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CONTENTS

On the Consciousness of Metaphors

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Abstract: This article aims to discuss the consciousness of metaphors. It explores this issue from three perspectives: the role of context, Grice's Conversational Implicature Theory and Deliberate Metaphor Theory. It concludes that metaphor production and comprehension is both conscious and unconscious and the study of consciousness of metaphors is necessary and significant. It also claims that linguistic, conceptual and communicative dimension can divide metaphors into three pairs of six types and proposes a tentative model on the interrelationship of these six types of metaphors.
Key words: Consciousness of metaphors; Context; Conversational Implicature Theory; Deliberate Metaphor Theory

1. INTRODUCTION

Conceptual Metaphor Theory (henceforth, abbreviated as CMT) proposed by Lakoff and Johnson (1980) is the most influential approach to metaphor study. It claims that metaphorical expressions are the actual instantiation of their underlying conceptual metaphors. Lakoff and Johnson (1980) mention novel metaphors but their focus is on conventional metaphors, which are unconscious and ubiquitous in our daily life and they are metaphors we live by. They think "our conceptual system is *not* something we are normally *aware of*... In most of the little things we do every day, we simply think and act more or less *automatically* along certain lines" [1] P3. This article will question the unconsciousness of metaphorical concepts from three aspects: the role of context, Grice's Conversational Implicature Theory and Deliberate Metaphor Theory (henceforth, abbreviated as DMT), and then propose a tentative model of relation between linguistic, conceptual and communicative dimension of metaphors.

2. THE ROLE OF CONTEXT

Although Lakoff and Johnson (1980) think we are unaware of the conceptual metaphor when we communicate with each other, they mention the important role played by *context* when talking about highlighting and hiding in metaphorical systematicity in Chapter 3 by citing the example of CONDUIT metaphor. They point out that the LINGUISTIC EXPRESSIONS ARE CONTAINERS FOR MEANINGS aspect of the CONDUIT metaphor entails that words and sentences have meanings in themselves, independent of any context or speaker [1]P11, which means "the meaning is right there independent of context". They disagree with the decontextualized feature of meaning claimed in CONDUIT metaphor theory, and further elaborate that

there are many cases where context does matter: (1) There are cases where context is required to determine whether the sentence has any meaning at all and taking "Please sit in the apple juice seat" as an example; (2) there are cases where a single sentence has different meanings according to different contexts. For example, "We need new alternative sources of energy".

Lakoff and Johnson's argumentation is valid as meaning is dependent on context. First, some metaphorical meanings of utterance only emerge in certain context, otherwise it is literal. For example, facing the utterance "That *old rock* has become brittle with age", we should consider the specific context. When a group of archaeologists are commenting on an old stone, it is clearly not a metaphor; however, if a group of students are talking about a retired professor, "old rock" gains metaphorical meaning [2] P154. Second, metaphorical meanings of utterance vary from context to context. Reimer (2013) cites the example "She is made of iron" from Levinson [3]P110. Following is his explanation: the pronoun "she" refers to a particular political leader and the interpretation of this sentence depends on the peculiar features of the context in which the utterance takes place: (1) suppose the speaker has just expressed deep admiration for the leader for refusing to be swayed by special interests. In this case, the implicature may be "The leader is steadfast"; (2) if the speaker has just mocked the leader for refusing to reconsider his views on some pressing political issues. In this case, the implicature may be "The leader is stubborn" [4]P15. Third, contexts sometimes evoke the reanimation of dead metaphor or conventional metaphor (I equate dead metaphor with conventional metaphor, which is different from Lakoff and Johnson (1980)'s opinion). the conventional unconscious metaphor will become deliberate and conscious in "The *mouth* of the river is *laughing* at us" if it is put into the context of "laugh", which evokes its literal meaning "oral cavity", and the so-called dead metaphor is reanimated [5]P76.

3. CONVERSATIONAL IMPLICATURE THEORY

We shall consider here to what extent the theory of implicature actually contributes to the study of metaphor [3]P147. Paul Grice in his great work *Logic and Conversation* proposes Cooperate Principle and illustrates its four maxims: quantity maxim, quality maxim, relation maxim and manner maxim, among which, quality maxim has two more specific submaxims: 3.1 Do not say what you believe to be false.

3.2 Do not say that for which you lack adequate evidence. [6]P46

Grice further lists four types of rhetoric (one of them is metaphor) to illustrate that the first submaxim of quality is flouted. His illustration is shown as follows:

"Metaphor. Examples like *You are the cream in my coffee* characteristically involve categorial falsity, so the contradictory of what the speaker has made as it to say will, strictly speaking, be a truism; so it cannot be THAT that such a speaker is trying to get across. the most likely supposition is that the speaker is attributing to his audience some feature or features in respect of which the audience resembles (more or less fancifully) the mentioned substance. " [6]P53

Metaphor in Grice's opinion is similar to irony, meiosis and hyperbole in violating the first principle of quality: do not say what you believe to be false. In the example of "You're the cream in my coffee", the speaker knows that he is saying something he believes to be false, so he intentionally ignores the first quality criterion and wants to convey the idea that the listener is the speaker's pride and joy while the listener will infer that meaning. Grice suggests that both of the participants in the conversation share the background information that it's obviously that the listener can't be cream and it is a typical example of categorial falsity. the categorial falsity involved in this utterance, together with the assumption that no speaker would ever attempt to communicate a categorially false proposition might enable the interpreter to conclude, without further ado, that the speaker does not intend to be speaking literally [4]P21. Therefore, both of the participants will identify the deliberate use of metaphor. Grice explains metaphor from the perspective of conversation and communication, which inspires following scholars to focus on the communicative dimension of metaphor.

Linguistic metaphors such as "he is a wolf", "crime is a disease", "time is money" are categorially false as human being and animals, crime and disease, time and money belong to very different categories as Reimer proposes. However, the non-categorially false metaphor identified by Reimer seems to be problematic. He claims that utterances as "She is more regal than the Queen of England", "He is a Brooklyn butcher not a Manhattan surgeon" and "He's no attorney; he's a salesman" are not categorially false; they are merely contingently false (if interpreted literally) [4]P21. However, if these three utterances are not categorially false, why are they termed metaphorical expressions? They all have metaphorical meanings coming from mappings of different categories or domains. Perhaps our divergent opinions result from different understandings of "category". To my knowledge, both butcher and surgeon are human beings but they belong to different kinds according to occupations so they belong to different categories.

In brief, these two kinds of utterances (categorially false utterance and contingently false utterance) all depend on one's experience obtained from living in the world but the latter is more context-dependent than the former

because when facing utterance like "He is a Brooklyn butcher not a Manhattan surgeon", we have to ponder over: is the speaker trying to deceive me, or is she just speaking figuratively? And then deduce the underlying conceptual metaphor THE SURGEON IS A BUTCHER. It seems that these two kinds of utterances both belong to novel metaphors (except for "time is money", "life is a journey", etc.) involving deliberate and conscious online working mechanism at the mental space level, with the latter more deliberate and novel than the former.

4. DELIBERATE METAPHOR THEORY

To my knowledge, when context and communication between language users are taken into consideration, metaphorical thinking is not unconscious and unaware. CMT's backbone claim that the operation of conceptual metaphor is unconscious, automatic without any effort may be questioned. Some scholars start to pay attention to the consciousness of conceptual metaphors. Gerard Steen proposes DMT, which defines deliberate metaphor as the instruction for addressees to adopt an "alien" perspective on some target referent in order to formulate specific thoughts about that target from the standpoint of that alien perspective [7]P232. According to Steen, deliberate metaphor inevitably pertains to the consciousness of metaphors.

Whether metaphorical thinking is conscious or unconscious also arouses great attention of some other CMT scholars, and they try to provide different perspectives. Terms like "activation" [8]P190, "attention" [8]P207 "marking" [9]P180 or "signalling" [9]P178-179, which more broadly imply some kind of effort on the part of the speaker (or writer, gesturer or signer) to mark what they are communicating to the hearer (or receiver) as particularly salient, may be proposed as an alternate, more appropriate, designation, particularly for interdisciplinary study (cited from Biase-Dyson & Egg [10] P1.

In the past decade, the two leading figures, Gerard Steen and Raymond Gibbs have engaged in three rounds debates on deliberate metaphors. Gibbs (2008) and his supporters deny DMT and the consciousness of metaphors, arguing that interlocutors need to construct an embodied simulation unconsciously in daily communication. Some other scholars question this assumption and firmly support Steen's views, arguing that DMT is not a revitalization of the rhetoric view of metaphors and its contribution deserves due attention. They further point out that DMT never ignores or abandons core tenets of CMT, and "just reminds us to recognize the issue of consciousness anew, an essential fact that having been possibly neglected by CMT and helps to enlarge the scope of metaphor theory" [11]P441. Xu (2016) summarizes two aspects by which DMT can enlarge CMT: a) the relationship between a conscious metaphorical thought and an unconscious one; b) the condition under which a conscious metaphorical thought occurs.

Faced with the debate between these two sides, Kövecses chooses to be neutral and he recognizes the existence of deliberate metaphors in concepts but points

that there is no absolute deliberate metaphor, deliberate and nondeliberate metaphors are complementary to each other. He claims that image schema, cognitive domain, frame and mental space in hierarchical structure function simultaneously in metaphor production and comprehension. the former three belong to unconscious cognition in the functioning of long-term memory while the last one is a kind of conscious cognition involving online working memory. Deliberate metaphors come with a large nondeliberate conceptual package: the conceptual metaphors that are presupposed by the most specific level of metaphorical conceptualization—at the level of mental spaces [12] P77.

According to Steen's definition of deliberate metaphors, addressees' comprehension is in the spotlight. However, based on its communicative quality, deliberate metaphors should involve a purposeful intersubjective information transmission. That is to say, in actual communication, there are two subjects who participate in metaphor production and comprehension: addressers and addressees, or in other words, language producers and language accepters. The two factors: intersubjectivity of communication (addressers and addressees) and deliberatness of metaphors (deliberate metaphors and nondeliberate metaphors) can divide metaphor communication into four categories, which is presented in Table 1.

Table 1: Relation between Intersubjectivity and Deliberatness of Metaphor

Subject	Deliberate metaphor	Nondeliberate metaphor
Addresser	A	B
Addressee	C	D

There are four situations shown in Table 1, which can be demonstrated in details as follows.
A: the addresser produces deliberate metaphors;
B: the addresser produces nondeliberate metaphors;
C: the addressee recognizes deliberate metaphors;
D: the addressee recognizes nondeliberate metaphors.
These four situations can further afford four possible combinations:
(1) A+C: the addresser produces deliberate metaphors and the addressee also recognizes these metaphors as deliberate.
(2) A+D: the addresser produces deliberate metaphors and the addressee does not recognize these metaphors as deliberate.
(3) B+C: the addresser produces nondeliberate metaphors and the addressee recognizes these metaphors as deliberate.
(4) B+D: the addresser produces nondeliberate metaphors and the addressee also does not recognize these metaphors as deliberate.
Xu, et al. (2016) also claims that the consciousness of metaphorical use is manifested not only in the process of interpretation but in the process of production and they claim that the major research focus of CMT is (4) while DMT prefers (1). Although recent DMT studies

focus on (1), it is hard to take into consideration the addresser's production and the addressee's understanding at the same time. Most current studies have interpreted the intentionality of metaphor comprehension from the perspective of addressees but not the production of deliberate metaphors of addressers. A possible explanation is that it is relatively hard to speculate on the intentionality of language producers otherwise employing some psychological experiments or interviews. What's more, it is impossible to interview or experiment on the author facing historical texts or classic literature. On the contrary, analyzing language accepters' cognition is easier as researchers themselves are readers or listeners and they can refer to their intuition to conduct the research. To avoid the subjectivity of researchers, more researchers can cooperate to conduct inter-rater reliability assessment. Psychological experiments or interviews of non-researchers' individual language accepters can also be conducted, which will improve the scientificity and objectivity of the research as far as possible.

It is worth mentioning that although we stand in the perspective of addressees' understanding of metaphors, we can still probe into cognitive models of addressers because any cognitive activity has the subjectivity of the cognitive subject. the discourse does not directly reflect the cognitive structure of the addresser, but is presented through the conceptual structure of the addressee, that is, the meaning of the discourse comes from the processing of the cognitive structure of the addressee. This compromise can resolve the paradox of whether the cognitive structure or meaning of discourse analysis is from the addressee or the addresser.

Cognitive semantics hypothesizes that meanings are elements of conceptual structure in the heads of the language users, that they exist only through reference to a conceptualization of the world. Language itself is seen as part of the conceptual structure, not an entity with independent standing [13]P27. This can be presented schematically in Figure 1.
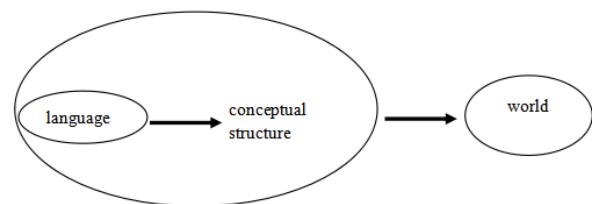

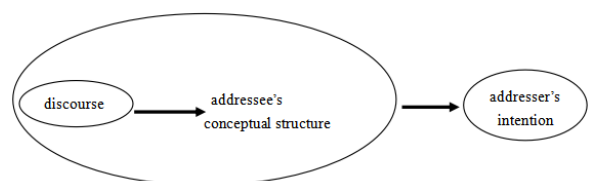Figure 1: Language and the World in Cognitive Linguistics [14]P231

Figure 2: Relation between Intersubjectivity and Discourse Understanding

If we project the rationale of Figure 1 into the relation between intersubjectivity and discourse understanding, we can get Figure 2, which is interpreted as follows: the addresser's intention is regarded as the world we need to know. Discourse composed of language cannot directly reflect the addresser's intention, but must be filtered through the conceptual structure of the addressee, so we can understand addressers' intention. In other words, the meaning of discourse is based on the addressee's conceptualization of the addresser's subjective world (intention). Thus, the addressee's perspective research is consistent with the important assertion in cognitive linguistics that meaning comes from the conceptualization of human beings.

As is the case with any act of reading or listening, the ideas we extract from the discourse are more or less subjective. Taking the addresser's intention as the objective world we need to know, our cognitive activities are carried out through our body and the interaction with the environment. The process of interpreting the addresser's intention is itself a process of conceptualization. Since conceptualization is a process being mediated by human beings, the meaning of the discourse is not given by the discourse itself, but by the reader or listener who read or listen to the discourse.

However, although Steen (2008, 2013)'s DMT extends metaphor study from two dimensions to three dimensions, there are still some gaps to fill in: (1) What is the classification of deliberate metaphors? What is the difference and relation between different types of deliberate metaphors? (2) Since the object of previous studies is English deliberate metaphors, what is the case of other languages? DMT needs to be adjusted to be more suitable for studying deliberate metaphors in different languages. Apart from languages, other factors such as geographical environment and cultural tradition should also be taken into account. (3) What is the relationship between conscious and unconscious thoughts? What is the relationship between deliberate metaphors and nondeliberate metaphors? Some scholars such as Kövecses believes that nondeliberate metaphors are the bases of deliberate metaphors, which involves multi-level cognition. However, he doesn't elaborate on how nondeliberate metaphors affect deliberate metaphors and how long-term memory and online processing work together.

5. A TENTATIVE PROPOSAL

From the above analysis, an assumption can be tentatively proposed: there may be a relationship between the conventionality/novelty and the consciousness/deliberateness of metaphors—the more novel the metaphor is, the more deliberate it is and vice versa. This proposal can be presented in Figure 3.

Figure 3 demonstrates the relation between conventionality and deliberateness of conceptual metaphors. Three conceptual metaphors a, b and c are located in this coordinate. a: LOVE IS A JOURNEY; b: LOVE IS A COLLABORATIVE WORK OF ART [1] P139; c: LOVE IS POISON. Metaphor a, b and c are

located on a continuum of conventional to unconventional and nondeliberate to deliberate. What distinguishes them is the degree of conventionality and deliberateness, which is worth further study. According to this schematic depiction, conceptual metaphors can only occur in area B and D, but not A and C since we can hardly find a metaphor which is both conventional and deliberate. Someone may mention the reanimation of dead metaphors, I think since its conventional meaning is revived it does not belong to conventional metaphors any longer and it is an example of novel metaphors, thus will not undermine this relation schematized in Figure 3.
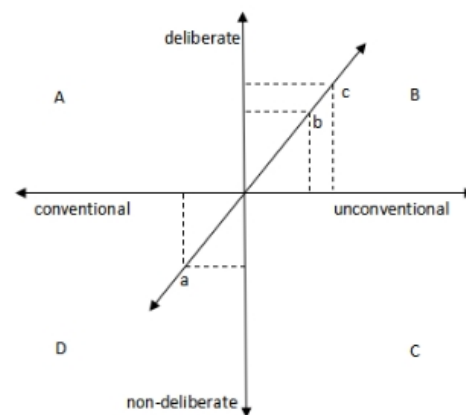
Figure 3: Relation between Conventionality and Deliberateness of Metaphors

However, there is a remaining question: is it true that conceptual metaphors can not occur in area A and C? That is to say, can we find a conceptual metaphor both conventional and deliberate? Wang, et al. (2023) verify the psychological reality of Chinese deliberate metaphors and cite two typical examples: (1) 脱贫故事在全国各地都火热轮番上演 (Burning hot poverty alleviation stories are being performed repeatedly everywhere in the whole country); (2)人民的拼搏推动中国号 "列车" 加速前行 (People's strive accelerates the "train" No. China to move forward). They further point out that Sentence (1) uses "火热 (huo re, burning hot)" to describe poverty alleviation stories, which is novel for Chinese people and it is recognized as a deliberate metaphor since it will draw people's attention to its source domain. Sentence (2) uses "列车 (lie che, train)" to refer to the country of China, which is a conventional metaphor, but there is a quotation mark to draw people's attention to it. Hence it is both conventional and deliberate. These two types of metaphor are termed "deliberate novel metaphor" and "deliberate conventional metaphor", respectively [15] P160.

Apart from the relationship between conventionality and deliberateness of metaphors, linguistic dimension should also be taken into consideration. According to Steen, the establishment of DMT involves three dimensions: conceptual, communicative and linguistic

dimension. In the conceptual dimension, conceptual metaphors can be classified by their degree of conventionality/novelty. When a concept is repeatedly used metaphorically by a linguistic community, the underlying conceptual metaphor is conventional; novel metaphors, in contrast, establish fresh source and target domain associations. In the communicative dimension, a distinction is made between metaphors that are used as metaphors (deliberate metaphors), and metaphors that do not have this function (nondeliberate metaphors). In the linguistic dimension, conceptual metaphors are realized as metaphorical linguistic expressions that can be classified according to their textual/formal features as direct, indirect or implicit [16]P37. In direct metaphors, the source domain is explicit while in indirect metaphors the source domain is implicit.

