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CONTENTS

Introduction To the Construction of Academic Style in College Classes

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Abstract: The construction of academic style in colleges and universities is a key part of class construction. Among the many tasks of college students, learning is the first priority of students, and good study habits can ensure the improvement of students' academic performance. This paper uses a case study to explain how to help students get out of their ideological dilemmas and how to strengthen the construction of academic style in classes. the construction of academic style is crucial.
Keywords: College; Class; Academic style construction

1. INTRODUCTION

The purpose of higher education is to cultivate builders and successors of socialism with all-round development of morality, intellect and physique. Comrade Zhou Yuanqing, former director of the Department of Education of the Ministry of Education of the People's Republic of China, pointed out profoundly at the National Conference on Higher Education that it is more important to improve the construction of academic style than to take two more compulsory courses to some extent. the academic style can reflect the level of a school, and a good academic style is vital to the growth of students and has far-reaching implications for the development and construction of the school. Therefore, whether from the perspective of the students or from the perspective of the school's development, it is incumbent on teachers to grasp the construction of a good school spirit.

2. BASIC INFORMATION OF THE CASE

Zhang Moumou, a student of a practical undergraduate accounting class (self-examination) in 2014, joined the student union soon after enrollment. During his time in the student union, the student gave full play to his strengths and completed each task carefully. Through his own efforts, he has grown into a backbone student cadre in the student union in his sophomore year.

In the second semester of his sophomore year, Zhang approached me to share his immediate choice. Because this student is a student of the practice undergraduate class, compared with the ordinary college class, the study task of the practice undergraduate class is heavier and the competition is also more intense. Usually, the student spent a lot of time and energy on student union work, and his academic performance gradually declined, so he could not successfully pass the self-study examination of the bachelor's degree in practice at the time of graduation. the student faced the confusion of choosing between employment and higher education after graduation. I realized that the advice I gave at this moment might change the trajectory of her life, so I had to be careful

about this conversation. During the conversation, I helped the student carefully analyze her current academic situation and the current employment situation. After the conversation, based on the student's wishes, my final advice was to encourage the student to choose to take the college entrance exam.

In the evening of February 20, 2020, the student sent me a WeChat asking if I was familiar with a certain major at Shandong University of Technology. I learned that the student eventually took the graduate entrance examination and is now actively preparing for the retest.

3. THE PROCESSING PROCESS

"A teacher is one who teaches and solves problems. " In the face of students' choice confusion, how to better help students make the right choice in life and how to help students on the path of choice to success is a quality that every teacher should have. When faced with Zhang's confusion, I helped the student make the right choice and help the student go further and further on the road to higher education mainly through the following measures.

3.1 Objective evaluation of self and positioning of life goals

After experiencing the "baptism" of college entrance examination, freshmen are more likely to be "lax" in their thinking after entering college, mainly because their goals are not clear. If students do not establish their goals as soon as possible, they will show low learning efficiency and improper learning style. Therefore, it is imperative to help students establish or clarify their goals as soon as possible.

"What's my purpose here?" is the theme of the first class meeting I hold for each incoming class. Around this theme, several questions are addressed: 1. What is your current identity? 2. What do you hope your state will be when you graduate? 3. What do you want your life to be like? By addressing the above questions, we can make students know themselves better, improve their autonomy in learning, and help them achieve self-development.

Using the same method, Zhang Moumou was helped to profoundly analyze himself and was fully prepared to make the right choice with clearer goals.

3.2 Formulate a plan for success and ensure the implementation of goals

Everything is done in advance, but nothing is done in advance. the three years of college may seem long, but they are short. Only by allowing students to use their time in school more effectively can we ensure that our goals are met. Therefore, it is important to help students make a scientific plan for their success and implement it

in an orderly manner. When planning for success, students should divide the time dimension scientifically and rationally according to their personal situation and set goals that suit them.

In order to ensure sufficient time and energy to prepare for study for the college entrance exam, when helping Zhang Moumou to develop his plan for college entrance, I advised the student to give up his student government job and to extend his plan to include the graduate school entrance exam. In terms of how the plan could be better implemented, I combined my own learning experience and the success stories around me to provide the student with a simple template that both eliminated the student's unfamiliarity with preparing for the college entrance exam and boosted the student's self-confidence. After completing the plan, the student was then helped to determine a major direction. By completing the plan and determining the major, the student had a clearer understanding of the path to graduate school, which paved the way for a smooth start in preparation for the exam.

3.3 Strengthen the incentive supervision and give psychological support

The road of preparation is full of tedium and hardships, testing both one's faith and one's wisdom. Since it is an interdisciplinary program, the preparation for the exam is so difficult. From time to time, I received information from the student about her preparation status, from which I could see that she was tired, confused and helpless. Faced with these, I accompanied the student through the preparation path by motivating her positively and reminding her laterally. Where there is a will, there is a way. After half a year of intense preparation, the student finally passed the college entrance examination and realized his dream of a bachelor's degree.

4. EFFECTIVENESS OF WORK

How the academic style of a school, a class, or even a student reflects the level of education and the quality of talent training. Therefore, grasping the construction of academic style is a crucial part of my work. the construction of academic style is a systematic project, and grasping the key link of students' learning initiative will be beneficial to improve the quality of academic style construction.

Through years of exploration and accumulation of academic style construction, I have led classes with good academic style and also produced many good results. For example, in a class of 2014, more than ten students have obtained undergraduate diplomas, and one person has passed the postgraduate entrance examination; in a class of 2015, seven students have passed the college entrance examination; in a class of 2016, four students have passed the college entrance examination; in a class of 2018, the passing rate of self-examination is more than 90%.

In short, the construction of academic atmosphere is the unremitting pursuit and theme of education, and a good academic atmosphere is the basic guarantee for cultivating high-quality talents. Starting from educational reality and grasping the laws of academic style construction will be beneficial to the realization of the goal of cultivating moral character in universities, and ultimately committed to realizing the Chinese Dream of the great rejuvenation of the Chinese nation.

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Analysis On the Optimization Strategy of Employment-Oriented Computer Teaching Mode in Higher Vocational Colleges

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Abstract: At present, our country social economic level of extreme drama growth, promote it has officially ushered in the information age. For the convenience of life and production, people actively introduce a large number of advanced technologies. In order to cultivate talents to meet the needs of the industry, higher vocational colleges set up computer majors in time, focusing on cultivating students' computer skills and improving their overall professional level. Higher vocational colleges are the main position of conveying skilled talents. When carrying out talent training programs, they should take employment as guidance, constantly optimize and innovate teaching methods, and change teachers' teaching concepts. Based on this, this paper takes the employment-oriented as the background, analyzes the current situation of computer teaching in vocational colleges, and puts forward the employment-oriented optimization strategy of computer teaching mode in vocational colleges for reference.

Keywords: Employment-oriented; Higher vocational education; Computer teaching mode; Optimization strategy

1. INTRODUCTION

Now, our country is in a critical period of rapid progress in network technology, each industry in order to keep up with the development of the Times, and constantly increase the demand for computer professionals. If vocational colleges want to occupy a position in the society, they should vigorously train high quality computer professionals. There are many problems in traditional computer teaching in higher vocational colleges, such as deviating from the actual track, students are not active in learning, and computer technology skills are backward, which cannot meet the needs of enterprises for talents, which not only reduces the employment rate of higher vocational colleges, but also delays the best recruitment period of enterprises, and fails to recruit professionals who meet the position, which brings great disadvantages to the future development of the overall enterprise. In order to improve this problem in practice, higher vocational colleges, guided by employment, constantly increase the reform and optimize the current computer teaching mode in higher vocational colleges.

2. CONSIDERING THE NEEDS OF ENTERPRISES, INCREASE THE REFORM OF TEACHING CONTENT

The talent training of higher vocational colleges is to cultivate a group of professional talents, to meet the job needs of enterprises in the society, and to transport a large number of skilled professionals. As a computer professional teacher in a higher vocational college, I first sort out the talent training objectives, ensure that the curriculum content conforms to the textbooks, and help students successfully achieve employment. In order to optimize and reform the teaching content, first of all, an employment-oriented teaching model should be formulated to unify the learning content of students with the development of enterprises, which will not only improve the employment level of students and increase the employment rate, but also adjust the teaching model and truly realize innovation to a certain extent [1]. In the formulation of teaching content, in addition to considering the future development direction of the enterprise, it should also be determined according to the personality characteristics and interests of students. Therefore, in the later stage of computer teaching, the teaching level of computer can be effectively improved and professional talents can be trained to meet the needs of posts in the new era.

For example, in daily office, especially common office software is Excel, Word, PPT, etc., which can be flexibly used in future employment. At the same time, the basic abilities and skills learned in the classroom will also become a means to ensure that students adapt to the position as soon as possible.

3. INNOVATE THE TEACHING MODEL AND AROUSE THE ENTHUSIASM OF LEARNING

In the teaching of computer majors, teachers not only teach students basic teaching content and guide students' thinking correctly according to the teaching, but also need to mobilize students' learning enthusiasm under a good teaching mode, effectively increase students' learning interest, let students explore and study independently in the process of deep learning, and take computer learning as a hobby. Greatly improve students' computer skills and master solid learning skills. In order to make students' knowledge penetrate into employment, teachers should attach importance to the determination and optimization of teaching mode before daily course teaching. According to the employment environment and

work content, students can realize the importance of integrating knowledge with jobs as soon as possible, help them face their own problems, pay attention to employment positions, and shape crisis awareness. Further strengthen their learning initiative.

For example, "C language" is a relatively basic course for computer majors, and it is also a widely used course in computer languages. In addition to writing programs and software, it can also become a future basic course in the computer field. Therefore, when carrying out specific teaching, teachers use case analysis to directly write or restore the curriculum knowledge learned at the present stage, so that students can personally experience the application value of the knowledge in employment, make their own learning more specific and fully reflect the pertinence and practicability of computer learning [2].

4. ENHANCE PROFESSIONAL PRACTICE ABILITY AND PROMOTE EMPLOYMENT DEVELOPMENT

In the process of preferential selection of talents, enterprises should not only pay attention to the level of professional ability of students, but also conduct targeted tests on the degree of mastery of what students have learned, investigate their knowledge application ability, whether they can complete work tasks by relying on their independent learning ability, and improve their professional awareness. Therefore, in the specific teaching of computer professional knowledge, teachers combine theoretical knowledge with practical activities, put students' practical skills training in the first place, and constantly increase training efforts. As a computer professional accredited teacher, always observe the changes and trends of the industry, and consider the problem from a long-term perspective. Only after truly understanding the computer course can we clarify the teaching objectives and direction, divide the real needs of the industry, train students in a targeted way, give them clear guidance, and cultivate their comprehensive professional ability. In the implementation of computer teaching, the enterprise employment standard is used as the assessment index to effectively train students' knowledge application ability and practical operation ability, and check their vocational skills and job requirements to maintain unity. Not only that, as the main position of curriculum education, higher vocational colleges are of great significance to the cultivation of students' professional ability. At this time, schools are required to strengthen the optimization of hardware and software configuration, achieve "school-enterprise cooperation" with local enterprises, build professional training bases, exercise students' work level, establish professional literacy, and improve their time application ability. As a student in a higher vocational college, in the learning process, I reasonably plan my future goals, design targeted practical teaching programs, understand the job needs and contents of different enterprises from different angles, maximize students' professional practical skills, strengthen their professional level, and lay a foundation for adapting to the job as soon as possible in the future.

