

## **A BRIEF ANALYSIS ON THE SELF-MANAGEMENT ABILITY OF STUDENTS IN HIGHER VOCATIONAL COLLEGES**

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**Abstract:** Cultivating the self-management ability of higher vocational students is to meet the realization of China's higher vocational education personnel training goals, and to meet the comprehensive needs of China's modern economic and social development for personal ability and personal quality, that is, to fully mobilize the students in ordinary higher vocational colleges. A series of social behavior investigation and exploration activities are carried out by integrating the internal information and external resources mastered by schools and students. This paper studies the self-management ability of students in higher vocational colleges in Quanzhou City, Fujian Province, which is mainly based on six parts: life self-care ability, independent learning ability, time management ability, interpersonal relationship processing ability, self-physical and mental management ability, and career management ability.

Possessing good self-management ability is an unavoidable problem for contemporary college students during their studies, and it is also the most basic behavioral norm for students to learn interpersonal communication. Therefore, this paper will comprehensively use the literature research method and qualitative analysis method. On the topic of "Research on Self-Management Ability", field interviews were conducted on the current situation of students' self-management ability to understand the overall situation of students' self-management ability.

On this basis, by summarizing the different influencing factors of student interviews, let students pay attention to the importance of self-management ability, cultivate students to develop sound personality, promote the improvement of self-management ability of students in higher vocational colleges in Quanzhou area, and strengthen Quanzhou area. To standardize student behavior in higher vocational colleges, strengthen the construction of student cadres in higher vocational colleges, and further improve the self-management ability of students in higher vocational colleges in Quanzhou City.

**Keywords:** Self-Management Ability, Current Situation, Influencing Factors, Higher Vocational Colleges.

## Introduction

Universities with modern significance originated in Europe, but the original higher education was "elite education" to serve the children of European nobles. After the end of World War II, in order to relieve the employment pressure of soldiers returning from the battlefield, the US government adopted higher education. The strategic measures for education to slow down the impact of the employment upsurge began the process of popularization of higher education in the United States. Since the end of the Second World War, the trend of democratization of higher education has become more and more obvious. After the war, people demanded more equality, freedom, The opportunity to receive education, the war for women's liberation, and the demands to break the inequality between men and women have all had a huge impact on the expansion of higher education and thus promoted higher education from elite to popular.

Since 1999, the expansion of college enrollment in China has become a new development concept, which has played a positive role in the development of China's higher education. Now, due to the rapid social and economic development and the increasing demand for high-tech talents from all walks of life, higher vocational colleges College students also put forward higher requirements, requiring that the management work of college students should focus on cultivating students' self-control and self-management capabilities, stimulate students' initiative awareness and attitude of ownership in management, and fully mobilize students' internal enthusiasm for self-management (Wang , 2016 ). Students in higher vocational colleges must not only have strong professional and technical strength, but also have a high level of comprehensive literacy to meet the new needs of China's economic and social development.

According to the statistics of the Ministry of Education of China, the number of applicants for graduation from ordinary higher vocational schools in Fujian Province in 2020 has reached 85,940. With the expansion and development of colleges and the continuous updating of professional settings, the objects of higher vocational education in China are diversified. In the context of the 21st century, colleges and universities around the world have welcomed children who are rich in material conditions, have a good educational environment, and have the most self-identity, and are valued, cared for and cared for by their families. However, with the improvement of material conditions in the background environment, these children born after 2000 who have just entered the threshold of college have formed self-centeredness, weak will, greed for pleasure, lack of hard work spirit and weak independence and self-reliance ability. etc. disadvantages. When children leave the embrace of their parents and enter a relatively relaxed and free campus group living environment that requires independent growth, there are often phenomena such as lack of learning goals and motivation, blindly following the flow, and psychological problems, and even some students in the process. They will also commit acts that violate school rules and regulations and violate the law, resulting in irreversible consequences. In severe cases,

they may destroy their years of study efforts and even affect their future life. They cannot create a correct life for themselves. the way.

Therefore, it is extremely urgent for college students in higher vocational colleges to master the ability of self-management and give full play to their main role in student management. The cultivation of students' self-management ability in higher vocational colleges is not only the goal of satisfying the needs of college students' comprehensive literacy development, but also an inevitable requirement for improving the educational level and educational level of students in higher vocational colleges (Li, 2019).

Therefore, on the basis of systematically analyzing the importance of cultivating students' self-management ability in higher vocational colleges, this paper further expounds that students' self-management skills in higher vocational colleges include students' life self-care ability, autonomous learning ability, time management ability, and interpersonal relationship processing. The current situation of the application of self-management ability based on six major aspects, including ability, self-physical and mental management ability, and career management ability, and corresponding strategies and specific measures are also given according to the status of school students' self-management ability.

### **Research Objective**

How to get along harmoniously and friendly among students who have different living habits and study habits in a different university campus environment from primary and middle schools and students with different growth experiences?

The much-loved children leave home and enter the campus environment where they live together. How can students improve their self-care skills and interpersonal skills in self-management skills?

Students in different regions have different qualities and cognitions. How to improve their physical and mental management ability and autonomous learning ability is an inevitable link in the improvement of students' self-management ability in higher vocational colleges.

How to reasonably allocate time for students in terms of time management ability, and to grasp both life and study, is the most important thing in the improvement of students' self-management ability in higher vocational colleges.

What channels can vocational colleges use to help students establish correct career management capabilities in cultivating students' self-management capabilities?

What methods are used in the cultivation and improvement of students' self-management ability, so that students' life self-care ability, independent learning ability, time management ability,

interpersonal relationship processing ability, self-physical and mental management ability, and career management ability can effectively help students grow and become talents?

This paper hopes to apply the importance of students' self-management ability summarized through investigation, research and practice to the learning career of students in higher vocational colleges. Improve students' self-management ability and comprehensive quality. On top of this, on the basis of teaching students to master the self-management ability, it pays more attention to the overall application and improvement of the students' self-management ability.

The purpose of this paper is to prove the importance and necessity of students' self-management ability in the management of students in higher vocational colleges. Paying attention to the cultivation of students' self-management ability can not only enrich the concept of student management in higher vocational colleges, innovate the student management mechanism in higher vocational colleges, but also provide corresponding feasible reference operations and suggestions for individual management of students in student management work.

This paper studies the self-management ability of college students born after 2000 in higher vocational colleges in Quanzhou City, Fujian Province. From the current situation and characteristics of student management in higher vocational colleges, this paper expounds the importance of students' self-management ability in higher vocational colleges, and analyzes the realization of students' self-management ability from the basic meaning, current situation and starting point of students' self-management ability. sex, necessity and meaning. In view of the current situation of students' self-management ability in higher vocational colleges in Quanzhou City, Fujian Province, reasonable countermeasures and suggestions are given.

The experience gained from studying students' self-management ability can enrich the management model of student management in higher vocational colleges. The learning of self-management ability makes student management work no longer a management mode of one-way output from teachers to students. It is to enhance and cultivate students' awareness of campus ownership, strengthen students' main role in the educational process, and drive students from passive acceptance to active participation in campus management, from following the pace to co-creation.

In the process of practicing students' self-management ability, it emphasizes the important position of students in student management work, which is more conducive to driving students' self-management ability to penetrate into course study, daily life, and social activities, and promote students' physical and mental development. Make students to be respected and understood while demanding themselves, and further make students fully aware of the importance of self-management ability to their life, study and future development. According to the characteristics of students to solve the needs and difficulties of students. To enable students to better understand and identify with student management

work. With the joint efforts of teachers and students, we will continuously improve and deepen the learning and development of students' self-management ability concept.

This study is to further explore the application of students' self-management ability to student management work. "Exploration of self-management ability" emphasizes students' spontaneous awareness of personal management in student management work. The cultivation of self-management ability allows students to shape themselves while self-management, consciously abide by campus rules and regulations, form self-restraint in their hearts, and improve their learning and life. and so on for frontal output in all directions. Unlike management philosophy, students will engage in meaningful character building.

Introducing the concept of students' self-management ability into student management work and enriching the diversification of student management work requires deconstructing and reshaping students' self-management ability. In this process, student workers deeply study the relevant theory and practice, complete the role knowledge transformation and implement it into the daily student management work. Knowledge learning of students' self-management ability is conducive to improving the student management ability of student management workers and improving the knowledge system.

By exploring the actual implementation of students' self-management ability in student management work, a set of practical student management models can be formed, which can cultivate student management work methods in line with the development of higher vocational colleges, improve student management work efficiency, and promote student growth. It provides students with certain thinking and experience, and provides a new entry point for the management of students in higher vocational colleges.

General Secretary Xi Jinping pointed out that the foundation of higher education institutions lies in establishing morality and fostering people, and we must insist on establishing morality and fostering people as the central link and ideological and political education throughout the entire teaching process. These critical statements provide us with an accurate grasp of the fundamental question of "what kind of people to train, who trains them, and how to train them," provide follow and point out the direction (Wang, 2018). Therefore, in the management process of students, encourage students to learn to apply the concept of self-management, take the initiative to make changes in the three aspects of self-care ability in life, self-learning ability, and self-physical and mental management ability, and change their own vices by learning the concept of self-management. Improve communication skills with others, take courses spontaneously, and strictly demand yourself, etc., to add a sense of self-discipline to campus life.

In 2019, the State Council promulgated the "National Vocational Education Reform Implementation Plan," which clearly stated that vocational education and general education are two different types of education, with equal importance. Without the modernization of vocational education,

there would be no modernization of education. It is based on this theory that this research should be applied to actual student management work to bring more possibilities to the student management work of higher vocational colleges, and at the same time to cultivate more high skills for the society under the promotion of student self-management improvement, High-quality, high-quality talents.

The article "Exploring New Ways for Ideological and Political Work in Higher Vocational Colleges" states that higher vocational education is an integral part of national education. The ideological and political work of its students must not only follow the educational laws of ordinary colleges and universities but also explore suitable for higher vocational colleges according to local conditions—a new approach to school development characteristics (Shi, 2020). Through the practice of self-management ability, we found that students have lower awareness of time management ability, interpersonal relationship processing ability, and career management ability. Therefore, when teaching students self-management, it is necessary to guide students to control time management and clarify personal goals. Make suitable plans according to their own characteristics, and do not blindly follow the trend. Teachers should lead students to analyze the influencing factors of management from multiple perspectives, diversify to solve the shortcomings of self-management, so that students have the correct self-management ability, and promote the smooth progress of student management.

### **Literatures Review**

The critical content of the management of higher vocational colleges is student management. The smooth progress of student management plays a vital role in the healthy growth of students in higher vocational colleges, the level of teaching quality, and the development of various teaching management tasks. In view of the fact that this is a study of the concept of student self-management, in order to provide theoretical support for the various tasks implemented, and at the same time, it is also in the discussion of student management work. The following aspects will be summarized.

The article "On the Self-management Ability of College Students" states that the self-management ability of college students is the primary driving force for cultivating college students to enter society and realize their self-worth. The article analyzes the meaning and characteristics of college students' self-management ability and explores ways to improve college students' self-management ability (Wang, 2008).

"A Brief Discussion on the Self-management of Students in Higher Vocational Colleges" explains the connotative characteristics of students' self-management in higher vocational colleges, the status quo of students' self-management in higher vocational colleges, and the analysis of countermeasures for students' self-management in higher vocational colleges (Li & Li, 2011).

"Analysis of Current Problems and Countermeasures in Student Management in Higher Vocational Colleges" proposes that as student workers in higher vocational colleges, it is necessary to

combine the characteristics of current students in higher vocational colleges and the problems in student management to improve management levels and methods continuously. In this way, the student management of today's higher vocational colleges can adapt to the requirements of today's education work (Zhu & Wu, 2014).

"A Brief Analysis of the Research on Innovation of Student Management in Higher Vocational Colleges" explains the necessity of innovating student management in higher vocational colleges, the main problems existing in student management, and the ideas for innovating student management. In the new era of high demand for high-skilled talents, the improvement of students' self-management ability is also an important link that cannot be ignored in the management of students in higher vocational colleges (Zheng, 2015).

"Study on the Innovative Model of Student Management in Colleges and Universities" elaborated on insisting on the requirement of "student-oriented" to strengthen the guidance and service to students. Student work should pay attention to students' self-education. Self-education is the best way and ultimate goal of education, but it is necessary to strengthen guidance in the process of students' self-education. Student work should strengthen guidance and services to help students solve specific difficulties in various aspects (Wang, 2016).