Therefore, Figure 3 is too simplified and it should be modified and corrected into Figure 4. According to Figure 4, the three dimensions can divide metaphors into three pairs of six types: indirect metaphor/direct metaphor, conventional metaphor/novel metaphor, nondeliberate metaphor/deliberate metaphor. The relationship between these six types of metaphors is shown in Figure 4:
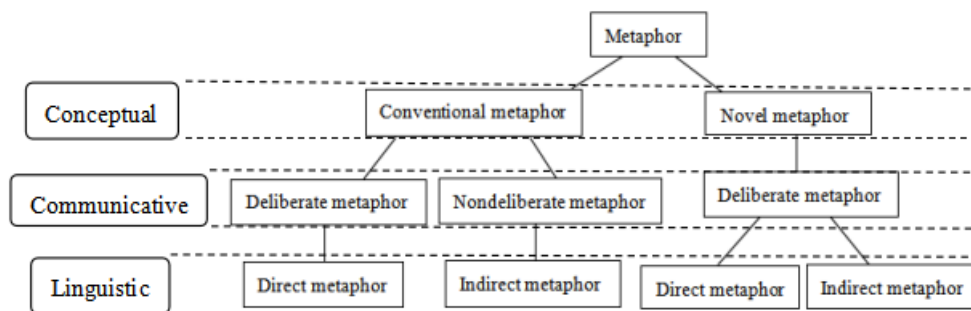
Figure 4: Relation between Three Dimensions

In the conceptual dimension, metaphors can be divided into conventional metaphors and novel metaphors. In the communicative dimension, conventional metaphors can be further divided into deliberate metaphors and nondeliberate metaphors while all novel metaphors are deliberate. In the linguistic dimension, all conventional deliberate metaphors are direct metaphors while all conventional nondeliberate metaphors are indirect metaphors, which is different from the case of novel deliberate metaphors. Novel deliberate metaphors can be linguistically direct or indirect. This hypothesis is made by researcher's own intuition and needs future verification or falsification.

6. CONCLUSIONS
In summary, it is universally acknowledged that CMT focuses on unconscious, conventional metaphors, but ignores the online working process of communicative participants in specific contexts. the study of the consciousness and deliberateness of metaphors will shed light on metaphor study. The present article discusses this issue from three perspectives: the role of context, Conversational Implicature Theory and Deliberate Metaphor Theory. It also probes into the interrelationship between conception, communication and language in metaphor study and makes a tentative hypothesis to be verified with linguistic data in the future.

To further understand the consciousness of metaphors, we should combine the findings from critical discourse analysis, pragmatics, psycholinguistics, and neuroscience, at the same time combining introspective argumentation with corpus linguistic approaches, psychological experimental approaches and the brain-imaging approaches to discover the relation between conscious thoughts and unconscious thoughts and the conditions under which the two kinds of thoughts can occur.

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Research On the Student Management Work Model in Higher Vocational Colleges Under the Background Of "Vigorously Developing Vocational Education"

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Abstract: In the context of vigorously developing vocational education, vocational colleges have begun to establish undergraduate level vocational education. the training objectives of vocational colleges aim to make students become skilled talents. In addition to professional theoretical learning and course training, counselors also play a crucial role in students' daily management. the work of counselors directly affects the establishment of each student's three perspectives and personal growth and development plans, Vocational college student management regards students as the object of management, and schools establish various rules and regulations to "manage" students. This management approach puts students in a position of obedience and compliance, neglecting the individual "human" needs of students. the concept of "student-centered" should enable students to clearly define their rights and obligations, and safeguard their legitimate rights and interests.
Keywords: Vocational education; Student management; Working mode

1. INTRODUCTION

From the emphasis on "accelerating the development of modern vocational education" in the report of the 18th National Congress of the Communist Party of China, to the emphasis on "improving the vocational education and training system, deepening the integration of industry and education, and school enterprise cooperation" in the report of the 19th National Congress of the Communist Party of China, to the emphasis on "coordinating innovation in vocational education, higher education, and continuing education, promoting the integration of vocational education, industry and education, and science and education, and optimizing the positioning of vocational education types" in the report of the 20th National Congress of the Communist Party of China, the strategic positioning of vocational education is becoming increasingly prominent, and the practical requirements are becoming increasingly clear. In this context, higher requirements have also been put forward for student managers, and it is necessary to study new models suitable for the current management of student work in vocational colleges.

2. ESTABLISHING A MANAGEMENT PHILOSOPHY OF "STUDENT-CENTERED"

The fundamental principle of teaching according to people and putting people first is students, which is the center of vocational college student management work. On campus, the most active students are often the most challenging problem for university education managers. To solve this problem, it is necessary to grasp the essence of management, focus on college students, and serve them in all work. the goal is to position students in their daily lives, rather than relying on cramming education methods. the fundamental interests of students must be considered, and they must be influenced from the perspectives of ideology, emotions, and psychology. Not only should we meet their needs in teaching, but we should also attach importance to the environment in which students study and live in school, and establish a highly civilized and legal school. Standardizing students' behavior through legal provisions in daily management, as a common code of conduct, concretizes and takes responsibility for the concept of governing vocational colleges in accordance with the law, in order to better manage vocational colleges.

3. ACTIVELY BUILDING A STUDENT RIGHTS APPEAL SYSTEM

Students are the subject of education, and their rights are protected by the Constitution and laws. the appeal system for college students, as a relief measure, plays an important role in safeguarding the rights of college students. the establishment of the appeal system is an inevitable trend in the development of higher education and a necessary requirement for achieving the rule of law and democratic management of schools

The "Regulations on the Management of Students in Ordinary Higher Education Institutions" clearly stipulate the establishment of a student appeal system, which stipulates the appeal procedure and the right of students to state, defend, and appeal against disciplinary actions. This is a concretization of the student appeal right stipulated in China's Education Law. Although there are certain limitations on the appeal scope of the appeal right stipulated in the Education Law, the introduction of the "Regulations on the Management of Students in Ordinary Higher Education Institutions" by the Ministry of Education demonstrates the importance that the national level attaches to the student appeal system and also symbolizes the profound legal roots of the student appeal system.

Universities are increasingly attaching importance to the appeal system, and most universities have formed a four level linkage appeal system consisting of counselors or homeroom teachers, student section heads, responsible student leaders, and department heads to ensure that any student issues can be quickly resolved.

4. STRENGTHENING THE CONSTRUCTION OF STUDENT WORK TEAM

Striving to establish an efficient, capable, stable, and professional student work team is the key to doing a good job in student management and the foundation for achieving innovation in student work management concepts. We must improve the training mechanism for the student work team, conduct regular professional training, create opportunities for them to learn and improve, and consciously combine innovative ideas in student management with practical work in student management. Starting from the aspects of personnel structure, professional titles, and benefits, we will improve the team structure, increase relevant benefits, and make student management work a profession that we devote ourselves to researching, aspire to engage in, and be willing to contribute to. Improve the assessment, incentive, and feedback mechanisms, strive to stimulate the enthusiasm of the student work team, and enhance their sense of professionalism and responsibility.

Under the current situation, counselors are very important to the management of students, not only related to the overall physical and mental development of students in the higher Educational stage stage, but also has a positive and healthy significance for the long term, effectively solving the confusion of college students. Most college students' life is the first time they leave their families to live alone, which makes students feel confused in learning and life, and can't better restrain their own behavior. For example, individual college students are completely free in their college life, and it is necessary to cultivate a disciplined and healthy life for them, avoiding unhealthy practices and promoting their personal growth.

Therefore, college counselors must guide students with correct values, strengthen ideological and political education and psychological counseling in student management, and enable college students to establish correct development goals and learning plans in campus life. Counselor student management is an important link in the talent cultivation system of universities, and universities adhere to the educational concept of "moral education". In talent training, students should not only have solid professional knowledge, but also have good ideological quality and solid Core Socialist Values and career development ideas. Counselors can realize students' ideological consciousness and cultivation of Core Socialist Values through various management methods, provide care and help for students in life, and provide guidance for students. Ideologically, it helps students establish correct Core Socialist Values and moral integrity, guides students to establish correct lofty ideals and learning goals, and thus cultivates students to become talents that colleges and universities aspire to.

In short, university mentors need to improve their management skills and strengthen the cultivation of relevant skills through continuous management technology and scientific and innovative management concepts. In the thriving environment of the country, we should make reasonable use of the development advantages of the Internet, effectively integrate it with college student management work, explore standardized paths for student management work, and continuously promote the effective and stable development of college student management work in China.

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Research On Short Video Creation and Dissemination in the Context of New Media

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Abstract: Under the development trend of information, intelligent and digital society, the media industry has undergone tremendous changes, especially in the media and media information, and gradually formed the communication form and production technology with mobile phones and computers as the main carriers, which has promoted the development of the media industry to a certain extent. Nowadays, under the influence of the new media era, short video has become an important form of media and is deeply embedded in the entertainment life of the public. Under the context of new media, the media industry should re-examine the changing characteristics of media communication forms and fully grasp the focus of industry reform and development, so as to forge ahead in the rapidly developing new media era. This paper makes a detailed analysis and in-depth exploration of short video creation and dissemination in the context of new media, with a view to sharing and communicating with people in related industries.
Keywords: New media context; Short video features; Creative thinking; Propagation path

1. INTRODUCTION

In the Internet era, people's way of obtaining information has undergone great changes. It has developed from TV, newspaper, radio and other ways in the past to mobile phones, computers and other emerging ways, which has improved the comprehensive quality and efficiency of obtaining information to a certain extent. In terms of the current form of short video communication, people can use various social software on their mobile phones to obtain, create and disseminate short videos with various contents, which points out the direction for the reform and development of the media industry, and of course brings new challenges to the media industry, especially in the dimension of short video creation and communication. Based on this, the media industry should have a deep understanding of the characteristics of short videos, create new ideas for short video creation, and find efficient short video transmission paths to ensure that better media services are provided to the vast audience in the context of new media.

2. THE CHARACTERISTICS OF SHORT VIDEO

As a new form of media, short video is deeply loved by the majority of the audience. From the reality of modern social life, it is not difficult to find that people ranging from decades old to teenagers have the habit of "brushing Tiktok", and "Tiktok" is a social software based on short video, so it can be seen that short video has become the most important form of media. Based on the understanding of short video, its production process is

simplified, the transmission speed is efficient, and the video creation is popular. the specific analysis is as follows:

2.1 Simplification of the production process

The simplification of the production process is one of the main features of short video. Usually, only a mobile phone can be relied on to complete the entire short video production process, including video recording, video editing, video publishing, etc., which shows the simplification of the short video production process [1]. In addition, there are no strict requirements for short video production, as long as producers master the basic shooting and editing methods, they can release short videos that meet the relevant regulations, which reduces the difficulty of short video production to a certain extent.

2.2 High transmission speed

The Internet is like a huge web connecting everyone together, changing the traditional way of obtaining outside information by newspapers and television broadcasts, and greatly improving the quality and efficiency of information dissemination. Short video in the context of new media is a new form of media communication based on the development of modern information technology, which inherits the advantages of efficient information transmission of the Internet [2]. First of all, short video transmission speed is fast, under normal circumstances, the newly released short video will be acquired by the audience in a very short time, even in different regions can achieve efficient communication. Second, with the support of information technology, short video spreads more widely and can even be spread all over the world, that is to say, as long as there are basic network conditions, you can get short video anywhere in the world, using mobile phones, computers and other devices.

2.3 Popularization of video creation

In the context of new media, everyone is a media person, which shows that everyone can publish short videos. Taking the popular "Douyin" software as an example, users can not only watch videos on the "Douyin" platform, but also publish videos on the platform according to their own preferences, which reflects the popular characteristics of short video creation. In addition, the popular characteristics are also reflected in the short video interaction, any audience can comment on the short video, or imitate, share and forward the content of the short video, which also highlights the popular characteristics of short video creation.

3. INNOVATIVE IDEAS FOR SHORT VIDEO CREATION IN THE CONTEXT OF NEW MEDIA

3.1 Theme selection

Short video creation in the context of new media is relatively inclusive, that is to say, short videos of any theme, theme and content can be published on various short video platforms as long as they can pass the normal review of all aspects. Take the popular "Douyin" platform as an example, which provides the broad audience with the conditions to obtain and publish short videos. There are very rich types of short videos on the platform, and users can choose to watch them according to their preferences. Some audiences like beauty videos, while others like funny videos, etc. Therefore, attention should be paid to the selection of themes in the process of creating short videos. Only in this way can we get more audiences. For example, when creating short videos, the media can combine the theme with news and current affairs, which can not only convey news information to the audience, but also attract the audience's attention, which can increase the exposure of short news videos to a certain extent, and also obtain more media traffic.

3.2 Editing technology

Short video is different from the video in traditional TV media. If the content of short video is too miscellaneous, it will give the audience a feeling of procrastination, which will affect the audience's viewing experience. Therefore, traditional video editing methods are not suitable for short video production. Based on this, the media need to constantly innovate short video editing technology to improve the quality of short video production. Specifically, video editors should show the core content of the video directly, so that the audience can quickly obtain the content in the limited video duration, which improves the transmission efficiency of short video to a certain extent, and effectively reduces the production cycle of short video. In addition, in order to intuitively show the core theme of short video content, a short description can also be used in the form of text during the video clip, so that the audience can roughly grasp the video content by reading the text. the operation should pay attention to the skills of text description, and use concise and obvious language as far as possible.

4. THE INNOVATION PATH OF SHORT VIDEO COMMUNICATION IN THE CONTEXT OF NEW MEDIA

4.1 Accurate communication positioning to improve the media effect

First of all, short video communication should find the right direction of communication. At present, short video news platforms can be divided into two types. the first type is a short news video platform with professional news gathering, editing and production teams, which mainly releases authoritative and professional news video platforms; the second type is a market-oriented media platform, which usually provides interesting, service-oriented and practical short video content. No matter which type, there is an audience base, which requires the media to accurately position in the short video transmission, so as to improve the comprehensive quality and efficiency of the media. Secondly, in order to open up a broader media market, short video communication needs to clearly position the audience, analyze the direction and law of short video communication from the audience's perspective, and gain more support and recognition from the audience.

4.2 Achieve differentiated communication to meet the needs of different users

There are obvious individual differences among audiences, resulting in different needs for short video content. To solve this problem, media should achieve differentiated communication to meet the needs of different audiences as far as possible when disseminating short videos. For example, we can use online voting to understand the actual needs of different audiences for short videos, and then develop a reasonable and scientific short video communication plan. For young audiences, we can disseminate more interesting short videos, and for older audiences, we can disseminate more professional short news videos.

5. CONCLUSION

Short video in the context of new media has become a major form of media, and is deeply loved and respected by the vast audience. Therefore, the media industry must implement the reform of short video production and communication, only in this way can it adapt to the development trend of modern society.

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The Development Experience of Afterschool Services in American

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Abstract: In the United States, afterschool services are gradually developing in the context of changes in the labor market and family structure, the reduction of risky behavior among children after school, and the overall development of the country's overall needs for children's comprehensive quality. the rich experience of forming a complete legal and regulatory guarantee system, strong quality assessment, supervision and management, rich and colorful afterschool service content, and strong quality assessment, supervision and management is worth learning from in other countries

Keywords: American; After class services; Development experience

1. INTRODUCTION

The United States is one of the earliest countries to carry out afterschool services, which is defined by the American Children's Welfare Union as follows: When parents of preschool or school-age children are unable to take care of children at home due to work or other reasons, or because of special reasons such as poor family conditions, intellectual disabilities, children must receive appropriate placement through a group or family care institution for a period of time every day, and cultivate their physical, intellectual Activities that have the potential for emotional and social development. afterschool programs in the United States emerged as voluntary non-governmental organizations in the first half of the 19th century, and by the 1980s the government began to participate as a leading force. Later, a series of important bills such as theNo Child Left Behind Act and the Every Student Success Act have emerged, and relevant regulations have been continuously refined, providing a legal basis and practical guidance for the rapid development of afterschool services, making afterschool services in the United States relatively perfect.

2. THE RISE OF AFTER-CLASS SERVICE IN AMERICAN

2.1 The need for changes in the labor market and family structure

In the first half of the 19th century, the United States began to enter an industrialized society, with rapid economic development and a significant increase in the demand for the labor market. In addition to the awakening of female consciousness during this period, more and more women began to work outside. Therefore, schools had to provide afterschool services to care for students. According to data, during World War II, there were 3000 afterschool services offered by local schools in the United States. During the first oil crisis in the 1970s, more parents leaving more and more children in a state of out of control and out of education after school. According to the relevant survey results, in 1950, 56% of households in the United States could have sufficient time to take care of their students. By the 1990s, the proportion had dropped to 25%. According to statistics from the Bureau of Labor Statistics, the number of women entering the workplace in 2000 increased by 200% compared to 1950, and is expected to increase by 330% in 2025.

2.2 The need for reducing risk behaviors among children after school

For underage students, there are hidden safety hazards during the period after school. In a 2002 survey, it was found that among more than 40000 students in grades 8, 10, and 12, over 50% of them had taken illegal drugs, 30% had smoked marijuana, and 11% had taken psychedelic drugs. And relevant research shows that the participation rate of afterschool services is significantly negatively correlated with the incidence of bad behavior among American primary and secondary school students. A nationwide survey of 10th graders in the United States showed that students who spend one to four hours a week participating in afterschool services organized by schools have a 57% higher dropout rate, a 49% higher likelihood of taking drugs, a 37% higher likelihood of becoming a young parent, and a 27% higher likelihood of committing a crime compared to students who do not participate in such activities.

2.3 The Requirements of National Comprehensive Development on Children's Comprehensive Quality

American society generally believes that students are the future and hope of a country, and their basic rights need to be guaranteed in the most fundamental way. This is a task that a country must complete. American students spend relatively short periods of time in school, have a flexible curriculum, have a relatively relaxed and free school learning environment, and have unsatisfactory teaching quality. In addition, due to the decline in the academic level of American children, it is likely that these students will have difficulty adapting to future social development in the future. Currently, a single school education cannot achieve this ambitious goal of the United States. Therefore, the United States Department of Education has announced the afterschool service plan for public schools, with the goal of taking measures to ensure the quality of afterschool services, making rational use of educational resources outside school, and promoting the development of students' comprehensive qualities.

3. BASIC EXPERIENCE OF AFTER-CLASS SERVICE IN AMERICAN

3.1 Complete legal and regulatory guarantee system

Since the development of afterschool services in primary and secondary schools in the United States, a complete

legal and regulatory protection system has been formed. The United States Congress passed the Comprehensive Child Development Act in 1971 to ensure that all children can enjoy high-quality afterschool care services. By 1985, relevant advocates in the United States had urged California to enact the School Age Community Child Care Act. In 1998, California promulgated the After School Learning and Safe Neighborhoods Partnerships Programs. In the same year, the Clinton administration promoted the 21st Century Community Learning Center, as well as the subsequent Bush and Obama administrations, through the promulgation of national laws, to promote the steady progress of afterschool service programs in primary and secondary schools.