For example, in the daily teaching process, teachers should not only learn basic theoretical knowledge and skills, but also conduct in-depth analysis around cases and master various operational points of the post. Use cases to analyze and simulate together with students to effectively improve students' knowledge application ability and enhance their understanding awareness of what they have learned. In addition, through the practical training base, teachers provide opportunities for students to practice as much as possible, which helps students quickly adapt to the pace of work and form good working habits, thus changing their cognitive concepts [3].

5. CONCLUSION

With the rapid development of science and technology, it has attracted great attention from various industries. Nowadays, with the continuous improvement of social and economic level, many industries have begun to develop in the direction of modernization and informatization, ushering in new development opportunities. In practice, in addition to improving students' professional ability and level, it is also necessary to cultivate their sense of responsibility and mission, mobilize their enthusiasm for work, and discover and solve problems through long-term practice. However, in the current situation of the implementation of computer teaching mode in higher vocational colleges, it is found that there are many problems in the learning of many students, which need to be paid attention to and improved. Through teaching mode innovation, teaching method optimization, teaching concept transformation, etc., the classroom teaching quality can be greatly improved, the expected teaching effect can be achieved, and then talents can be trained to meet the requirements of enterprise positions.

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The Reference Significance of Confucian Moral Thought in Mental Health Care of Higher Vocational College Students

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Abstract: In recent years, under the background of the education reform and innovation in our country, great changes have taken place in the mode of education and teaching in various disciplines. Especially, students in higher vocational colleges need not only to receive higher education, but also need professional education. Therefore, it is crucial to continuously improve students' mental health level in the process of education and teaching. This is of great significance to the growth, development and work of students in higher vocational colleges. Therefore, in the process of carrying out vocational college students' mental health education, Confucian moral thought is used to influence students, improve students' psychological level, and help students build a good three views. In this paper, the author analyzes the reference value of the concept, the reference value of the content level and the reference value of the level.

Keywords: Confucianism; Moral thought; Vocational college students; Mental health care; Use for reference

1. INTRODUCTION

For the students of higher vocational colleges, maintaining a healthy psychology is not only related to their own health and development, but also affects their follow-up work assessment. Therefore, according to this situation, higher vocational colleges need to strengthen their mental health education since the admission of students. However, how to continuously improve their mental health level through scientific and effective methods? China has thousands of years of cultural history, in the process of generation to generation, Confucianism has brought a huge impact on our growth and learning, so the combination of Confucian moral thought and vocational students' mental health education can not only improve the level of students' mental health, At the same time, it also helps to implement the requirements of mental health education, and has the value of reference and inspiration for students' mental health care.

2. THE REFERENCE VALUE OF THE CONCEPT

There are three main problems in the concept of students' mental health care in higher vocational colleges: first, they do not pay attention to mental health education, second, the understanding of mental health education stays on the surface, and third, they ignore the role of moral health. Therefore, according to this situation,

higher vocational colleges can inspire, guide and cultivate students through Confucian moral thoughts.

2.1 Use the concept of self-cultivation to inspire students

Confucian moral thought will take self-cultivation as the top priority, emphasizing in their own life to constantly "renew". Therefore, vocational colleges use the Confucian concept of self-cultivation to help students form a healthy psychological concept, and improve their attention to mental health, which is of great significance for students to form a lifelong focus on health care, because each "person" life is not smooth, need to constantly manage, constantly adjust, use this idea to inspire students, Encourage students to live and learn in an active and healthy way.

2.2 Use moral health to guide students

At the present stage, China's mental health education pays too much attention to the technical guidance of psychological extracurricular activities, and tends to neglect the internal mental health work. For example, the moral health education uses Confucianism to guide students. Confucianism contains many core values to measure things, such as promoting the kindness of human nature, filial piety and benevolence between relatives and friends, these moral concepts and behaviors. It can help students form good qualities. According to the research of the World Health Organization, a morally healthy person will not make things at the expense of others, and has his own judgment on the truth, good and evil, so the use of Confucian moral thoughts to guide students to form correct moral concepts is of great significance for their mental health care.

2.3 Cultivate students through practical training

Confucianism pays more attention to practice and believes that only through continuous actual combat training can one truly improve one's self-cultivation. Therefore, in the process of mental health care of students in higher vocational colleges, we should constantly adjust students' mentality through practical actions, and use some practical activities to improve students' psychological quality.

3. THE REFERENCE VALUE OF CONTENT LEVEL

For the mental health education in higher vocational colleges, only according to the theory of mental health care work, can not achieve better results, but also need to strengthen the cultivation of students' inner quality, among which the mental health education of "sincerity,

good, responsibility" and other educational requirements are very consistent with Confucianism:

3.1 Cultivate students' inner quality of sincerity

A person's personal cultivation includes many things, among which being a sincere person is the premise of mental health. In the process of interpersonal communication, people will regard sincerity and sincerity as an important evaluation factor, so the concepts and contents of Confucian moral thought can be used to cultivate students' inner quality, because only one person is sincere in heart. Only in the external performance of natural, generous, on the contrary, the heart is not sincere, the external performance will not be very good.

3.2 Cultivate the intrinsic quality of students for good

In the process of interpersonal communication, kind-hearted people are often more popular. A kind-hearted person can maintain a relaxed, calm and calm state of mind, which can not only guarantee the ease of blood flow, but also improve their nervous excitement and help them maintain a good mental state. Confucianism contains a lot of content about interpersonal communication. Like "raising people with kindness", it means that individuals make others convinced by their sincere, kind and friendly attitude. There are many aspects in Confucianism, through which students can cultivate their good qualities, stimulate their good nature, and master the key in the process of interpersonal communication.

3.3 Cultivate the intrinsic quality of students' responsibility

For students in higher vocational colleges, it is very important to improve their social consciousness and the quality of responsibility. Every student needs to face the society, life and work. Only a person with a sense of social responsibility can survive better. the Confucian moral thought advocates "filial responsibility, revitalizing responsibility, caring responsibility" are all important factors in cultivating students' quality of responsibility. Through these contents, students can establish social collective consciousness and consciously integrate into social development, laying a solid foundation for adapting to social development in the future.

4. THE VALUE OF REFERENCE AT THE METHOD LEVEL

4.1 Be prudent

As one of the important principles of Confucianism, the principle of being prudent means that individuals should examine their own behavior and consciousness, reflect on their own strengths and weaknesses, and treat their words and deeds with caution. In the mental health care of students in higher vocational colleges, Shendu can help students develop the ability of self-awareness and self-reflection. Through self-reflection, students can better understand their own emotions, needs and problems, so that they can better adjust their mentality and behavior.

4.2 Moderation

Introspection mainly refers to the in-depth reflection and examination of the individual's feelings, behaviors and thinking. Confucianism pays attention to the cultivation of self-reflection ability, emphasizing that individuals should be good at finding the root of problems from the heart and improve themselves through reflection. In the mental health care of students in higher vocational colleges, the use of introspection can help students look at themselves more objectively, analyze and adjust their emotions, behaviors and thinking, and better understand their mental state, so as to scientifically manage emotions, solve problems and achieve personal growth.

4.3 Self-examination

The mean is an important principle in Confucian moral thought, which helps individuals maintain moderation and balance. In the mental health care of students in higher vocational colleges, using the idea of the mean can help students establish reasonable psychological balance and good emotional regulation ability. As students face multiple challenges such as academic pressure and interpersonal relationships, excessive tension or relaxation can have a negative impact on mental health. By drawing on the idea of the mean, students can better balance various needs and pressures, and reduce inner anxiety and contradictions.

5. CONCLUSION

To sum up, in this paper, the author carries out the mental health care work of students through the concept of self-cultivation, moral health, practical training and other concepts, and expounds the cultivation of students' sincerity, kindness, responsibility and other qualities at the content level. Finally, the content of prudence, moderation, self-examination and other aspects at the method level are discussed.

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Research On Ideological and Political Courses to Cultivate Students' Craftsman Spirit

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Abstract: In the new era, cultivating people by virtue has become an important standard for education in colleges and universities, and the spirit of craftsman is the intuitive expression of the educational goal of cultivating people by virtue. Under the ideological and political affairs of college courses, the cultivation of students' craftsman spirit must be paid attention to, which meets the objective needs of talent training and social development. This paper will combine the actual situation, analyze the cultivation strategies of students' craftsman spirit under the ideological and political courses in detail, aiming to provide reference and reference for the subsequent related work.
Keywords: Colleges and universities; Ideological and politics; Craftsman spirit; Strategy

1. INTRODUCTION

Under the background of the rapid development of economy and science and technology, talents have become an important core force for industrial progress and enterprise development. As an important place for talent training, colleges and universities should constantly innovate their educational concepts and teaching methods to meet the needs of the development of the Times. Cultivating students' craftsman spirit under the ideological and political administration of college courses is an important means to improve students' professional quality and sense of responsibility. It should be carried out in a planned way closely combined with the actual situation of students to lay a foundation for cultivating high-quality talents. Therefore, it is very necessary to analyze the cultivation strategies of students' craftsman spirit under the ideological and political administration of university courses.

2. OVERVIEW OF IDEOLOGICAL POLITICS AND CRAFTSMAN SPIRIT

2.1 Curriculum ideological and political

Curriculum ideological and political education is a comprehensive education concept in the new period. the ultimate goal is to construct the pattern of three comprehensive education, so that all disciplines and ideological and political education can coordinate and provide fundamental support for the realization of moral education based on synergistic effect. In the specific educational practice, teachers are required to connect ideological and political content with subject teaching, so that students can receive ideological and political education while learning professional knowledge, so as to promote students' all-round development and improve students' comprehensive quality.