"Discussion on People-oriented Student Management in Higher Vocational Colleges" explains the importance of people-oriented student management in higher vocational colleges, the current problems in student management in higher vocational colleges, and the people-oriented higher vocational college students Recommendations for the implementation of management work. It is intended that the management of students in higher vocational colleges must strengthen the people-oriented education management model, give full play to the infiltration of people-oriented thinking in higher vocational colleges, and realize the high integration of people-oriented education concepts and student management work in higher vocational colleges, giving a new era The new connotation of student management work in higher vocational colleges (Lian, 2019).

"The status quo of students' self-management in higher vocational colleges and countermeasures" analyzes the importance of the cultivation of students' self-management in higher vocational colleges, the current situation of students' self-management in higher vocational colleges, and analyzes the self-management of students in higher vocational colleges Response measures (Li, 2019).

In the study of the self-management concept of students in higher vocational colleges in Quanzhou, this article also refers to some scholars' articles on the management of college students in different ways in different regions of China. For example, "Discussion on the Management Work of Class Teachers in Higher Vocational Colleges Based on the "People-oriented" Concept" (Fei, 2017), "Practical Exploration of People-Oriented Concepts in the Management of Students in Higher

Vocational Colleges" (Cheng, 2018), Moral Education Perspective on the "One-Stop Service" Management Model of Colleges and Universities—Take Zhen jiang Technical College as an Example" (Xue, 2018), "Improve the Mental Health of College Students and Promote Student Management Work" (Wang, 2012), "A Brief Talk Cultivation of Students' Self-management Ability in Class Work in Higher Vocational Colleges" (Yu & Su, 2013). Among these researches on student management, there are some researches on student self-management cases, such as "Innovation and Practice" (Ding & Liu , 2016), "A Case Study of College Student Education Management" (Guo & Zhao & Fu , 2012), etc. These documents have discussed the study of student management in different ways from different angles.

## **Methodology**

This paper uses a literature research method, and there are two research methods in field interviews.

### Literature research

Through domestic and foreign literature research, this paper understands the current situation and importance of students' self-management ability in student management. In addition, the effective data obtained from the references provides a strong support for determining the research direction and theoretical basis of the subject.

### Field interview

Based on the actual situation of students' self-management ability in higher vocational colleges in Quanzhou area, this research conducted interviews with students under the title of "Research on Self-management Ability of Vocational College Students in Quanzhou Area", so as to explore students' familiarity and application of self-management ability. degree.

## **Results**

Under today's social background, students in higher vocational colleges have poor self-management ability. The reason is that students have no pressure to go to school, relatively lax teaching requirements and strict supervision from parents, which make students lack self-requirement and lack of personal management plan. , blindly following the trend, and slack in living habits. In addition, at that time, students in vocational colleges were also in a period of rising democratic consciousness and strengthening of free will. If vocational colleges treated students at this time, relying solely on school rules and regulations and the supervision of college counselors would not be able to do well as students. Management of work may cause students to form resistance and rebellious psychology to the school's



student management, the teaching and work of teachers, and thus lead to unreasonable and insurmountable conflicts between students, the school, and teachers.

## **Discussion**

Students should clarify the orientation of school management, absorb and summarize students' opinions and suggestions within the framework of legal system and professional ethics, so that students can further understand and accept the school's student management work, consciously implement the school's regulations, and Self-restraint is formed spontaneously in the mind.

The school provides students with a campus cultural environment that respects students, supports students, cares for students, and accommodates students with different personalities, and strengthens the role of campus culture. For example: infiltrating the school spirit and motto, organizing community activities, setting up learning corners to guide students to participate in campus culture, and at the same time, student workers in higher vocational colleges should abandon the previous management model, and manage students in accordance with their aptitude, understand students' needs, respect students, and let students in While feeling the care and support on campus, they consciously urge their own progress.

Students have mastered the main knowledge of self-management ability and formed good self-management habits. Cultivate personal enthusiasm for learning, learn to plan time reasonably and accept various opinions, improve personal communication skills and face new life positively and optimistically through learned communication skills, so as to form practical self-management skills, and improve self-management for personal development. Critical self-management ability development.

Students must develop self-management ability requirements to improve the practical application of self-management ability. Based on the concept of self-management education, let students recognize the gap between the actual situation and the student's ideal on the basis of understanding themselves, and put forward requirements on the students themselves based on this gap. Only by correctly understanding the gap between ideal and reality can students make self-change based on reality. Self-management ability is not only a prospect for students or development, but also a self-construction of students based on reality, which can point out the direction for students' behavioral standards in study and life.

Through the cultivation of self-management ability, develop self-management habits; grasp the elements of self-management, exercise self-management ability; in order to further promote the comprehensive improvement of students' comprehensive quality, cultivate more high-skilled talents for the society, and strengthen the construction of student cadres , and strive to further improve the self-management level of vocational college students to lay a firm foundation.

## Conclusion

Students' poor self-management ability will lead to students' weariness and rebellious mentality and confrontation with the school. Failure to establish a clear orientation for personal development will only end their university career in a muddled state. Only by teaching students from the perspective of self-management to help students build self-awareness, self-organization, learn self-control and master self-supervision and other behaviors can drive students to improve their self-care ability in life, enhance their ability to learn independently, allocate time reasonably, and learn to deal with interpersonal relationships. Relationships, strong control over self-physical and mental management, clear goal planning for one's career and the ability to achieve it. And the students' self-management ability and the "people-oriented" ideological education concept are simultaneously combined, so that students can develop good self-management ability, and at the same time confidently walk out of the school gate to calmly respond to social challenges, so that the school can truly and effectively realize "people-oriented". "To achieve effective student work management.

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## **AN APPLIED STUDY ON THE TEACHING REFORM OF CLOTHING ACCESSORIES DESIGN COURSE**

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**Abstract:** With the deepening reform of higher vocational education, the major of clothing and clothing accessories design is also facing the test of teaching reform. Clothing Accessories design course is a compulsory core course for higher vocational clothing and apparel majors. The author combines the teaching practice of "clothing accessories design and production" and carries out the teaching reform of clothing accessories design course through teaching content, teaching method, teaching means and evaluation system. In order to improve students' interest in learning and employability.

**Keywords:** Clothing Accessories Design Course, Teaching Reform, Practical Ability.

### **Introduction**

Clothing Accessories refers to the general term for various accessories related to clothing (Zhang et al., 2013). Includes: jewelry, bags, hats, shoes and socks, gloves, waist ornaments and so on. Clothing products occupy a relatively small area in the overall collocation of clothing, but it plays a "finishing touch" role and has a certain influence on the overall collocation of clothing. Clothing accessories design course is a compulsory core course of clothing and clothing accessories design. This course is a professional course for enterprises to provide compound talents with brand operation concepts. With the massive expansion of higher education, the number of students majoring in clothing and clothing accessories design has also increased year by year. The graduates of the clothing accessories design major of higher vocational colleges face the problem of employment difficulties. Clothing and clothing accessories design is different from pure art, it is a practical art. Affected by commercial market factors, teaching in many higher vocational colleges has been separated from the development of the apparel industry and market demand, and "emphasizes theory and neglects practice" in concept. Unclear talent training goals have led to companies unable to find the talents they really need, and graduates cannot find or are unable to take up corresponding jobs.

## Research Objectives

Through literature research and teaching reform practice to further improve students' learning interest, learning investment and employability. Based on the premise of cultivating high-skilled compound talents that meet the market, a more reasonable and scientific teaching method should be established to meet the needs of the clothing and apparel industry.

In the author's teaching process, the teaching methods used for the class of 2017 and 2018 students are mainly PPT explanations, playing operation videos, and targeted group guidance in the classroom. With this single teaching method, students' learning results are not very satisfactory. The student's learning engagement is not high, and most of the submitted works feel that they are coping with homework. It does not reflect the students' creative ability and practical ability. In view of these existing problems, the author has made reflections and conclusions. Do some research and reforms in teaching content, teaching methods and methods, and apply the reforms to the teaching practice of the class of 2019 and 2020.

Through teaching practice, consulting literature and teaching materials, it is found that the clothing accessories design course is a very practical course. Only through continuous trial and practice can the design of clothing accessories have a deeper understanding of apparel products. Get more experience through practice to make more good designs. The author found in his own teaching practice and literature search the problems that restrict the teaching of clothing accessories design courses. The summary is as follows: The content of the textbook is out of touch with the current market trend; The time for course setting is relatively less; Problems of traditional teaching methods; Insufficient equipment in school training room; Teachers' own experience and personal cognition

In this article, the course of clothing accessories design is the research object, and the two classes of clothing and clothing accessories design of our school "Quanzhou Institute of Light Industry" as the experimental objects. Each class consists of 40 students. Conduct a comparative analysis of observations before and after the teaching reform.

The significance of this article is to reform the curriculum through teaching practice, adjust the teaching methods and methods of teachers, and change the teaching mode. By improving the practical ability of students, to continuously improve the effectiveness of students' learning of this course. The reform practice of this course has reference value for the reform of other courses of the fashion design major. To meet the professional needs of the apparel industry and cultivate highly skilled professionals.

## Literatures Review

China's State Council issued the National Implementation Plan for Vocational Education Reform (2019), which proposes to place vocational education in a more prominent position in education reform and innovation. Guided by promoting employment and adapting to the needs of industrial development, it focuses on cultivating high-quality workers and technically skilled personnel. Wu

(2011) mentioned in her paper "Research on the Methods of Cultivating Clothing Skills Based on Occupation Positioning: "At present, the theoretical knowledge and practical skills of clothing teaching in our country are out of touch. The neglect of abilities, the over-exaggeration of artistic quality, and the underestimation of engineering technology led to poor hands-on ability of students, and it is difficult to transform the artistic ideas in their minds into realistic clothing products." Liu (2018) proposed in his research that the clothing accessories design course is the core course of the clothing design major, and its teaching reform should be based on the needs of the industry. Zhang (2017) argues that the focus of reform should be shifted from "teaching-oriented" to "learning-oriented", and teaching should meet the diverse and personalized learning needs of different students. According to the reform needs, several scholars have made studies on the teaching contents, teaching methods and methods, and evaluation system in the apparel accessories design course.

In terms of teaching content, most scholars believe that the updating of teaching materials is slow, and the teaching content is outdated. In the background of "Internet + education" era, teaching content knowledge can be supplemented and improved through online materials. (Zhang, 2017). Combining the curriculum teaching standards and focusing on industry needs, the teaching content is updated in a timely manner. (Liu, 2018). Cui (2019) believes that integrating traditional cultural elements into the design of clothing accessories can effectively improve the quality of clothing accessories design, and at the same time has the significance of traditional culture inheritance in clothing accessories design education

In terms of teaching means and methods, the operation steps of the demonstration are recorded in advance, and the key points and difficulties are played through the video in the teaching process, and then combined with the explanation, so that students can learn simultaneously according to the teacher's lecture rhythm, and the teacher can also adjust the lecture rhythm at any time according to the students' acceptance ability. The teaching effect is good, and the efficiency of the class is improved (Rong, 2014). In the teaching, modular training will be carried out in three parts: basic styles, creative styles, and market styles for single categories such as hats, bags, and shoes (Chen, 2014).

In the evaluation system Rong (2014) proposed a diversified evaluation system, which can stimulate students' learning motivation and explore their learning potential. Ma (2018) used the method of market sales of commodities to test whether student works meet market demand in the reform of the evaluation method of this course, which directly reflects the value of the work.

In summary, scholars' research shows that the course is reformed from the aspect of industrial demand. But in terms of reform, in addition to relying on industry needs and combining students as the main body, the "Fashion Accessories Design Course" is a direction worth exploring from the perspective of students' learning interest and learning input.

In view of the related issues of this course, the teaching reform of our school "Quanzhou Institute of Light Industry" has been implemented in the following aspects:

Based on the theoretical framework of the 13th Five-Year Plan for higher vocational education, practical teaching materials and popular information from industry authoritative organizations are selected as reference teaching materials. At the same time, based on the students' academic conditions, teachers compile practice guidebooks and practice teaching plans by themselves. Select teaching content based on industry needs and industry trends and use loose-leaf teaching content. Refer to Table 1, Table 2.