3.2 Strong quality evaluation, supervision and management

The afterschool service for primary and secondary schools in the United States is a national project sponsored by the United States Department of Education. the After School Alliance, founded by the United States Department of Education, and J. C. Penney in September 1999, emerged as the times require. It is a national resource center for afterschool services. In addition to expanding the impact of afterschool services, it also has a special role to effectively evaluate afterschool services. In order to fully understand the implementation of afterschool services, the American afterschool service alliance has conducted a large-scale survey and evaluation of the status of afterschool services in the United States every five years since 2004. In addition, there are many afterschool service certification institutions which aims to improve the quality of afterschool services through certification and evaluation of afterschool service institutions.

3.3 Rich and colorful afterschool service content

Starting from the existing needs and interests of children, afterschool services in primary and secondary schools in the United States provide children with a rich content of afterschool services, which is conducive to promoting the comprehensive development of students. First, rich activity content can effectively supplement students' classroom learning at school. Secondly, rich activities can cultivate children's key abilities, such as cognitive ability, academic ability, social ability, and professional ability. Third, rich activity content can also help children acquire positive emotional attitudes. Emotional attitudes include children's self cognition and campus connection, and self cognition includes self-esteem, self-confidence, positive self values, and self-efficacy.

3.4 Coordination and cooperation mechanism among multiple entities

The after-school service for primary and secondary schools in the United States is jointly undertaken by the government, schools, communities, and families, with the education sector playing a leading role. Government support is an important guarantee for the smooth implementation of after-school services in the United States. the implementation of after-school services is mainly conducted in public schools, but the community also provides important resources, while families provide important support. In the United States, after-school education is regarded as a welfare undertaking for children. The government department prepares the budget, and the education administrative department is responsible for budget implementation, such as fund allocation and achievement assessment. The application submitted by the implementation unit such as schools, community fund organizations, and other extracurricular service institutions is implemented after being reviewed by the education administrative department, forming a relatively stable coordination and cooperation mechanism among multiple entities.

Its mountain stones can be used to attack jade. the basic experience of the development of afterschool services in the United States is very valuable for other countries to learn from. Of course, when using for reference, we should not blindly copy its development model. We should combine the basic national conditions of our country and the actual situation of student development, adhere to the principle of not forgetting the original, absorbing foreign resources, and facing the future, and reflect on the difficulties and problems encountered, which is conducive to the rapid development of afterschool services in our country.

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Review On the Acquisition of Negation by Children with Sli

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Abstract: This paper reviews the studies on the acquisition of negation by children with SLI. the focus of the previous studies on children with SLI is whether the subjects are delayed in acquiring the knowledge of negation and what are the subjects' deficits leading to difficulties on the acquisition of negation. Most of the previous studies concentrate on languages that are fruitful in morphological inflection.
Keywords: Acquisition; Negation; SLI

1. INTRODUCTION

Specific Language Impairment (henceforth SLI, also known as DLD, Developmental Language Disorder) refers to a significant deficit in language ability that cannot be attributed to hearing loss, low nonverbal intelligence, or neurological damage (Leonard 2014:3). the prevalence of SLI was reported to be approximately 7.4% (Tomblin et al. 1997).

2. FOREIGN STUDIES ON NEGATION IN CHILDREN WITH SLI

English children with SLI are reported to have difficulty in acquiring negative structures. Davies (2002) examined SLI teenagers' comprehension of negative sentences. Several grammaticality judgment tasks were carried out among ten SLI subjects, twelve language ability controlled children (divided into three sub-groups based on their language proficiency), and ten chronological age controlled children. the results indicated that the subjects with SLI had difficulty in judging the grammaticality of negative sentences. the children with SLI accepted both the grammatical and ungrammatical sentences. the grammatical sentences were judged as the optimal in some cases, while the ungrammatical sentences were accepted as the grammatical ones in other cases.

However, a disadvantage is rooted in Davies' (2002) experiment task. In spite of its operability, the grammaticality judgment task is not the optimum one to investigate subjects' comprehension. A negative utterance is felicitous only in the case that the corresponding affirmative proposition is under consideration (Wason 1965). the context in a grammaticality judgment task is not felicitous enough, since no corresponding affirmative propositions are put in before the negative sentences are brought into processing. the subjects may make mistakes in interpreting the task and there will be more deviation in the results.

Using an elicited production task, Thornton *et al.* (2016) explored the production of negative sentences by English-speaking children with SLI with a mean age of 05; 05. In the target structures, the negative markers, *not* and *n't*, should interact with the third person singular morpheme -*s*. An adult would produce *doesn't* or *does not* in a felicitous context. In the experiments, the performance of children in the control groups is consistent with that of the adults. However, only 5 of the children in the SLI group produced the adult-like structure, *doesn't*. Others produced extensive non-adult sentences, like *It not fit*, *It's not fit*, *It not fits*, *It's not fits*. Such non-adult negative utterances are also observed in younger 2- to 3-year-old TD children in the previous experiment (in Thornton & Tesan 2013; Thornton & Rombough 2015). Thornton *et al.* drew the conclusion that children with SLI pass through an extended stage in the development of negation. In the extended stage, children with SLI perform similarly to younger 2- to 3-year-old TD peers. the results support the Extended Optional Infinitive (EOI) account (Rice 2013; Rice & Wexler 1996; Rice et al. 1995; Rice et al. 1998) and the Extended Representation account (van der Lely & Pinker 2014), and verify the assumption that children with SLI are delayed by approximately 2 to 3 years in acquiring adult-like negative sentences.

Negative structures are also difficult for Finnish children with SLI. Kunnari *et al.* (2014) investigated the negative sentences that are produced by Finnish children with SLI children. the negative markers in the target sentences should agree with the subject in person and number but do not express tense. the results reveal that the SLI subjects (with a mean age of 05; 02) were less accurate than the TDA ones (with a mean age of 05; 02) and the TDY ones (Typically Developing Younger) (with a mean age of 03; 08) in responding to the experiment trials which require negative markers in two conditions of PERSON, first-person and third-person. the children with SLI could not select correct forms of lexical verbs that should accompany the negative marker. Kunnari *et al.* proposed that agreement is a challenge for Finish children with SLI. In spite of the difficulty in acquiring negation, children with SLI may rely more on negative elements in other aspects. In a study on the production of antonymous adjectives, Tribushinina & Dubinkina (2012) reported that Russian children with SLI used more affixal negation, like (1), than their TD peers.

(1) *krasivyj* "pretty" > ***nekrasivyj*** "not-pretty"
(Tribushinina & Dubinkina 2012:561)

3. DOMESTIC STUDIES ON NEGATION IN CHILDREN WITH SLI

In recent years, studies on SLI have absorbed Chinese subjects whose mother tongue lacks morphological inflection. Chinese children with SLI are also reported to have difficulty with the acquisition of negative structures. He & Dai (2012) examined the production of negative structures in thirty-six Mandarin-speaking children, in

which there were twelve children with SLI (with an average age of 04; 11), twelve TD children matched with SLI individuals in age and twelve TD children matched with SLI ones in Mean Length of Utterances (MLU). the results show that the children with SLI did not perform well in producing the negation of adjectives. However, the experiment design is problematic. There are only two objects in each experiment pictures. the binary sentence-picture matching may underestimate participants' difficulty in processing negative structures.

Tsai (2011) adopted two tasks to investigate the relationship between aspect markers and negative markers in nine Mandarin-speaking children with SLI (aged from 05; 09 to 08; 10) and thirty TD children (aged from 04; 07 to 07; 09). the children with SLI performed distinctly from the elder TD children in the two tasks, namely, 1) judging the grammaticality of the sentences including a negative marker and an aspectual marker; 2) transforming affirmative sentences to negative ones. the results indicate that children with SLI were not sure about the different usages between *bu* and *mei*. the subjects in the SLI group performed similarly to the younger TD participants whose average age is nineteen months younger. This result is consistent with the findings in studies abroad that children with SLI undergo an EOI stage in the development of negation. However, the felicitous contexts are absent from Tsai's (2011) tasks. Young children may be loaded more in interpreting the tasks and their difficulty may be overestimated.

4. CONCLUSION

The following outline briefly summarizes previous studies on negative structures in children with SLI.

4.1 Children with SLI in morphologically rich languages do have difficulty in acquiring negative structures. They would make mistakes in the inflection of verbs or in accessing lexical elements.

4.2 Chinese children with SLI do not perform well in the acquisition of negative structures. Their difficulty is indicated in their confusion about the differences between the negative markers *bu* and *mei*.

4.3 SLI individuals in Chinese and some other languages are observed to undergo an EOI stage in the development of negation. Children with SLI perform similarly to their younger TD peers in acquiring negative structures.

4.4 Further modification and verification are needed for experiment designs since there are problems in some of the previous experiment tasks which may underestimate or overestimate participants' difficulty in processing negative structures.

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Functional Degradation and Restoration of Contemporary Literary Theory

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Abstract: In view of the actual situation, in the current society, the functional degradation of cultural theory is embodied in the degradation of the supply function and the degradation of the leading function, etc. the expansion of the function of cultural theory is a kind of problem accumulated in the long-term development of cultural theory. In order to effectively cope with the functional degradation of literary theory, it is particularly important to carry out restoration work. Based on this, this paper carries out an in-depth analysis of the functional degradation and restoration of current cultural theories, hoping to play a certain role in the development of related work.

Keywords: Literary theory; Functional degradation; Repair

1. INTRODUCTION

Literary theory should have a clear orientation of the Times and value orientation in order to fully develop the function of literary theory and provide power for social development. However, with the continuous development of the Times, the function of literary theory has gradually weakened, which leads to the loss of its original epokality, directivity and influence, and no longer belongs to the protagonist of the literary stage. In addition, due to the increasingly distant relationship between literary theory and literary life, literary theory no longer has good social practice. Finally, it greatly improves the speed of the degeneration of the function of cultural theory. Therefore, it is imperative to repair the function of literary theory.

2. THE FUNCTIONAL DEGRADATION OF LITERARY THEORY

2.1 The demand-side relationship between literary practice and literary theory collapses

Compared with traditional literature, the development of network literature has made obvious changes in the production, dissemination and consumption mechanism of literature, and effectively coped with many restrictive factors existing in traditional literature, and then continued to develop in the direction of digital media. In combination with the actual situation, the market is an important guide for the development of network culture, while fans are the consumption force in the development of network literature. Therefore, writers have gradually replaced the role of writers in the creation of network literature [1]. Network literature itself presents a very obvious entertainment, direct and other unique characteristics, and network literature pays more attention to the speed and freedom of literary creation. In this context, it is often difficult for literary theories to effectively restrict the development of network literature, which makes literary theories only require that network literature should be created with traditional literary language, style and theme as the core in the creation process, and it has always been believed that network literature does not have the aesthetic characteristics and cultural value of traditional literature. Then it needs literary theory to improve the standardization of network literature. In the face of the teachings of literary theory, network literature often has no demand and interest, which leads to the gradual alienation between network literature and literary theory, and produces many problems such as aversion and rejection of literary theory, which is the main manifestation of the deterioration of the spiritual supply function of literary theory.

2.2 Blindly criticize the individual experience of current literary criticism

With the continuous development of Chinese literary theory, subjectivism and relativism in literary criticism have become more and more obvious, which makes literary theory scientifically criticize literary criticism for its lack of principled stand and arbitrary subjectivity. However, literary theory fails to provide reasonable and effective guidance for many problems presented by literary criticism. And gradually fade out of the scope of literary criticism dialogue. In this context, the distance between literary theory and literary criticism is gradually estranged, which leads to the separation of the two easily due to the lack of communication. In general, there is relatively little practical application of literary theory in literary criticism, mainly because literary criticism believes that there is not much connection between literary theory and the literary scene, and it is very arrogant. For example, in modern network information platforms such as wechat public accounts, literary network criticism and grassroots criticism have been developing continuously. There are obvious differences between literary network criticism and traditional professional discourse criticism, and they have crossed the internal and external aspects of literary profession. In addition, this new type of literary criticism has obvious characteristics of immediacy and flexibility, and can contact the literary scene at a faster speed, which directly affects the development of literary practice activities. For example, on the network platform, netizens can express their opinions by writing book reviews, which are one of the important contents for literary creators to grasp the market trend. This has led to the gradual degeneration of the conceptual leading function of literary theory to literary criticism, and greatly increased the probability of the emergence of historical nihilism risk.

3. THE FUNCTIONAL RESTORATION OF LITERARY THEORY

3.1 Give priority to the restoration of literary theory from the historical tradition

Combined with the actual situation, there are obvious differences in the representative theoretical thinking of different times. Although they are all important products in the process of historical development, different times have certain differences in content and form. Literary theory itself is not an abstract logic and empty concept, so it cannot be divorced from history, nor can it ignore the existence of history, which also makes literary theory need to be based on the historical scene of literary development, so as to strengthen the function of "telling the truth" of literary theory. In this context, the super-historicity and extra-epoch of the theory must not be exaggerated, and the objectivity and regularity of history should be fully respected. There is a very close connection between theory and history itself, which is generated by history and can respond to the voice of history. In addition, literary theory needs to correctly understand the current new look in production, communication and other aspects, and make clear the reasons for its changes based on history [2]. For example, in the process of the continuous development of network literature, the implementation of network literature research should be based on nationality and epochal nature, go deep into the network literature scene, and comprehensively improve the pertinence and accuracy of literary theories through effective penetration of theoretical resources, so as to effectively lead the theoretical system of network literature. To ensure that the leading function of literary theory can be effectively restored.

3.2 To "tell the truth" in response to the degradation of literary criticism's leading function

The construction of a good atmosphere for literary criticism aims at rebuilding the dialogue relationship between literary theory and literary criticism, so as to avoid negative problems such as exclusivity caused by the influence of the superiority of literary theory. Secondly, the critical development of theory and the theoretical development of criticism should be carried out in coordination, and there must be no such undesirable phenomenon as too much emphasis on one side. In this context, it is also necessary to strengthen the discriminating function of literary criticism, and integrate literary theory into literary criticism under the guidance of correct values, so as to extract specific discourses that can optimize and adjust literary theory from cultural criticism through in-depth dialogue between the two, so as to further ensure the practical value of literary theory. There is no single correct literary theory, because a single theory cannot effectively deal with the various problems raised by the text content. For example, in the current society, some contemporary literary theories usually publicize the crisis and challenges faced by contemporary literature from an off-site perspective, while literary creation and criticism are still flourishing and their forms are becoming more diverse, which leads to a more severe relationship between them and literary theories. the emergence of this gap makes literary theory need to go out of its original logical and conceptual structure, so as to put forward more accurate and targeted opinions and suggestions for related issues while going deep into the field of literary criticism, and finally ensure that the leading function of literary theory in literary criticism can be truly restored.

4. CONCLUSION

To sum up, literature and art are essentially an important driving force for the development of the Times. Literature and art can not only fully display the style of the Times, but also guide the development of the atmosphere of the Times. As one of the indispensable and important contents in literary and artistic undertakings, cultural theory makes it particularly important to restore the function of literary theory.

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Construction Of Practical Curriculum System of College Students' Mental Health Education from the Perspective of Embodied Cognition

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Abstract: Mental health education is an important part of the modern university education system, which is conducive to helping college students form healthy mental quality and mental state, is the support platform for the future development of college students. At present, many college students in the complex social environment, the formation of a lot of psychological and ideological problems not conducive to their own development, if not to take reasonable and scientific educational measures, it will block the future development of college students, so optimize the curriculum system of mental health education practice, reflects a certain necessity and importance. From the perspective of embodied cognition, this paper analyzes the construction direction of college students' mental health education curriculum system, in order to share and communicate with related educators.
Keywords: University education; Mental health education; Embodied cognitive perspective; Curriculum system construction

1. INTRODUCTION

The application of embodied cognition in college students' mental health education has successfully changed the traditional teaching methods and created favorable conditions for the development of modern college students' mental health. According to the understanding of the traditional mental health education curriculum system, there are many problems and drawbacks in teaching objectives, contents, as well as teaching concepts and processes, which seriously affect the effectiveness and scientific nature of college students' mental health education to a certain extent. Based on this, in order to give full play to the value and significance of mental health education, teachers should infiltrate embodied cognition thought in curriculum reform, and combine with the current mental health situation of college students, rebuild a new curriculum system in line with the curriculum and the needs of college students, in order to create a good mental health education environment for college students.

2. OVERVIEW OF EMBODIED COGNITION AND MENTAL HEALTH EDUCATION

2.1 Overview of embodied cognition

Embodied cognition refers to an emerging field of research in psychology, which can also be called "embodied". It proposes that physical experience and mental state are closely related, and the two can interact or influence each other. For example, when people are in a happy and happy mood, they will show the physiological characteristics of smiling and comfortable, while when people keep the physiological characteristics of smiling all the time, their heart will tend to be happier [1]. the application of embodied cognition in teaching can be regarded as a form of experiential teaching, that is, by creating an experiential environment, learners can be influenced physically or psychologically to deepen their understanding of established knowledge, so as to achieve the purpose of improving the quality and effectiveness of teaching. Based on the characteristics of college students' mental health education curriculum, it is inevitable to gain good teaching reform benefits to integrate embodied cognition into the curriculum system.

2.2 Overview of mental health education

Mental health education is an important part of the university education system, which is the guarantee force to teach college students to form good psychological quality, good character, ideology and morality, and physical and mental health. Different from knowledge imparting education, this education has obvious application and instrumental attributes, especially in the life, work, study, social communication and other aspects of college students. It plays an effective function of self-psychological adjustment and provides strong support for college students to adapt to society and their own development.

3. CHARACTERISTICS OF THE CURRICULUM SYSTEM OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION FROM THE PERSPECTIVE OF EMBODIED COGNITION

3.1 Cultivate the mind with the body

Embodied cognition advocates relying on the body to recognize, which means to complete cognition with the help of one's actual feelings. This cognitive mode has the advantages of authenticity, efficiency and vividness, and is more suitable for carrying out education and teaching than cognition. Embodied cognition is integrated into the mental health education of college students, showing the characteristics of cultivating the mind with the "body" in the curriculum system. Simply put, it is to form a positive influence on the psychology with the help of physical experience and perception, so as to form a healthy mental state or quality [2]. In the teaching of practical curriculum system, teachers advocate college students to take the body as the core, and use effective means to fully mobilize students' physical initiative, so as to ensure that students can internalize the knowledge of mental health education successfully under the action of tactile, auditory, visual

and other senses, and form corresponding psychological quality.