2.2 Craftsmanship spirit; the spirit of workmanship

At present, the definition of the craftsman spirit can be summarized mainly from both the broad sense and the narrow sense. In the narrow sense, the craftsman spirit mainly refers to the good character; in the broad sense, the craftsman spirit is no longer limited to the craftsman, but the general requirement for the relevant industry practitioners, is the practitioners of spiritual realm, is the most intuitive embodiment of their working attitude, there are more common ground with the socialist core values, each industry practitioners need to improve their spirit to achieve professional spirit, attitude, quality of mutual unity, to seek better development. [1]

3. THE CORRELATION ANALYSIS BETWEEN IDEOLOGICAL AND POLITICAL AFFAIRS AND CRAFTSMAN SPIRIT

According to the current ideological and political goals of university courses, it is the core to cultivate comprehensive talents with high ideological and political literacy and professional knowledge, so as to better contribute to the society. the cultivation of students' craftsman spirit is an important educational means to achieve this goal. Only by integrating the craftsman spirit into students' life and study can we accelerate the three-pronged education. Can learn from the definition of the spirit, now the spirit is the necessary for industry practitioners spiritual accomplishment, namely for professional professional, good attitude, ideas, so only cultivate the students' spirit, to promote the employment in the future, in the field of their work into their enthusiasm and energy. It can be said that the essence of the spirit of craftsman training in the ideological and political courses, that is, the mutual integration of explicit and implicit moral education, is an important component of talent training in colleges and universities. [2]

4. THE CULTIVATION STRATEGY OF STUDENTS' CRAFTSMAN SPIRIT UNDER THE IDEOLOGICAL AND POLITICAL ADMINISTRATION OF UNIVERSITY COURSES

4.1 We will identify the subjects of cultivating the craftsman spirit

The cultivation of the craftsman spirit is not accomplished overnight, but is a systematic process. This is because most students lack cognition of their future development and employment, and it is difficult to achieve the training goals through phased course

education. Teachers need to fully consider the characteristics and differences of students to make teaching plans. This also requires, teachers must be clear education subject, namely take the student as the center, the student is the subject of the spirit, to avoid students produce negative, conflicting learning, teacher teaching should be given priority to with guide, based on students' psychology, thought, interest, difference, the implementation of the teaching activities, stimulate students' self-consciousness and subject consciousness. [3] In the process of solving practical problems, we should deepen educational concepts and cultivate students' innovative thinking and innovative ability. Specifically, is the spirit training process, should always take education, good for first, and technology as the core, professional practice must also be better reflect the spirit, let the spirit into the students' professional courses, ideological courses learning, practice and so on each link, make it in the subtle on spirit has a deeper understanding, and gradually formed a good professional quality.

4.2 We will expand the forms of cultivating the craftsman spirit

At present, China is in an important stage of industrial upgrading and transformation. the Ministry of Education also launched a national new engineering research and practice project in 2017 to provide a boost for the education reform. Therefore, cultivating a large number of professional, technical and compound talents with craftsman spirit has become an important task and mission for the development of contemporary application-oriented universities. In this regard, colleges and universities should continuously expand the training forms of students' craftsman spirit and form a comprehensive training pattern. First, integrate the craftsman spirit into the professional curriculum education to deepen the ideological and political development of the curriculum. On the one hand, the school should be adjusted syllabus, combined with professional course talent training target, optimize the course content, the ideological elements and spirit, enhance course education function, at the same time by the decryption professional some typical representative "craftsman", let the students to their learning professional identity, strengthen the consciousness of the spirit. On the other hand, inquiry-based, project-based, case-based and experiential teaching is carried out to promote learning through experience and accelerate the formation of students' craftsman spirit. In addition, professional quality and professional quality should be integrated education, and professional quality such as love and dedication, honesty and trustworthiness should also be included in the scope of education to promote the formation of students' subjective learning willingness.

Second, deepen the integration of industry and education, and build a model of collaborative education. Talent training in colleges and universities should be closely focused on the social needs. the integration of industry and education provides convenient conditions for schools to carry out educational practice, and also brings opportunities for students' craftsman spirit training. With the help of school-enterprise cooperation, students are allowed to enter the enterprise for work practice, understand the importance of craftsman spirit and feel the connotation of craftsman spirit in practice, which can not only help students understand the nature of their work, but also promote the formation of their sense of innovation and creation consciousness. Not only that, the school can also invite enterprise craftsmen, or representatives who have made achievements in the professional field to explain, with these successful people to infect students, cultivate good craftsman spirit and professional values. [4]

Third, we should strengthen the cultivation of the craftsman spirit in innovation and entrepreneurship education. Innovation and entrepreneurship education is a basic course, whose main purpose is to cultivate students' ability of "mass entrepreneurship and innovation", while innovation and entrepreneurship requires students to have a good craftsman spirit, realize innovation with high concentration and professional quality, and realize their own life value. Teachers should encourage and motivate students through theoretical explanation, case analysis, practice summary and other ways, and speed up the process of spiritual shaping and formation.

4.3 We will intensify efforts to publicize the spirit of craftsmanship

College campus is the main place for students' life. In order to integrate the craftsman spirit into all aspects of students' life and study, it is necessary to strengthen the publicity efforts and carry out the education work by implicit means. First of all, strengthen the construction of campus culture, integrate the "typical craftsman" materials in different periods of history into the construction of campus culture corridor, so as to publicize and carry forward the craftsman spirit, and create a good learning atmosphere for students from the ideological and spiritual aspects. Next, actively carry out campus cultural activities. In essence, the craftsman spirit is more abstract, is not conducive to students' understanding and perception, schools need to embody the craftsman spirit, carry out competitions, design, singing and cultural activities with the theme of "craftsman spirit", let the students feel the craftsman spirit in the participation, at the same time, with the associations as the main unit, carry out practical activities, such as learning skills from folk craftsmen in the folk museum. the foundation of the inheritance of handicraft is that the inheritors themselves have a good craftsman spirit, by learning handicraft skills, being able to feel the craftsman's focus on the work close enough, infected the students from a spiritual level, give the guidance.

4.4 Build a team of university craftsman teachers

College teachers are the guide of students' growth, and their words and deeds will directly affect the formation

of students' values. Their educational ability, professional knowledge and accomplishment are more important factors affecting the cultivation of students' craftsman spirit. Therefore, colleges and universities must build a team of teachers with strong professionalism, craftsman spirit and ideology, and promote the transformation of academic teachers, so as to meet the needs of talent training and build a double-qualified university. In order to expand the teaching staff, the school can recruit teachers, introduce excellent teacher resources, or invite enterprise "craftsmen" to enter the school to serve as auxiliary lecturers of professional courses. In this way, the "craftsman spirit" will no longer stay away from students, set an example for students, and form a teacher team with both academic and applied applications. [5] For the existing teachers, colleges and universities should adopt various means to achieve multi-way training. Encourage teachers to participate in enterprise practice, learning professional knowledge, training "craftsman" teachers, let teachers lead by example, for students to demonstration what "spirit", to arouse the enthusiasm of teachers, colleges and universities and improve the position evaluation mechanism, performance evaluation mechanism, the spirit, the relevant content into the examination scope, stimulate teachers' autonomous learning consciousness, improve teachers' comprehensive quality and level, to build "craftsman" teacher team, to better ideological education, spirit to lay the foundation.

5. CONCLUSIONS

To sum up, with the rapid development of China's education and the educational concepts and methods are constantly updated, curriculum ideological and political education, as a comprehensive education concept, has become an important component of college education. Under the new period, to cultivate more high-quality talents, should be through clear craftsman spirit training subject, expand the spirit training form, intensify spirit propaganda, build college craftsmen teachers team, combined with the course education training of student spirit, to let students have professional spirit, to adapt to the contemporary social development, improve their social competitive advantage.

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The Exploration and Practice of Integrating Curriculum Ideology and Politics into English Teaching in Higher Vocational Colleges

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Abstract: Considering the actual situation, in the context of the continuous development of China's educational cause, integrating curriculum thought and politics into English teaching in higher vocational colleges can effectively improve the efficiency of the construction of the "big thought and politics" education system in higher vocational colleges, effectively improve students' ideological and political literacy, and help students build good national and cultural self-confidence. Then lay a solid foundation for the realization of the comprehensive development goal of higher vocational college students in the future. Based on this, this paper carries out an in-depth analysis of the exploration and practice of integrating curriculum ideology and politics into higher vocational English teaching, hoping to play a certain role in the development of related work.

Keywords: Curriculum thought and politics; Vocational English; Exploration and practice

1. INTRODUCTION

Under the background of the current era, higher vocational education has gradually developed into one of the indispensable and important components of China's education system. Therefore, higher vocational colleges need to actively integrate ideological and political education into their own educational work while clarifying their own educational tasks, so as to effectively build a "big ideological and political" education system at the same time. Effectively improve the ideological and political quality of vocational students. At the stage of higher vocational education, English is an important basic course. By integrating curriculum ideology and politics into English teaching activities in higher vocational colleges, students can gradually develop a good sense of cross-cultural communication and build up a good self-confidence in national culture, so as to ensure that students can tell Chinese stories well through their own English subject knowledge. Therefore, higher vocational colleges need to make clear the value of English curriculum teaching and actively explore the integration of curriculum ideology and politics in English teaching.

2. IMPROVE THE CURRICULUM IDEOLOGICAL AND POLITICAL CONSTRUCTION AND PRACTICAL ABILITY OF ENGLISH TEACHERS

Teachers are the main organizers and implementers of classroom teaching activities, which makes teachers have a direct impact on the integration of curriculum ideology and politics into English teaching. Therefore, in order to effectively achieve the goal of integrating curriculum thought and politics into senior high school English curriculum, it is necessary to improve the professional ability level and professional quality of teachers.

From the perspective of higher vocational English teachers, they should first of all actively change their own educational ideas and concepts, and build up a perfect consciousness of integrating curriculum ideology and politics. In view of the actual situation, there are obvious differences between English teaching and other curriculum teaching activities in the higher vocational education system. This is because English is not only an important public basic course in the higher vocational education system of our country, but also one of the main ways for students to effectively contact and understand the Western cultural system. There will be certain changes in their ideological cognition and values [1]. In this context, as the organizer and implementer of classroom teaching activities, teachers need to integrate curriculum ideological and political science into English teaching activities while giving full play to their influence and combining with the characteristics of English curriculum. Secondly, teachers also need to clarify the value of the integration of curriculum ideology and politics, and on this basis, improve their own curriculum concept of "big ideology and politics", so as to actively build the structure system of curriculum ideology and politics in English teaching activities, and finally, by giving full play to their leading role, ensure that the integration goal of curriculum ideology and politics in higher vocational English teaching can be truly realized. In addition, teachers should continue to strengthen the development of practical teaching activities and dig deeply into the curriculum ideological and political elements contained in English teaching, so as to organically integrate curriculum ideological and political elements with English teaching and rationally apply the socialist core values and other healthy ideas. To help students build up good ideological values when participating in English teaching activities, and finally lay a solid foundation for the integration of curriculum

ideology and politics in vocational English teaching and the improvement of practice effect.

3. INNOVATE THE IDEOLOGICAL AND POLITICAL TEACHING METHODS OF ENGLISH COURSES

In combination with the actual situation, in the stage of higher vocational education, the design of English teaching methods should be based on students' learning needs to ensure that students' own subjective initiative can be effectively stimulated, so as to facilitate students to realize the construction of subject knowledge structure and the development of learning ability in the process of effectively feeling the content of English subject knowledge. Therefore, in order to effectively integrate curriculum ideology and politics into English education activities, teachers must actively promote the innovation of English teaching methods in higher vocational colleges on the basis of existing teaching resources, so as to ensure the effective integration of curriculum ideology and politics with English education. For example, when implementing the teaching activities of "Holidays and Vacations", the teachers should first make it clear that the content of this course involves many traditional holidays in our country, and is mainly constructed by the related content of the Mid-Autumn Festival. At this time, if teachers want to effectively integrate the ideological and political aspects of the curriculum, they can reasonably apply the situational teaching method, so as to help students feel the festive atmosphere of the Mid-Autumn Festival by guiding them, and ensure that their sense of identity for Chinese traditional festivals can be effectively stimulated. In the specific teaching stage, teachers need to make scientific innovations in the integration of ideology and politics in English teaching. With the help of the application of video materials or PPT courseware in teaching activities, teachers should reasonably bring the different customs of the Mid-Autumn Festival in different regions and the stories related to the Mid-Autumn Festival, such as Chang 'e's flight to the moon, into English classroom teaching activities to stimulate students' visual feelings. In this process, teachers can also integrate traditional festivals such as the Dragon Boat Festival and the Spring Festival into the classroom by means of scientific extension of classroom teaching content, and explain the differences in customs and habits of each festival to students, so as to effectively enhance students' self-confidence and pride in national culture on the basis of effectively strengthening students' emotional resonance. Finally achieve a good curriculum ideological and political integration goal.