**Table 1: Teaching Content and Class Hours Before Reform**

Chapter	Teaching Content	Theoretical Teaching	Extracurricular Training
Chapter 1	Overview	2	2
Chapter 2	Basic Embroidery Design and Production	2	2
Chapter 3	Three-dimensional Fabric Pattern	4	4
Chapter 4	Ribbon Embroidery Design and Production	4	4
Chapter 5	Bead Embroidery Design and Production	4	4
Chapter 6	Commoner Flower Design	4	4
Chapter 7	Design and Production of Chinese Knot design and production	4	4
Chapter 8	Fabric Bag Design and Production	4	4
Chapter 9	Fabric Hat Design and Production	4	4
Chapter 10	Design and Manufacture of Hand-knitted	4	4

**Table 2: Teaching Content and Class Hours After Reform**

Chapter	Teaching Content	Online Theory	Offline Practice	Extracurricular Practice	
Chapter 1	Traditional Craft	2	Embroidery	4	2
			Chinese Knot	2	2
			Printing and dyeing	2	2
Chapter 2	Bag Design and Production	2	4	4	
Chapter 3	Hat Design and Making	2	4	4	
Chapter 4	Jewelry Design and Production	2	4	4	
Chapter 5	Other Clothing Accessories	2	4	4	

	Based on the theme of the			
Chapter 6	Series Design (Course	2	8	4
	Ending Assessment)			4
	Free design			
	Flipped class		4	

Increased from 36 class hours to 48 class hours. 12 theoretical lessons and 36 practical lessons. The teaching location is the integrated classroom of theory and practice, and the production process diagrams and videos can be shown to students in the form of multimedia. At the same time, you can come to the practice area for operation and practice after theoretical study.

The author established an online course, and published course materials such as course outlines, courseware, course supporting case picture materials, and related supplementary practice video materials to the network learning platform, which is convenient for students to learn and learn individually. Review after class. Adopting a mixed teaching model, the curriculum is designed as: online self-learning before class, through self-learning before class to understand the subject content of each class, theoretical tests and practical materials will be prepared in advance. The class focuses on difficult knowledge and practical operation explanations, after class students' complete homework, evaluation, summary, reflection and extension. In this way, the theory class is mainly based on online self-study before class, and the class is based on practice. Change the shortage of practical hours. Refer to Table 2

Group cooperation can be used to cultivate students' team spirit. For example, in the reform teaching, there is a module of teamwork series design, which requires 3 students to form a design team, divide the work and cooperate to complete the design and production of a series of clothing accessories. Simulating the way of working in enterprises, through such teamwork learning, students should actively go to market research, find materials in the library, collect fashion trend information. Promote students' active learning through task-driven methods. The flipped classroom report increases the opportunities for students to express themselves and fully interpret their own designs (Ma ,2018).

Students can be encouraged to participate in clothing accessories design competitions. Based on the competition to promote teachers' teaching and students' learning. Teachers can combine the competitions related to clothing accessories design, such as the Shanghai Student Craft Design Competition - Apparel Accessories (Fashion/Accessory) and the "Snow Lotus Cup" Invitational Competition on Hand Knitting Creativity. Assign tasks through the theme of the competition. Through the competition, students understand the direction of the design, so that they can have a more purposeful design of clothing products and strengthen the training of professional skills.

Traditional clothing culture is a constant source of inspiration for clothing and clothing design. The author integrates the characteristics of Chinese costumes of the past generations into the teaching and also combines the characteristics of local traditional culture to guide students to innovate in design.



For example, in the chapter of bag design, traditional techniques such as embroidery, tie-dyeing, and printing can be used in bag pattern design.

The presentation of the course report can cultivate students' expressive skills, but it lacks extensiveness. After class, students can use creative fairs, cultural fairs and art galleries as platforms to display their work.

A combination of student mutual evaluation, teacher comment, and corporate mentor evaluation can be used. For the evaluation of clothing accessories design courses, teachers can use various aspects such as theoretical knowledge, operational ability, application ability, and summary ability. Multi-angle evaluation mode. The assessment is carried out by level, stage, and topic. Emphasize process evaluation and implement full-process evaluation indicators (Rong, 2014).

Our school is in Jinjiang, Fujian Province, which is a footwear and garment industry base. The school cooperates with many local clothing brands. Invite corporate mentors to come to the school to carry out teaching activities. Let the teachers come from the enterprise. At the same time, the school can organize teachers to lead students to enterprises to observe learning and practice. This allows students to have the most direct contact with the position and understand the position. Adapt to employment needs.

## **Methodology**

### **Literature research method**

This article involves related concepts and theoretical foundations, problems in teaching, and research on countermeasures to problems. Through professional books, the Internet, CNKI, etc., the literature and academic journals are inquired, to understand and learn the industry background and the status quo of the teaching reform of clothing accessories design, and the author's own teaching has determined this research.

### **Case study method**

By using the case study method, taking the clothing accessories design course teaching as an example, collect and analyze the learning behavior analysis of the learners of this course as the basis for the learning effect of this course after the teaching reform. This research is based on the problems existing in the clothing accessories design curriculum and conducts a comparative analysis of students' investment in curriculum learning and learning effects before and after the teaching reform.

### **Research method**

Using the questionnaire survey method, adapted from the "College Student Class Participation Survey Questionnaire", the students' learning input after the teaching reform was measured. After the

teaching reform is passed, the participation test of the clothing accessories design course will be conducted for the 2020 students. Three dimensions of behavior, cognition, and emotional investment are considered. Behavioral input sets up questionnaires from the perspective of classroom interaction and active learning; cognitive input examines students' knowledge construction, self-reflection and knowledge transfer, and emotional input is reflected by students' learning interest and self-efficacy. (Sun, 2020).

## **Results**

By taking students' learning interest and learning engagement as the starting point in the teaching of apparel accessories design course, and implementing reforms for the teaching content, teaching methods and means, and teaching mode of the course, students' learning interest and more engagement in this course can be improved. Through effective learning to master the skills required to meet the needs of the profession, to achieve the desired teaching effect.

In terms of teaching methods and means, the use of online and offline mixed teaching can make up for the lack of class time while also adapting to the trend of education informatization. Group cooperation can be applied in project teaching, which cultivates students' active inquiry and teamwork spirit. The integration of traditional culture and competitions to promote learning can check the transfer of students' knowledge and cultivate innovative abilities. This multifaceted teaching tool is used to get students interested in learning, taking the initiative to learn and become learning subjects.

## **Discussion**

Through the practical research on the teaching reform of the course "Design and Production of Apparel Products (Apparel Accessories)".

For the course, the teaching content should be combined with the talent training program and curriculum standards, and the teaching materials and content should be selected based on the students' learning conditions. In view of the limited class time and extensive teaching content, the teaching content should be reconstructed according to the characteristics of the course and the needs of the industry and the trend of the industry. Adopt loose-leaf teaching content to adapt to different learning situations and changes in fashion trends.

The curriculum evaluation tools should be diversified to motivate students to learn. At the same time, the school's geographical characteristics can be combined with the school to give students and teachers more opportunities to cooperate with enterprises, and close contact with the industry to adapt to the changing career needs of the industry. Through the understanding of industry needs to push back the reform and update of curriculum teaching, forming a virtuous circle.

## Conclusion

Compared to traditional teaching methods, students' interest and learning engagement in the course have increased after the reform of the course. In terms of learning input, behavioral input was high, especially in the production part, students were willing to use different materials to try to explore how to make; however, they scored lower in creative design, which might be because students just went to university and did not fully complete their basic courses in design. In terms of cognitive input, students' cognitive input was considered from three aspects: knowledge construction, self-reflection and knowledge transfer, and students were weak in self-reflection and knowledge transfer, and they could not summarize and apply the knowledge they learned flexibly. In terms of affective engagement, students' interest in learning increased and scored higher on the questionnaire in self-efficacy.

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## **APPLIED RESEARCH ON THE TALENT MODEL OF “CAREER SAILING CLASS” IN THE NEW ERA: TAKING VOCATIONAL COLLEGE OF FUJIAN PROVINCE AS AN EXAMPLE**

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**Abstract:** Vocational education in China is at an important node in the transition from large-scale development to connotative development. How to build high-level vocational colleges to cultivate more high-tech talents for the society has become an important topic for the development of vocational education. Vocational education has been inseparable from society economic and development of the industry since it was born. Promoting the integration of production and education in vocational education and school-enterprise cooperation are the logical main lines in vocational education reform. In 2019, the State Council issued the "National Vocational Education Reform Implementation Plan" for the development of vocational education, which clearly proposed substantive reform measures to promote the integration of production and education and school-enterprise cooperation. The "professional and skilled talent training model" proposed in this thesis to fundamentally solve the problem of mismatch between the integration of production in vocational education and school-enterprise cooperation. The "Career Sailing Class Talent Training Model" is different from the traditional school-enterprise cooperation methods such as the previous "Order-based talent training model". The "Career Flight" education model is based on the common points and combination of the interests of both vocational colleges and enterprises. It starts from cultivating technical and technical talents that meet the needs of industry enterprises and solving practical problems in the production and management of industry enterprises, so as to stimulate the enthusiasm of enterprises to participate in running schools, to give play to the role of the main body of enterprise personnel training, to realize that enterprises truly participate in running schools, and running schools truly serve the enterprise.

**Keywords:** Career Sailing Class, Talent Training Model, Applied Research.

### **Research Background**

The demand for economic development and the progress of science and technology directly feedback to the substantial increase in the degree of social industrialization. With the development and application of new materials, new knowledge, and new technologies, the country's demand for skilled

talents is increasing day by day, especially for advanced skills talents among skilled talents. Talents have become the main force to promote social and economic development and have formed a huge demand for talents. Therefore, the rapid development of the country cannot be separated from vocational education. From the development experience of developed countries, it could be witnessed that Britain had become the world factory through the industrial revolution; Germany quickly restored its great power after World War II through the development of vocational and technical education; the United States, the Netherlands, Japan and many other countries had strengthened their national economic strength through the development of vocational education. Vocational education could reduce the waste of human, financial, and material resources for these countries, and at the same time enhance the competitiveness of enterprises and the overall national strength. Facing the increasingly fierce international competition environment, China has continuously increased its attention to vocational education, and has issued the "National Vocational Education Reform Implementation Plan" for the vocational education reform, and has proposed strategic solutions to solve the key internal and external problems of vocational education in the new era , Which points out the direction for how vocational education goes from scale to quality, and fully reflects the country's emphasis on vocational education.

Skilled talents are the source of power to promote the country's economic and social development, an important part of the country's talent construction, and an important participant in promoting the transformation of scientific and technological achievements. China increases in investment in higher vocational education is an important measure to implement the “made in China” strategy of strengthening the country by skilled personnel. With the development of China's industrialization and the continuous improvement of the level of science and technology, especially the continuous adjustment of the industrial structure, the rapid development of enterprises has gradually expanded the demand for skilled personnel. According to the statistics of the Ministry of Human Resources and Social Security of the People’s Republic of China, skilled workers account for only 26% of the total employed population in China, while highly-skilled personnel account for only 25% of skilled workers. From the perspective of the overall employment and economic development needs, the total number of skilled talents in China is still insufficient, far below that of developed countries, showing an imbalance in the domestic talent training structure. In terms of the quality of skilled personnel training, there is still a certain gap between the training quality of skilled personnel cultivated by vocational colleges in China in terms of professional knowledge, professional skills, and professional abilities, and the needs of enterprises.

How to train more skilled talents that meet the needs of enterprises has become an important topic that needs to be solved in the current vocational education reform. In the process of cultivating skilled talents, a higher vocational college in Fujian Province on the basis of the needs of industries, industries, and enterprises, proposes a "Career Sailing Class" talent training model as a test. The core

of the "Career Sailing Class" talent training model is the integration of production and education. The dual bodies of school and enterprise educate students together. The development of "1+1+1 (1 year in school, 1 year in school and enterprise) Training base, 1 year in the enterprise)" or "1+2 (1 year in school, 2 years in the enterprise)" flexible school system, realize the talent training model of work-study alternation and integration of knowledge and action. Cultivate talents to realize school-enterprise integrated education. through the integration of school-enterprise customization training programs, courses, teaching materials, establishing a school-enterprise teachers' team, and jointly constructing an internship training base, taking students as the main body, carrying out school-enterprise multi-scenario class, common credits in college and enterprises and evaluation reforms.

### **Research Question**

This thesis mainly studies the "Career Sailing Class" talent training model. A higher vocational college in Fujian has implemented the training model in the process of deepening the integration of industry and education and school-enterprise cooperation. It conducts a full empirical study on the "Career Sailing Class" pilot work, discovers problems in time, and makes changes. Improve the "Career Sailing Class" talent training model" in order to provide more practical reference cases for higher vocational colleges and find a school-enterprise cooperation talent training model suitable for the current development in local .

### **Research Scope**

Firstly, he testing of the talent training model of "Career Sailing Class". Build a "1+1+1" or "1+2" talent training model on the basis of combination of work and study, unity of knowledge and practical training. "1+1+1" means: 1 year in school, 1 year in school-enterprise joint construction of teaching bases, 1 year in industry enterprises or scientific research institutes; "1+2" means: 1 year in school, 2 years in enterprise.

Secondly, study how to break the structure of colleges and departments, professional barriers, integrate resources in colleges and enterprises, formulate talent training plans, and construct systems on curriculum, teachers, service and evaluation.