3.2 Pay attention to the influence of the environment

The environment has a subtle effect on people. the main reason is that the environment can have an effect on people's physiology and psychology, so that people can integrate into the environment in cognition, thinking and other aspects. For example, when surrounded by a group of cheerful companions, one's personality will be affected from adaptation to integration, which is the influence of the environment. After practicing embodied cognition, the curriculum system of mental health education for college students will reflect the characteristics of teaching with the help of environment. For example, when teachers explain the knowledge about emotions, they will create different learning environments for students. the atmosphere of happiness, sadness, grief, anger and so on can have an impact on students' psychology and physiology. In this process, students can personally experience the characteristics of emotional changes, emotional expression methods and other knowledge points, which is the so-called psychological experiential teaching. It can be seen that, from the perspective of embodied cognition, attaching importance to the influence of environment is one of the main characteristics of the curriculum system of college students' psychological teaching and education, and has played a role in improving the quality of curriculum teaching.

4. THE CONSTRUCTION STRATEGY OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION PRACTICE CURRICULUM SYSTEM BASED ON EMBODIED COGNITION

4.1 Pay attention to students' embodied experience

The construction of the curriculum system of college students' mental health education under the thought of embodied cognition should pay special attention to students' embodied experience, and build a curriculum system of various content forms centering on the actual needs of college students and course teaching needs. For example, according to the common and personalized needs of individuals and groups of college students' psychological conditions, a teacher-led and student-dominated curriculum teaching model is formed, and an experiential curriculum system of mental health education is effectively created for college students. Taking the reconstruction of curriculum teaching content as an example, teachers need to abandon the traditional teaching material based and simple teaching content design thinking, but adopt divergent, rich and expansive thinking, re-examine the design of curriculum teaching content, mainly to transform written theoretical knowledge into

vivid, intuitive and real experience, and create good conditions for students' embodied cognition.

4.2 Attach importance to students' physical feelings

Embodied cognitive thought points out that there is a law of interaction between the body and the mind. In the construction of the curriculum system of mental health education, we can lay emphasis on the innovation of curriculum activities, that is, to create good physical feeling conditions, so that students can recognize the knowledge of mental health education through the body. Based on this, teachers need to establish embodied cognitive curriculum activities for students based on "body", "understanding" and "action". For example, in the class teaching about emotions, the teacher divides the class into three parts. the first part focuses on "body", which mainly guides students to experience various emotions. the second part focuses on "enlightenment", giving students enough space to think, communicate and discuss, so that students can independently understand and analyze knowledge on the basis of "body". the third part focuses on "action", that is, transferable practical application. It requires students to express their acquired experience and knowledge in the form of practice. This part can be carried out with the help of case analysis or relevant experiments. A more systematic and efficient curriculum system of mental health education can be built for students through a reasonable combination of three levels: immersive body feeling (body), structured independent thinking (enlightenment), and migratory practical application (action), which plays a strong support for improving the teaching quality and effectiveness of this course.

5. CONCLUSION

In summary, embodied cognition theory points out the right direction, creates favorable conditions and sets up a springboard for the implementation of the curriculum system of mental health education for college students, and successfully improves the adaptability and scientific nature of the curriculum system of mental health education.

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The Important Value and Implementation Path Of "Three Full Education" In Higher Vocational Colleges in the New Era

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Abstract: According to the actual situation, the implementation of the educational concept of "three-whole education" in higher vocational colleges can promote the reform of teaching work in higher vocational colleges and improve the cultivation of high-quality talents. In the process of implementing the current educational concept of "three-in-one education", colleges and teachers need to realize the important value of "three-in-one education", optimize the educational team during the teaching period, deeply understand the characteristics of students, and promote the orderly development of the teaching work of "three-in-one education" on this basis. Based on this, this paper discusses the important value and implementation path of "three full education" in higher vocational colleges in the new era.

Keywords: Higher vocational colleges; Three full education; Important value

1. INTRODUCTION

Under the background of the new curriculum reform, higher vocational colleges begin to increase the implementation of the educational concept of "three whole education", and realize the whole process of education and all-round education. Under the concept of "three whole education", the development goals and requirements of higher vocational colleges are constantly changing. the education of higher vocational colleges should pay more attention to students, carry out education work from multiple angles, and pay attention to the continuous improvement of education, so as to promote the all-round development of education work in higher vocational colleges. Under the background of the new era, the social development has put forward new requirements for the education work of higher vocational colleges, and it is necessary to increase the cultivation of students' ideas and ideals, so that they can provide high-quality new talents for the society.

2. THE IMPORTANT VALUE OF "THREE FULL EDUCATION" IN HIGHER VOCATIONAL COLLEGES IN THE NEW ERA

2.1 Training vocational talents with high comprehensive quality

Students in higher vocational colleges are the main body of learning. Teachers pay more attention to the cultivation of students, realize that students are the main recipients of college education, and cultivate high-quality talents meeting the requirements of social development during teaching. In the course of education, higher vocational colleges should be aware that students are developing people who will constantly change in the process of growth. During this period, education should be carried out from the perspective of "three-whole education", so as to enable students to have good ideological and moral qualities during study and optimize their professional knowledge and ability, so as to promote the improvement of students' comprehensive quality. So that higher vocational colleges can cultivate higher vocational talents with high comprehensive quality under the concept of "three full education". During the period of education, teachers need to pay comprehensive attention to the actual situation of students in school, pay attention to the growth of students from multiple angles, and ensure that students can achieve all-round development in higher vocational education.

2.2 Achieving the fundamental task of establishing moral integrity and educating people

In the development of education work in higher vocational colleges, the development of moral education is strengthened, and the basic task of higher vocational education is regarded as moral education, and the original teaching mode is optimized and reformed under the concept of "three-in-one education", so as to promote the effective implementation of the fundamental task of neutral moral education [1]. When implementing the educational concept of "three-whole education", higher vocational colleges need to ensure that all the staff of the whole school participate in the education work. All kinds of education subjects need to fully stimulate the role of education in professional courses, broaden the scope of education on the basis of ideological and political education, so that the education effect of higher vocational colleges can be significantly optimized, so as to improve students' ideological and moral cultivation. To help students establish correct values and promote the effective completion of the task of moral education.

3. THE IMPLEMENTATION PATH OF "THREE FULL EDUCATION" IN VOCATIONAL COLLEGES IN THE NEW ERA

3.1 Optimize the construction of education teams

In combination with the actual situation, higher vocational colleges need to have high-quality professional education teams when implementing the "three-in-one education" education work. Only by improving the level of the team can the effective implementation of comprehensive education be realized in higher vocational colleges, which provides the right direction for the development of the "three-in-one education" education work and promotes the effective development of various education work. So that

the education experience in higher vocational colleges can be optimized obviously. Therefore, higher vocational colleges need to pay more attention to the optimization of education team construction.

First of all, higher vocational colleges need to clarify the main groups of the education team, and the professional teachers, counselors and students in colleges and universities all belong to the education body, in this case, the comprehensiveness of the education body will be fully brought into play. Different subjects of education need to carry out the cultivation work from different angles, and the cultivation function reflected in the development of education work is also different. Therefore, it is necessary to build the education team from a comprehensive perspective, so that it can provide students with more education experience, and the effect of education activities in higher vocational colleges can be significantly optimized. In order to promote the effective implementation of "three full education".

Secondly, the education work of higher vocational colleges should pay attention to the cultivation of education ability, and the optimization of education team ability can improve the education effect. For professional curriculum teachers, counselors and mental health teachers, vocational colleges and universities have developed training methods that combine theoretical knowledge learning and skill practice to meet the needs of teachers, so that teachers can have a deep understanding of the educational concept of "three-in-one education" and ensure that teachers can correctly recognize their responsibilities and obligations in education. the teaching effect can be improved during the teaching period. Higher vocational colleges need to give full play to the leading role of ideological and political teachers in the construction of the education team. When carrying out the training of ideological and political teachers, they should stimulate the leading role of teachers in the education work, clarify the responsibilities of various kinds of education work, and improve the effectiveness of the implementation of "three full education". With the improvement of the educational concept of "three-all education", higher vocational colleges reflect the important position of the main body of students' education in the "three-all education". Colleges and universities strengthen the cultivation of students, so that the cadres of students can undertake the cultivation of ideological and moral cultivation and values, so as to improve the effectiveness of education in the implementation of "three-all education".

3.2 Fully grasp the characteristics of higher vocational students

When implementing the education work of "three-all education", higher vocational colleges need to give play to the subject of students' acceptance, and colleges need to realize that the education effect of "three-all education" is reflected by students. Therefore, higher vocational colleges need to pay attention to the optimization of the effect of "three full education" when implementing the teaching of "three full education". Vocational colleges need to have a comprehensive understanding of the characteristics of students, from the perspective of students' actual life to carry out "three full education" education work, teachers can apply information technology, in this process to improve the pertinence of "three full education". Teachers in higher vocational colleges need to pay more attention to students, clarify the habits and characteristics of learning and life among students, and clarify the implementation direction of "three-whole education" according to the actual situation of students [2]. the education team needs to understand the needs of students from multiple perspectives, analyze the differences between middle school students, high school students and undergraduate students in vocational colleges, and adjust and optimize the educational content and forms of "three full education" under such circumstances. In addition, higher vocational colleges should also pay attention to the construction of the "three full education" data resource database, and select the appropriate education resources in the resource database on the basis of clarifying the needs and characteristics of students, so as to promote the effective implementation of "three full education".

4. CONCLUSION

To sum up, in the new era, higher vocational colleges need to increase the cultivation of students' ideological and moral qualities, ensure that students can establish correct values in teaching work, so as to promote students to achieve all-round development. Therefore, higher vocational colleges need to increase the effective implementation of "three full education", colleges and universities should clarify the important value of "three full education", so that they can fully play the role of "three full education" during the development of education work, by clarifying the characteristics of students and optimizing the education team to realize the effective implementation of "three full education" education work.

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The Role of Mental Health Education in Student Management in Higher Vocational Colleges

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Abstract: Higher vocational college students are in the transitional stage of entering the society, and the requirements for talent quality in various fields of society are getting higher and higher. Mental health is the content that needs to be paid attention to. Nowadays, many higher vocational colleges have added mental health education in the student management work, which is helpful to improve the mental health level of students, so that they can grow up in the physical and mental health level at the same time, so as to adapt to the future competitive social environment. It is reported that many higher vocational colleges have deficiencies in students' mental health education and fail to implement mental health education closely in line with the actual situation of college students. Based on this, this paper explores the specific application of mental health education in the management of students in higher vocational colleges.
Keywords: Mental health education; Student management in higher vocational colleges; A question; Measure

1. THE ROLE OF MENTAL HEALTH EDUCATION IN THE MANAGEMENT OF STUDENTS IN HIGHER VOCATIONAL COLLEGES

1.1 Mental health education helps students to form a good psychological quality

Nowadays, China's economy and science have achieved rapid development, all walks of life are also making progress, the competitiveness between more and more, which cannot be separated from the help of talent, and talent has become an important development strategy in this century, any work is carried out by talent, the level of work will directly determine the quality of work. However, at present, most college students are facing the same problem, that is, employment after graduation, resulting in many negative effects, such as cheating in exams, academic fraud, etc., which are the main reasons that directly affect the smooth graduation of college students and employment after graduation, which is easy to make college students have anxiety, which is not conducive to mental health. At this time, higher vocational colleges must pay attention to the importance of mental health education, take effective measures to give college students correct psychological care, and increase the strength of mental health guidance, which can help college students to form a good psychological quality, which is very beneficial to the future development [1].

1.2 Mental health education contributes to building a harmonious university campus

Today is the 21st century, talent has become an indispensable part of the society, but the society has put forward new requirements for talents, the pressure on higher vocational colleges, so that higher vocational colleges must cultivate talents with independent innovation ability and comprehensive quality, and send more all-round talents to the society and the country. In the education work of higher vocational colleges, college students' mental health education is an important means to build a harmonious campus, and also the guarantee to promote the development of schools, so that higher vocational colleges have a firm foothold in the society. Not only that, college students want to become all-round talents, only have comprehensive quality is completely not enough, but also have an optimistic and positive attitude, which highlights the importance of mental health education, vocational colleges must carry out the work, because modern college students are growing up under the care of their parents, can not be stimulated. Therefore, higher vocational colleges must first create a harmonious campus atmosphere before carrying out mental health education, which is conducive to the efficient development of mental health education, so that students always live in a relaxed and pleasant campus atmosphere.

1.3 Mental health education contributes to the development of a harmonious society

In the field of education, mental health education is very important. Only students with healthy psychology can ensure their serious study and improve the teaching efficiency of each subject. Not only that, healthy psychology can also ease students' interpersonal relations, mediate interpersonal conflicts, and be kind to others in the future social life, spreading their personality charm. Based on this, higher vocational colleges must focus on mental health education and pay attention to the cultivation of college students' psychological quality, ideological and moral quality, cultural quality, physical quality and professional quality. Only by improving the comprehensive quality can we achieve comprehensive development and the future social life will be more smooth. In this process, vocational colleges must fully understand the characteristics of students' physical and mental development, uphold the principle of people-oriented, so that students become the master of teaching work, and then set up psychological counseling institutions or psychological treatment clinics on campus, and design mental health activities to encourage students to actively participate in them, when they feel that they have psychological problems, they need to consult

professional teachers in a timely manner. To change their cognitive concepts, ultimately achieve the purpose of mental health education, and promote the harmonious development of society [2].

2. MEASURES TO IMPROVE THE MANAGEMENT OF MENTAL HEALTH EDUCATION IN HIGHER VOCATIONAL COLLEGES

2.1 Strengthen the leadership of the mental health education of college students

It is understood that higher vocational colleges will carry out student work plans and large-scale work meetings every year, in order to sum up the education situation this year and plan next year's teaching goals, to lead the development of teaching work, to give students high-quality education. Among them, mental health education is the most important link. School leaders require every teacher to pay attention to the implementation of this work, investigate the mental health status of college students, record it, organize it into a weekly health education report, conduct a regular mental health education work meeting for all college students, and conduct a comprehensive analysis of the psychological problems of college students at present. Thus, the solution to the problem is formulated, and a high-quality and high-quality teaching team is built to effectively carry out mental health education for college students and provide a strong guarantee for their healthy development.

2.2 The penetration of mental health education into various disciplines

Mental health education is a collective work, which is closely related to students' daily study and life. At this time, higher vocational colleges can seize this advantage, understand the living habits and learning habits of college students, and integrate mental health education into professional education, which can greatly improve the effect of mental health education and cultivate students' healthy psychology. In addition, in teaching management, teachers need to link mental health education with ideological and political education, give professional guidance to students according to their bad behavior and mentality, prevent their psychological problems, and always maintain a good mentality. At the same time, in the teaching work of various disciplines, teachers must integrate discipline knowledge with mental health education, so that students can establish a correct outlook on life, values and lifelong learning concept, which is the ultimate goal of mental health education.

2.3 Carry out special psychological service activities for poor students

In every vocational college, there are almost all poor college students, whose family income is low and living conditions are difficult. They are a special group of the school, which needs the attention and humanistic care of the vocational college. At this time, the school needs to build a perfect development platform for poor students according to their specific conditions, so that they can use this platform to improve their interpersonal relationship and psychological quality, show their advantages to more people, get more attention from more people, cultivate

self-confidence, and finally form a healthy psychology and excellent character, and develop in a better direction [3].

3. CONCLUSION

Higher vocational education is an important part of higher education in our country, and the number of higher vocational education schools and students have been in the majority of the higher education, in order to follow the pace of the Times forward to send more talents to society. At present, China's relevant education law stipulates that any stage of teaching must take mental health education as an important task, always ensure students' mental health, which is the main means for students to achieve healthy development. However, with the acceleration of the process of socialist modernization, social changes have taken place, which have affected people's psychological state, especially college students, who are vulnerable to the interference of external factors and affect their future development. In this regard, higher vocational colleges must carry out mental health education, first carefully analyze the psychological status of college students, and record the problem, and then take effective measures to solve it, to carry out mental health guidance, and provide protection for its healthy development.

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The Three Education Reform Of Vocational Education Under the Information Background

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Abstract: In order to systematically promote the reform of "three education" and solve the problems such as low participation of students in class, lack of information literacy of teachers and difficult guarantee of curriculum teaching quality, vocational education should focus on the main position of classroom, take curriculum as the fundamental starting point, formulate system standards, empower teachers, upgrade teaching materials, activate teaching methods, further promote mixed teaching reform, and construct a new form of classroom teaching characterized by intelligence. To improve the quality and upgrade of classroom teaching.

Keywords: Vocational education; Teaching reform; Information empowerment

1. DEEPEN THE REFORM OF TEACHERS AND IMPROVE THEIR INTELLIGENT LITERACY

Based on the four competences-reorganization of teaching resources, reconstruction of teaching process, reshaping of classroom ecology, and reconstruction of evaluation systems-under the conditions of teacher informatization, the model of teacher competence is reconstructed, and the standards of teacher informatization teaching competence are formed. the artificial intelligence literacy is integrated into the teacher ability standards, and the information literacy of teachers is improved.

Formulate the Evaluation Standards for Teachers' Ability to Reform Mixed Teaching, accurately determine four levels: entry level, ordinary level, master level and research-oriented level, and build a capability progressive channel of "deepening the understanding of mixed-reform theory -- advancing teaching design ability -- advancing technology application ability -- advancing research ability of mixed teaching reform". It carries out special trainings such as informationized teaching design, informationized teaching organization and implementation, digitalized teaching resources construction, informationized teaching research, etc., and builds a three-level teacher teaching innovation team of "state-province-school" with perfect ability and reasonable structure.

Driven by the two wheels of project guidance and special training, the teachers' information-based teaching ability has been continuously improved. the college actively encourages teachers to participate in national, provincial and college level teaching resource libraries, excellent resource-sharing courses, online open courses, mixed teaching reform and other projects. In the process of project construction, teachers' ability to develop digital resources, build digital courses and carry out mixed teaching will be continuously enhanced. At the same time,

keeping up with the development and application trend of information technology in the intelligent age, the College continues to carry out special training on information technology.

2. DEEPEN THE REFORM OF TEACHING MATERIALS, AND FORM A NEW FORM OF INTEGRATED MEDIA AND INTELLIGENT TEACHING MATERIALS

Attach great importance to the construction of teaching materials, continue to deepen the reform of teaching materials, in accordance with the systematic reform ideas of the integration of teaching materials content and digital resources construction, teaching materials compilation and curriculum development, and teaching and learning process, relying on the college to lead the construction of national, provincial and university teaching resources system. the original paper flat textbooks are transformed into new media textbooks integrating online and offline, text pictures and animation videos, and the three-dimensional presentation of textbook contents from flat textbooks to digital teaching resources is realized through two-dimensional code, VR and other network technologies.

The multi-functional digital supporting teaching resources with new content, complete links, wide coverage and extensibility will be built. Based on the "online-offline" mixed teaching reform concept, with the goal of expanding students' learning time and space, enhancing students' learning initiative, meeting students' personalized learning needs and improving teaching quality, on the basis of full investigation and analysis of students' learning basis, information literacy and students' needs, To build teaching resources covering teaching design, teaching implementation, teaching evaluation, teaching feedback and other teaching links. According to the characteristics of vocational education, focus on the construction of intelligent, open, expansibility, compatibility, forward-looking simulation and practical training system, the construction of teaching assistant, aid, training, assessment, evaluation and other comprehensive simulation and practical training system, forming a three-dimensional carrier of knowledge transfer. Relying on the teaching resource platform, the realization of intelligent data collection, statistics, analysis, learning process evaluation, accurate portrait for students and collect feedback in a series of application process, timely revision of the content of the textbook, improve the platform function, and constantly improve the applicability of the textbook and the ability to serve the classroom teaching.