4. TO BUILD AN ENVIRONMENT CONDUCIVE TO THE IDEOLOGICAL AND POLITICAL CONSTRUCTION OF ENGLISH CURRICULUM

Learning environment is one of the main factors that affect students' learning and growth efficiency, and it also has a direct impact on the formation of students' health thoughts and values. Therefore, in the implementation of vocational English teaching activities, if teachers want to integrate curriculum ideology and politics effectively, they need to strictly implement the construction of teaching environment, so as to ensure that the positive impact of environment on students can be fully exerted, and lay a solid foundation for the realization of curriculum ideology and politics integration goals. For example, when implementing the English knowledge content of the unit "Differences Between Cultures", teachers should make it clear that the listening content of this unit is mainly related to the famous Chinese literary work "Journey to the West", and introduce the main role of "Sun Wukong" in detail. Therefore, when implementing the construction of teaching environment, teachers can choose part of the story content in Journey to the West to build a teaching environment highly similar to the teaching content for students, and ensure the openness of the teaching environment, so as to ensure that students can actively learn and identify with Chinese traditional culture when participating in English teaching activities. In this process, teachers should also pay attention to the improvement of hardware facilities in the classroom teaching environment. For example, they should integrate the content related to humanity, justice, rites, wisdom and faith into the construction of the teaching environment, and introduce western literature and thinkers to students. In addition, by helping students to correctly recognize cultural differences, teachers should finally provide adequate guarantee for the strengthening of students' cultural self-knowledge and cultural self-confidence. So as to achieve the goal of good ideological and political integration in the curriculum [2].

5. CONCLUSION

To sum up, with the continuous development of higher vocational education in our country, when implementing specific teaching work, educators should correctly recognize the value of integrating curriculum ideological and political science into teaching activities, and scientifically guide students from multiple aspects such as consciousness, thought and value concept by integrating curriculum ideological and political science into English teaching activities. Thus, while effectively improving students' ideological and political literacy, it will further promote the comprehensive development efficiency of students in the future.

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Exploration Of Education and Teaching of Automotive Electrical Technology Course in Higher Vocational Schools Under the Background Of "Internet +"

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Abstract: With the development of economy, the purchase of cars is increasing, but because some people lack the awareness of safe use of cars, the probability of traffic accidents is also increasing. In order to train outstanding talents in automotive electrical technology, higher vocational colleges should reform the traditional education mode based on the background of "Internet +". This paper first expounds the influence of "Internet +" on the teaching curriculum, then explores how to establish a new teaching model under the background of "Internet +", and finally analyzes the advantages of establishing this information teaching model.
Keywords: Internet; Higher vocational schools; Teach

1. INTRODUCTION

With the increase of per capita income, cars have become a common means of transportation for people. the rapid development of the automobile industry has also aroused people's attention to the major of automotive electrical technology. Under the traditional mode of education, students in higher vocational colleges can not be interested in the classroom content, and naturally can not achieve better classroom results. Higher vocational colleges should conform to the trend of information technology, change the traditional exam-oriented education mode, enrich the classroom content, in order to further improve the teaching effect, and train more excellent talents for the society of automotive electrical technology industry.

2. THE IMPACT OF "INTERNET +" ON TEACHING COURSES

2.1 Teaching content

In the courses of higher vocational colleges, the course of automotive electrical technology occupies an important position. But the course is boring and not easy to arouse students' interest. Therefore, under the background of "Internet +", higher vocational colleges should change the traditional education model in order to effectively solve the following two problems. On the one hand, the theory of automotive electrical technology course is strong, if the teacher can not take effective teaching means, there will be students in the classroom attention is not concentrated phenomenon, affecting the learning effect of the course. On the other hand, automotive electrical technology is developing rapidly,

and the teaching materials will have a certain lag. If vocational colleges blindly teach according to the textbooks, students will not be able to understand the latest trends of the industry [1].

2.2 Teaching process

According to the investigation and research, some teachers in higher vocational colleges still adopt the traditional teaching process to teach the course of automotive electrical technology. the traditional teaching process is mainly reflected in the teacher's lesson preparation, teaching, assignment, etc., while the student's passive learning, learning efficiency is low. If the teacher uses Internet technology in the teaching process and uses the learning platform to complete class check-in and class discussion, the classroom atmosphere can be active and students' interest in learning the course can be stimulated. At the same time, the teacher can send the PPT courseware and materials used in this class to the learning platform after class, which is conducive to students' review after class.

2.3 Student evaluation

The traditional evaluation model that only focuses on performance can no longer meet the diversified evaluation needs. Through the rational use of Internet technology, teachers can record all aspects of students' learning process. For example, the learning platform can record students' learning time, problem error rate, etc., and conduct targeted analysis according to students' learning problems, so as to help teachers have an in-depth understanding of students' learning situation and facilitate students to conduct more comprehensive evaluation [2].

3. ESTABLISH A NEW TEACHING MODEL

With the development of Internet technology, while providing teachers with the convenience of teaching, it also brings more temptations to students. Some students are addicted to electronic games and online novels, which seriously interfere with normal study. Therefore, teachers should guide students to establish a correct awareness of Internet use, so that the Internet can become a tool to assist learning, rather than a stumbling block on the road to learning.

3.1 Conditions

If higher vocational colleges need to apply the new teaching mode, the following conditions should be met.

First of all, schools need to provide teaching and learning platforms for teachers and students, and provide technical training for teachers, so that teachers can master the use of teaching platforms. Secondly, teachers should establish a high sense of responsibility, actively learn related Internet knowledge, and improve the ability to analyze network data, can develop targeted teaching plans according to students' learning data. Finally, schools should improve the efficiency of management work to ensure that all teachers, especially some older teachers, can master the use of the teaching platform, so as to ensure the application effect of the new teaching model.

3.2 Process

In the course preparation stage, teachers can collect students' ideas on the course through the teaching platform, and make teaching improvements based on it, adding content that students are interested in. Teachers can also release preview materials through the learning platform before class, so that students can preview the teaching content.

In the teaching process, by using the Internet platform and teaching methods that students are interested in, teachers can improve students' class participation and achieve positive interaction with students, so as to achieve the purpose of improving classroom efficiency. In addition, teachers not only need to impart knowledge and skills to students in the classroom, but also need to use the teaching platform to conduct moral education for students, so as to cultivate high-quality talents with both morality and talent. Finally, teachers can assign homework to students through the teaching platform after class, and improve the follow-up teaching work according to the feedback of students.

4. THE ADVANTAGES OF ESTABLISHING A NEW TEACHING MODEL

4.1 Timely communication of technical developments

Through the teaching platform, teachers can reasonably adjust the course content, timely delete the old technical knowledge, and add the advanced knowledge of automobiles, so as to improve the effectiveness of the teaching content. After class, teachers can also share relevant technology trends with students, exchange ideas with students, and understand the real ideas of students in this process, which is conducive to the development of subsequent teaching work. As mentioned above, through this teaching method, teachers can stimulate students' interest in automotive electrical technology courses, expand students' knowledge of automotive electrical technology, and further improve students' learning effect [3].

4.2 Increase interaction with students

Before class, teachers can arrange preview tasks for students through the learning platform, so that students can understand the learning content in advance. In class, teachers can use the learning platform to publish group discussion tasks, let students have active discussions, and display the discussion results of different groups on the platform, and let students evaluate them. After class, teachers can use the platform to publish homework and answer students' questions in time to help students understand classroom knowledge. In addition, teachers can monitor the situation in the background of the teaching platform, understand the learning situation of students, and analyze it, and put forward targeted improvement suggestions to students in time.

4.3 Improve the comprehensiveness of student evaluation

Under the traditional teaching evaluation model, teachers usually pay attention to the evaluation of academic performance, while ignoring the evaluation of other aspects of students [4]. With the progress of education concept, this teaching evaluation model is no longer suitable for today's teaching system. With the development of Internet technology, teachers can intuitively understand students' attendance and classroom interaction through the background data of the teaching platform, and conduct a comprehensive analysis of students' data, so as to have a more comprehensive understanding of students and give students a more reasonable evaluation.

5. CONCLUSION

To sum up, Internet technology has promoted the further development of teaching. Vocational teachers should make reasonable use of Internet technology to expand students' knowledge of automotive electrical technology, improve the interaction with students, and put forward more reasonable evaluation of students, so as to cultivate high-quality professional talents for the country.

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A Probe into the Improvement of Postgraduate Education Quality from the Perspective of Total Quality Management

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Abstract: Graduate education is an important way to train high-level scientific research talents, promote scientific and technological progress and social development. With the further improvement of social development and economy, the requirement for the quality of postgraduate education is getting higher and higher. However, the implementation of graduate education quality improvement from the perspective of total quality management needs the support of all-round reform and measures, and needs the joint efforts of education departments, universities and all parties to achieve the overall improvement of graduate education quality.

Keywords: Total quality management; Graduate students; Educational quality

I. OVERVIEW OF TOTAL QUALITY MANAGEMENT

Total quality management (TQM) is a management philosophy and method that aims to achieve the overall improvement of product and service quality through the participation of all employees and continuous improvement. It emphasizes the holistic concept of quality, assigning the responsibility and tasks of quality management to various departments and employees to achieve the overall quality objectives of the organization. the core idea of total quality management is customer-centric, focusing on meeting customer needs and expectations, and improving customer satisfaction through continuous improvement of work flow and increasing value creation. It pursues the goal of zero defects and continuous improvement, and realizes the prevention and correction of quality problems through a fully engaged, data-driven approach. the elements of total quality management include: continuous improvement, customer orientation, full participation, process management, data-driven, supplier relationship, leadership and training, etc. [1]. Continuous improvement is the core of total quality management, through the analysis of data and feedback information, constantly seek and implement improvement measures. Customer orientation is the core principle to meet customer needs and expectations, through understanding and meeting customer needs, to provide high-quality products and services. Full participation is the key to achieve total quality management, requiring every employee to participate in quality management and improvement activities. Process management emphasizes the optimization and control of the overall process to ensure the quality and stability of products and services. Data-driven decisions and improvements are based on data and facts. Supplier relations is the establishment of cooperative relationships with suppliers to ensure a stable and high quality supply chain. Leadership and training is to promote the effective implementation of total quality management through leadership guidance and training support.

2. ANALYSIS OF THE QUALITY OF GRADUATE EDUCATION IN OUR COUNTRY

2.1 The tutor's guidance is not in place

In the graduate education of our country, it is a common problem that the tutor's guidance is not in place. This can be manifested as a lack of time and resources to effectively guide students, or a lack of attention and awareness of the student's academic and professional development. This may lead to confusion and difficulties in subject selection, research methods and experimental design. Inadequate tutor guidance will affect students' research progress and academic ability improvement, thus reducing the quality of graduate education.