Thirdly, the construction and research of the talent training standard system for "Career Sailing Class". Pay attention to the research on how to take the job requirements as the main line. Construct a curriculum standard and training standard that is based on ability, taking professional practice as the main line, integrating "1+X" certificate system standards, and taking projects as the main body of "modular" course certificate integration.

Fourthly, how to deepen the reforms of "Career Sailing Class" and "Reform of teaching materials and teaching methods for teachers" to create conditions for students to learn independently,

ubiquitously, and flexible. Stimulate students' interest in learning, and achieve personalized development and diversified talents.

In the end, research how to integrate and use teaching resources such as internal and external training bases across faculties and departments.

### **Research Significance**

The research on school-enterprise cooperation models in the West and developed countries has far surpassed China's century-old history. In the long-term social development practice, these countries have summed up a lot of experience and lessons. The school-enterprise cooperation model has become more perfect. In China, the school-enterprise cooperation concept was introduced late. The theoretical literature of the school-enterprise cooperation model is still inadequate. Even if the experience of western developed countries can be used for reference, some cases cannot be completely copied due to different national conditions. To realize the effective development of school-enterprise cooperation in China, it must be based on the national conditions of the country. Therefore, in the field of theoretical research, experts and scholars still need a lot of localized practical investigations. The "Career Sailing Class", through the deep integration of schools and enterprises, has determined that the dual subjects are equally important, deepened the reform of the talent training model, and solved the structural contradictions caused by the asymmetry of the school talent supply side and the enterprise talent demand side. Carry out full empirical research on testing of "Career Sailing Class", discover problems in time, and better improve the "Career Sailing Class Talent Training Mode". The research on the talent training model of "Career Sailing Class" enriches the theoretical basis, characteristics, implementation conditions and other related theories of the integration of production and education in school-enterprise cooperation, which will help deepen the understanding of the talent training model of higher vocational colleges. It is helpful in the comprehensive ability of cultivating talents, such as application and innovation. This research has enriched the theory of higher vocational talent training ability; deepened the theory of vocational education talent training.

### **Practical Significance**

1. Reduce the cost and expenditure of enterprise technical and skilled personnel training.
2. Effectively increase the employment rate of higher vocational colleges.
3. Strengthen the construction of the faculty of higher vocational colleges.
4. Significantly improve the professional construction level of higher vocational colleges.
5. Facilitate the organic unification of theory and practice.

## Research Objectives

Firstly, starting from cultivating technical and technical talents that meet the needs of industry and enterprise positions and solving practical problems in industry and enterprise production and management, it should focus on the common and combining points of the interests of both schools and enterprises, inspire the enthusiasm of enterprises to participate in running schools, and give full play to the main body of enterprise talent training Role, construct a "Career Sailing Class" to realize that enterprises truly participate in running schools and colleges truly serve enterprises. Secondly, in accordance with the idea of "based on the region, serving the industry, and promoting employment", it should break the professional pattern of colleges and departments, take the job demand as the guide, take the curriculum as the key , integrate education and teaching resources, innovate the talent training model and the education mechanism, and insist on cultivating students with morality and culture, curriculum relating to enterprise positions, integrating work and learning , building a "Career Sailing Class education model" curriculum system, forming a "Career Sailing Class education" talent training evaluation system, in order to innovate and start business employment-oriented formation of developmental evaluation of students. In the end, it could implement education and teaching reforms, focus on combining knowledge with job characteristics, integrate ideological and political education in curriculum teaching content and teaching process, and further highlight the cultivation of professional ethics, professionalism and professionalism. Thirdly, through the practice of the "professional training model for flight talents", it can promote the reform of the vocational education and education model in Fujian Province and even in the whole country, and provide decision-makers with a basis for decision-making.

## Literature Reviews

Research in China. Summarizing the researches regarding talent training model in China National Knowledge Infrastructure website in 2021, the quantity of relevant articles is up to 31,418, it reflects that domestic scholars in China attach great importance to the research of talent training mode. In the article "Cultivation Mode Construction and Practice", Ding (2021) believes that the construction of the five-party linkage talent training model of "government, bank, enterprise and school students" is conducive to the sharing and integration of school resources and corporate resources, effectively connecting the talent supply chain and the demand chain, and realizing skill-based and application-based Training of talents. Zhang (2021) research and practice of "School-Enterprise Collaboration, Four-level Progressive" Talent Training Model for Logistics Management Major Based on Modern Apprenticeship" believes that the "school-enterprise collaboration, four-level progressive" talent training model refers to school-enterprise cooperation, production Teaching integration is the path, using two places "in school + outside school", "school + enterprise" two main bodies, and "training +



production" two ways. Zhang (2020) "Research and Practice on Talents Training Model for Integration of Industry and Education" believes that strengthening the research on talent training models for integration of industry and education aims to promote the organic integration of this model with traditional education and teaching models, and promote the practice of integration of industry and education through the establishment of a full range of guarantees. Through the keyword search on China National Knowledge Infrastructure website, there is currently no relevant literature on the career training model in China. A college in Quanzhou took the lead on the testing practice of career training. It is a brand-new school-enterprise integrated education model. It provides practical experience for the domestic exploration of the integration of production and education and the integration of school and enterprise education. Current status of foreign research. There are four well-known vocational education models abroad, including the Canadian CBE model, the German dual system model, the British BTEC model, and the Australian TAFE model. Among them, the German dual system model and the Australian TAFE model can best reflect the school-enterprise integrated education model.

Germany's dual system model is a school-running system supported by national legislation and co-constructed by school-enterprise cooperation. It is a competency-based and work process-oriented vocational education model. The single element in the dual system refers to vocational colleges, whose main function is to impart basic knowledge and professional knowledge related to occupations. Students study theoretical knowledge in school for 1 to 2 days a week; the other element refers to enterprises or public institutions the main function of the off-campus training venues is to allow students to receive professional training in vocational knowledge, vocational skills, and vocational experience in the enterprise. Students practice in the enterprise 3 to 4 days a week. In terms of the goal of talent training, the dual system model mainly cultivates students' professional ability and key abilities. Among them, professional ability includes three aspects: social ability, method ability, and professional ability (Wei, 2015). The key ability is the ability other than professional ability. Derived from basic professional ability but higher than basic professional ability, it is a vertical extension of basic functions and a cross-professional comprehensive professional skills. The experience of the German dual system model lies in: vocational colleges and enterprises form a dual vocational education and training institution, professional theoretical knowledge teaching and vocational skills training constitute a dual vocational education teaching content, theoretical teachers and practical training teachers constitute a dual profession Education teachers and students have dual identities as corporate apprentices and vocational college students (Hu, 2017).

In Australia TAFE model, 80% of the students' time is for work-based learning on the job site, and only 20% of the time is for school-based learning in TAFE. It is actually a new type of modern apprenticeship system. Focus on the cultivation of key abilities and professional abilities in the goal of talent training; in the course of course development, the courses to be opened are determined through

the analysis of the ability system and teaching field, and then the course plan is designed to form the course development. The curriculum system includes five levels: training package, professional teaching plan, syllabus, instruction book, and teaching material. The experience of Australia’s TAFE model lies in: in terms of mechanism innovation, the government builds a complete national training framework system, and invites industry experts to participate in the construction of the framework system, and finally the TAFE college implements the teaching of professional courses (Yu, 2017).

### Hypotheses

Based on the above research and analysis, this thesis has designed the following hypotheses:

Hypothesis 1: This study believes that the cultivation of professional literacy in the process of school-enterprise cooperation is essential, and the cultivation of students' professional literacy should be emphasized.

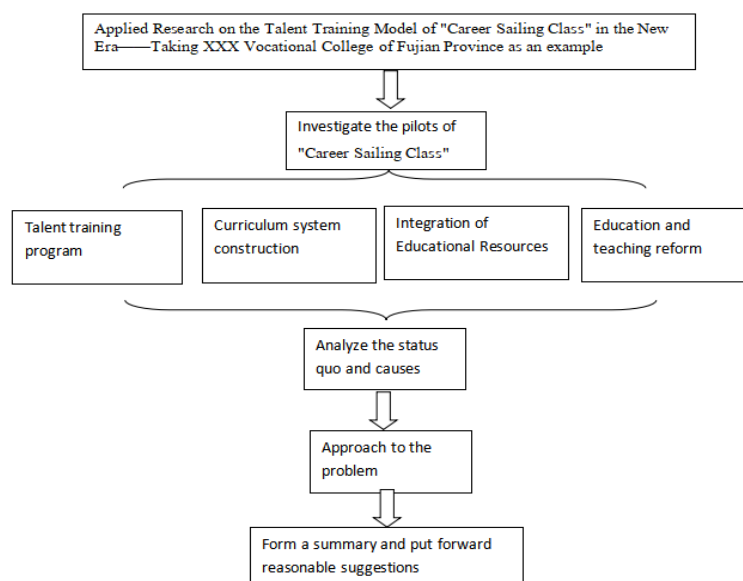
Hypothesis 2: This research believes that improving the teaching ability of teachers helps to better enhance students' interest in learning.

Hypothesis 3: This research believes that a perfect teacher-student evaluation system is the best way to test teaching results.

Hypothesis 4: This study believes that training conditions are an important factor for students to master technical skills and must be constructed with high standards and used efficiently.

### Theoretical Framework

The research framework of this paper:



**Figure 1: Research Framework**

In-depth case schools and cooperative enterprises, research on the pilot situation of "career flight", in accordance with the growth law of vocational education and technical skills, collect relevant materials from the construction of talent training mode, the development of work-study combination talent training plan, curriculum system construction, school-enterprise dual-teacher team construction , education and teaching model reform, teaching and training base integration, and education and teaching evaluation and other aspects , analyze the problems of school-enterprise integrated education in the process of the "Career Sailing Class" talent training model testing project, understand the cause, explore the ways to solve the problem, and form research conclusions. Combining the existing research results at home and abroad, based on the construction of "career flight", it can build a "Career Sailing Class training model", clarify the dual main body of talent training school and enterprise, realize the integrated training of school and enterprise and promote high-quality employment of students. Generalize, summarize, and form effective suggestions, with a view to provide theoretical and practical references for the country to deepen the reform of the talent training model of vocational colleges.

### **Methodology**

This paper uses qualitative research which include literature analysis method, action research method, descriptive research method, and experience summary method.

### **Results**

The theory and system of "Career Sailing Class" talent training model are not perfect. The "Career Sailing Class" talent training model was first proposed and tested in a higher vocational college in Fujian Province. It can be said to be a brand-new exploration of the talent training model of higher vocational colleges. It is different from the traditional "order class". "The model requires the cooperative enterprise to participate in the whole teaching process. Therefore, there must be in-depth cooperation between the enterprise in theory and system. Therefore, in the early stage of cooperation, the system is often imperfect. The situation is adjusted.

In the process of cultivating school-enterprise talents, ignore the cultivation of professionalism. At the initial stage of the testing project of the "Career Sailing Class" talent model, enterprises and schools will formulate and demonstrate talent cultivation plans. In this process, colleges and enterprises focus on how to enable students to better master technical skills and get started with practical operations faster, neglecting the cultivation of professionalism, and neglecting the actual production environment and working environment. The problems encountered in addition to technical skills also neglected the cultivation of students' learning ability.

Enterprise teachers have strong technical skills and experience, but lack the ability to teach systematically. Enterprise teachers have been working in the enterprise for a long time. They have less contact with the teaching environment and more of the teacher-to-apprentice model. They have not

systematically sorted out the teaching content. In the teaching process, they tend to prefer experience teaching instead of adopting newer teaching models such as Teaching methods such as guided teaching. However, students who are new to actual production or work are not familiar enough with the understanding of technical skills. There are certain difficulties in understanding the teaching content of corporate teachers. It takes a certain time to enter the role, which easily affects the enthusiasm and learning of students. efficient.

The part of the school-enterprise co-construction of internship training bases fails to meet the prescribed standards. School-enterprise co-construction of an internship training base is the basis of student practice courses and an important part of talent training. Both schools and enterprises must invest a lot of manpower, material resources, and financial resources, which is a real challenge to both parties. In the pilot process In order to reduce costs, some companies invest in obsolete equipment, which is not good for students to better learn and master new technologies. In addition, it is also limited by the limited school space and the tight training space, which cannot accommodate all the practical training equipment. Due to these two reasons, the students' learning effectiveness has been affected in the pilot "Career Sailing Class" talent training model.