3. DEEPEN THE REFORM OF TEACHING METHOD AND CREATE EFFICIENT "INTELLIGENT" CLASSROOM

We will upgrade the information technology conditions for teaching and create a supportive environment for intelligent teaching. Realize the full coverage of wired and wireless integrated IPv6 campus network and 5G network, make full use of 5G, VR, AR and AI technologies, optimize and transform the teaching environment, complete the intelligent transformation and upgrading of multimedia classrooms, and build interactive discussion classrooms, remote interactive classrooms and virtual simulation 3D interactive classrooms closely combined with the characteristics of professional teaching. Expand the classroom with limited space into the terminal of the classroom in network space, and organically "integrate" the teaching teachers, enterprise part-time teachers, industry experts, enterprise scenes and online teaching resources, so as to meet the needs of the joint education of schools and enterprises and the needs of diversified teaching reform. Pay attention to teacher-student integration and interactive convenience design in teaching activities, enhance the immersion of teachers and students, adapt to students' learning habits, and promote the application of information technology into the whole teaching process.

Systematically promote the teaching information, the construction of intelligent teaching platform. According to the idea of system design and integrated promotion, it covers the whole teaching process of standard, design, implementation, detection and feedback, integrates teaching design workstation, intelligent classroom system, teaching quality evaluation system, teaching thematic data analysis, integrated teaching resource platform, and customized development of intelligent teaching service system. To realize the effective integration of "talent cultivation - course design - teaching plan design - teaching implementation", build a big data analysis platform, realize the accurate flow of data in each link and timely early warning feedback, and promote the deep integration of information technology and education and teaching.

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Research On Influencing Factors and Countermeasures of College Students' Interest in Online Learning in Blended Teaching

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Abstract: Science and technology is the first productive force of the society, which has the efficiency of changing the social production mode and improving the social production level. In terms of the application effect of science and technology in the field of education, the information, intelligent and digital education mode is a new education mode and system. Blended teaching is a kind of "online"+"offline" teaching system, which can create good conditions for learners to learn deeply, and is conducive to the formation of a more abundant teaching path, which plays a very important significance and value for improving the quality and efficiency of the overall teaching. This paper makes a detailed analysis and in-depth exploration on stimulating college students' interest in online learning in blended teaching, in order to share and communicate with related teaching workers.

Keywords: Blended teaching; University education; Learning interest; Factors and countermeasures

1. INTRODUCTION

The hybrid teaching mode of "online"+"offline" requires the use of modern information technology to create conditions for "online" teaching, which mainly includes videos of course teaching content, and then students carry out independent learning activities according to the videos, and then deepen the "online" knowledge with the help of "offline" activities, so as to help students master the course knowledge more high-quality and efficient. Although blended teaching has many teaching advantages, there are also a series of restrictions, especially students' awareness and ability of independent learning, so stimulating students' interest in "online" learning is the fundamental element to ensure the effectiveness of blended teaching application. Although college students have formed a good sense of autonomy and self-control, they still show a lack of interest and enthusiasm in the process of "online" learning, which seriously affects the effectiveness of blended teaching to a certain extent. Based on this, when applying blended teaching mode in university education, it is necessary to fully understand the factors that affect college students' interest in "online" learning, and take reasonable and scientific measures to stimulate their interest in "online" learning, so as to provide strong support for the reform and development of blended teaching mode.

2. BASIC OVERVIEW OF BLENDED TEACHING

The so-called hybrid teaching is an "online"+"offline" teaching mode combined with traditional teaching and online teaching. the two different forms of teaching are not independent teaching methods, but can carry out reasonable and scientific integration, complementarity and deepening teaching around the same teaching purpose, so as to create a deep learning environment from shallow to deep for learners [1]. From the practice of blended teaching in the past, it can be found that this kind of teaching has some advantages, mainly in the following aspects: first, it improves the flexibility of curriculum teaching. "Online"+"offline" teaching highlights the main learning status of students, creating more free and independent learning conditions for students, especially in the "online" teaching, students can adjust the learning time node and intensity according to their own conditions and circumstances, such as weak knowledge can watch videos several times, missed knowledge points can choose to review, etc. All of them greatly improve the flexibility of teaching. Second, it is helpful to improve the comprehensive quality and efficiency of teaching. So far, the application of "offline" traditional teaching has formed a scientific teaching system, so the advantages of hybrid teaching are mainly reflected in the "online" teaching link. For example, "online" is better than "offline" in terms of teaching resources, which depends on the sharing characteristics of information network resources. Teachers can find more abundant and broad knowledge on the network, and reasonably integrate knowledge into "online" teaching videos, which expands the knowledge level of teaching to a certain extent. Naturally, it is beneficial to enhance students' cognitive ability and broaden their knowledge horizon.

3. FACTORS AFFECTING COLLEGE STUDENTS' INTEREST IN ONLINE LEARNING IN BLENDED TEACHING

3.1 Online teaching lacks interactivity

"Online" teaching is a new form of teaching using information technology. It mainly designs and records relevant teaching videos based on knowledge points, and then students learn independently with the help of mobile phones, computers, tablets and other devices. Although it creates good conditions for students to learn independently and freely, it lacks effective interaction between students and teachers. To some extent, this will affect students' learning interest [2]. For example, under the "offline" traditional teaching mode of college courses, face-to-face communication between students and students and between students and teachers can be conducted in the classroom, thus forming a harmonious

learning atmosphere, which is difficult to achieve in "online" teaching. When students are faced with a cold screen without emotion, their learning interest and enthusiasm will also decline. In the end, students will become tired of this kind of teaching mode because of the mechanical learning state to complete the learning task.

3.2 The boring content of online teaching

Teaching content is the carrier of transmitting knowledge and skills, usually with rich and vivid characteristics of teaching content, it is easier to acquire knowledge and stimulate the willingness of learners. As for the "online" learning situation of college students under the current blended teaching mode, many college students say that the teaching video content recorded by teachers is very boring, which seriously affects their interest and enthusiasm for learning. For example, teachers believe that most college students already have good self-learning ability and awareness, and tend to formulate teaching objectives and tasks when designing teaching content, so as to guide them to complete the teaching requirements of the course. Such teaching video content lacking teaching process will bring dull learning feelings to college students, and eventually lead them to lose interest in "online" learning.

3.3 The single form of online teaching

The basis of "online"+"offline" teaching is the combination of online teaching and traditional teaching, and the two kinds of teaching together constitute a mixed teaching system. In the application of "online" teaching mode in college education, the integration effect of "online"+"offline" teaching is often ignored, resulting in the separation of "offline" and "online" teaching, which results in the single form of "online" teaching, which is one of the key factors affecting college students' interest in "online" learning.

4. COUNTERMEASURES TO PROMOTE COLLEGE STUDENTS' INTEREST IN ONLINE LEARNING IN BLENDED TEACHING

4.1 Improve the interactive nature of online teaching

In the "online" teaching mode, we should not over-rely on video teaching, but also set up a "window" for interactive communication in "online" teaching as much as possible, so as to create a more scientific, rich and efficient learning environment for college students. For example, the "bullet screen" function is set up in the "online" teaching process. Students in the same learning period can communicate through the "bullet screen" function, which to a certain extent improves the limitation of single-direction knowledge imparts by "online" teaching, provides more

interesting learning conditions for college students, and is conducive to stimulating their interest in "online" learning.

4.2 Enrich the content of online teaching

When designing videos for "online" teaching, teachers should use humorous and humorous explanations, and also integrate elements that students are interested in, such as life elements, game elements, historical elements, political elements, etc. In this way, the boring teaching videos can be enriched with rich colors, which can not only enrich the knowledge vision of college students, but also enrich the knowledge vision of college students. It can also stimulate their interest and enthusiasm in participating in learning.

4.3 Innovate the form of online teaching

The integration of "online" teaching and "offline" teaching should not only be reflected in the two aspects of teaching objectives and content, but also pay attention to the integration and innovation of specific teaching forms. Only in this way can we build a more rich and efficient mixed teaching model for college students. For example, teachers combine group cooperative learning with project-based teaching and require college students to work together in groups to complete projects designed in "online" teaching, which provides operational and experiential practical learning conditions for college students and helps them transfer "online" learning to "offline" practice, so as to stimulate their interest in "online" learning.

5. CONCLUSION

To sum up, stimulating college students' interest in "online" learning in blended teaching plays a very important role in improving the quality and efficiency of practical teaching. From three aspects of teaching interaction, teaching content and teaching form, this paper analyzes the factors that affect college students' interest in "online" learning, and puts forward the relatively feasible strategies to stimulate their interest.

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Research On the Dissemination of Jiao Yulu Culture in the Context Of "Internet Plus"

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Abstract: In promoting the cultural inheritance and development in the era of "Internet plus", it is necessary to make full use of the advantages of the Internet to promote the inheritance and development of Jiao Yulu culture, and at the same time, it is also necessary to strengthen the development of related industries and promote the development and growth of cultural and creative industries, so as to provide better support and guarantee for the creation and dissemination of Jiao Yulu culture.

Keywords: Internet Plus; Jiao Yulu Culture; Dissemination

1. HISTORY, PRESENT AND FUTURE OF "INTERNET PLUS" AND ITS IMPACT ON THE COMMUNICATION OF JIAO YULU CULTURE

1.1 The history, present situation and future of "Internet plus"

The "Internet plus" refers to the combination of traditional industries with information technology through the Internet to form new production methods, business models, management modes and service methods. Its emergence will promote the digitization, networking and intelligence of traditional industries, as well as the rapid development of new industries. At present, "Internet plus" has become an important strategy for China's development, and will continue to be promoted in depth in the future.

1.2 Opportunities for the dissemination of Jiao Yulu culture in the context of "Internet plus"

The era of "Internet plus" has brought new channels and ways for the inheritance and development of Jiao Yulu culture, such as promoting Jiao Yulu's deeds through the Internet platform and promoting Jiao Yulu Memorial Hall through mobile Internet.

"Internet plus" can also bring new opportunities for the development of Jiao Yulu culture and creative industry. For example, the "Internet plus" technology can be used to launch Jiao Yulu culture-themed derivative products, such as cultural shirts and creative products, which can drive the development of related industries.

With the continuous development and popularity of Internet technology, the dissemination channels of Jiao Yulu culture are also expanding. For example, through social media platforms and webcasts, Jiao Yulu culture can be more directly transmitted to the younger generation, thus realizing the inheritance and development of culture.

1.3 Challenges of Jiao Yulu Culture Communication in the Background of "Internet plus"

The "Internet plus" has accelerated the flow and collision of cultures, which brings some challenges to Jiao Yulu culture in terms of cultural identity and values. With the development of Internet technology, the communication and integration between different regions and cultures have become more and more frequent. This cultural flow and collision, on the one hand, can promote cultural innovation and development, but on the other hand, it will also face the conflict and collision of cultural identity and values. Therefore, in the process of promoting "Internet plus", it is necessary to strengthen the inheritance and protection of Jiao Yulu culture, as well as to make full use of the advantages of the Internet to promote and carry forward the spirit of Jiao Yulu.

2. MEDIA INTEGRATION IN THE DISSEMINATION OF JIAO YULU CULTURE UNDER THE BACKGROUND OF "INTERNET PLUS"

2.1 Jiao Yulu culture communication has the characteristics of the times

Over the past few decades, the Party has shown the characteristics of the times in the form of inheriting and promoting the spirit of Jiao Yulu, and the form of inheriting and promoting the spirit of Jiao Yulu is different in different times. There are mainly the following forms of inheritance and promotion of Jiao Yulu culture.

First, the newspaper as the main medium. the Party and the State used newspapers to publicize the spirit of Jiao Yulu, and the people gradually began to know and understand the spirit of Jiao Yulu in newspapers.

Second, the use of movies and TV dramas. the movie "Jiao Yulu", which was filmed in 1990, truly showed how Jiao Yulu reached out to the masses and helped them in Lankao; he served the people with self-restraint and dedication. Through a vivid example to reproduce the image of Jiao Yulu, it also truly depicted the original appearance of the disaster area in Langkao, which caused a sensation after its release.

Third, the new era began to interpret Jiao Yulu in the form of musicals. Jiao Yulu's grandson brought Jiao Yulu to the screen in order to better promote Jiao Yulu and learn Jiao Yulu by using musicals and classic poems to pass on and promote the spirit of Jiao Yulu in a way that appeals to young people.

2.2 Improve the memorial facilities to inherit and carry forward the spirit of Jiao Yulu

In order to commemorate Jiao Yulu, the Party and the State have built Jiao Yulu Memorial Hall in Zibo City, Shandong Province, the hometown of Jiao Yulu, and Lankao County, Henan Province, the place where he worked, respectively, to inherit and promote the spirit of Jiao Yulu. In February 1966, a Jiao Yulu Memorial Park was built in Lankao County, Henan Province, which includes a monument for revolutionary martyrs, a tomb

for martyrs of Jiao Yulu and a memorial hall for comrade Jiao Yulu. These expressions not only let more people understand and know the deeds and spirit of Jiao Yulu, but also provide a wide space and opportunity for the inheritance and development of Jiao Yulu culture.

2.3 Diversified publicity of Jiao Yulu culture section on the website of the People's Government of Lancao County, Henan Province

In the era of "Internet plus", the subjects of information production are gradually diversified, and ordinary users of online media also have the ability and means to "produce" and "disseminate" information, and begin to become They have become formally autonomous cultural producers and disseminators.

In the process of disseminating Jiao Yulu culture, the application of integrated media technology has become more and more extensive. the Jiao Yulu culture section of the website of the People's Government of Lankao County, Henan Province, is more directly delivered to different audience groups through multiple media forms and channels, so as to better realize the inheritance and development of culture. Jiao Yulu spirit microfilm, the speech contest of national online media interview with the theme of "Seeking Jiao Yulu again on the 'Catching Exam Road'", micro-video with the theme of "Eternal Jiao Yulu spirit", serial radio dramas, cartoons, and so on are all available. the theme of "eternal Jiao Yulu spirit" is micro-video, serial radio drama, cartoon history of new China: the example of county party secretary - Jiao Yulu, painting and photography exhibition "commemorating the 57th anniversary of the death of comrade Jiao Yulu", and "Jiao Yulu spirit". the theme of the lecture contest. the application of these integrated media information has provided new ways and means for the inheritance and development of Jiao Yulu culture.

3. THE PATH OF JIAO YULU CULTURE DISSEMINATION UNDER THE BACKGROUND OF "INTERNET PLUS"

3.1 Promote the popularization and popularization of the network propaganda of Jiao Yulu culture

In order to realize the popularization and popularization of Jiao Yulu culture dissemination under the condition of "Internet plus", there are three aspects of transformation: First, the transformation of Jiao Yulu culture content. the

current Jiao Yulu culture is mainly presented in a static way, so it only has the characteristics of visit and documentary, and cannot reflect the connotation of Jiao Yulu culture vividly and deeply. the Internet, however, smoothly transforms the content of Jiao Yulu culture and transmits the static Jiao Yulu culture content to the public in a three-dimensional and visual way, which makes Jiao Yulu culture more modern and attractive.

3.2 Leveraging new technologies to create a diversified communication platform for Jiao Yulu culture

New technology refers to the technical means that can provide information services to users based on modern digital technology, network technology, and communication technology. the dissemination of red culture needs to rely on this series of media means, so that the Jiao Yulu culture, which has undergone many vicissitudes, can show a wider artistic charm.

3.3 Strengthening the website construction of Jiao Yulu culture

Jiao Yulu culture is the material and spiritual culture created by the people under the leadership of the Party, and it is the inheritance and promotion of the excellent traditional culture of China and the nation. Under the new historical conditions, to leverage the Internet to promote the construction of Jiao Yulu culture, we must first strengthen the construction of the website of Jiao Yulu culture, because the professional Jiao Yulu culture website can provide a complete database of Jiao Yulu culture and a visualization platform for the dissemination of red culture, so that the public can get closer to Jiao Yulu culture and let Jiao Yulu culture enter the public's life better.

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Analysis On the Construction of Campus Cultural Environment in Vocational Colleges ——Take Zibo Vocational Institute as An Example

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Abstract: The cultural environment of university campuses plays an important role in the educational environment of universities. A positive and healthy campus cultural environment is conducive to the construction of a learning atmosphere in university education, and also helps to have a positive impact on students from the spiritual level. Vocational colleges should actively explore the construction path of campus cultural environment in vocational colleges based on the characteristics and advantages of vocational education.
Keywords: Campus culture environment in vocational colleges; Education

1. INTRODUCTION

The cultural environment of university campuses plays an important role in the educational environment of universities. A positive and healthy cultural environment of university campuses helps to build a learning atmosphere in university education, and also has a positive impact on students from the spiritual level, which can further play the role of university education. At the same time, in students' campus life, the campus cultural environment can have a more positive impact on students through its subtle and penetrating influence.

Vocational education, as a type of education with equal importance to general education, plays an equally important role in cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship. With the rapid development of society and the current economic society, higher requirements have been put forward for the professional literacy of practitioners, and higher requirements have also been put forward for the quality of vocational education and talent cultivation. the campus cultural environment is established by universities in combination with their educational development needs and scientific methods, with a distinctive campus cultural awareness. It is an important manifestation of the spiritual level of this school. the construction level of the campus cultural environment will also have a decisive impact on ideological and political education to some extent. Therefore, actively exploring the construction of campus cultural environment in vocational colleges is of great significance for cultivating high-quality technical and skilled talents.

2. BUILD A MATERIAL CULTURE ENVIRONMENT WITH SCHOOL CHARACTERISTICS

The material environment is the spatial structure of a school. It can be a tangible object without emotions, or a symbol with unique connotations and craftsmanship. If we want to fully utilize the educational function of the material environment, the creation of campus environment should be carefully designed. Higher vocational colleges should combine the characteristics of the school to highlight their professional characteristics in creating a cultural atmosphere in the campus environment. Taking ZiBo Vocational Institute as an example, the main buildings of the three campuses start with the word "craftsman", highlighting the spirit of morality and craftsmanship, and have built sculptures with themes such as "the foundation of rejuvenation" and "craftsmanship". We have built cultural platforms within the teaching area that highlight the theme of "craftsmanship", such as innovation and entrepreneurship, striving for progress, and striving for excellence. We actively create an atmosphere of "craftsmanship culture" on campus. Name the campus road with the "Core Socialist Values", install cultural landscape sketches in the three campuses, strive to combine professional and practical, natural and humanistic, unique and everywhere classic campus landscape pattern, and give play to the educational function of the environment.

