed by Nation and Macalister [6] in this case are respectively a. achieving CSE6 (the necessity needs); b. the current level is CSE4 (the lacks); c. to learn more academic style, lexical and grammatical knowledge, etc. (the wants).

For objectives, this course aims to make students acquire basic knowledge about academic English and prepare them for IELTS or TOFEL. Furthermore, for syllabus, it is product syllabus with the methodology of TBLT and CLIL. Assessment of this course uses the same format of IELTS and TOELF. Evaluation applies a questionnaire to implement.

2. CONSTRAINTS

The syllabus design of this EAP course presents some problems. Firstly, the sequencing of writing appears to be lack of logic. Secondly, revision lessons are insufficient. Thirdly, reading is ignored in this course (incoherent with needs analysis). In this part, this essay will demonstrate the three constraints in more detail.

2.1 SYLLABUS DESIGN PRINCIPLES

It has always been a hot topic in education that how teachers order the teaching contents, what principles should be applied [7]. There are many different approaches to sequencing. According to Richards [8], the intrinsic difficulty is the pervasive principle, which argues that contents should be taught from the simple to the difficult. Other principles he mentioned are communicative need, frequency and linguistic distance. Moreover, considering the sequence between unites, there are another two ways, namely, a linear and a spiral gradation.

2.2 SEQUENCING PROBLEMS OF THE SYLLABUS

(1) Unobservant to the simple to difficult principle

Organizing courses from simple to difficult have significant advantages. According to Rezapour and Taghipour [9], "when education was organized in a simple to complex way, learners' understanding power increases". The teaching schedule shows that in week two, the writing course topic is noun phrases, week three linking language and week five articles. However, compared to linking language, the article is simpler, which means articles should be introduced before linking language and cannot be postponed. It is because there are only three different articles: a, an, the and zero article; but there are quite different kinds of linking language, and each type also includes many different expressions. Moreover, the connection between articles and the noun phrase is very close; the choice of articles directly hinges on what the noun phrase is. Thus, the course order in this part is problematic.

(2) Insufficient revision course

Revision course here does not only contain repetition of what has been taught before but also deepening it. This kind of revision courses should do more than just repeat previously met items but should enrich them in some way. According to the research by Masters and Gibbs [10], the spiral curriculum can bring many benefits to the students for a solid build of knowledge. This Spiral and cyclical sequence with an increasing level of difficulty can strengthen students' memory and help them improve [6]. This practice can enrich students speaking competence in the academy, which is precisely what the EAP course aims to do [11]. Consequently, this kind of revision course is needed in the context of ZJU-UoE Institute. However, from the teaching schedule, we can see that there is only one review lesson for writing, and no revision for listening, reading and speaking. Thus, more revision lessons should be added.

(3) Incoherent with needs analysis and assessment

The teaching schedule demonstrates that there are fifteen writing lessons, while there is only one reading lesson. The lack of reading classes contributes to the incoherence of needs analysis. EAP courses are based on a backward-design rather than a forward-design approach [8], which means the learner's needs analysis should be regarded as the first step so that what students are taught are supposed to be restricted to what they need. According to the needs analysis, we can know that the students' desire needs have requirements for reading [8]. Besides, the assessment part in the course syllabus demonstrates that the proportions of these four parts are the same. So, in this curriculum, they are equally important. However, compared with speaking and writing, the teaching time for reading is too short. Additionally, reading is essential. Karimi and Dastgoshadeh [12] suggested: "having the ability to read efficiently is necessary for EAP students because second language reading is the most required academic skill." The ignorance of reading can impede students' academic improvements. Based on these two reasons, being lack of reading lessons is another constraint of the syllabus.

3. CRITICAL APPRAISAL OF RELATION TO OTHER ELEMENTS

These six curriculum development elements should be aligned with each other. In these parts, this essay would explain how syllabus design relates to the other five elements.

3.1 NEEDS ANALYSIS

Many scholars hold the idea that needs analysis is the foundation, or the first step of curriculum development [13-14]. In this EAP course, questionnaires and one-to-one interviews are used for analyzing students' desire needs and motivations. The results indicate that, for the students themselves, improving their academic writing skills in English is the area they most desire to enhance. This is because students perceive that publishing their professional

articles in English is the current academic mainstream. The findings from the questionnaire survey and interviews consistently highlight the students' strong motivation to develop their English writing proficiency in order to effectively communicate their disciplinary knowledge and research findings to the international academic community. From the teaching schedule, we can see that there are sound academic writing lessons which perfectly meet students' desire needs.

3.2 OBJECTIVES

As mentioned in the overview, the objective of this course is to make students know the fundamental academic English skills needed to succeed in the first year of their undergraduate degree at the campus and to prepare for future academic English challenges such as the TOEFL exam and study abroad. The syllabus design does cover some points of "the fundamental academic English skills", for example, citations and references. However, it does not have lessons about IELTS and TOFEL, for example, introduction about how these tests are conducted.