2.2 Tutors lack motivation to improve training quality

In China's graduate education, there are some tutors lack of motivation to improve the quality of training. First of all, the current research evaluation system focuses on the number of SCI papers and the acquisition of research project funds, while the evaluation of the teaching quality of tutors and the quality of graduate training is insufficient. This makes some tutors pay more attention to scientific research results and funds, and neglect the real training of graduate students. Secondly, tutors are under pressure of time and resources in postgraduate training [2]. Some tutors need to instruct multiple graduate students at the same time, and their time and energy are scattered, making it difficult to give each graduate student enough attention and guidance. As a result, the quality of graduate education cannot be fully guaranteed. In addition, some tutors lack the renewal and innovation of teaching methods and teaching concepts in postgraduate training. They may still use the traditional teaching methods, ignoring the application of modern education methods, resulting in a lag in the quality of training.

2.3 The comprehensive quality of the tutor team is low

In China's graduate education, the low comprehensive quality of tutors is one of the existing problems. There are several reasons leading to the low comprehensive quality of the tutor team: ① the academic research level is not high, some tutors lack scientific research ability, limited grasp of the research direction and depth of students, unable to provide high-level academic guidance. ② Some tutors may be newly joined the team of graduate tutors, lack of guidance experience, do not understand the norms and requirements of graduate training, and can not provide effective guidance for students. ③ Lack of teaching ability, some tutors lack a certain teaching experience and theoretical knowledge of education and teaching, can not effectively transfer academic knowledge and methods to students, affecting the learning effect of students. ④ Lack of awareness of caring for students, some tutors are too concerned about their own scientific research work, ignore the concern for students, unable to guide, support and help students solve problems in time.

3. FACTORS AFFECTING THE QUALITY OF POSTGRADUATE EDUCATION

3.1 The cultivation goal is vague

Among the problem factors that affect the quality of graduate education in our country, the fuzzy cultivation goal is an important factor.

First of all, the training objectives in graduate education are usually not clearly positioned, lacking scientific and accurate goal setting. Students, tutors and schools have different understandings of graduate training goals, leading to inconsistent expectations in the training process. Secondly, the vagueness of the culture goal may lead to the randomness and fragmentation of the culture process. the lack of clear training objectives will make it difficult for teaching and research work to be effectively organized, and students' academic accomplishment and research ability can not be systematically and pertinently cultivated. In addition, the unclear training goals also easily lead to students in the choice of research direction and curriculum confusion. Without clear guidance and goals, students may not be able to determine their research direction and professional development direction, nor can they reasonably arrange their study plan.

3.2 Backward management system

Among the problem factors that affect the quality of graduate education in our country, the backwardness of management system is an important factor. the following are some of the main problems that lead to the backwardness of the management system: ① the management system lacks flexibility and innovation, and the traditional management system pays more attention to rules and regulations and regulations, and has lower requirements for flexibility and innovation. This makes it difficult for managers to formulate management policies and measures in line with the actual situation according to the characteristics and needs of different disciplines and professions [3]. ② the rigidity of the

academic evaluation system. the current academic evaluation system mainly takes the number of SCI papers published and the acquisition of scientific research funds as the core indicators, but ignores the evaluation of the quality of teaching and graduate training. This has led some schools and tutors to pursue SCI publication too much, ignoring the overall focus on student development. ③ In some colleges and universities, the administrative and academic departments are relatively independent, resulting in insufficient coordination and integration of administrative management and academic teaching. This has led to a disconnect between administrative management and the goals and needs of teaching and research, which has affected the quality of graduate education. ④ Lack of dynamic management and information support, traditional management system focuses on documents and processes, information transmission is slow, difficult to respond to the needs of students and teachers in a timely manner. the lack of effective information support makes it difficult for managers to obtain and use teaching and scientific research information in a timely manner, which affects the accuracy and timeliness of management decisions.

3.3 Graduate students lack innovation ability

First of all, graduate students lack independent thinking and innovation ability in academic research. They may rely too much on the guidance of tutors or textbooks, and lack the ability to think deeply about problems and solve problems independently. Under such circumstances, in the process of scientific research, they often only perform experiments, collect data or conduct literature reviews step by step, and lack the ability to conduct in-depth analysis of problems and put forward innovative ideas. Secondly, the research ideas and methods of postgraduates are more traditional and lack of innovative thinking. They may be limited by traditional research models and existing research ideas, and lack the ability to conduct interdisciplinary and cutting-edge thinking on problems, unable to put forward unique views and solutions from a new perspective. In addition, the unfavorable factors of training environment and scientific research atmosphere may also lead to the lack of innovation ability of graduate students. If the school, research institution or laboratory lacks the atmosphere and mechanisms to encourage innovation, as well as adequate recognition and incentives for innovative results, graduate students may lack the motivation to demonstrate innovative ability and actively pursue new knowledge.

4. EFFECTIVE COUNTERMEASURES TO IMPROVE THE QUALITY OF POSTGRADUATE EDUCATION FROM THE PERSPECTIVE OF TOTAL QUALITY MANAGEMENT

4.1 Establish a comprehensive quality supervision system

From the perspective of total quality management, one of the effective countermeasures to improve the quality

of postgraduate education can be taken, that is, to build a comprehensive quality supervision system. ① Establish regulatory bodies and responsibilities, establish graduate education quality regulatory bodies, and clarify their responsibilities and powers. the institution can be responsible for the review of graduate training programs, graduate education quality assessment, supervisor qualification, degree awarding and other aspects of supervision. ② Establish a comprehensive evaluation system, formulate a scientific and reasonable graduate training quality evaluation system, comprehensively consider academic ability, scientific innovation ability, scientific ethics, interdisciplinary integration ability and other indicators, and comprehensively evaluate the learning and scientific research ability of graduate students. ③ Strengthen the quality supervision and feedback mechanism, establish a quality supervision mechanism for graduate education, including regular on-site supervision, academic review, student evaluation, etc., find problems in time and provide suggestions for improvement. At the same time, a feedback mechanism should be established so that students and tutors can understand the evaluation results in a timely manner and promote the improvement of teaching and academic level [4]. ④ Promote the disclosure of quality information, establish the disclosure system of graduate education quality information, disclose graduate training programs, supervisor teams, academic achievements and other information to the public, strengthen social supervision and supervision by public opinion, and promote universities and tutors to actively improve the quality of graduate education. Strengthen international exchanges and certification, actively participate in international academic exchanges, cooperation and certification, absorb advanced educational concepts and management experience, and improve the internationalization level and competitiveness of graduate education.

4.2 Transform the quality management system

The traditional quality management system is usually based on inspection and correction, and the emphasis is on finding and solving problems. However, in graduate education, only relying on the correction of problems can not comprehensively improve the quality of education. Therefore, it is very necessary to change the quality management system. the main contents of the transformation of the quality management system include: ① Introduce the concept of full participation, and the quality management is not limited to the school management, but the participation of all staff. Everyone, from school administrators to tutors, teachers and students, should take responsibility for the quality of graduate education and work together to improve it. ② Establish the whole life cycle quality management, quality management should run through the whole life cycle of graduate education, from enrollment, training to graduation and employment, each link should pay

attention to quality control and improvement. ③ Strengthen data-driven decision-making, relying on data analysis and evaluation to ensure scientific and objective quality management. Through the collection, analysis and use of relevant data, problems and challenges can be understood in a timely manner, so that targeted measures can be taken to improve the quality of graduate education. ④ Establish an effective feedback mechanism, obtain feedback from students, teachers and enterprises in a timely manner, listen to the needs and expectations of all parties, and further improve and optimize quality management measures. ⑤ Continuous improvement, quality management should be a continuous improvement process. Through continuous self-assessment, review and reflection, find out the problems and shortcomings, timely adjust and improve management measures, and continuously improve the quality of education.

4.3 Establish a quality management mechanism centered on graduate students

From the perspective of total quality management, one of the effective measures to improve the quality of postgraduate education can be taken, that is, to establish a quality management mechanism centered on postgraduate students. ① Optimize the training plan, establish a flexible and diverse training plan to meet the academic development needs and individual requirements of different graduate students. To give graduate students greater autonomy, allowing them to freely choose research directions, courses and supervisors within a certain range, so as to better develop their personal potential and interests. ② Reform of the tutor system, strengthen the management and training of tutors, and ensure that tutors have good teaching and guidance capabilities. Establish a regular evaluation mechanism to evaluate the teacher's ethics, academic qualifications and guidance effects, so as to encourage the cultivation and development of excellent tutors. ③ Provide a good academic environment and resources, invest more resources in graduate education, including laboratory equipment, library resources, research projects, etc. Create a positive academic atmosphere, encourage graduate students to participate in academic exchanges, academic competitions and other activities, and cultivate their academic independence and innovation ability. ④ Strengthen the evaluation and monitoring mechanism, establish a sound evaluation and monitoring system, and conduct regular evaluation and monitoring of the quality of postgraduate education. Comprehensively evaluate the training effect of postgraduates from the aspects of curriculum provision, academic achievements, employment status, etc., find problems and take timely measures to improve [5]. ⑤ Encourage international exchanges and cooperation, actively promote the international development of graduate students, and encourage graduate students to participate in international academic exchanges,

cooperation and internship. Expand the international vision and exchange platform of graduate students, enhance their cross-cultural communication and cooperation ability, and enhance international competitiveness.

4.4 Strengthen curriculum construction and optimize curriculum system

From the perspective of total quality management, another effective countermeasure to improve the quality of postgraduate education is to strengthen the curriculum construction and optimize the curriculum system. ① Leading curriculum, according to the development trends and needs of the subject field, determine the courses that can cultivate students' core competencies and professional knowledge. Update and adapt course content to ensure it matches the latest research advances and technological developments. ② Interdisciplinary and integrated courses, encouraging interdisciplinary and integrated courses, so that students can in-depth research and solve problems from the perspective of different disciplines. This helps to cultivate students' comprehensive quality and interdisciplinary thinking ability, and improve their ability to solve complex problems. (3) Strengthen the practice link, strengthen the setting of the practice link, including internship, experiment, project, etc. Through practical operations and participation in real projects, students are able to combine what they have learned with practical applications and improve their practical skills and ability to solve real problems. ④ Introduce international elements into the curriculum, including international case studies, international cooperation projects, etc. This helps to broaden students' international perspective, improve their cross-cultural communication and cooperation ability, and enhance their competitiveness in the context of globalization [6]. ⑤ Pay attention to the innovation of teaching methods, adopt a variety of teaching methods, such as case teaching, teamwork, seminars, etc. By stimulating students' learning interest and participation, the teaching effect of the course and the learning experience of the students are improved.

5. CONCLUSION

To improve the quality of postgraduate education from the perspective of total quality management and to build a comprehensive quality supervision system is one of the important countermeasures. Postgraduate education is an important part of the higher education system, which is of great significance for cultivating high-quality innovative talents. From the perspective of total quality management, the principles of full participation, whole-life cycle quality management, data-driven decision-making and continuous improvement are emphasized, which can promote the overall improvement of the quality of postgraduate education. In the future, it is hoped that the quality of postgraduate education from the perspective of total quality management will continue to rise to a new level and make greater contributions to the country's scientific and technological development and social progress.