3. FOCUS ON CULTIVATING A POSITIVE AND UPWARD SPIRITUAL AND CULTURAL ENVIRONMENT

We should pay attention to promoting the socialist core value system and cultivating the campus spirit. the Core Socialist Values are the strength basis for the existence of university campus culture, and point out the direction for the construction of university campus culture. ZiBo Vocational Institute adheres to the guiding role of Marxism in the ideological field, adheres to the Core Socialist Values as the guide for cultural construction, cultivates the soul with the advanced socialist culture, revolutionary culture, and excellent traditional Chinese culture, firmly believes in cultural self-confidence, takes on the mission, bases itself on the reality of regional development, combines the characteristics of vocational education, and deeply explores the cultural ideology of national engineering and skillful engineering contained in

Qi culture, Coupling and integrating the spirit of model workers, labor, and craftsmanship that have emerged in the new journey of building a socialist modernized country, this article explains the cultural core of "unity of craftsmanship" that embodies the characteristics of "innovation, hard work, excellence, and openness", providing strong spiritual guarantee and intellectual support for the development of the school cause.

4. STRENGTHEN THE CONSTRUCTION OF INSTITUTIONAL CULTURE AND CULTIVATE CULTURAL NORMS

The concept of system is the most fundamental and important concept of modern citizens, regulating people's behavior, and the school system is an important manifestation of the school spirit. the system itself has dual meanings of automation and self-control, providing scientific basis and contractual norms for joint activities and management. Both the formation and maintenance of a good school atmosphere require a set of rules and regulations to ensure it. ZiBo Vocational Institute has focused on sorting out the core value system of the school through the implementation of the experience and practices of education, teaching, internal management and other systems since its establishment. Revise and improve the school charter to solidify the core value system of school governance into the charter. Actively promote and implement the school charter, guide teachers and students to maintain and comply with the charter, and recognize the school's core value system.

5. STRENGTHEN CULTURAL BEHAVIOR CONSTRUCTION AND CULTIVATE POSITIVE CULTURAL CHARACTER

Firstly, it is necessary to strengthen the construction capacity of cultural organizers, namely campus leaders and educational groups. Because they can have a strong positive demonstration effect on students' thinking, personality, moral character, and other aspects, it is crucial for their healthy growth. Secondly, it is necessary to actively carry out various cultural activities with rich meanings and continuously stimulate the vitality of teachers and students in the activities. the implementation of cultural activities not only enhances communication between teachers and students, increases the platform for their display, but also provides practical platforms for students' future development. ZiBo Vocational Institute, relying on the professional advantages of each department and giving full play to the characteristics of vocational colleges, actively carries out various campus sports activities. At the same time, relying on the student society, we actively carry out scientific, technological, cultural and artistic activities that serve the development of the region and help students grow. Cultivate professional club activities with social influence, actively expand the scope of club activities, and use youthful and elegant campus cultural activities to help enhance the soft power of campus culture.

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The Necessity and Path of Practical Teaching Reform of Ideological and Political Course in Higher Vocational Colleges

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Abstract: In recent years, under the background of China's educational reform and innovation, many education and teaching methods have undergone great changes, among which the ideological and political teaching in higher vocational colleges is the content that attracts great attention from everyone. Under the background of the comprehensive implementation of the concept of quality education, schools need to strengthen the cultivation of students' comprehensive quality level, and the ideological and political course is an important course to help college students form the correct three perspectives. Therefore, higher vocational colleges must pay more attention to ideological and political courses, especially the reform of ideological and political practice teaching. Influenced by traditional educational concepts, some higher vocational colleges do not pay much attention to students' ideological and political practice teaching, but only pay attention to the teaching of students' ideological and political theoretical knowledge. In addition, schools have not built a perfect ideological and political practice teaching system. Therefore, the quality of ideological and political teaching in higher vocational colleges is not very high. In this paper, the author analyzes the necessity of ideological and political practice teaching reform in higher vocational colleges, and expounds the reform path of ideological and political practice teaching.

Keywords: Higher vocational education; Thought and politics; Practical teaching; Necessity; Path

1. THE NECESSITY OF HIGHER VOCATIONAL IDEOLOGICAL AND POLITICAL PRACTICE TEACHING REFORM

1.1 Enhance the social responsibility of vocational college students

In order to help students in higher vocational colleges better adapt to the society, schools should pay more attention to the reform of ideological and political practice teaching in the process of carrying out ideological and political teaching, and guide students to actively participate in social practice, and gradually increase students' sense of social responsibility. At present, many college students in higher vocational colleges are born after 00, and there are many only children. They basically did not participate in social activities during their growth, so they lack objective cognition in the face of some social problems and events. In addition, at present, every student has a mobile phone and a computer, and they will get a lot of information in the Internet world, which will have a certain negative impact on students' third view. Therefore, in order to help students constantly enhance their sense of social responsibility and help them form a correct view of the three, it is necessary to build a variety of social practice activities for students, improve students' practical ability and deepen students' understanding of society.

1.2 Promoting the all-round development of students in higher vocational colleges

In the process of carrying out ideological and political practice teaching, higher vocational colleges must take teaching requirements as the basis to build diversified teaching programs for students, and ensure that students gradually form the correct three perspectives in the process of learning professional knowledge and skills, which is of great help to the healthy growth of students. For ideological and political teachers, in the process of innovating and improving ideological and political practice courses, they not only need to build a new practical teaching model for students, but also need to design a series of practical activities for students, so that students can correctly understand society and social problems in practical activities, so that students can face these problems and phenomena. Analyze and think through a correct thought. In addition, in ideological and political practice teaching, teachers also need to guide students to correctly face complex social problems and analyze problems from multiple angles and aspects [1]. Because college students in higher vocational colleges are in the critical period of entering the society, they will face many social problems and employment problems, so some college students will have bad behaviors, and these behaviors have a great impact on the growth of students. Therefore, in ideological and political practice teaching, teachers should guide students to face up to the problems and solve them through scientific and effective methods. Promote the all-round development of students.

2. VOCATIONAL IDEOLOGICAL AND POLITICAL COURSE PRACTICE TEACHING REFORM PATH

2.1 Strengthen the emphasis on ideological and political practice teaching in higher vocational colleges

For the ideological and political teaching in higher vocational colleges, only relying on ideological and political theory teaching can no longer meet the needs of social development. Therefore, according to this situation, higher vocational colleges must strengthen the emphasis on ideological and political practice teaching, guide students to apply ideological and political theory knowledge to daily life, and help students complete their inner perception through life practice. According to the

situation of ideological and political teaching in the past, most teachers only pay attention to theoretical teaching, and focus on students' politics, ideology and other aspects. This teaching concept will ignore students' subjective initiative, limit students' thinking in daily life, and affect the final effect of ideological and political teaching. Under the background of ideological and political practice teaching reform in higher vocational colleges, teachers should design different ideological and political practice teaching systems according to different ideological and political content, help students to think and experience in practice, and truly realize the integration of various ideological and political theoretical knowledge, so as to achieve the education and teaching goals of higher vocational colleges [2].

2.2 Implement the content of ideological and political practice teaching in higher vocational colleges

For higher vocational colleges, in the process of cultivating professional talents, it is not only necessary to organize students to learn professional knowledge and skills, but also to incorporate ideological and political practice teaching into the teaching plan, such as taking students' ideological and political practice as an important basis for evaluating students' credits and class hours, and implementing ideological and political practice teaching into the curriculum arrangement and teaching plan. This can not only strengthen students' attention to ideological and political practice teaching, but also effectively implement the objectives of ideological and political practice teaching, which is of great help to the overall development of students. For example, some regulations are designed to include credits for students who have completed 16-18 class hours. In addition, in the process of students' participation in ideological and political practice activities, special work funds are set up for students, which can not only ensure the smooth implementation of ideological and political practice courses, but also improve the enthusiasm of students to participate in practical courses, and build ideological and political practice teaching bases when conditions permit, and increase the ways for students to practice ideological and political practice.

2.3 Establish a sound ideological and political practice teaching program and system

At present, although some higher vocational colleges are actively carrying out ideological and political practice courses, the overall effect of ideological and political practice teaching is not ideal due to the lack of relevant practical teaching programs and supporting materials in the teaching process. For higher vocational colleges, the main focus is to cultivate high-quality skilled personnel, so it is very important to formulate scientific and perfect ideological and political practice teaching program. When formulating ideological and political practice teaching program, it is not only necessary to pay attention to the effective integration of theory and practice, but also to help students internalize ideological and political theory knowledge in mind and externalize it in practice. In

addition, it is necessary to uphold the operational and implementable principles of ideological and political practice teaching, make clear every teaching plan and teaching step, promote the transformation of ideological and political practice teaching in higher vocational colleges to standardization, institutionalization and scientific, and lay the foundation for the comprehensive development of students and the effective implementation of ideological and political teaching goals.

2.4 Reasonable planning of ideological and political practice teaching content and form

In order to promote the implementation of ideological and political practice teaching in higher vocational colleges, teachers should actively carry out ideological and political practice teaching activities, such as holding themed class meetings about visits, using some cases to guide students to discuss and communicate, and promoting students to think positively about problems. In addition, teachers should guide students to solve problems arising from discussions and exchanges. It can not only exercise students' thinking ability, expression ability and creation ability, but also help them form the correct three views. Secondly, teachers can also carry out ideological and political practice teaching through the network. For example, communication through the network can not only improve the communication effect between students and teachers and narrow the relationship between teachers and students, but also help students correct mistakes in time. Wechat, QQ and other methods can solve the unnatural situation of face-to-face communication and poor communication effect in the past.

3. CONCLUSION

To sum up, in this paper, the author analyzes the necessity of the reform of ideological and political practice teaching in higher vocational colleges to enhance students' social responsibility and promote their all-round development. In addition, it expounds the reform path of ideological and political practice teaching in higher vocational colleges by attaching importance to strengthening ideological and political practice teaching in higher vocational colleges, implementing the content of ideological and political practice teaching in higher vocational colleges, constructing a perfect ideological and political practice teaching program and system, and rationally planning the content and form of ideological and political practice teaching.

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Application Of Smart Principles in Financial Statement Analysis Lessons

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Abstract: "Financial Statement Analysis" is a professional core course of accounting, and this paper uses the survey method to reshape the teaching objectives of the course based on the S MART principle on the basis of comparative analysis, and achieves good results in teaching practice.

Keywords: Financial statement analysis; Teaching objectives; the SMART principle

1. INTRODUCTION

The Financial Statement Analysis course focuses on how to make full use of financial information (accounting information and non-accounting information) to explore the substance contained in financial statements. This course uses comparative analysis method, ratio analysis method, factor analysis method, structural analysis method and trend analysis method to analyze the financial statements, and further elaborates on the individual financial capabilities (including profitability, solvency, operation and development capabilities) and comprehensive financial capabilities (DuPont analysis system, Wall scoring system) of enterprises on this basis. This paper uses SMART by investigating the curriculum standards, teaching plans, and lesson plans of "Financial Statement Analysis" in 20 universities Principles reshape the objectives of the Financial Statement Analysis course to make general objectives more feasible and help teachers complete their teaching tasks more efficiently, thereby improving teaching quality and satisfaction.

2. THE SHORTCOMINGS OF THE TRADITIONAL TEACHING OBJECTIVES OF THE CURRICULUM

2.1 There are too many levels of cultivation goals, and there is a lack of backbone. For example, the training objectives of the "Financial Statement Analysis" course of a university are divided into four levels: overall goal, knowledge goal, ability goal, quality goal, and ideological and political goal, and the overall goal is actually the knowledge goal, ability goal, quality goal, and ideological and political goal A brief summary of the various target levels that are not relevant to the teaching content. the setting of goals should be based on the teaching content.

2.2 The teaching objectives are not specific enough and too general. For example, the "Financial Statement Analysis" course standard of a university requires students to "master the balance sheet and its preparation", and the word "master" is used extensively, which is too general. Goal setting should spell out the level to which students need to master, such as accurately completing the preparation of a company's balance sheet within a specified time. Some colleges and universities are too general when setting ideological and political goals.

2.3 Teaching objectives are not quantified and do not facilitate the assessment of students. For example, the knowledge objectives of many colleges and universities require students to "master comparative analysis method, comparative analysis method, ratio analysis method, factor analysis method, structural analysis method, trend analysis method", so that it is difficult to achieve the assessment of students, and the use of comparative analysis method, ratio analysis method, factor analysis method, structural analysis method, and trend analysis method can be prescribed when formulating teaching objectives or analyze the number of enterprises, while conducting a process assessment of students.

3. THE SMART PRINCIPLE

The SMART principle consists of the initials of five English words, belonging to the management term, which is defined by "the father of modern management" Peter Drucker proposed. It stands for Specific, Measurable, Attainable, Relevant, and Time-based and Efficiency-oriented. [WAN Lin. Research on classroom teaching mode of colleges and universities based on SMART principle:Taking university English courses as an example [J]. Journal of Liaoning University of Science and Technology, 2017, 19(03):54-56.)]In combination with the teaching objectives, the specific meaning is as follows:

S, Specific. Effective pedagogical objectives should be clear and specific and conducive to implementation.

M, Measurable (measurable). Effective teaching objectives should be effectively measurable and can be controlled by teachers throughout the teaching process to achieve teaching goals.

A, Attainable. Effective teaching objectives should be achievable and not easily too high or too low.

R, Relevant. Effective teaching objectives must be directly related to students' learning outcomes in order to truly achieve teaching objectives.

4. RESHAPE TEACHING OBJECTIVES ACCORDING TO THE SMART PRINCIPLE

The traditional teaching objectives have problems such as multiple levels, weak relevance, unspecific goals, and cannot be quantified, and this paper reshapes the knowledge objectives and ideological and political objectives of "Financial Statement Analysis" based on the SMART principle.

4.1 Source of information for financial statement analysis

Knowledge objectives: be able to express the concept of financial statements in their own words and classify financial statements with mind maps; Ability to prepare balance sheets within the required time; Ability to prepare

income statement within the specified time; Ability to prepare cash flow statements within the required time;

Be able to express the concept, content and subject of financial statement analysis in their own words; Be able to describe the content, quality characteristics and primary sources of financial information; Ability to express evaluation criteria and procedures for financial statement analysis.

Ideological and political goals: abide by the law and discipline, everyone is equal; Chinese stock market, Chinese dream.

4.2 The main methods of financial statement analysis

Knowledge Objective: To use the comparative analysis method to analyze the financial statement data of one listed company in E XCEL and draw analytical conclusions; In EXCEL, the ratio analysis method was used to analyze the financial statement data of one listed company and reached the analysis conclusion; In EXCEL, the factor analysis method was used to analyze the financial statement data of one listed company and reached the analysis conclusion; In EXCEL, the structural analysis method was used to analyze the financial statement data of one listed company and reached the analysis conclusion; In EXCEL, the trend analysis method was used to analyze the financial statement data of one listed company and reached the analysis conclusion.

Ideological and political goals: win-win cooperation, watch and help each other; Fraud is shameful, and word of mouth is priceless.

4.3 Financial statement item analysis

Knowledge objective: Comprehensive use of comparative analysis, ratio analysis, factor analysis, structural analysis and trend analysis to analyze the balance sheet items of one listed company (EXCEL); Comprehensive analysis of income statement items of 1 listed company by comparative analysis method, ratio analysis method, factor analysis method, structural analysis method and trend analysis method (EXCEL); Comparative analysis method, ratio analysis method, factor analysis method, structural analysis method, trend analysis method were used to analyze the cash flow statement items of one listed company (EXCEL).

Ideological and political goals: integrity-based, do not make false accounts; A gentleman loves money and has a good way.

4.4 Analysis of corporate financial capabilities

Knowledge objective: master the solvency analysis indicators and analyze the solvency of 1 listed company; Master the operational capability analysis indicators and analyze the operating capacity of 1 listed company; Master profitability analysis indicators and analyze the profitability of 1 listed company; Master the development capability analysis indicators and analyze the development ability of 1 listed company; Able to express the connotation of DuPont analysis system, draw DuPont

analysis charts, and analyze the comprehensive financial capabilities of one listed company.

Ideological and political goals: living within means, being diligent and thrifty; Blue is better than blue.

5. THE EFFECTIVENESS OF THE IMPLEMENTATION OF THE SMART PRINCIPLE IN TEACHING

The author applies the SMART principle to the actual teaching of "Financial Statement Analysis", which has the following positive effects:

5.1 Teaching ideas are clearer, which is conducive to teachers' work. By using the SMART principle to reshape the knowledge objectives of each unit, the teaching focus is clearer and more conducive to teaching work.

5.2 The learning objectives are clearer, which is conducive to students' learning. By using the SMART principle to reshape the knowledge objectives of each unit, students can be more clear about learning tasks and improve learning efficiency.

5.3 It is more conducive to teachers to evaluate the process of students. the concretization of objectives makes the process assessment more targeted.

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A Study on the Positive Effects of Sports Activities on the Psychological Health of College Students

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Abstract: College students are an important foundation for China's future development, and their physical and mental health is related to the fate of the country. Physical exercise is an important way to improve and enhance physiological functions and physical fitness, and has a good effect on eliminating psychological barriers. It is also a crucial part of university life, which is related to the healthy growth and psychological quality of every college student. With the deepening of national science education, many schools are increasingly attaching importance to science education in response to the country's call. Appropriate sports activities have a certain positive effect on students, so schools should not only arrange appropriate sports activities for students to meet national requirements, but also give more consideration to their physical and mental health and arrange sports activities for them.

Keywords: Sports activities; College students; Mental health

1. INTRODUCTION

Psychological health is different from physical health, as it is similar to a hidden hazard. Many students are in a very tense state of mind due to various troubles or pressures, and they do not know how to release them at this time. Over time, it is easy to develop some psychological illnesses, and over time, psychological problems can also transform into physical illnesses, which often seriously affect their learning and life. Currently, how to solve students' psychological problems has become the focus of scholars' research. Scientific research has shown that appropriate sports activities can alleviate people's certain stress, which means that appropriate sports activities can effectively help people maintain mental health, and sports activities have a certain positive impact on students.

Psychological health does not refer to a fixed state, but should be seen as a situation with rich elasticity and elasticity. It is a comprehensive effect of relative rather than absolute, and a reasonable satisfaction of an individual's internal desires. Being free from illness is a welcome phenomenon, but if one works harder, it can lead to individuals achieving better health. the mental health problems of college students are becoming increasingly common, and some specific groups of college students, such as freshmen, impoverished students, vocational students, and graduate students, have more prominent mental health problems. It can be said that psychological problems have had a serious impact on the healthy growth of college students, and have become the primary problem of college students' suspension, dropout, crime, and accidental death.