3.3 METHODOLOGY

The methodology of the EAP course is using TBLT and CLIL. According to Moore [15], TBLT is about "learning by doing". In the course material, there are many opportunities for students to handle some tasks that are connected to the curriculum objectives. For example, imaging they are directors of an academic meeting. CLIL, as King [16] defined, is a dual-focused teaching methodology that using English to teach another content. Although there are concerns about whether EAP can professionally teach the content [17], it is still prevalent in the EAP course. However, in case study B, the syllabus design considers little about CLIL.

3.4 ASSESSMENT

Assessment in this curriculum is conducted in IELTS and TOFEL format. For the syllabus design, it does contain some basic information about English, but it does not convey explicit information about these two tests.

3.5 EVALUATION

This course uses a post-course questionnaire for evaluation. This questionnaire perfectively covers every part of the syllabus, concerning the course organization, assessment, academic demand, and so on.

4. CHANGES RECOMMENDED

Based on the problems of syllabus design in part 2, this essay would provide some suggestions aiming at solving these problems. Firstly, exchange the order of "lesson 3.2 Writing: Linking language in scientific writing" and "lesson 5.2 Writing: Articles"; secondly, add another fifteen reading courses; thirdly, add another one speaking revision lesson. Rationale and merits would be discussed in this part.

4.1 CHANGE THE LESSON ORDER

According to the teaching schedule, teachers will introduce noun phrase, linking language, and then, articles. This essay thinks that articles lesson should follow the noun phrase lesson. By doing so, students can understand the use of articles more effectively, because which article is used depends on the type of noun phrase.

Besides, many textbooks also choose this sequence. In Oxford Grammar of EAP [18], the textbook of this EAP course, also uses this order. The noun phrase is introduced in chapter 3, and articles chapter 3.1. It is another evidence showing that articles should be taught after the introduction of the noun phrase. Moreover, it can be more convenient for students to review if the teaching follows the textbook's pattern.

4.2 ADD ANOTHER FIFTEEN READING COURSES

Based on these three reasons discussed in part 2, this essay thinks another 15 reading courses should be added. For the course materials, it is useful to use authentic academic literature in their subjects and to be specific, in this context, biochemistry, besides, according to Kuzborska [19]. Spector-Cohen, Kirschner and Wexler [20], it is necessary to simplify the text before, because the students are "beginners" of academic reading. For the reading course syllabus design, Kirschner, Cohen and Wexler believe that in EAP reading course, a four-pronged approach should be used. The approach is" (1) focus on linguistic forms, (2) reading comprehension strategies; (3) typical academic genre/rhetorical forms; and (4) criterion tasks". By doing so, students' academic reading ability can improve, which is highly required for their future study.

4.3 ADD REVISION COURSE FOR SPEAKING

In the revision course, firstly, to summary the speaking topics. This activity can play as a trigger to recall their memory. And then ask students to talk about more complicated issues, for example, imaging they are participating in a university entrance interview where they need to present their academic performance and introduce their research plan in the chosen academic field. This practice can enrich students speaking competence in the academy. Moreover, This Spiral and cyclical sequence with an increasing level of difficulty can strengthen students' memory and help them improve.

5. MECHANISMS FOR EVALUATING CHANGES

In this part, this essay would present some approaches to evaluate the recommended changes discussed in the previous part.

5.1 EVALUATION OF THE EXTRA READING LESSONS

In chapter 5, fifteen reading lessons are proposed. However, it is not easy to implement. Because preparing another fifteen lessons is a time-consuming task. The teaching time is extended quite a lot. Furthermore, this change requires more other changes. For example, the stakeholders need to consider whether the credit of this curriculum remains the

same, and the teaching timetable should also be changed. Also, it requires teachers to select appropriate reading materials, which would need much more time to prepare.

If this change can be implemented, we can use a test to see if students' reading grades are improved or not than before. According to Richard [9], using tests can provide us with direct data about students' performance, and this kind of evaluation is easy to conduct.

5.2 EVALUATION OF THE REVISION COURSE

Compared with the extra reading course, adding a revision course is much more comfortable. According to Clark [21], revision in speaking course is also essential than it is in the writing course.

According to Richard [8], there are two primary types of evaluation: formative and summative. In this essay, two different mechanisms would be used for evaluation.

Firstly, an in-class examination will be placed after the revision course, to check if the students can better use the expressions related to the taught topics and check their critical thinking. According to the research conducted by Murray [22], this kind of evaluation can provide reliable and valid information about teaching. Secondly, we will invite outsiders to evaluate whether the teacher covers the content perfectively in the revision course. The outsiders, who are not in the program, can give an objective view of the change we made.

6. CONCLUSION

To address these concerns and improve the EAP course, innovative suggestions are proposed. These recommendations aim to better equip students with the necessary language and academic skills required for their respective fields of study, while also fostering their psychological well-being. By integrating strategies for promoting student mental health, such as self-reflection activities, stress management techniques, and creating a supportive learning environment, the EAP course can alleviate anxiety and facilitate a more positive and conducive learning experience. This research emphasizes the need to tailor EAP courses to the specific needs and psychological well-being of Chinese university students, ensuring a more holistic and impactful educational experience. By implementing these recommendations, the effectiveness and impact of EAP instruction at ZJU-UoE Institute and similar educational contexts can be enhanced.

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