The teaching evaluation system is not perfect. The talent cultivation model of "Career Sailing Class" is the integrated education of enterprises and schools, so its teaching evaluation system should at least be composed of three parties: schools, enterprises, and students. The practical operation-based assessment of students' learning effectiveness is jointly scored by corporate teachers and school teachers. However, the process is often based on the assessment of the mastery of technical skills. There are few assessments of students' adaptability and the simulation of the situation is relatively simple. , Unable to better reflect the students' comprehensive abilities such as professional quality in the real production process. In addition, there are some deficiencies in teacher evaluation, lack of involvement of third-party institutions, and no systematic evaluation of teachers, but only the evaluation of students as the basis for judgment.

## **Discussion**

1. Timely sum up the pilot experience and revise the "Career Sailing Class" pilot system.
2. In the talent training program, strengthen the construction of professional quality courses.
3. Strengthen school-enterprise teacher exchanges and enhance the teaching ability of corporate tutors.
4. Schools and enterprises plan with high standards, and implement fund guarantee measures.
5. Introduce a third-party evaluation agency to improve the teaching evaluation system.

## Conclusion

The "professional and skilled talent training model" proposed in this thesis to fundamentally solve the problem of mismatch between the integration of production in vocational education and school-enterprise cooperation. The "Career Sailing Class Talent Training Model" is different from the traditional school-enterprise cooperation methods such as the previous "Order-based talent training model". The "Career Flight" education model is based on the common points and combination of the interests of both vocational colleges and enterprises. It starts from cultivating technical and technical talents that meet the needs of industry enterprises and solving practical problems in the production and management of industry enterprises, so as to stimulate the enthusiasm of enterprises to participate in running schools, to give play to the role of the main body of enterprise personnel training, to realize that enterprises truly participate in running schools, and running schools truly serve the enterprise.

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## **CHARACTERISTICS OF FOREIGN HIGHER EDUCATION MANAGEMENT AND ITS ENLIGHTENMENT FOR CHINA**

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**Abstract:** Based on the analysis of the characteristics of higher education management in Britain, America and other countries, combined with the problems existing in China's higher education management, this paper put forward some inspirations from foreign higher education management to China. By comparing the differences between the higher education management systems of three developed countries and those of China and drawing out the advantages of the three countries' education systems and the shortcomings of China, the measures to optimize China's shortcomings are obtained.

**Keywords:** Higher Education Management, Characteristics, Enlighten.

### **Introduction**

Higher education is a social practice between subjects and between subjects and objects, in which both the higher educationist and the educated are the subjects and the higher education resources are the objects, so as to become a complete human-oriented social practice. Economic globalization has accelerated the internationalization process of higher education, and the integration of education with the international community has become the goal pursued by China's higher education in the 21st century. To make China's higher education catch up with the international advanced countries' higher education level, we must objectively analyze the characteristics of international advanced countries' higher education management, and get useful enlightenment from it to promote the development of China's higher education. The characteristics of higher education management in Britain, the United States and Singapore and its enlightenment to China. This paper tries to provide some implications for China's higher education catch up with the international advanced countries' higher education level.

### **Literatures Reviews**

#### **Characteristics of Foreign Higher Education Management**

Britain Management system

Britain's higher education has a long history. It has a history of seven or eight hundred years since the establishment of Oxford University and Cambridge University in the middle ages. The British

education management system combining centralization and decentralization is adopted, and the Ministry of Education and Science is responsible for formulating national education standards and putting forward guiding opinions on education planning. The main responsibilities of the local education administrative authorities are: managing education and teaching in local schools, hiring teachers and staff, providing educational equipment and materials to schools, etc.

#### Characteristics

Firstly, university autonomy, academic freedom and government management coexist. In the middle Ages, the British government protected universities, but did not directly control them. Therefore, universities advocated university autonomy and academic freedom. The British traditional view believed that the best education management was to fully delegate to the managed objects and handle affairs in their own way to achieve the best results. Unless there is obvious deviation, it should not be interfered. However, with the development of society, universities are becoming more and more conservative. Although British universities played a variety of important roles before the 19th century, none of them was related to technology, while people outside universities without exception (Guo, 2007) made those major technological inventions (such as steam engines, textile machines, trains, etc.) that made great contributions to the British industrial revolution. n. Therefore, in order to make universities play a greater role in social and economic development, the British government began to intervene in universities. Since the Second World War, the British government has further strengthened the management of higher education, which has promoted the development of its higher education and social and economic development.

Secondly, the management of higher education is gradually becoming market-oriented. The British government introduced the organizational situation of the market in the field of higher education, and used the economic stimulus to allocate educational resources more effectively. Mainly manifested in: funding, with the continuous expansion of the scale of colleges and universities, higher education funding is becoming increasingly tight. The British government not only allocates fixed funds according to different schools, but also encourages universities to obtain funds from the outside world, such as industry, business, private, etc., so as to enhance their hematopoietic function, and stipulates that universities can obtain government grants matching the funds obtained from the outside world, and so on (Ma, 2006). In terms of enrollment, Britain believes that every citizen should receive university education if he wants to. In this way, the British government encourages universities to recruit as many students as possible. The more students are recruited, the more the total funds will be. The purpose of this is to push the university to the market. In terms of teacher appointment, the British government introduced temporary teachers and researchers, which promoted the marketization of teacher management. Many British universities have many teachers who are engaged in special teaching and research work, but these teachers are not affiliated to these universities.



### The United States Management system

American higher education implements a decentralized management system among states. The federal government does not have the highest power to manage national education, but states are the main body of American education management. The administrative system of American higher education is divided into three levels: local, state and federal. The three levels of administrative institutions of higher education are interrelated and closely coordinated, and their functions and powers are clearly divided, which constitute the whole administrative system of higher education. The U.S. federal government has infiltrated the policies and intentions of the federal government into state and local colleges and universities through funding and legislation. The state government has the power to manage the university, and is responsible for the examination and approval of the establishment or change of the university, the setting of disciplines and majors, curriculum arrangement, teacher qualification certification, assessment of running conditions, issuance of graduation certificates and degree certificates, etc. American colleges and universities manage and operate independently according to law to the market under the authorization of the state government. The state government's management of universities does not hinder the basic autonomy rights of universities. Universities have greater autonomy. At the same time, because the state (mainly the state government) carries out macro-control, overall planning and budget, there will be no "chaos" phenomenon.

### Characteristics

America is one of the countries with the most developed higher education in the world. First of all, American higher education has the characteristics of hierarchy and diversification. American universities are divided into research universities, universities that award master's degrees, universities that educate undergraduates and undergraduate degrees, universities with junior college and junior college degrees, colleges of specialized nature, art colleges, vocational schools, continuing education schools and so on (Wang, 2007). The sources of students in colleges and universities are diversified, and the autonomy of the university and its jurisdiction are diversified. American colleges and universities are directly under the control of the state government in management, and the policies of the state governments and the factors of politics, economy, history and geography will affect the development of universities. Secondly, American higher education management system is scientific. American colleges and universities follow rule management and case management in their daily management. Colleges and universities restrict the behavior of students and teachers by formulating strict systems, and at the same time conduct personalized education management according to the characteristics of each student. In the process of management, great attention is paid to interpersonal communication to ensure the case handling of some problems. Finally, humanistic care plays an important role in American higher education management. All kinds of management systems in American universities are strict and standardized, which is easy for students to understand and master.

In particular, education and management are organically combined, and humanities and social sciences and natural sciences are organically unified (Liu, 2007). In universities, there are expert advisory groups engaged in non-academic consultation and appraisal activities. When students encounter some psychological, study and life difficulties, experts are responsible for answering these questions. In addition, there are experts in psychiatry, law, etc., who regularly comment on students' thoughts, psychology and life problems, aiming at cultivating students' sound personality.

#### Singapore Management system

Singapore's educational management model has experienced the transformation from decentralized system to centralized system. In the process of implementing centralized system, it has been continuously reformed and developed in the direction of giving full play to its advantages and overcoming its disadvantages, that is, centralized system and expanding the autonomy of schools are linked together, making centralized system move towards democratization, and gradually changing from relying solely on administrative leadership to relying on legal and scientific leadership. For example, in the formulation of guidelines and policies of the Ministry of Education, the emphasis on developing towards a flexible direction that can give full play to students' personal potential will strengthen the teaching of basic knowledge and enable students to enjoy higher quality education (Wang, 2002). Privatization of school management, development of independent schools and improvement of the quality of independent schools will enable schools to enjoy greater autonomy and flexibility.

#### Features

First, the government attaches great importance to the construction of information management. As a small Asian city, Singapore has the highest degree of informatization in the world. Singapore government has already realized that education must take the road of information development many years ago, thus establishing a brand-new information management concept. The General Blueprint for the Application of Information Technology in Education, which was fully implemented in 1996, fully reflects the strategic position of information technology education. The Ministry of Education of Singapore has invested a lot of funds for this purpose and implemented a preferential policy. Besides increasing investment in colleges and universities, the Ministry of Education also provides notebook computers for some teachers to facilitate their collection of information for teaching and management.

Second, the combination of government macro-management and independent management of colleges and universities. Singapore government has adopted the first-level education administration system, and the Ministry of Education implements unified network direct management of colleges and universities. Singapore government pays attention to helping universities to build an external information environment and encouraging universities to build an internal information system. Its entire educational network structure is divided into two levels: the Ministry of Education and schools. The

Ministry of Education has its own information center, and colleges and universities have also established independent campus network information management centers. As for the internal management system of colleges and universities, the government only guides and makes use of it, instead of following an outdated leadership intervention system, which is too restrictive. The use of information technology will make the connection between schools and the outside world, within schools and between schools closer and more effective, which will greatly enhance the effectiveness of the government's management of higher education.

Third, the government standardized the management data. The Singapore government attaches great importance to the standardization of information management. The government formulates necessary standards, norms and requirements for the relevant information data in various educational information systems, including the evaluation scores, network interconnection and campus network environment, and implements standardized norms and unified management.

## **Conclusions**

### **1. The Management System Is Unreasonable**

The main feature of China's higher education management system is a high degree of unity and concentration, with strong characteristics of planned economy. From the perspective of social development and higher education development, there are still some situations that do not meet the requirements of the times. For example, from the intervention of government functional agencies in teaching and research activities, diploma issuance, enrollment and employment, specialty setting and professional title evaluation, many specific tasks of colleges and universities are still carried out according to mandatory indicators, regulatory indicators and special approval indicators (Ying & Wang, 2001). This situation is far from reaching the goal of "changing the government's management system over colleges and universities and expanding the autonomy of colleges and universities", and adopting a unified management model for colleges and universities with various differences. It restricts colleges and universities with different characteristics from giving full play to their own advantages and characteristics, restricts the full play of the autonomy of running a school, seriously dampens the enthusiasm of running a school, and is not conducive to training talents to meet the needs of building a well-off society in an all-round way and regional economic development.

### **2. Single Management Methods**

The concept of education management in colleges and universities in China is relatively backward, which is manifested in the fact that in the concrete implementation process, it is used to dealing with and solving problems according to traditional experience and management methods, and

some even prefer to keep some problems intact rather than boldly carry out innovation in education management, which makes education management stay at the level of "management", paying no attention to serving faculty and students, giving full play to the wisdom and functions of various organizations such as university trade unions and teachers' congresses, and the degree of democratization is not high enough.

### **3. Lack of Scientific Education Management**

Some colleges and universities blindly pursue economies of scale and neglect the improvement of quality; Build tall buildings and expand the area; Blind expansion of enrollment without considering the actual situation of teachers; Even if the major is not adjusted timely according to the market demand for talents, the actual situation and dilemma of difficult employment distribution for students are brought by continuing to walk along the old road. If this goes on, higher education will lack the strength of international competition and fall into the deadlock of development.

### **4. The Construction of Education Management Team Is Insufficient**

The lack of optimal allocation of educational management team in colleges and universities, and the lack of emphasis on strengthening the construction of educational management team in colleges and universities, and some colleges and universities regard educational management posts as "idle people" positions, make the educational management in colleges and universities lack a strong educational management team, the quality of educational management personnel is not particularly high, and the application of modern technology, especially computer technology, is insufficient, which affects the improvement of the efficiency and quality of educational management in colleges and universities.

## **Recommendations**

### **1. Improve the Management System of Higher Education, Expand the Autonomy of Colleges and Universities**

In the process of higher education management, to clarify the functions of governments at all levels, the government must simplify administration, and there is absolutely no need to "shoulder all the problems by itself", with less governance and more services, so as to expand the autonomy of schools. Decentralize as much management power as possible to colleges and universities, and promote the enthusiasm and initiative of colleges and universities. The government mainly uses legislation, planning, funding, evaluation, supervision and necessary administrative means to regulate the scale, speed, quality and benefit of higher education development. In practice, we should explore the best

combination of government regulation and market mechanism, fully mobilize the initiative and enthusiasm of institutions of higher learning for institutional innovation, and make institutions of higher learning truly become legal entities that face the society and run schools independently. Self-management of colleges and universities does not mean laissez-faire. It must operate under the macro-control of the government, which is also the basic law of the development of colleges and universities.