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A Brief Analysis of the Research Progress of College Students' Smartphone Addiction

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Abstract: With the rapid development of information technology, the penetration rate of smart phones is increasing year by year. the widespread use of smartphones has made communication more convenient and enriched our daily lives. At the same time, smartphone addiction has become one of the most serious social problems today. This article will use the method of literature analysis to conduct an empirical review of the current situation of college students' smartphone addiction from four aspects: the concept of smartphone addiction, negative effects, related factors, and intervention strategies, so as to provide a basis for further discussion by researchers.
Keywords: College students; Smartphone addiction; Related factors; Intervention strategies

1. INTRODUCTION

According to the 51st "Statistical Report on Internet Development in China" released by China Internet Network Information Center (CNNIC), as of December 2022, the number of Internet users in my country has reached 1.067 billion, and the number of mobile Internet users has reached 1.065 billion, accounting for 99.8%. Among the Internet users, students account for the largest proportion and spend the longest time online. It has become a common phenomenon for college students to "never leave their phones". According to the survey of Lopez-Fernandez. et al. (2014), the problem of mobile phone abuse is more serious among young students and teenagers. Among mobile phone users in different cultures and societies, mobile phone dependence the proportion is around 38%. In a study by Yao Anqi, Wang Debin (2019) in China, 27.5% of college students who participated in the survey had smartphone addiction problems. Therefore, smartphone addiction among college students is getting more and more attention.

2. THE CONCEPT OF SMARTPHONE ADDICTION

For the concept of smartphone addiction, there is currently no unified conclusion in the academic circles. Regarding this type of ICT dependence, Griffiths (2000) gives a good account of the excesses and lustful behaviors associated with the social pathology specific to cyberspace: "Technology addiction is operationally defined as non-chemical (behavioral) Addiction, excessive frequent and inappropriate use of mobile phones are determinants of behavioral addiction to virtual technology".

Smartphones themselves have become the most common choice for people to access the Internet today. the difference between smartphones and Internet addiction is that mobile addiction is essentially Internet addiction presented through a highly portable device. Liu Hong, Wang Hongli. (2012) believed that mobile phone dependence refers to the obsessive state in which the individual's physical, psychological and social functions are obviously impaired due to the out-of-control behavior of using mobile phones. Smartphone addiction is also known as "mobile phone addiction", "smartphone use problem", "smartphone overuse", "mobile phone use problem", etc. (Li Y. et al. 2020).

3. NEGATIVE EFFECTS OF SMARTPHONE ADDICTION

The widespread use of smartphones is a general trend, and a large number of studies have confirmed that smartphone addiction will have a negative impact on individuals.

Bi J. (2022) research shows that mobile phone dependence has a significant impact on adolescent sleep quality. Nowadays, it has become a common phenomenon for college students to stay up late. Using mobile phones to watch videos and play games before going to bed leads to reduced sleep time and poor quality, as well as frequent occurrence of physiological health problems such as circadian rhythm disorders and endocrine disorders. In addition, focusing on the mobile phone screen with improper posture for a long time can cause muscle fatigue and soreness of the user, joint inflammation of the wrist and fingers, cervical dislocation, vision and hearing impairment, In more severe cases, dizziness, nausea and other physical discomfort will occur (Zirek E. et al. 2020).

Ivanova A. et al. (2020) believe that mobile phone dependence is inseparable from psychological difficulties such as depression, anxiety, and social anxiety. the negative psychological impact of out-of-control behavior facilitated by the Internet is even more pronounced, with college students being the age group most vulnerable to the effects of communication technologies (Eichenberg C. et al. 2020). A study observed the relationship between mobile phone dependence individuals and changes in brain function from the micro-state, and the results showed that mobile phone dependence individuals have increased sensitivity to negative emotions (Li H. et al. 2021). Smartphones fragment the time of college students, distract their

attention, and prevent them from concentrating on their studies, which brings many difficulties and challenges to the cultivation and management of talents in colleges and universities.

4. RELATED FACTORS OF SMARTPHONE ADDICTION

Subjective factors, college students who are addicted to smartphones often lack systematic planning and management of college life and study, and lack the ability to self-control their own consciousness and behavior. Li Zongbo. et al. (2017) found that self-control plays a regulatory role in smartphone dependence and delay behavior; Wang Yu. (2020) Self-identity is significantly related to smartphone addiction, and promoting the development of its self-identity is beneficial College students reduce propensity for smartphone addiction. However, there are certain defects in the state of self-identity and self-control of college students with smartphone addiction. Plus, for many college students, this may be the first time they've been away from home, away from their parents and their hometown friends, and from the emotional and social support of their former family. This kind of separation will make individuals feel lonely, and it is easy to use mobile phones to escape problems, and then form smartphone addiction.

Objective factors, the current wireless network in colleges and universities has been fully covered, college students use the network anytime and anywhere, and being surrounded by smartphones for a long time also indirectly promotes the emergence of psychological problems such as smartphone addiction. the school lacks scientific and reasonable management and guidance for college students' dependence on mobile phones, and simply and rudely prevents students from using mobile phones, which can easily cause students to rebel and produce counterproductive effects.

5. INTERVENTION STRATEGIES FOR SMARTPHONE ADDICTION

Compared with the related factors and negative effects of smartphone addiction, the research on intervention strategies is relatively weak both in terms of literature accumulation and theoretical development. At present, cognitive-behavioral group counseling has become a mainstream intervention method for smartphone addiction (Chen Jiahao, 2019; Kim D, 2021). Exercise intervention has also become one of the important auxiliary intervention methods (Li Xiaopeng et al., 2022). Correct guidance and effective management strategies in schools are also important intervention strategies to prevent smartphone addiction.

6. EPILOGUE

To sum up, smartphone addiction has had a great negative impact on the physical and mental and learning of college students. Although the current research on smartphone addiction has made great progress, the unified definition of the concept of smartphone addiction, There are still many deficiencies in intervention strategies and other aspects, which shows the broad prospects of smartphone addiction research and the focus and direction of future research.

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Curriculum Ideological and Political Construction Strategies in Higher Vocational Colleges from the Perspective of Management by Objectives

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Abstract: Curriculum ideological and political construction aims to train the socialist builders and successors with all-round development of morality, intelligence, physique, the United States and labor, guide students to establish a correct outlook on life, values and world outlook, and enhance students' patriotic feelings and social responsibility. In order to carry out ideological and political education better, effective measures should be taken based on the vision of management by objectives. Through clear objectives, integration of teaching resources, establishment of effective evaluation mechanism and continuous improvement mechanism, the quality and effectiveness of curriculum ideological and political construction can be continuously improved, and positive contributions can be made to the training of talents with comprehensive quality and social responsibility in higher vocational colleges.
Keywords: Management by objectives; Higher vocational colleges; Curriculum ideological and political; Tactics

1. INTRODUCTION

From the perspective of management by objectives, curriculum ideological and political construction emphasizes clear goal setting, effective index system, comprehensive evaluation mechanism and continuous improvement path. Through the method and concept of management by objectives, higher vocational colleges can better guide the overall development of students, promote the organic integration of ideological and political education with professional education, and improve the quality and effectiveness of ideological and political education. This paper will discuss the significance and effective path of ideological and political construction in higher vocational colleges under the vision of management by objectives, in order to provide useful reference for ideological and political education in higher vocational colleges.

2. THE SIGNIFICANCE OF CURRICULUM IDEOLOGICAL AND POLITICAL CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES

2.1 Cultivate socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor

Through the curriculum ideological and political construction, students can be guided to establish the correct three views, and enhance students' patriotic feelings and social responsibility. At the same time, the ideological and political construction of the curriculum can help students generate enthusiasm for innovation and creation, and also cultivate students' teamwork ability, so as to promote students' all-round development.

2.2 Enhance students' awareness of rule of law and legal literacy

In modern society, the rule of law is the cornerstone of maintaining social order, fairness and justice, and is also an inevitable requirement for realizing the modernization of national governance. Through the ideological and political construction of the curriculum, students can be taught basic legal knowledge and legal principles, and the awareness and behavior habits of students to abide by the law and respect the law can be cultivated, which is not only conducive to the personal growth of students and the protection of legitimate rights and interests, but also conducive to the harmony and stability of society and the promotion of the construction of the rule of law.

2.3 Cultivate students' innovation and entrepreneurship ability and professional ethics

Innovation is an important driving force to promote social progress and economic development, and entrepreneurship is an effective way to promote employment and realize personal value, and carrying out curriculum ideological and political education helps students form a good sense of innovation and entrepreneurship, so that students can get exercise. At the same time, the ideological and political construction of the curriculum attaches importance to the cultivation of professional ethics, guiding students to uphold integrity, responsibility and professional ethics standards, and improving their competitiveness and sustainable development ability in the professional field.

3. MAIN PROBLEMS OF CURRICULUM IDEOLOGICAL AND POLITICAL CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF MANAGEMENT BY OBJECTIVES

3.1 Ambiguity and consistency of goal setting

Different schools and majors have different understandings and interpretations of ideological and political education goals, resulting in the lack of clarity and specificity in the setting of goals. At the same time, as the curriculum ideological and political construction involves multiple subject areas and teaching links, different teachers have different understanding and implementation of goals, and lack of consistency, which may lead to the decentralization and fragmentation of teaching activities, affecting the effectiveness and coherence of ideological and political education [1].

3.2 Insufficient construction of teaching staff

On the one hand, the number of teachers in some schools is insufficient to meet the needs of ideological and political education; on the other hand, some teachers have insufficient training in ideological and political education concepts and methods, lack of in-depth understanding and grasp of ideological and political education, which may lead to uneven teaching quality of ideological and political courses, and fail to achieve the goal of cultivating students' moral, intellectual, physical, American and labor development. In addition, the lack of teacher construction may also affect the sustainable development and innovation ability of ideological and political education, and hinder the further promotion of curriculum ideological and political construction.

3.3 Lack of teachers' professional ability and ideological and political education accomplishment

Some teachers have insufficient knowledge and understanding of ideological and political education, and lack in-depth research and understanding of the characteristics and methods of ideological and political education. Some teachers have excellent performance in professional knowledge and skills, but they have difficulties in integrating ideological and political elements into teaching practice, which will affect the teaching quality and effect, as well as the formation and development of students' comprehensive ability.

3.4 Lack of integration of ideological and political courses with professional courses

Some schools often independently carry out ideological and political education and professional education, and cannot provide time and space support for ideological and political teaching, resulting in students' difficulty in organically combining ideological and political elements with professional knowledge in the learning process, and lack of deep integration of ideological and political education and professional skills. the lack of integration may reduce the effectiveness of ideological and political education, making it difficult for students to give full play to their ideological and political accomplishment and professional ability in practical application.

4. EFFECTIVE PATH OF CURRICULUM IDEOLOGICAL AND POLITICAL CONSTRUCTION IN HIGHER VOCATIONAL COLLEGES FROM THE PERSPECTIVE OF OBJECTIVE MANAGEMENT

4.1 Determine clear ideological and political construction objectives

In order to better carry out curriculum ideological and political construction, it is necessary to formulate and clarify indicators based on the vision of objective management and improve the evaluation system. For example, goals can be set to cultivate students' patriotism, social responsibility and innovative spirit, and students' development in these aspects can be evaluated through quantitative and qualitative indicators. Clear ideological and political construction goals are helpful to guide teachers' teaching design and students' learning behavior, and improve the pertinence and effectiveness of ideological and political education [2].