2. SPORTS CAN REGULATE CHANGES IN BODY COMPOSITION

From the perspective of Exercise physiology, the process of sports activities can effectively regulate and mobilize the respiratory system, blood circulation system, digestive system, etc. of participants, and strengthen the supply of blood, oxygen and nutrients, which has a positive effect on eliminating brain fatigue and improving learning and working efficiency. the brain, as the center of the nervous system, is an important physiological basis for psychological activities such as observation, memory, perception, thinking, and imagination. the improvement of brain function provides good physiological support for improving the effectiveness of psychological activities. [1]Therefore, sports activities have a positive and beneficial impact on improving observation, strengthening memory, enhancing cognition, accelerating thinking, and enriching imagination.

3. IMPROVE PHYSICAL AND MENTAL STATE

Adverse emotions and stress are common psychological problems, and many serious mental illnesses are caused by this issue. Emotion is mainly a psychological phenomenon that arises from individuals' relatively negative feelings towards external things in reality. Pressure is the pressure exerted on an individual's inner self by the external reality environment. In the real life of college students, emotions and pressure generally exist within the group of college students. If these negative emotions cannot be taken away from the body in a timely manner, it is easy to develop psychological problems. Physical exercise can improve bad emotions. When exercising, the brain is in a strong state of activity. the body temperature rises, blood flow accelerates, and the release of Endorphins can reduce anxiety, eliminate depression, distract attention, and relieve stress. Sports activities themselves can also develop intelligence, cultivate creativity, promote students' brain development, improve the working ability of the nervous system, and improve the blood and oxygen supply to the brain. During the process of sports activities, college students focus their attention entirely on the sports activities themselves, relieving some negative emotions and pressures, which is conducive to the reestablishment of good emotions and

can play a positive role in promoting the mental health of college students in reality.

4. INCREASE SOCIAL INTERACTION AND IMPROVE INTERPERSONAL RELATIONSHIPS

With the development of society and the acceleration of the pace of life, social connections between people are becoming less and less, and relationships are becoming indifferent, resulting in many college students being lonely, oppressed, and depressed. By participating in sports, people can help and care for each other, thereby generating a sense of familiarity, increasing opportunities for college students to interact with each other, meeting their communication needs, enhancing friendship between college students, enriching and developing their way of life, making them feel fulfilled and meaningful, helping college students forget their troubles and pain, eliminate depression and loneliness, Thereby improving mental health, interpersonal relationships, and social adaptability

5. PHYSICAL EXERCISE IS BENEFICIAL FOR STUDENTS TO FORM EXCELLENT WILLPOWER QUALITIES

In physical exercise, it is necessary to constantly overcome both objective and subjective difficulties. the harder the exerciser is to overcome both subjective and objective difficulties, the better they can cultivate good willpower. Sports can cultivate a person's will. Participating in sports can help cultivate a brave, tenacious, and persevering style, a collective spirit of unity and friendship, and the qualities of wit, flexibility, composure, and decisiveness, as well as maintain a positive and upward mindset. the strong willpower cultivated by college students through exercise can be transferred to their daily learning, life, and work

6. ELIMINATING FATIGUE

Students are inevitably fatigued after a day of study. And students have very little sleep time. So most students may develop many negative emotions when they lack sleep and are exhausted, and their resistance will greatly decrease, posing a threat to their physical health. the effective way to solve this problem is to carry out sports activities. ² Conducting appropriate sports activities can help students relax both physically and mentally.

The mental health status of college students who frequently participate in physical exercise is significantly better than that of college students who participate in physical exercise, which also indicates that participating in sports has a positive effect on mental health. the mental health level of college students who frequently participate in sports is significantly better than that of non sports group students. From this, it can be concluded that sports activities can establish good self-awareness, eliminate anxiety, and have a good effect on negative emotions such as depression. Individuals who frequently participate in sports activities have an improving effect on intelligence, willpower, interpersonal relationships, and self actualization, which has a significant effect on improving interpersonal relationships, eliminating psychological barriers, and mental illnesses among college students. Individuals who frequently participate in sports activities have improved their intelligence, willpower, interpersonal relationships, and self actualization, which has a significant effect on improving the interpersonal relationships of college students and eliminating psychological barriers and diseases. Therefore, valuing more college students to better participate in sports activities plays a very important role in promoting the improvement of college students' mental health level.

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Research On the Collaborative Development Path of E-Commerce and Express Logistics

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Abstract: Under the background of the Internet era, online shopping has become a part of people's life, compared with the traditional way of shopping online shopping is more convenient, but also promote the development of e-commerce and express logistics industry. Looks from the whole Angle of our country economy, the appearance and the rapid rise of e-commerce provides important boost for the economic development of our country. However, it should be noted that although express logistics is closely related to e-commerce, the current rapid development of e-commerce, the express logistics industry is faced with difficulties in express sorting and large volume of express delivery. In view of this, in this paper on e-commerce and express logistics collaborative development carried on a simple analysis.

Keywords: E-commerce; Express logistics; Coordinated development; Path study

1. PROBLEMS IN THE COOPERATION AND DEVELOPMENT OF E-COMMERCE AND EXPRESS LOGISTICS

1.1 Poor communication of express logistics information

Compared with e-commerce industry, express logistics industry is far behind the latter, especially in the informatization level. Express logistics industry uses the most common transportation mode, and many enterprises lack professional information system, unable to effectively connect with e-commerce, which ultimately results in the phenomenon of untimely delivery. In addition, parcels are easily damaged or lost in the process of transportation, and cannot be safely delivered to consumers within the specified time, which damages the interests of consumers. In addition, when consumers receive the information of goods delivery, they cannot check the logistics information. Even if there is logistics information, there is a certain time delay, which cannot be updated in time, and wrong information is transmitted to consumers [1]. When the parcel arrives in the city where the consumer is located, most of the time is wasted on the delivery, and there is even time to start the delivery in the morning, and the user can only get the parcel at night. This shows that the efficiency of the fast logistics industry is not high, which seriously affects the use of goods by consumers and brings bad experience to consumers.

1.2 Improper allocation of network resources

With the widespread popularity of the Internet, some remote cities or rural areas are using the Internet, which is a great achievement of the Internet, can benefit more people, improve human living conditions and quality of life. In other words, where there is Internet, e-commerce can be developed to meet more people's pursuit of quality of life. However, the express logistics industry is restricting the development of the Internet to remote areas, because of the distance; Second, the road in these areas is not easy to walk, after a long time of turbulence is likely to cause damage to the package, unable to deliver intact packages to consumers. At the same time, the delivery places of the express logistics industry are the areas with developed network and economy, and the delivery time is relatively fast. On the contrary, remote areas cannot meet the demand of short-term delivery, plus the high cost, many merchants do not even reach a sales relationship with users in these areas, which makes it difficult to achieve large-scale development of e-commerce. It is also difficult to obtain more economic benefits.

2. THE COLLABORATIVE DEVELOPMENT PATH OF E-COMMERCE AND EXPRESS LOGISTICS

2.1 Creating a sound environment for coordinated development

According to the above problems, it is very difficult and almost impossible for logistics and express delivery to be developed solely by enterprises and individuals. Therefore, protection and support from the state and government departments are needed [2]. In the express logistics industry and e-commerce industry, the role of the state and the government is very important, so they must play their own value, build a complete credit system and standards for the express logistics industry and e-commerce industry to play a reference role, so that it can find their own shortcomings and timely correction, toward the direction of modernization and standardization. Not only that, the state and the government should also coordinate the relationship between the express logistics industry and the e-commerce industry, so that they can cooperate with each other and promote each other, reduce the impact of the problems of the express logistics industry on the development of the e-commerce industry, remove restrictions, and strive to implement the e-commerce to every household, so that everyone can feel the convenience of the Internet. Thus, it can be seen that only by creating a good development environment for the express logistics industry and e-commerce industry, can the development of both conform to the development trend of the Times. Over time, it can also create a new situation, so that the two can harvest more economy through mutual help.

2.2 Improving the application of modern science and technology

As mentioned above, express logistics enterprises lack a complete information system. Most of the reasons for this

problem come from the enterprises themselves. In order to facilitate themselves, they do not consider the feelings of consumers and think that most consumers do not look at logistics information at all. In addition, the application of modern science and technology is not enough, so that they become the most common express logistics enterprises, over time, consumers have low trust in their own, hindering their own development. In the current information age, innovation, development and application of new technology are the development trend of this era. Only when all walks of life develop in this direction can they gain a foothold in the society and win the reputation of the society and even the country. Express logistics industry and e-commerce industry is no exception, especially modern logistics enterprises, more need to pay attention to the improvement and innovation of logistics technology, add more modern scientific and technological forces on the basis of the original, so that the information system has been constantly optimized and upgraded, when the logistics reach a certain area, you can give consumers SMS reminders, so that they can real-time and accurate understanding of the logistics situation, In this way, it can not only improve consumers' trust in the express logistics industry and e-commerce industry, but also enable both to achieve sustainable development.

2.3 Innovate service models

At present, the service attitude of express logistics enterprises is relatively good. If enterprises do not update for a long time, blindly using the original operation mode to work will be eliminated by the society, and will gradually be forgotten by consumers. Because the traditional logistics management mode does not meet the requirements of modern development, it will only "drag" the express logistics industry and e-commerce industry. Therefore, the express logistics industry and e-commerce industry must realize the importance of innovation, pay attention to the innovation of the service model, this process must have the participation of consumers, enterprises must understand the most real ideas of consumers, and then according to the suggestions of consumers to reform, to innovate, make the service model

more humane, get more people's attention and recognition, Only in this way can express logistics enterprises improve their comprehensive competitiveness and stand out in the highly competitive market [3].

3. CONCLUSION

In the background of the information age, the Internet, as the product of the information age, has been widely used since its emergence, which contains a lot of content, greatly facilitates People's Daily life, so that people can get what they want or information without leaving the house, and have more time to do more important things. At present, more and more people choose to shop online, not only because there are many types of goods on the Internet, but also because online shopping is more convenient and can get a good shopping experience. In this context, logistics has become the most concerned thing, if you want to meet the logistics and transportation problems, e-commerce logistics industry has a vital role, mainly the combination of express logistics and information technology, has the characteristics of convenience, diversity, low cost, can ensure the safety and integrity of transport goods, strive to deliver goods to consumers in a short time. Bring good shopping experience to consumers.

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Research On the Cultivation of College Students' Innovation and Entrepreneurship Ability Under the Background of New Media

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Abstract: With the high-quality development of education, the cultivation of innovation and entrepreneurship ability has become one of the important contents of college education. However, traditional education methods have been unable to meet the learning and practice requirements of current college students. Therefore, it is necessary to face the change of educational environment and provide more ways for the cultivation of innovation and entrepreneurship ability of college students with the help of new media technology platform, so as to realize the concept of "awareness of practice, practice to consciousness". Consciousness to practice "the cyclic leap of understanding. College students are high-quality talents needed by the society. By cultivating college students' innovation and entrepreneurship ability, keeping pace with the Times and keeping pace with the development of the Times, college students' innovation and entrepreneurship awareness and ability can be enhanced, entrepreneurial risks can be reduced, and the current employment problem of college students can be alleviated.
Keywords: New Media; Innovation And Entrepreneurship; College Student

1. THE VALUE AND SIGNIFICANCE OF CULTIVATING COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP ABILITY

College students are high-quality talents needed by the society. By cultivating college students' innovation and entrepreneurship ability, keeping pace with the Times and keeping pace with the development of the Times, college students' innovation and entrepreneurship awareness and ability can be enhanced, entrepreneurial risks can be reduced, and the current employment problem of college students can be alleviated.

First, it is helpful to realize the good development of college students. the improvement of education quality and the implementation of the expansion policy of colleges and universities make the number of graduates increase year by year, which brings relatively large pressure of employment competition to the society. However, training college students' innovation and entrepreneurship ability based on the characteristics of the Times can expand students' learning, innovation and entrepreneurship channels, provide more development paths for students, and then effectively relieve employment pressure and enhance employment confidence, break the shackles of traditional innovation and entrepreneurship concepts, and promote the good development of college students. the second is to meet society's demand for high-quality and professional personnel and inject vitality into economic and social development.

2. OPPORTUNITIES BROUGHT BY NEW MEDIA FOR COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP

As a new media based on Internet technology, it has inherent technical advantages and information service functions, especially in the integration of network resources, multi-terminal communication alliance, and high rate information transmission. By taking it as one of the ways for college students to innovate and start businesses, and integrating it into the ability training work, the following opportunities can be brought. [1]

Provide low threshold start-up conditions. In the current era, new media and we-media are flooded in the daily study life of college students. Usually, college students can enter the new media platform by registering an account, which effectively reduces the threshold of innovation and entrepreneurship for college students. Moreover, college students dare to try new things and dare to challenge new things. With new media as the media of communication and relying on their strong professional technical ability and theoretical knowledge, they can successfully try more avant-garde and new entrepreneurial methods, reduce the psychological pressure of innovation and entrepreneurship, and further stimulate the passion and potential of innovation and entrepreneurship.

Broad coverage of new media. Making full use of new media technology in innovation and entrepreneurship can enable students to have a deeper understanding of the characteristics and rules of innovation and entrepreneurship; It provides effective support for universities to carry out innovation and entrepreneurship education and enhance college students' innovation and entrepreneurship awareness and ability. It provides a good foundation for college students to rely on new media innovation and entrepreneurship.

3. EXPLORE WAYS TO CULTIVATE COLLEGE STUDENTS' INNOVATION AND ENTREPRENEURSHIP ABILITY BASED ON THE BACKGROUND OF NEW MEDIA

The core of cultivating college students' innovation and entrepreneurship ability under the new media environment is to use the function of new media technology platform, integrate online education resources around the education outline, enrich education methods,

etc., and transform new media into the help for the cultivation of college students' innovation and entrepreneurship ability, so as to strengthen the cultivation effect of college students' innovation and entrepreneurship ability. [2]

Establish new media awareness and innovate education mode. When cultivating college students' innovation and entrepreneurship ability, it is necessary to strengthen the cultivation of students' new media consciousness, encourage them to gradually establish new media thinking consciousness, realize the transition from consciousness to ability, and promote the innovation of college innovation and entrepreneurship education mode. Under the current educational environment, college teachers should recognize the importance of new media in innovation and entrepreneurship education, actively integrate network resources in daily teaching, take them as the basis for ability training, provide support for college students' entrepreneurial projects by fully mining online data and information, and enhance project competitiveness through accurate judgment. Gradually form the thinking consciousness of using new media, and gradually master the integration and operation ability of online resources.

Create a good learning atmosphere and implement practical education. New media platforms provide more possibilities for college students to carry out innovation and entrepreneurship activities. At this time, colleges and universities and relevant teachers should strengthen encouragement and carry out high-quality innovation and entrepreneurship practice education based on the creation of a good learning atmosphere. Taking entrepreneurship on we-media platforms as an example, universities and relevant teachers can set up theme columns on Weibo and wechat, provide services such as project reporting and evaluation, and provide relevant suggestions to students according to the evaluation results. Compared with traditional online education and guidance, online sharing can continuously stimulate students' inspiration for innovation and entrepreneurship and stimulate their enthusiasm. In the actual education work, the "Internet +" practice activities can be implemented, during which excellent professional teachers are selected to form a high-level guidance team to meet the learning and practice requirements of current students. With the integration and application of new media technology, the problems arising in the process of innovation and entrepreneurship are bound to be updated. When students encounter difficulties or problems that are difficult to solve, the high-level guidance team will help students to solve the difficult problems as soon as possible, promote the communication between teachers and students, and ensure that the innovation and entrepreneurship education gives students with the Times and more professional guidance and suggestions. When conditions permit, colleges and universities can also invite famous experts or entrepreneurs to carry out small-scale lectures around innovative content, on the one hand to avoid students to cope with large-scale lectures, on the other hand to

achieve face-to-face teaching of entrepreneurial experience, relying on real people, real cases to help students learn from and learn relevant experience, and improve students' innovation and entrepreneurship ability. Make use of new media platforms to enrich educational channels. In the current era, new media has become one of the main channels for universities to carry out innovation and entrepreneurship education. Through multi-dimensional and multi-angle teaching, students can more deeply participate in innovation and entrepreneurship projects and feel the fun of it. In order to enhance the training effect of college students' innovation and entrepreneurship ability, in the actual teaching process, colleges and universities and relevant teachers should apply new media technology to channel expansion, pay attention to classroom teaching, and fully understand the reality of students, so as to strengthen guidance and organization, and provide timely solutions to the problems encountered by them. Especially in the process of carrying out the project, under the holding of the innovation and entrepreneurship competition, students often participate in related entrepreneurial activities before entering the society. As one of the ways of innovation and entrepreneurship education in colleges and universities, we should pay attention to the help and encouragement for students during the project. [3]

4. CONCLUSIONS

As one of the important abilities of college students, innovation and entrepreneurship ability is directly related to their employment situation. In order to effectively alleviate the increasingly serious employment pressure and competition pressure, colleges and universities should give full play to the role of new media technology, innovate education methods, and increase efforts to cultivate college students' innovation and entrepreneurship ability. In practical work, students should be encouraged to establish new media thinking awareness by imperceptibly, improve education quality and deepen students' cognition by creating a good atmosphere, integrating various forces and innovating teaching modes.

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An Analysis of Practical Activities of Mental Health Education for College Freshmen

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Abstract: Mental health education practice is an important part of mental health education in colleges and universities, which plays an important role in building the psychological and cultural atmosphere of the campus and optimizing the mental education environment. However, in the work of psychological education, there are some problems such as unreasonable overall arrangement, insufficient innovation, low participation of students and lack of evaluation feedback, which seriously affect the expected effect of psychological practice activities. In this paper, the organization of mental health activities in the practical work has been deeply thought, and put forward innovative research countermeasures.

Keywords: Mental Health Education; Practical Activities; Palingenesis

1. INTRODUCTION

College freshmen not only face the change of identity, but also face the change of learning style and living environment; It is not only faced with the change of communication groups, but also faced with various social comparisons. In this complex environment and relationship, some students can flexibly cope with the challenges from all sides and successfully enter the university life, while some students have a series of maladaptive situations due to the problems of native family education, campus bullying, being bullied and isolated, and long-term learning pressure. Therefore, the new students' mental health education has been highly valued by all schools, and it is also one of the important contents of the new students' adaptation education.

2. PROBLEMS IN THE PRACTICE OF MENTAL HEALTH EDUCATION

2.1 The activity content is programmed, and humanistic care is not significant

Due to the limitation of teachers, most of the mental health education activities in schools are organized by the college students Mental Health Association. Most of the activities are mainly entertainment and competition activities, lack the guidance of full-time teachers, so the content of practical activities is more formalized. It shows that the theory is not deep enough, the question design is not clear, the difference from other cultural activities on campus is low, and the activity form is not innovative enough.