## **2. Change the Management Methods and Improve the Information Management Means of Higher Education**

The management of higher education should gradually move from centralized management to democratic management, instead of focusing only on the leading role of managers, and the faculty and staff of colleges and universities, as the managed ones, cannot always be in a passive position of obeying orders and management. In practice, various ways, means and measures should be adopted, including the basic organizational forms of democratic management such as teachers' congresses and trade unions, so as to give full play to their role in education management, and make university education management more in line with the aspirations and interests of university faculty and staff, thus promoting the smooth implementation of relevant policies and measures of university education management and the realization of education management objectives. At the same time, we must pay attention to people's emotional factors, so that faculty and staff can truly feel that their status and role as masters have been implemented and brought into play.

With the rapid development of information technology and Internet, management efficiency has been greatly improved. Great changes have also taken place in the management means of higher education. Singapore's information management model of higher education has provided us with useful enlightenment. Chinese universities are divided into local colleges and universities affiliated to the Ministry of Education. Therefore, the education departments of central and local governments at all levels should pay attention to helping schools build a good external information environment and encourage universities to build a good internal information system. The introduction of computer network technology into college education management and the establishment of college education management information system enable colleges and universities to issue policies and regulations on education management in time, and the managed objects can communicate with colleges and universities in time, and express their views on current college education management policies and suggestions on college education management, so as to strengthen exchanges and communication between the two sides of education management, facilitate college education management and improve the efficiency and level of college education management.

### **3. Innovative Management Concepts to Achieve Scientific Education Management**

#### People-oriented management philosophy

Higher education is a career that belongs to everyone, and it is responsible for improving the quality of the whole nation and mankind. Therefore, higher education management is people-oriented. First of all, we should affirm and highlight the subjective position and value role of "educators" in higher education management. Education is a social person in the final analysis, and "people-oriented" requires everyone to think and act from the perspective of "people". The management of higher education is "people-oriented", which requires everyone to share the resources of higher education, participate in the development process, benefit everyone from the results of higher education and aspire to the development prospect (Lin, 2007). Only in this way can we cultivate harmonious people, and then it is possible to achieve natural harmony and social harmony.

#### Socialization concept of higher education management

Education belongs to the public domain, which is essentially a social non-profit undertaking, and it is related to social public interests. Problems in the field of education need public supervision and questioning. Especially in the form that China's higher education has begun to enter the stage of popular development and the scale of higher education is constantly expanding, higher education management activities are no longer just the actions of the government and universities, but should face the society and involve social forces. For example, establishing a board system, organizing celebrities from all walks of life who are keen on education to participate in the school's decision-making, providing advice for school management activities and raising funds for school running, etc. Higher education intermediary organizations can also be set up to supervise and evaluate undergraduate teaching in colleges and universities. In addition, we can also use the Internet to set up public forums to discuss various topics of higher education and promote the steady development of higher education.

#### Marketization idea of higher education management

Introducing the concept of market-oriented management into higher education makes higher education have the characteristics of competition, choice and money stimulation. The marketization of higher education in the United States, Britain and other countries is particularly prominent, which has great enlightenment to China's higher education management. On the premise of grasping the formation and operation of the market and paying attention to the development and perfection of the higher education market, some competitive mechanisms can be introduced into the management of colleges and universities in China, such as teacher appointment system, talent flow system, logistics socialization, etc., so that colleges and universities can maintain their due vitality, better adapt to and meet the needs of society, and form a relatively mature and open higher education market (Sheng & Holistic, 2002). In addition, there is a keen sense of competition in the pursuit of scientific research projects, specialty setting and curriculum setting. For some courses with low students' elective rate, they

should be corrected in time and eliminated when necessary. Some majors whose employment prospects are not optimistic should be actively adjusted to meet the needs of the employment market, so as to better solve the employment problem of college students.

Strengthen the quality of management team, and constantly improve the level of education administrators.

First of all, according to the requirements of the times, the educational administrators of colleges and universities in China should adapt to the needs of the development of colleges and universities, update their management concepts, update their knowledge and increase their talents, so as to become the higher education administrators needed in the new era. Secondly, colleges and universities need to strengthen the construction of education management team. On the one hand, when introducing talents, we should not only consider whether we have the basic knowledge of education management in colleges and universities, but also consider whether we can master and use computer technology skillfully, and on this basis, we can drive the continuous improvement of the overall quality of education management team in colleges and universities. This can also make the education management of colleges and universities better adapt to the challenges of higher education under the situation of computer development. On the other hand, colleges and universities should pay attention to cultivating and improving the management ability and quality of the existing educational management personnel, train the personnel engaged in educational management posts in a targeted manner, continuously improve their comprehensive quality, and update and broaden their knowledge and skills fields.

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# **EXPLORING THE USE OF INCENTIVE MECHANISM IN HUMAN RESOURCE MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS FOR TEACHERS' POSITIONS--XINJIANG JIAOTONG VOCATIONAL AND TECHNICAL COLLEGE AS AN EXAMPLE**

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**Abstract:** Teachers are the key elements of the composition and operation of higher education colleges and determine the teaching and research level of higher education institutions, as well as the quality of education and teaching in schools. And how to form a reasonable teacher incentive mechanism and fully mobilize the initiative, enthusiasm and creativity of teachers plays a crucial role in enhancing the level of teaching and research achievements of higher education. However, as far as the current practice is concerned, many human resource managers in higher education are still in the traditional single human resource management state, whether in terms of guiding ideology or in terms of working methods, taking teachers as the main management objects rather than service objects. Based on this, this paper takes teachers of Xinjiang Transportation Vocational Institute of Technology as the main research object, and stands on the perspective of human resource management work to investigate, examine and establish the incentive mechanism for higher vocational teachers, hoping to promote the change of human resource management work in higher vocational schools through the research of this paper, and build a modern teacher incentive system to promote the long-term and healthy development of Xinjiang Transportation Vocational Institute of Technology.

**Keywords:** Incentive Mechanism, Higher Education Institutions, Human Resource Management, Classroom Positions.

## **Introduction**

In 2019, China promulgated the National Implementation Plan for Vocational Education Reform, which clearly puts forward that "the development of vocational education is placed in an important position in the development and innovation of higher education"; it sets a more distinctive "dual-teacher" team construction for the development of teachers in higher vocational colleges The Ministry of Education has set a more distinctive task of building a "dual-teacher" team, requiring the

construction of 100 "dual-teacher training bases", improving the ratio of teachers in higher vocational institutions and improving the remuneration mechanism for teachers in higher vocational institutions. According to the statistics of the Ministry of Education, in 2020, there were 1,468 vocational colleges and universities, with 744,478 teaching staff, 556,424 full-time teachers and 150,098,014 students, with a student-teacher ratio of 20.28:1, much higher than the student-teacher ratio of 18.37:1 in ordinary colleges and universities and 17.51:1 in undergraduate colleges and universities. The serious shortage of full-time teachers in higher vocational colleges and universities has failed to meet the needs of the rapid development of China's economy and society. 2020 and 2021, the state has expanded the number of students enrolled in higher vocational colleges and universities, and the problem of the teacher team and teacher quality has further intensified.

In the new era, the lack of higher vocational teachers forms an outstanding contradiction with the goal of building high quality higher vocational colleges. How to adopt positive and effective incentive measures to stimulate teachers' enthusiasm, improve the overall quality of the teaching team and attract high-level and highly skilled talents is an urgent problem for building high quality higher vocational colleges at present.

### **Research Objective**

With the rapid development of China's modern economy and society, the demand for specialized talents in society is rising year by year. The higher vocational colleges and universities are responsible for the dual tasks of creating advanced talents in society and cultivating professional and technical talents, which is very crucial in the strategic position of China's talent development. At present, there is still a shortage of high-quality teachers in higher vocational schools in China, which is far from being able to meet the needs of the transformation and development of higher vocational institutions. To this end, this paper makes a systematic analysis and research on the current situation of human resource management in Xinjiang Transportation Vocational Institute of Technology through an in-depth study of the teacher incentive mechanism in human resource management, in order to find out the main problems existing in the school in terms of teacher management and incentive, and to further construct an incentive mechanism that is beneficial to the teachers of Xinjiang Transportation Vocational Institute of Technology according to the special characteristics of teacher incentive in higher vocational institutions. It is hoped that this paper can be used as a tool to improve teachers' motivation and efficiency, and to improve the overall quality of the teaching team and teaching quality. It is also expected that this paper can take Xinjiang Jiaotong Vocational College as a springboard to provide relevant reference for the research on education incentive mechanism in higher vocational and higher education institutions in other regions of China.

## **Research Significances**

As far as the current situation is concerned, most human resources managers in China's higher education institutions are still in the traditional primary stage of human resources management, both in terms of guiding ideology and in terms of working methods. Teachers are burdened with heavy and tedious work, and the managers' ideas and methods of human resource management are relatively traditional. This study takes Xinjiang Transportation Vocational Institute (XCTI) as the research object, and establishes an effective and practical incentive mechanism in XCTI, which can fully motivate teachers and fundamentally explore their potential, so that human resource management in XCTI can achieve better results. This is beneficial to the implementation of teaching and research work, and to further develop the role of teachers in talent training work. At the same time, it is important to effectively improve the quality of education and the effectiveness of Xinjiang Transportation Vocational College, to promote the reform of human resources management in the school and to promote the long-term development of Xinjiang Transportation Vocational College.

## **Literature Reviews**

### **1. Maslow's Hierarchy of Needs Theory**

In his 1943 paper "A Theory of Human Motivation", the American psychologist Maslow put forward a theory about human needs. The theory is based on two assumptions, one being that human beings are animals that are driven by the need to have their desires satisfied. Human needs are infinite, and when one stage of need is satisfied, one progresses to the next stage of need. Secondly, the needs sought by humans are universal and there are levels of these needs. He summarized people's needs into five categories: firstly, the need for survival. They are mainly expressed in all aspects of human needs in life, including food, clothing, shelter and transport. This is the minimum need for human beings to ensure their survival. The second is the need for security. These are mainly in the areas of personal safety and physical health. The third is the need for social interaction. It is expressed in the need for friendship and belonging in social interaction. The fourth is the need to be respected. The need to be respected is expressed in the need to be widely recognised by society for one's achievements and abilities, and is subdivided into the need for self-esteem and the need to be respected by others. Fifth is the need for self-actualization. Self-fulfilment involves the realization of one's dreams and expectations, enabling one to achieve the maximum extent of one's abilities and ultimately to reach one's goals. This paper uses Maslow's hierarchy of needs theory to analyse the motivational needs of teachers.

## **2. Human-Centered Management Theory**

A people-centered management model is often referred to as a people-centered management model. The idea of people-centered management was developed in the 1930s in the West, but it was actually applied to company management in the 1960s and 1970s. It can be said that people-centered management thinking is a fundamental revolution in modern corporate management thinking and management philosophy. Human resource management focuses on the subjective position of people in management. Human-centered management theory does not consider people to exist separately from other management elements, but emphasizes that people are the dominant element in the entire management system, and that other elements can only reflect their maximum value if they are used by people in a rational way. The effectiveness of management and the core factors are all about the role of people.

### **1. Current status of domestic and foreign research**

#### **1.1 Status of foreign research**

Foreign motivation theories have been studied relatively early, including achievement theory, hierarchy of needs theory, two-factor theory and so on. In this paper, the Maslow's theory of hierarchy of needs is derived from this theory. In foreign academic circles, scholars' research on teacher motivation is also relatively rich, for example

Egorov (2020) divided the factors affecting the motivation of university teachers into several categories, which are career attractiveness, referring to the attractiveness of job content and job fulfillment; career stability, referring to whether university teachers can work steadily until retirement and get good livelihood security after retirement; social status and prestige, referring to whether the profession of university teachers has high social status and social reputation, and whether it can well satisfy teachers' sense of honour and achievement.

Tomaselli (2018) et al. concluded some motivational factors that are effective for HE teachers through a field survey of HE teachers in Geneva. They are the attractiveness of the position to teachers, a good working environment, working conditions and a high social status, so that the incentives they propose cover aspects such as work tasks, reward systems and personal growth of teachers. They have contributed accordingly to the ability of universities to better attract and retain good university teachers.

Rose (2020) found that although the degree to which teachers are motivated and the quality of teaching can be improved by increasing the pay and benefits of HE teachers, the extent to which this is done is very limited. Schools that have a poor reputation and a poor working and interpersonal environment have a significantly counterproductive effect on teacher motivation. Although there is evidence that teacher satisfaction and productivity are related to the degree of motivation, it is not possible to demonstrate the extent to which these aspects are relevant.