4.2 Integrate ideological and political elements with professional courses

In the vision of management by objectives, we can make clear the specific ways and methods of integrating ideological and political content into professional courses by formulating the integrated plan of curriculum ideological and political construction. For example, core socialist values and legal education can be integrated into relevant professional courses, and through case analysis, discussion and practical activities and other teaching methods, students can be guided to in-depth thinking and discussion of professional knowledge, ethics, social responsibility and other aspects. Through the integration of ideological and political elements and professional courses, it can promote the development of students' comprehensive quality, enhance students' practical application ability and social responsibility.

4.3 Define goals and develop an operational indicator system

Higher vocational colleges should make clear the goals of cultivating students' core values, professional ethics, innovative spirit and other aspects, and transform them into operational indicator systems. By making clear goals and formulating operational indicator systems, schools can better evaluate and monitor the development of students' ideological and political education, and then adjust and improve curriculum ideological and political construction.

4.4 Strengthen the construction of teaching staff and professional cross-integration

Through holding teacher training, seminars and exchange activities, providing teaching guidance and support, guiding teachers to pay attention to the theory and practice of ideological and political education, and improving students' understanding of ideological and political education. At the same time, teachers are encouraged to cross-integrate with various specialties, and the organic combination of ideological and political education and professional education is promoted.

4.5 Strengthen the quality control of teaching design and implementation

From the perspective of management by objectives, teaching design should pay attention to the organic integration of ideological and political elements, design

challenging and inspiring learning tasks and activities combined with the characteristics of professional courses and the actual needs of students, and strengthen the monitoring and evaluation of the teaching process, timely detection of problems and adjustment and improvement, so as to ensure the quality and effectiveness of ideological and political courses.

4.6 Strengthen the combination with social practice

Through organizing social practice activities, off-campus internships, community services and other forms, students are allowed to go deep into the society and personally experience all aspects of social development. At the same time, practical results and experience are incorporated into the curriculum evaluation system, and students are encouraged to combine ideological and political elements with professional knowledge in practice, so as to improve the effect of ideological and political education in practical activities [3].

5. CONCLUSION

Through clear goals, integration of ideological and political elements and professional courses, the establishment of an effective evaluation system, strengthening the construction of teachers and the implementation of quality control and other effective ways, we can promote the overall development of curriculum ideological and political construction in higher vocational colleges. At the same time, the curriculum should also focus on cultivating students' awareness of the rule of law and legal literacy, as well as innovation and entrepreneurship ability and professional ethics. Only through continuous improvement and innovation can we really play an important role in higher vocational education and make positive contributions to the growth of students and the development of society.

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Exploring the Confluent Education between College English and Chinese Culture

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Abstract: In the new era, how to absorb the excellent traditional Chinese culture in university English teaching and enhance students' comprehension and self-confidence in Chinese culture, so as to cultivate university students with both comprehensive application ability and cultural quality has attracted attention. By analyzing the current situation of university English education, the article aims to explore the path of integrating Chinese culture and university English at the levels of teachers' development, students' practice and curriculum system, so as to consolidate the important ideological and cultural position of university English education.
Keywords: Chinese culture; College English; Confluent education

1. INTRODUCTION

As a basic course in colleges and universities, college English has an indispensable responsibility in carrying out the important mission of talent cultivation and international exchange and cooperation. College English can form a nurturing synergy with other courses in colleges and universities to play the role of "booster" in students' ideological and theoretical height, political awareness, moral quality and cultural literacy, so as to cultivate students into socialist builders and successors with a sense of nationalism and a global vision.

2. STATUS OF CONFLUENT EDUCATION OF CHINESE CULTURE AND COLLEGE ENGLISH IN THE NEW ERA

2.1 Teachers' Lack of Awareness of the Integration of Chinese Culture and College English Education

The original purpose of college English is to cultivate students' cross-cultural communication skills and humanistic qualities, with a view to introducing foreign excellent cultures and advanced ideas through language communication, and at the same time telling Chinese stories to the outside world. Its biggest goal is to cultivate students with strong professional knowledge to meet the country's needs for international communication in various fields such as politics, economy and military. As for the current situation, many college English teachers are still over-emphasizing the teaching of language skills and Western culture in their curriculum planning and teaching practice, but they are not aware of how to better integrate Chinese culture into college English teaching in the new era.

2.2 Students' Lack of Cultural Practice Opportunities in Chinese Culture and College English

Students have been learning English for many years, however, in the classroom discussion of China's outstanding traditional culture and the culture of the new era and socialist core values, most of them are unable to do so, and the phenomenon of "mute English" is not uncommon. On the one hand, there is a lack of education on Chinese culture and mainstream values in college English teaching. the teaching of English at university usually stresses the understanding of the content of the textbooks and the mastery of linguistic knowledge, but the awareness of ideological and cultural education and the dissemination of Chinese culture is relatively weak, objectively ignoring the cultural spirit and ideological awareness contained in the educational and teaching resources, and subjectively it is difficult to play the subjective role of the English teachers, who are not able to effectively guide the students in terms of their consciousness, concepts and behaviours. On the other hand, students are not given sufficient opportunities for creativity and practice. Most of the students only have stereotypical listening, speaking, reading and writing training in the mainstream English classroom, with insufficient opportunities for cross-cultural communication, and there is a lack of application and dissemination of Chinese culture in daily life.

2.3 Lack of Connection between Chinese Culture and College English

On the one hand, in the process of formulating the syllabus, no full consideration was given to how to systematically and completely incorporate the contents of Chinese culture and ideological and political education in the new era into the teaching system, resulting in the loss of the constraints of the cultural cultivation goal in the teaching of the course, and it is difficult for teachers to explore the elements of ideological and political education as well as the integration point of the course. In addition, in the actual teaching process, in order to cope with the existing assessment and evaluation methods, in the limited time of the classroom, teachers also focus on the education of knowledge and ability, while paying insufficient attention to the understanding of cultural connotation and other aspects. On the other hand, the content of Chinese culture needs to be strengthened in the current English teaching materials. At present, most of the English textbooks are not localised to a high degree, and the content of Chinese culture and ideological education is not vividly reflected in the textbooks. Due to the professional and scientific nature of the English courses,

the authentic western language expressions are ignored, while the references to and integration of cultural materials and educational contents with Chinese characteristics are neglected.

3. THE PATH OF CONFLUENT EDUCATION BETWEEN CHINESE CULTURE AND COLLEGE ENGLISH IN THE NEW ERA

3.1 Promote teachers' professional development

First of all, teachers should maintain the attitude and concept of professional development for a long time, strive to master the main methods of integrated education, make up for the weaknesses and shortcomings in time, and maintain the habit of lifelong learning. Secondly, teachers should properly handle the relationship between classroom teaching and extra-curricular activities. On the one hand, in classroom teaching, they should give full play to the nurturing effect of college English, do a good job of teaching reform on the basis of scientific and professional principles, and cultivate students' good sense of social responsibility and humanistic spirit. On the other hand, teachers should give more academic support and psychological encouragement to students in extracurricular activities, so as to enable them to give full play to their independent consciousness outside the mainstream classroom, and to actively integrate Chinese culture and English courses, so as to comprehensively improve the confluent education. Finally, schools and their authorities should spare no effort in providing teachers with opportunities for teaching practice, research planning, and further study, so that teachers can carry out effective confluent education only if they have both the sense of integration and the knowledge and ability.

3.2 Creating opportunities for students to practice

Creating and providing enough cross-cultural communication opportunities not only creates opportunities for students to link Chinese culture with the English classroom, but also is an important way to test whether the education on the integration of Chinese and Western cultures has been put into practice. As the teaching content and duration of college English are limited, teachers should not only root the idea of integrating Chinese culture with college English in students' minds, but also encourage students to participate in practice. In practice, students' understanding of Chinese culture in the new era and their ability to tell Chinese stories in English are tested. Therefore, colleges and universities, as the leaders of cultivating students and developing curricula, should actively go out to the society and contact relevant institutions, such as foreign-funded enterprises, foreign-related units, international exchange platforms, etc., to establish good university-enterprise cooperative relationships, and take them as the practical education bases of English for university students, and assign students to internships and exchange activities on a regular basis, so that they can practically exercise and improve their English expression and their ability to disseminate excellent national cultures to the outside world in a rich working environment.

3.3 Improve the construction of curriculum system

College English is both instrumental and humanistic, and is an essential part of the cultivation of students' humanistic qualities and cultures in colleges and universities. the reform and improvement of the college English curriculum system is to achieve the integration of related majors, courses and college English teaching to a certain extent, so as to promote the students' transformation from unidirectional language learning to diversified and multi-level knowledge, so as to deeply explore the rich humanistic connotation of the college English curriculum and achieve the organic unity of the instrumental and humanistic qualities. Therefore, in the limited credit hours of college English courses, the basic principle of organic integration of socialist core values into college English teaching should always be established, and cross-cultural communication courses or elective courses should be added appropriately, so that the excellent traditional Chinese culture and the elements of Chinese culture of the new era can be integrated into English courses in all aspects, and the integration of Chinese culture and college English education can be brought into the college classroom in a legitimate manner.

4. CONCLUSION

In the new era, college English teaching should not be limited to the mastery of correct linguistic and grammatical knowledge and the richness of foreign cultures. How to improve students' English expression ability and skills in Chinese culture and mainstream values of the new era may become a new topic and a new starting point for college English teaching in China in the future. Therefore, colleges and universities should actively do a good job of cultural education and exploration in the new era, and continue to integrate Chinese culture into English teaching, so as to provide strong support for the subsequent realization of the integration of college English and Chinese culture in education.

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An Introduction to the Importance of Respect And Trust In Student Education

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Abstract: One of the most important sources of students' dignity is the respect they receive from their teachers. the teacher's position in the students' mind is high and authoritative, and every word and action of the teacher will leave an image on the negative of their mind. This paper uses case studies to explain how respect and trust can be used to gradually restore the confidence of a "backward" student.

Keywords: Respect; Trust; Students; Education; Importance

1. CASE INTRODUCTION

Soon after I took over the class, I found that one of the students in the class, Xiao Zhang, was rather lazy, and was often informed by the student council in the evening study, and was often late to class. After asking the student leaders, I learned that the student did not like to study since he entered the class, occasionally slept in class, was relatively isolated in the class, and basically did not interact with classmates.

2. CASE STUDY

The next day I asked Zhang to talk to me, and to my surprise, he readily agreed. When he came to the office, I told him to sit down and poured him a glass of water. He insisted on not sitting down, and from his demeanor, I could see that this student was still relatively polite and not as wary of teachers as most "backward students" are. After talking with him, we found that he had several problems: 1. His parents were divorced, and he had a lot of problems communicating with them, especially with his father. His father often complained about his bad grades and his inability to do anything, which caused great damage to his self-esteem and led him to have a broken mind. 2. When he chose the major, his parents did not consult him, and he felt that his personality was not suitable for studying accounting. 3. He usually lacks communication with his classmates, lacks a confiding partner, and has a strong desire to talk. He has a lot to say to others, but his classmates are either busy with their studies or with various student activities, so he feels that he is the only one in the class with no one to talk to. 4. He is dissatisfied with his current state, but does not know how to change it. He himself also feels that he has wasted his college life and regrets it, but he doesn't know what to do in the future, so he is quite conflicted.