2.2 Students lack professional identity and low participation enthusiasm

At present, all colleges and universities have set up psychological courses for college students in accordance with the requirements of the documents, and give sufficient class hours to ensure the teaching effect. Most

new students can maintain a strong sense of identity in the course. However, some students believe that they do not have psychological problems and do not need mental health education, in fact, this is the surface understanding of mental health education, the lack of understanding of psychology from a scientific perspective, and do not know the real value contained in the discipline of psychology. [1]

2.3 Lack of effect evaluation feedback

At present, the main purpose of practical activities carried out by colleges and universities is to enrich students' life outside of school work, emphasize publicity to create an atmosphere, pay attention to students' participation in activities, and pay little attention to evaluation feedback and effect evaluation after activities. Mental health education practice is an effective channel to help students relieve their psychological confusion and adjust their negative emotions. If there is no activity feedback and effect evaluation after the completion of the activity organization, we will miss understanding students' real feelings about the activity and how to improve the activity in the future.

3. PATH ANALYSIS OF FRESHMEN MENTAL HEALTH EDUCATION PRACTICE ACTIVITIES

3.1 Optimize the allocation of campus resources and focus on the actual psychological needs of students

When new students enter the school, they are full of curiosity and freshness. Various clubs in the school organize rich cultural and sports activities to help students adapt to the new campus as soon as possible and reduce the miss of home. First of all, the school should plan the arrangement of student activities as a whole, and integrate the freshman mental health education into the freshman education activities as an important part, so as to avoid the repetition of homogeneous activities. Secondly, the organization and planning activities must adhere to the principle of "few and fine", accurately focus on the psychological needs of students at present, such as poor adaptation to the new environment, insufficient self-identity, interpersonal communication difficulties and other groups, to carry out some small and fine activities. Third, minimize the setting of competitive items in organizational activities, so as to feel the growth in participation as the core. Fourth, according to the development of the semester, combined with the actual needs of students, reasonable arrangement of mental health practice activities in the process of arranging practice activities, it is necessary to combine the concept of "people-oriented", not the pursuit of quantity, to focus on effectiveness.

3.2 Create brand psychological activities and improve the innovation of activities

Building brand psychological activity is an important measure to improve college students' mental health education. Colleges and universities usually use relatively large numbers of radiation, wide coverage of group activities, generally according to the school's professional Settings to organize and plan the corresponding activities. General lectures, training and knowledge competitions have a good effect on promoting and popularizing mental health knowledge. However, while focusing on publicity and education, we should also pay attention to innovation and create brand activities suitable for our students.

First, the form is innovative. Graffiti painting, campus psychodrama, sandplay games, reading groups, group behavior training, etc., which are popular at present, not only allow students to experience the fun of psychology, but also gain positive interpersonal relationships through communication and interaction with classmates in the group, and break through the singleness of traditional training and lectures. It can also help students improve their understanding of mental health education and personal growth through systematic interaction.

Second, combine the characteristics of the school students, set up different characteristic activities. For example, colleges and universities with art majors can focus on building campus psychological drama, by allowing students to write campus psychological scripts, by figuring out the relationship between characters, using psychological theories and techniques, and then using the stage to show the conflicts and puzzles encountered in learning, life and communication. With the help of the teacher and the audience to find the problem, find the crux of the problem, and then solve the problem. This series of operations will make students truly feel the charm of heuristic mental health education activities. [2]

Third, the use of the network position, with the Internet and multimedia to assist mental health education practice activities. We can update mental health knowledge regularly through new media, release mental health tests, etc., to convey positive mental energy to students, and teach students some skills.

Fourth, build brand psychological activities, focus on the use of "heart". To take each mental health education practice as an important topic, it is necessary to carry out careful design from the meaning of organizing activities, theoretical basis, how to implement operation, evaluation, etc., to integrate psychological theories into practical activities, give psychological education elements to activities, and form practical activities with reference and replicable experience.

3.3 Adhere to the principle of evaluation and feedback, and comprehensively improve the effect of practical activities

In the process of mental health education, most universities pay more attention to the feedback of teaching evaluation of mental health education course, but lack the effect evaluation of practical activities. the effect was evaluated by subjective evaluation of participants. Before the activity began, participants were asked to take a psychological test related to the activity or an interview was conducted as a pre-test. After the activity, the test or interview was conducted again to compare the results of the pre and post test and analyze the changes brought by the practice activities to the participants. Mental health status is the internal state of individuals, and the educating effect of practical activities is also implicit, so it is difficult to use a single index to evaluate. We should constantly innovate and explore effective evaluation methods from the aspects of multi-dimensional evaluation subjects and diversified evaluation contents. [3]

4. CONCLUSIONS

Mental health education practice is an important part of school mental health education, which plays a very important role in promoting college students' mental health. Following the law of student development, planning and arranging practical activities, with the strong support of the school and the guidance of professional teachers, exploring various and colorful practical activities of mental health education and creating high-quality practical activities are the key issues in the future work of mental health educators in colleges and universities.

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The Value of Social Hot Issues in Ideological and Political Education in Colleges and Universities

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Abstract: Colleges and universities are the "cradle" to provide high-quality talents for the society. With the rapid development of society, higher requirements are put forward for the cultivation of talents in colleges and universities. Therefore, colleges and universities should attach importance to the ideological and political education of students, so that students can have the correct three views. At present, colleges and universities can strengthen the application of new methods in ideological and political education, integrate into some hot social issues, and guide students to establish correct concepts with hot issues as the starting point. Based on this, this paper probes into the application value of social hot issues in ideological and political education in colleges and universities.

Keywords: Social hot issues; Colleges and universities; Ideological and political education; Value

1. THE DRAWBACKS OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES

1.1 Adopt the "cramming" teaching method

Based on the current situation, the ideological and political education in colleges and universities still adopts the "cramming" teaching method, which instills a single teaching content to students, and fails to understand the actual situation of students, and adopts a unified teaching method to impart knowledge to students, which lacks interest points and cases, and fails to arouse students' interest in learning. In addition, teachers give themselves the main position of the classroom, forming a situation of "teachers speak, students listen", not listening to the ideas of students, only to teach students boring knowledge, over time, students gradually lose the enthusiasm of ideological and political learning, and even have a feeling of disgust, affecting the smooth development of teaching.

1.2 To cover up the teaching method

At present, in order to prevent the spread of negative social information in schools, colleges and universities put forward new requirements for teachers when carrying out ideological and political education, and must deliberately avoid negative and sensitive topics. This is the "cover-up" teaching method, which damages students' right to know to a certain extent. If negative news is unfortunately spread on campus, it is correct for colleges and universities to analyze these news in detail, rather than avoid them, and integrate them into ideological and political education, so as to ensure the quality of teaching

work and cultivate students' ideological and political awareness [1].

2. THE VALUE OF SOCIAL HOT ISSUES IN IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES AND UNIVERSITIES

2.1 Analyzing students' concerns and guiding their thinking

Before officially carrying out ideological and political work, colleges and universities need to understand the key issues concerned by students in advance, think from the perspective of students, consider the entry point of ideological and political education, and use online social networking sites and offline interactive behaviors to get familiar with the hot spots of students, and carry out comprehensive analysis to dig out the ideological and political teaching content behind the hot spots. Then the organic integration of the two, the use of hot issues in the classroom discussion mode to further understand the ideological dynamics of college students, when the psychological problems are found, it is necessary to give correct and reasonable guidance until the problem is solved, so as to ensure the correct value orientation of students, but also to establish the concept of lifelong learning, laying a good foundation for future development.

2.2 Social hot case analysis smooth teaching

From the above problems, the reason why there are problems in ideological and political education in colleges and universities is that teachers have been affected by traditional teaching concepts for a long time, and most of them adopt "spoon-feeding" and "cover-up" teaching methods in the teaching process, emphasizing theory and neglecting practice, which seriously deviates from the teaching track. Based on this, colleges and universities must change all existing problems, analyze and discuss hot social cases, dig out the ideological and political teaching content in them, and then use correct teaching methods to teach students, and return to hot cases from theoretical discussion, thus mobilizing students' interest in learning, and the subsequent teaching work will proceed smoothly.

2.3 Improving the efficiency of ideological and political teaching

Because the ideological and political education system in colleges and universities is too traditional, it has not met the requirements of modern education, which will only affect teaching, but not provide convenience, and directly lead to the obstruction of teaching progress. In this regard, when carrying out ideological and political education, colleges and universities need to introduce hot social cases

into the teaching work and broaden the teaching scope and teaching methods on the basis of the original. Because hot social issues are the most attractive factors for college students, the integration of hot social cases can activate the classroom atmosphere of ideological and political education and improve students' learning enthusiasm. Take the initiative to participate in the discussion of hot social cases, strengthen my understanding of ideological and political theoretical knowledge, and improve my comprehensive quality [2].

2.4 Exercise students' ability to deal with things

Social hot cases, in fact, is the embodiment of social reality, and the organic combination of it with ideological and political education in colleges and universities can not only enhance the interest of teaching, but also allow students to receive the most real social information without negative impact in time to meet their Internet needs. In ideological and political education, the integration of social hot cases can exercise students' logical thinking ability, learn to "draw parallels" in the process of analysis, combine theory and practice to solve problems, greatly exercise students' ability to deal with things, and gradually establish ideological and political concepts consistent with socialist goals, laying the foundation for future development.

3. INTRODUCE SOCIAL HOT ISSUES INTO THE IDEOLOGICAL AND POLITICAL EDUCATION WORK OF COLLEGES AND UNIVERSITIES

3.1 Systematically collecting and sorting out hot social issues

If we want to achieve satisfactory teaching results with ideological and political concepts, colleges and universities must set an example by systematically collecting and sorting out hot social issues, and formulate targeted teaching plans according to the content, so as to enhance the pertinence of teaching and meet the different needs of students at different levels. In addition, colleges and universities can also set up special groups to collect and sort out hot social issues, and carry out questionnaire surveys in schools to understand the dynamics of students' concerns in real time, and then timely change hot social cases to keep students fresh and ensure that the teaching effect meets the expected requirements [3].

3.2 Pay attention to the combination of ideology and theory with social hot issues

Nowadays, the integration of social hot issues and ideological and political teaching content is a comprehensive task, and the existing teaching methods will have more or less impact on the education work. Therefore, colleges and universities must continuously enrich the teaching methods on the existing basis, let students interact and discuss, and learn the correct ideological and political education concepts from them. Exercise their thinking, improve their ideological

consciousness, establish a correct outlook on life and values, and actively participate in practical activities. In the activities, they can have a more solid memory of knowledge, but they can also flexibly apply what they have learned to solve problems, and finally improve their ideological and political moral level and achieve good development in the future.

4. CONCLUSION

At present, our country is in the critical period of social transformation, it is inevitable that it will be interfered by various problems, and even cause some contradictions, which has caused more or less impact on society, which is a social hot issue, and has aroused the attention of people from all walks of life. With the development of society, the Internet has become popular in life, especially college students, who spend most of their time on the Internet, so they are very timely in accepting social hot issues, but their political acumen and judgment are uneven, and they have become one of the important communication groups for the communication of social issues. However, due to the serious shortcomings of ideological and political education in colleges and universities, traditional educational methods and traditional ideological concepts are mainly adopted, and students' understanding of ideological and political content is not sufficient and digestion is not timely, which affects the quality of ideological and political teaching in colleges and universities to a certain extent, and is not conducive to cultivating students' ideological and political awareness. Therefore, colleges and universities must take social hot issues as cases of ideological and political education, analyze shortcomings, solve cases, and give students high-quality teaching.

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Research On Image Translation of Zhang Daqian's Inscriptions from the Aesthetic Perspective

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Abstract: With the rapid development of modern social economy, Chinese people's artistic aesthetic ability has also been improved, and Zhang Daqian's painting poems reflect different aesthetic styles with various images, create a unique artistic atmosphere, and fully stimulate readers' pursuit and exploration of beauty. Based on this, this paper studies the image translation of Zhang Daqian's painting poems from the perspective of aesthetics.

Keywords: From the aesthetic perspective; Zhang Daqian painted poems; Image translation; Research and analysis

1. INTRODUCTION

From the perspective of aesthetics, Zhang Daqian's painting poems have rich cultural deposits and distinct regional characteristics, which play a positive role in the efficient development of Chinese literary works. From the current aesthetic object of Zhang Daqian's painting poems, it is mainly the perception of life, life and society. It is because of the unique artistic style of Zhang Daqian's painting poems that Zhang Daqian's rich life experience is vividly displayed. In addition, Zhang Daqian has traveled to many countries, and will go to the places of interest in each country, and play an active role in the creation of painting poems.

2. THE CULTURAL HERITAGE AND REGIONAL CHARACTERISTICS OF ZHANG DAQIAN'S PAINTING POEMS FROM THE AESTHETIC PERSPECTIVE

2.1 Regional characteristics

Zhang Daqian is a famous painter in China. In addition, the writer is very fond of natural landscapes, and he has created many excellent painting poems while traveling around the country. From Zhang Daqian's painting poems, we can fully feel the beautiful scenery of natural landscapes in China. It provides readers with a rich spiritual world [1]. In addition, it is precisely because of Zhang Daqian's rich travel experience that his works have distinct regional characteristics, and finally realize the purpose of improving his own realm of painting poems, while broadening the horizon of readers. It can even be said that Zhang Daqian's painting poems are unique and excellent works in the literary circle.

2.2 Cultural heritage

Zhang Daqian's painting poems have rich cultural deposits, and his love for Chinese landscape can be seen everywhere, which can be mainly reflected in his numerous painting poems [2]. In addition, Zhang Daqian, through the description of our country's great rivers and mountains, effectively incorporated our country's long and rich history and culture into it, it can be seen that Zhang Daqian's painting poems also help to inherit our country's history and culture, and the content of his works contains extremely high cultural deposits.

3. THE AESTHETIC OBJECT OF ZHANG DAQIAN'S PAINTING POEMS FROM THE AESTHETIC PERSPECTIVE

From the perspective of aesthetics, the aesthetic objects of Zhang Daqian's painting poems are mainly the descriptions of life, life, society, Bashan and Shu river, etc. In addition, Zhang Daqian's own unique display style adds a sense of mystery and attraction to his works, making readers truly feel the emotions and feelings that Zhang Daqian wants to express [3].

4. THE AESTHETIC IMPLICATION OF ZHANG DAQIAN'S PAINTING POEMS FROM THE AESTHETIC PERSPECTIVE

From the aesthetic perspective, Zhang Daqian's painting poems have a variety of aesthetic implications, which can be mainly reflected from the following points: First, the state in the painting. Zhang Daqian mainly through his own rich travel experience, literary creation ability and artistic sensitivity to create, so to promote his own painting poem works contain rich aesthetic heritage, it can be seen that his works are worthy of in-depth study by readers; Second, the emotion outside the picture. Zhang Daqian not only expresses his feelings for mountains and rivers in his works, but also his paintings contain rich feelings outside the painting. It is through this mode that Zhang Daqian really wants to express his feelings, and at the same time, it can reflect Zhang Daqian's love for Bashan and Shu water. Third, beyond the point. Zhang Daqian expresses his feelings and thinking through his own painting creation, that is, in the form of painting poems. From the perspective of the emotion Zhang Daqian really wants to express, the picture is just the reason for his feelings and thinking. From a deep understanding, we can see the meaning of Zhang Daqian outside the topic. In addition, no matter from any perspective, the image translation of Zhang Daqian's painting poems is centered on the artistic conception and emotion expressed in Zhang Daqian's works, which needs relevant readers to pay attention to and reasonably translate Zhang Daqian's excellent works to ensure that they can truly appreciate his great literary and artistic realm.

5. RESEARCH ON IMAGE TRANSLATION OF ZHANG DAQIAN'S INSCRIPTIONS FROM THE AESTHETIC PERSPECTIVE

From the perspective of aesthetics, Zhang Daqian's painting poems contain a variety of ecological images, such as flowers, flowers, pines and bamboo, birds, animals, insects and fish, mountains and rivers, springs and waterfalls, which vividly present the perceptual world with complete meaning and scene integration. In addition, in the context of Chinese culture, Chinese philosophers believe that all things in heaven and earth contain a variety of business and life. In the process of viewing the natural world with life, people can truly feel the realm of the integration of all things and people, and finally obtain spiritual pleasure through this realm.

5.1 Image translation of mountains and rivers, springs and waterfalls

Our country has rich cultural deposits and great rivers and mountains, and landscape springs and waterfalls can reflect our landscape feelings. From the perspective of the landscape and spring waterfall in Zhang Daqian's painting poems, its images are mainly personified aesthetic experience scenes, which can be presented from the following works: Spring Mountain Map, Landscape Problem, Emei Mountain Peak and so on. Firstly, from the point of view of the poem "Spring Mountain Picture", Zhang Daqian mainly expresses the personal aesthetic experience by combining the seasonal landscape beauty of our country, it can be seen that it has a high image, adding an excellent literary work for our country; Secondly, from the point of view of the poem "Problem landscape", Zhang Daqian mainly includes China's great rivers and mountains, beautiful landscape beauty, and effectively improves the image realm of the work; Finally, from the point of view of the poem "Emei Mountain", it mainly describes the unique characteristics of Mount Emei to express the infinite imagination of Mount Emei and reflect the unique landscape of Mount Emei, so that readers can truly understand the literary heritage and artistic charm of Mount Emei.

5.2 Image translation of birds, beasts, insects and fish

From the aesthetic perspective, the images of birds, animals, insects and fish in Zhang Daqian's painting poems are mainly to fully show the life breath of birds, animals, insects and fish through literature and art. First of all, from Zhang Daqian's painting poem "The picture of two birds", the description of the lark is very vivid, mainly from the mutual companionship of two larks to feel the great breath of life; Secondly, from the perspective of Zhang Daqian's painting poem "Bird with Red Leaves", it expresses the emotion it wants to express with the natural scenery such as red leaves, sky and morning glow, which is the great image of this work, and can be translated into rich ecological interest. Finally, judging from Zhang Daqian's "Titcang Ape" painting poem works, mainly through the blue ape to break the quiet night to express the beautiful scenery and just the right artistic point.

5.3 Fruit, pine and bamboo image translation

In addition to the image translation study of Zhang Daqian's painting poems from the above aesthetic perspective, the description of flowers, flowers, pines and bamboo in Zhang Daqian's painting poems has rich cultural deposits, coupled with our country's flowers and pines is a precious resource, which not only guarantees people's living standards, but also adds an artistic sense of beauty to people's lives. From the description of the Chinese classical poetry, many great writers have a very high evaluation of it, and in the form of personification to show the beauty of China's fruit and bamboo. From the aesthetic perspective of Zhang Daqian painting poems in the image, he has different cognition and understanding, through their own creative characteristics fully express the bamboo tall and straight, flowers, flowers, etc., to achieve poetry in the painting, poetry in the painting, for the entire literary circle of our country has a very high value.

6. CONCLUSION

To sum up, from the aesthetic perspective, the image translation of Zhang Daqian's painted poems has many distinctive features and artistic charm. This paper mainly conducts a series of studies on the image translation of mountains and rivers, springs and waterfalls, birds and animals, insects and fish, flowers and pines and bamboo, etc., hoping to provide some experience for reference.

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