Foreign scholars have started their research on the motivation mechanism of college teachers earlier and applied more research theories in practice, forming a more complete theoretical system and achieving certain effects in practice. Most of the foreign scholars have studied the material and spiritual needs of university teachers, and have imposed strict recruitment system and high standard requirements on university teachers, combined with the good social welfare treatment in western developed countries, so that university teachers can obtain a good salary and at the same time achieve corresponding social status and prestige. However, due to regional, economic and population constraints, the results of many studies only reflect the results of incentives in specific cultural and economic conditions, and are not universal. Therefore, the research results of some developed countries are limited in different countries and regions, different cultures and economic conditions.

### 1.2 Status of domestic research

The domestic scholars' research on teachers' incentive mechanism started relatively late, but in recent years, with the continuous progress of education reform, many scholars have researched on teachers' incentive mechanism in higher vocational colleges and universities and made many valuable achievements.

Zheng Zhikai (2021) analyzed the needs of higher vocational teachers in China according to Maslow's needs theory, and the results of the analysis pointed out that for higher vocational teachers should take advantage of the situation, spiritual motivation is as important as material motivation, and teachers should have the correct values of needs, and they should satisfy the need for respect and achievement to the greatest extent. At the same time, teachers' personal development needs should also be met.

In his study, Wang Xinchun (2021) also showed that the most fundamental way to motivate teachers and fully explore their potential is to meet their needs. The first step, therefore, is to fully understand the characteristics of teachers at each level of the needs theory before adopting an effective motivational approach. Personnel departments should be proactive in their communication and effective in their research to understand what teachers think.

Wen Fei Fei (2021) investigated the needs of teachers in higher education institutions under the "double high plan" based on the Malos theory of needs, which showed that teachers are a special profession with distinctive and individual characteristics, and to improve teachers' motivation, different types of motivation mechanisms should be established according to these professional characteristics. To improve teachers' motivation, it is necessary to establish different types of motivational mechanisms to meet the needs of different types of teachers.

Lv Fengya (2019) has constructed a complete set of incentives for higher education teachers, and the overall idea of the measures states that meeting the basic needs of teachers is the basic requirement for the construction of the whole incentive mechanism. The ultimate goal of constructing

the incentive mechanism is to achieve its school management goal, and the achievement of the goal requires the full mobilization of teachers' work initiative. The core of building incentives is to regulate the behaviour of teachers and to establish a sound system. If incentives are to achieve the goals of the establishment period, the existing system needs to be reformed, including the title assessment system and the responsibility system for teacher positions. A more flexible remuneration system and a deeper differentiation of the current distribution system should be constructed.

### **Research Methodology**

(1) By consulting monographs and journals, finding relevant materials and using public platforms such as the Internet and libraries, relevant information about this study was obtained. The information obtained is integrated and the integrated materials are further analyzed in detail to obtain information that can be used in this paper.

This paper mainly takes the form of a questionnaire to investigate the current situation and problems of the incentive mechanism of teachers' positions in Xinjiang Jiaotong Vocational and Technical College, in an attempt to find out the operative incentive factors suitable for the development of the school, to better promote the growth of teachers, to improve the quality of the teaching team, to maximize the enthusiasm of teachers' work, to stimulate their intelligence and to promote the progress of vocational education.

(2) By generalizing, summarizing and concluding the relevant information collected from journal papers, questionnaire surveys, etc., analyzing and studying from these data, so as to extract the relevant research core, collecting data and information related to the incentive mechanism of teachers in Xinjiang Jiaotong Vocational and Technical College, and providing effective data support for the study.

### **Results**

#### 1. Basic information of Xinjiang Transportation Vocational and Technical College

Established in 1953, Xinjiang Transportation Vocational and Technical College is a comprehensive higher vocational and technical college that focuses on training transportation specialists. The college has trained nearly 80,000 transportation talents, with the number of students reaching 11,038 by the end of September 2021.

#### (1). Determination of survey objects

A total of 477 staff members participated in the survey, of whom 316 were male teachers, 161 were female teachers, 371 were full-time teachers and 106 were administrative teachers, of whom 114 were young teachers under 30 years old, accounting for 23.9%, 226 were middle-aged and young teachers aged 31-45, accounting for 47.4%, 78 middle-aged teachers aged 45-55, accounting for 16.4%,

and 59 teachers aged 55 or above, accounting for 12.4%; in terms of academic structure, there were 211 teachers with a master's degree or above, 243 with a bachelor's degree, and 23 with a bachelor's degree or below; in terms of professional skills, there were 103 full-time teachers with senior professional and technical posts, 10 full-time teachers with full senior professional and technical posts In terms of expertise, 103 full-time teachers have senior professional and technical positions, 10 full-time teachers have full senior professional and technical positions, 156 full-time teachers have associate senior professional and technical positions, 132 full-time teachers have intermediate professional and technical positions, and 76 full-time teachers have junior professional and technical positions or above.

The findings of the basic situation show that Xinjiang Transportation Vocational College has established a relatively complete incentive mechanism for the management of teachers, including recruitment, promotion, salary, assessment and training. In terms of recruitment, promotion and evaluation, academic qualifications are emphasized over practice, and academic qualifications play an important role; in terms of the distribution of teachers' workload, the college has carried out quantitative management and taken the quantitative results as an important basis for performance assessment; in the assessment of teachers' teaching, the number of papers, scientific research achievements and awards account for a greater proportion of the assessment, and the teaching effect is the lightest, and the assessment method is also based on faculty assessment of teaching; in terms of training, the The university has a set of teacher training mechanism, and most teachers also have the opportunity to receive training, but there is a gap between the content or programs of training and the actual needs of teachers, and the training system is not systematic; in terms of salary, the university encourages the teaching level of teachers through performance pay, but the performance pay does not truly reflect the teaching achievements of teachers, and the treatment of teachers does not reach the expected level of teachers, which is not in line with the value created by teachers to society Matching.

## (2) Findings and Analysis

**Table 1: Analysis of The Survey Results of Teachers' Satisfaction with The Existing Incentive Mechanism**

	<b>Contents of Survey</b>	<b>Satisfied</b>	<b>Fair Satisfied</b>	<b>Fair</b>	<b>Dissatisfied</b>
1	Salary	7.2%	23.6%	34.5%	34.7%
2	The extent of the school's support in terms of environment, technology and resources	12.5%	33.7%	29.8%	24%
3	Material and spiritual rewards from the university	38.6%	37.9%	14.2%	9.3%
4	Branch management	33.5%	32.8%	30.8%	3.2%
5	Performance appraisal system	14.7%	18.4%	38.5	28.4

6	The level of concern of the faculty leaders for the teachers	37.4%	25.4%	30.6%	6.6%
7	Teachers' participation in the management of the faculty	24.5%	25.6%	34.7%	15.2%
8	Communication opportunities provided by the school for teachers	12.8%	14.3%	38.6%	34.3%
9	Training opportunities for teachers	21.5%	23.2%	27.4%	27.9%
10	Development space for teachers	15.8%	24.5%	23.6%	36.1%

## Discussion

From the satisfaction survey, the satisfaction rates of "material and spiritual rewards of the school", "management of the branch", "the concern of the faculty leaders for teachers" and "the participation of teachers in the management of the faculty" are relatively high. The satisfaction rates of "teachers' participation in departmental management" are relatively high, 76.5%, 66.3%, 62.8% and 50.1% respectively, while the dissatisfaction items are mainly concentrated in the following aspects.

**Salary:** Teachers' salary is not proportional to their efforts. The obvious gap between the treatment of senior teachers in Xinjiang Jiaotong Vocational and Technical College and that of teachers in ordinary colleges and universities. Due to the lack of teachers in the school and the expanding number of students, the school can only solve the contradiction of the shortage of teachers' resources by increasing the amount of teachers' class hours, which further increases teachers' complaints about their excessive workload. One teacher who had been in the profession for less than five years confessed that his salary, stipend and classroom fees added up to just 4,000 yuan for 24 classes a week. And with such a heavy workload, this teacher himself admitted that he could not guarantee the quality of his classes.

**The degree of school support for teachers' work:** The degree of school support for teachers' work has a certain utilitarian dimension. The university attaches more importance to those majors or scientific research work that the state, the government and the university focus on cultivating; for those majors or scientific research work that have direct economic benefits and a short benefit cycle, the university gives more support to resources; for those majors or scientific research work that cannot create economic benefits or the economic benefits are not obvious, the university gives more limited support, like the subject of general education, which is an indispensable basic subject for school education. indispensable basic subject, is a subject that students tend to ignore, and is also a subject generally despised by higher vocational colleges. There is a big gap between the allocation of class fees and research funds and other subjects and majors, and the training of teachers is also inclined to vocational education teachers.



Training opportunities for teachers: The college has three main problems in terms of teacher training: (i) there are fewer training opportunities. (ii) The college's training is mainly funded by a special grant from the national government, and the college provides fewer training opportunities for teachers.

Teacher development: The scope for professional development is a concern for all practitioners. As a teacher, there is only room for academic development and promotion, and the same applies to senior teachers. In terms of academic research, Xinjiang Jiaotong Institute of Technology has 37 majors, but only 12 of them are supported by the state and the autonomous region, while the remaining 25 majors require self-funding from the institute to support research activities, which is quite limited, naturally limiting the development space for many young teachers. In terms of administration, there are 332 young and middle-aged teachers under the age of 45, accounting for 70% of the total. The large number of young and middle-aged teachers is undoubtedly too many for the middle management positions, and the narrow space for development makes some young teachers confused about their future.

## **Conclusions**

### **Diversified Teachers' Remuneration Incentives**

For the basic workload in the workload setting, schools should consider the actual working conditions of teachers, meet the requirements of normal teaching and correspond to the basic salary of teachers. The additional workload is then used as the performance pay component of the incentive, forming a certain incentive orientation and a strong force for progress in the reform and development of each career. Extra workload as part of the incentive should play its role, first of all, the school should set a reasonable workload index, that is, the amount of basic workload, according to the semester assessment of teachers, teachers are required to complete the basic workload each semester, each semester when the workload is insufficient will be work deductions; secondly, in the implementation process of extra workload, on the one hand, the teachers who have completed extra work to give a certain degree of material rewards and give bonuses; on the other hand, teachers are allowed to give up the bonuses brought by the extra workload and use the extra workload to offset the basic workload, so that teachers can choose the work they can complete according to their actual situation while meeting the workload requirements.

### **Consolidating Teacher Title Incentives**

A teacher's title is a hierarchical designation of his or her professional and technical level, ability, and achievements, and reflects a sign of the individual teacher's technical level and working

ability. Teachers can gain a sense of achievement and motivation through the promotion of their titles. Xinjiang Jiaotong Vocational and Technical College should establish a clear incentive system and guidance mechanism for the promotion of teachers' titles, widen the gap between the title subsidies and classroom fees of teachers with different titles in terms of teachers' salaries, and reduce the basic workload requirements for teachers with higher titles in terms of workload recognition, etc., so as to guide teachers to take the initiative to promote their titles. (iv) Pay attention to teachers' professional development.

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## **POLICY ANALYSIS ON THE INTEGRATED DEVELOPMENT OF URBAN AND RURAL COMPULSORY EDUCATION IN CHINA**

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**Abstract:** With the advancement of China's urbanization process, the formation of China's urban-rural dual development structure has been accelerated. Compulsory education has also formed a dual structure between urban and rural areas, which is mainly reflected in the huge educational gap between urban and rural areas, and more high-quality educational resources are concentrated in cities, resulting in a certain gap in school running conditions, teacher allocation, teaching quality and talent training of rural compulsory education. The integrated development of urban and rural compulsory education is an important theoretical and policy perspective to solve the gap between urban and rural compulsory education. so as to ensure the realization of the goal of equity in urban and rural education. This paper takes the overall development policy of urban and rural compulsory education as the research object, adopts the professional policy content analysis method, plans the talent training and education quality evaluation policy of the development of urban and rural compulsory education, makes a professional analysis of the policy content, finds out the problems existing in the policy content, and puts forward targeted suggestions and countermeasures. According to the proposed policy content issues, combined with the development trend of China's urban and rural compulsory education, this paper puts forward targeted policy content formulation suggestions, so as to better promote the integrated development of China's urban and rural compulsory education.