Through observation and understanding, I feel that Xiao Zhang is a child with strong self-esteem, strong sense of being recognized, affectionate and righteous, and he also has an excellent quality that generally backward students do not possess - honesty.

3. CONVERSION PROGRAM AND EFFECT

After a few conversations, I built up a trusting relationship with him and he gradually came to see me as a friend he could talk to.

At this point, I made a deal with him. He has several "privileges": 1. He can talk to me anytime and anywhere when he encounters any troubles or problems in life or study, and I will keep the content strictly confidential; 2. He has to ask for leave, and under the same circumstances, his chances of being approved are far greater than other students. At the same time, he must do: 1. take a leave of absence, do not miss class, and do not violate discipline; 2. try to restrain himself from studying seriously in class, so as not to fail.

In fact, by making these appointments, I got a handle on his state of mind and where he was going, and avoided some safety hazards. For a period of time after making the appointments, he kept his word and stopped missing class. By communicating with the teacher of the class, he was able to listen carefully most of the time in the class. One day at noon, he asked me for leave, saying that a friend was going out to work in the afternoon and he wanted to go to see him off, and that there were no classes in the afternoon and he would return in the evening. Given that he is more righteous, I think I just don't agree, he will definitely go. If he sneaks off on his own, he will break our agreement, and once the agreement is broken, it will be almost impossible to recreate its binding force, and all the work will be in vain. So I promised him to go, but not to drink, and to return to school by 7 p. m. and call me to let me know. When he didn't call me at 7pm, I mentally gave him a grace period of 1 hour. He ended up calling me at less than 8pm and said he missed the bus and couldn't get back to school. I finally made only two points, first he had to stay at home to ensure his safety and I needed to talk to his parents on the phone. Secondly, he had to find a way not to miss the first class the next day. After talking to his mother on the phone, I didn't say anything else. the next day he came back to school early in the morning and after class he took it upon himself to come to the office to explain and apologize, I did not make any comments about his behavior, I think silence can sometimes be the best approach.

He has changed a lot since this incident and has hardly ever had a single absence from school. And once when I was off-campus, he waited outside my office for over an

hour in a hurry to get a leave, and didn't even eat his lunch without slipping away.

4. CASE INSPIRATION

In every classroom group, there are students who are relatively backward in all aspects, this part of the students are easily forgotten by the larger group, over time they will lose self-confidence, inferiority complex, thus affecting the development of individual aspects. We should treat such students from the following aspects:

4.1 Approach students and get to know them

There are many reasons why these students are "different", such as: family reasons (divorced families, lack of love or improper parenting, low self-esteem due to family poverty, etc.), personality reasons (withdrawn, introverted, etc.), performance reasons (due to poor academic performance, they were labeled as poor students early on), influence of people around them (inappropriate friendships, learning bad behaviors, etc.), etc. the influence of people around them (inappropriate friendships, learning bad behavior), etc. At the same time, these students have different characteristics, some habitually lie, some blindly talk about righteousness, some easily impulsive, some averse to school ignore discipline, etc. We can only get closer to the students, understand them and find out the reasons why they are lagging behind, so that we can prescribe the right remedy and target them.

4.2 Respect and trust students

Most of them have been labeled as "backward students" and "poor students" even since elementary school, and they have seen so many blank stares and reprimands that they have become very "immune" to harsh words and punishments. ". At this time a caring look, a caring word, may open their self-protection barrier, will revitalize their long-term suppressed sense of self-esteem, sense of enterprise and self-improvement, eliminating their inferiority complex, so that they get rid of the frustration and despair, give up the violation of discipline, backward not forward resistance. Thus, they can regain themselves and start a "new life".

4.3 Enhance learning and understanding of students

As a student manager, we must strengthen our studies and have knowledge about education and psychology to be able to understand what students are thinking and thinking at present. When dealing with students' problems, we can apply the most scientific methods and the most appropriate words to solve problems in a timely and effective manner according to the actual situation.

4.4 Enduring patience and changing students

The transformation of advanced students can not be achieved overnight, the habits developed over the years can not be changed at once, generally through four stages: awakening, transformation, repeated, stable. In the process of transformation, advanced students may return to their old ways, and there are many repetitions. We must be prepared to last, with our love, patience, follow the laws of education, "repeatedly grasp, grasp repeatedly", really help each student grow up healthy and happy.

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Research On the Innovation Of College Students' Educational Management Under the Concept Of "People-Oriented"

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Abstract: "People-oriented" is the essence of college education, which can help colleges and universities to achieve the goal of education management and transport high-quality talents for the development of society. Therefore, colleges and universities must carry out the management of college students' education under the concept of "people-oriented". However, due to the influence of some factors, there are still deficiencies in college education management, and relevant personnel need to carry out targeted innovation under the support of the concept of "people-oriented" to improve the level of college education management.

Keywords: "people-oriented"; College students; Educational management; Innovate

1. INTRODUCTION

The management of college students' education under the concept of "people-oriented" can fully respect the principal status of students and provide support for their all-round development, so as to improve the common problems in the process of traditional teaching management and guarantee the quality of education management. Therefore, colleges and universities must pay more attention to the concept of "people-oriented" and integrate it into all aspects of education management to ensure that students can grow into high-quality talents needed by social development.

2. THE PROBLEMS OF COLLEGE STUDENTS' EDUCATION MANAGEMENT

In the new period, college students' education management has made some achievements, but due to the influence of many factors, there is a big gap between the educational management effect and the expectation, and relevant personnel need to vigorously analyze and identify the problems in the process of college students' education management. the staff can summarize the common problems in the process of college student education management as follows:

2.1 Students are not regarded as the main body of the class

When carrying out the management of college students' education, some teachers do not fully understand the essence of "people-oriented", resulting in the fact that students' dominant position in the classroom is not guaranteed, and they believe that only by implementing student management can they ensure the effect of talent training. This not only runs counter to the concept of

"people-oriented", but also runs counter to the concept of "people-oriented". In addition, it may be difficult for talent training to meet the needs of students' individual development. Some teachers even focus on the completion of their own teaching tasks while ignoring communication with students, resulting in teachers being unable to conduct talent training according to students' preferences and current learning level, and problems occur frequently in the process of talent training [1].

2.2 The teaching mode used is fixed

In the employment management of college students, colleges and universities are likely to ignore the "people-oriented" concept, resulting in students can only passively learn relevant knowledge, it is difficult to enhance students' innovation ability. In addition, students lack the opportunity to show in the learning process, and it is difficult to be enthusiastic about learning. In addition, teachers take themselves as the subject of teaching, students are likely to avoid being criticized in the learning process and avoid asking teachers questions, resulting in teachers failing to achieve the teaching goal. In addition, some colleges and universities still regard theoretical teaching as the key, and do not provide opportunities for students to practice, resulting in students unable to connect theory and practice, and it is difficult to master the latest knowledge and skills.

2.3 The professionalism of the teaching management team is not guaranteed

College students' education management has high requirements for professionalism, which requires a management team with strong overall strength as a guarantee. However, since most of the educational management teams in colleges and universities are composed of teachers and support personnel, they not only have different professional levels, but also lack attention to the concept of "people-oriented", which makes it difficult for educational management to meet the practical needs of college students, unable to provide high-quality services for college students, and hinder the follow-up development of college students [2].

3. INNOVATIVE MEASURES TO PROMOTE COLLEGE STUDENTS' EDUCATION MANAGEMENT UNDER THE CONCEPT OF "PEOPLE-ORIENTED"

It is very crucial to promote the innovation of college students' education management under the concept of

"people-oriented", which can improve the level of education management and provide support for the development of college students. Therefore, colleges and universities must adhere to "people-oriented" and strengthen the innovation of college students' education management:

3.1 Ensure that teachers and students can form a full understanding of the concept of "people-oriented"

Colleges and universities should organize teachers to study, help teachers adjust the traditional thinking of education management, and then form a full understanding of the concept of "people-oriented", and take students as the foothold of education management work to ensure that students' status in education management can be fully reflected. Colleges and universities should enhance the concept of lifelong learning of teachers, ensure that teachers can consciously regulate their words and actions, and put themselves in the same position as students, help students identify the problems in the development process, and make optimization, ensure that students can realize the respect and relationship of teachers, and more harmonious between teachers and students. In addition, teachers also need to encourage students to participate in education management, clarify the responsibilities and obligations of student cadres and student representatives, enhance students' sense of ownership, and make them more responsible for their work. In addition, teachers also need to carry out educational training, such as relevant lectures, so that students can understand the relevant theoretical knowledge and provide conditions for the smooth development of educational management. Finally, teachers also need to supervise according to requirements, improve students' behavior norms, do a good job of research, clarify students' requirements for education management, give timely feedback, build a perfect information cycle system, provide support for the smooth advancement of education management, ensure that education management can show its due value, and provide guarantee for the development of students.

3.2 Do a good job in management and service to achieve the goal of education

First, adhere to the concept of management and service education, and update the existing management and service system. Colleges and universities need to recognize the importance of "people-oriented" and take "people-oriented" as a foothold to promote the development of students, do a good job in management and education, service and education, and ensure that education, management and service work can be carried out in a unified manner to show their due value. Colleges and universities need to take into account the characteristics of students and more common problems in the new era, optimize the existing management system, carry out various work in accordance with laws and regulations, and build a sound management service system with legal support. Second, to build a strong overall strength of management service education team.

Universities should raise the recruitment threshold to ensure that the management team has a strong professional quality. In this process, it is also necessary to strengthen the connection of middle-aged, middle-aged and young personnel in the team and rationally allocate human resources. In addition, colleges and universities also need to carry out pre-job training to ensure that new employees can form a full understanding of the university situation and work content, and take the initiative to learn new educational concepts to enhance the professional level of management teams [3]. Third, the content of service education should be rectified. Colleges and universities need to keep pace with the Times and help students renew their ideas when carrying out their work. For example, universities should use employment guidance classes as a basis for innovation and entrepreneurship education to enhance students' ideological and moral cultivation. In this process, it is also necessary to take the students' growth theme education as the key, rationally carry out psychological counseling, psychological intervention and other operations, and set up a special mental health consultation room to help students improve common psychological problems. In carrying out their work, universities also need to apply modern technologies such as big data to understand the information of students. For example, sensors can be used in the seats to dynamically monitor students' classroom performance and upload them to the big data system to ensure that relevant data can be collected and aggregated to help teachers understand students' performance and provide conditions for the smooth development of education management.

4. CONCLUSION

According to the above analysis, it is very critical to apply the concept of "people-oriented" to education management, which can enhance students' innovative ability, practical operation ability, thinking and cognition level, and make them grow into talents needed for social development. Therefore, colleges and universities must integrate the concept of "people-oriented" into every link of education management to provide reference for the smooth development of subsequent work.

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