**Keywords:** Education, Development of Compulsory Education, Town and Countryside.

### **Introduction**

The integrated development of urban and rural compulsory education is an important part of the national development strategy of urban-rural integration

In recent years, urban-rural integration has gradually become an important strategy for China's development and has been written into the reports of the party's Congress, government work reports and central documents for many times. In 2008, the decision clearly put forward the goal of "urban-rural integration" for the first time from the national strategic level, that is, to basically establish the system and mechanism of urban-rural economic and social development integration by 2020. In July

2010, the CPC Central Committee and the State Council issued the outline of the national medium and long term education reform and development plan (2010-2020), which proposed "establishing an integrated development mechanism of compulsory education in urban and rural areas" in terms of compulsory education. In 2012, the 12th Five Year Plan for the development of national education proposed to "explore the integrated development mechanism of urban and rural education. Gradually unify the urban and rural education planning, construction standards, capital investment, teacher allocation and management system, explore a new model of coordinated development of urban and rural education, and realize urban-rural integration step by step". Compulsory education, because of its essential characteristics of popularization, compulsion and free, directly determines the basic literacy and ability of talents needed for national construction. Balanced development is not only an important strategic task for the development of compulsory education in China, but also an indispensable policy means to achieve educational equity. The balanced development of compulsory education in China has put forward a clear timetable, planned a road map and clearly written a phased mission statement at the same time. By the end of 2017, 2379 counties (cities and districts) in China had achieved the supervision and evaluation of the balanced development of compulsory education, accounting for 81% of the total counties, and 11 provinces (cities), including Shanghai, Beijing, Tianjin, Jiangsu, Zhejiang, Guangdong, Fujian, Jilin, Anhui, Shandong and Hubei, had achieved the basic balance of the development of compulsory education.

The research on the integrated development of urban and rural compulsory education lacks a special analysis of the content of the policy text. Through the in-depth analysis of the existing research, it is found that the integrated development of urban and rural compulsory education is one of the effective ways to solve the imbalance and inequality of the development of urban and rural compulsory education in China. Although scholars will involve the content of relevant policy texts in the process of studying the integrated development of urban and rural compulsory education as evidence and explanatory basis in the process of writing papers, there is still a lack of analysis of the policy content of the integrated development of urban and rural compulsory education itself.

The policy and sample sources in this paper are limited to China. The villages and cities mentioned in this paper refer to the underdeveloped areas widely existing in China and the developed cities built by concentrating a lot of resources.

Taking urban and rural education as a whole does not mean denying the respective development differences between urban and rural areas, but finding the objective and indivisible internal relationship between them on the basis of discovering and respecting the differences. So as to better make up for the "imbalance and insufficiency" between the two.

## **Research Objectives**

The evolution of China's urban and rural compulsory education development policy has fully demonstrated the distinctive characteristics of the times. From the proposal of the balanced development of urban and rural compulsory education, to the overall development of urban and rural compulsory education, and then to the construction of the integrated development mechanism of urban and rural compulsory education, the focus of the national education policy points to the integrated development of urban and rural compulsory education. The purpose is to narrow the gap in the development of urban and rural compulsory education, so as to realize the fair development of urban and rural compulsory education. This study should sort out, summarize and summarize the existing academic research on the integrated development of urban and rural compulsory education, construct the policy content analysis standard for the integrated development of urban and rural compulsory education in China based on the education policy content analysis theory, analyze the content of the integrated development policy of urban and rural compulsory Education issued by China since the new century, and find the problems and deficiencies in the content of the current policy text, On this basis, this paper puts forward policy suggestions conducive to the integrated development of urban and rural compulsory education in China, so as to promote the better development of urban and rural compulsory education in China.

## **Literatures Reviews**

### **Research on The Development Trend of The Integration of Urban and Rural Compulsory Education in China**

Research trends on the integrated development of urban and rural compulsory education in China this study mainly takes "the integrated development of urban and rural compulsory education" and "the integrated development policy of urban and rural compulsory education" as key words, and searches the relevant literature from 1990 to 2020 with the help of resource platforms such as China knowledge network (CNKI) database, readshow academic search, IData academic search, Wanfang database and so on. A total of 513 academic achievements were collected. Among them, there are 421 documents related to the "integrated development of urban and rural compulsory education" and 125 documents related to the "integrated development policy of urban and rural compulsory education". From the perspective of literature sources, this study collected 403 journal documents, 43 master's and doctoral theses, 17 conference papers, 12 important newspaper reports and 38 Works. The literature of this study is mainly journal papers, accounting for 80% of the total, followed by master's and doctoral dissertations, accounting for 8%, works, 7%, conference papers, 3% and important newspapers, 2%. By sorting the collected documents according to the chronological distribution, the year distribution map of academic achievements can be drawn. In terms of the overall trend, there were few relevant academic

studies from 2006 to 2013, but the literature release showed a steady upward trend; Reached the first peak in 2014; From 2015 to 2017, it showed an upward trend in fluctuation; 2018 became the year with the highest research popularity, and the release of academic research achievements reached a record high; The data up to 2020 shows that the number of research results related to the "integrated development of urban and rural compulsory education" and the "integrated development policy of urban and rural compulsory education" shows a downward trend.

### **Research on The Development Process and Objectives of The Integration of Urban and Rural Compulsory Education**

The integrated development of urban and rural compulsory education is a dynamic process. Wang Yu and Qin min (2019) believe that the development of urban and rural compulsory education has experienced four stages: paying attention to differential equity, highlighting procedural justice, paying attention to equality among individuals and moving towards comprehensive equity. From the initial requirement of pursuing equal educational opportunities to the rational allocation of educational resources, and then to the requirement of paying attention to improving the quality of education. Shao Zebin (2018) believes that the development of urban and rural compulsory education in China presents two phased characteristics: first, in terms of resource supply, it has realized the transformation from shortage and difficulty to mechanism guarantee. Second, in terms of development form, it has realized the transformation from low-level difference state to high-quality equilibrium state. Wang Yu and Qin min (2019) believe that the development goal of urban and rural compulsory education should adhere to the purpose of combining fairness and quality, basic needs and development needs. At the same time, we should give consideration to the unity of social development value and personal development value.

Research on the integrated development of urban and rural compulsory education. Research on the Countermeasures of the integrated development of urban and rural compulsory education. Some basic problems in the integrated development of urban and rural compulsory education in China have played an important basic role in the follow-up research. Through combing, it is found that the research shows the characteristics of "three more and three less": there are many studies on the specific problems and measures of the integrated development of urban and rural compulsory education, while there are few professional and systematic studies on the content of the integrated development policy of urban and rural compulsory education. Through literature review, it is found that scholars usually take "problem", "equity", "balance" and "integration" as the guidance to study the problems existing in the integrated development of urban and rural compulsory education and put forward countermeasures and suggestions for the problems. Although relevant education policy texts will be used as the basis or support for demonstration in the process of research, However, we find that scholars' research on the integrated development of urban and rural compulsory education in China, and scholars who conduct

professional analysis of the content of educational policy from the content of educational policy itself are relatively rare. The author believes that it is essential to study the relevant issues in the field of education from the content of relevant education policies. It can be seen that it is necessary to study the integration of urban and rural compulsory education from the content of the development policy of the integration of urban and rural compulsory education. There are many studies on the micro perspective of the integrated development of urban and rural compulsory education, while there are few studies on the macro perspective of the integrated development of urban and rural compulsory education. For the integrated development of urban and rural compulsory education, there are more studies on systematic analysis from one aspect of the problem, but from a macro perspective, there is less macro analysis based on the research of all aspects of the problem to find the internal and inevitable relationship between all aspects of the problem. For example, from the perspective of school layout and fund allocation and use in the integrated development of urban and rural compulsory education, the two seemingly independent problems actually have a strong internal relationship between them. The layout and construction of schools can only be carried out with the support of fund investment. At the same time, how to layout and construct schools is the basis of how to invest and use funds. There are many studies on the integrated development of urban and rural compulsory education based on the understanding of education development in a certain period, while there are few studies on the integrated development of urban and rural compulsory education under the time axis sequence and combined with the background of the new era. Starting from a certain period, it is more common to study the situation of the integrated development of urban and rural compulsory education and put forward countermeasures and suggestions. However, from the perspective of historical changes, it is less to divide the development stages of urban and rural compulsory education integration, deeply excavate and study the internal relations of its development stages. At the same time, the literature on the integrated development policy of urban and rural compulsory education under the background of the new era of socialism with Chinese characteristics is rare.

### **Methodology**

This paper uses qualitative research, which is a study on a small, carefully selected sample of individuals that does not require statistical significance, but with the researcher's experience, sensitivity, and relevant techniques, provides effective insight into the behaviour and motivations of the research subjects, the impact they may have, etc. A method in which the researcher uses historical review, documentary analysis, interviews, observations, and participatory experiences to obtain information in a natural context, and analyses it by non-quantitative means to draw conclusions from the research. Qualitative research places more emphasis on meaning, experience (usually verbal description), description, etc.

## Results

### **Gradually Transform from "Meeting The Demand of Teachers' Quantity" to "Improving The Demand of Teachers' Quality"**

From 2006 to 2008, China introduced a large number of supplementary policies for rural teachers, such as the western plan, the policy for special post teachers, the policy of free education for normal students and the national training plan. The purpose is to integrate the number of teachers through multiple channels to meet the needs of rural education development. In 2012, it was proposed that the key to the construction of rural education team is to strengthen the construction of teachers in the stage of rural compulsory education, so as to build an integrated development mechanism of urban and rural compulsory education, fundamentally solve the prominent problems of rural education, and promote the fair development of urban and rural compulsory education.

### **From "Relying Solely on The Power of The Government" to "Multi Subject Interactive Communication"**

Firstly, in terms of Teacher Allocation Policies in weak rural areas, there are many teacher allocation policies issued by relevant departments such as the CPC Central Committee and the State Council, and local governments will issue corresponding policies to guide specific practice in combination with the specific conditions of each region under the policy spirit and instructions of the central government. The state has gradually established that the provincial government is responsible for overall planning and defines the objectives and tasks of the compulsory education teacher allocation policy within the administrative region. The county (city, district) level government in the region is the responsible person and requires to sign the letter of responsibility, and gradually decompose and implement the task of clarifying the balanced development of compulsory education in the county. Secondly, for the gap in the construction of teachers in the stage of urban and rural compulsory education, and how to improve the stability of rural teachers and build a high-quality rural teachers. In recent years, China has no longer relied solely on policies provided by the government to support the allocation of teachers in rural areas. We should devote more energy and financial resources to the construction of existing rural teachers and how to develop local teachers' resources. At the same time, we should strengthen the opportunities for exchanges and cooperation between urban and rural teachers. Rural teachers should go to urban compulsory schools for regular training, and then better invest in rural education. At the same time, we should also encourage urban teachers to actively participate in the assistance activities of rural teachers, Through the way that urban teachers regularly teach in rural schools, we can improve the construction level of rural teachers. Finally, China has established an evaluation and recognition mechanism and a review and monitoring mechanism for the balanced



development of compulsory education, and the allocation of teachers is also one of the important assessment indicators. In 2013, the state implemented the supervision and evaluation of counties (cities and districts) with a basic balance of compulsory education. The Education Steering Committee of the State Council is responsible for taking the basic balanced development of compulsory education as a strategic task and implementing the supervision and evaluation of Teacher Allocation in the balanced development of urban and rural compulsory education. Accordingly, various regions have formed a large number of valuable experiences and practices to promote the integrated development of urban and rural compulsory education.

### **From "Ensuring The Safety of School Buildings" to "Standardized Construction"**

Ensuring the safety of school buildings is an important material guarantee for the orderly promotion of compulsory education. Since the introduction of a series of national policies for the transformation of rural primary and secondary schools, the safety of rural primary and secondary schools has been greatly improved. In 1999, the Ministry of education increased capital investment for the maintenance of primary and secondary school buildings. In 2008, the notice of the Ministry of education and the Ministry of housing and urban rural development on seismic safety investigation and related matters of school buildings was issued, requiring a comprehensive investigation of the safety of school buildings at all levels and of all types.

Talent training and evaluation policy plays an important and decisive role in promoting the integrated development of urban and rural compulsory education. On the basis of determining the objectives of talent training and evaluation, it will be clearer to clarify the objects and subjects involved in the policy. For a long time, due to the objective reality gap between urban and rural areas in teaching level and teaching quality, there are some differences in the overall learning quality of students trained in the stage of urban and rural compulsory education. On this basis, the national level puts forward the overall educational policies and policies for talent training. All kinds of educational institutions at all levels should formulate specific policies for the implementation process of education in different educational stages on the basis of the macro level educational policies, so as to ensure the realization of the overall talent training goal. First, a series of supporting policies formulated by the educational administrative department on the basis of educational policies and policies to promote the achievement of talent training objectives. Policies are mainly formulated from the aspects of providing fair educational opportunities for urban and rural students, providing schools with more autonomy in running schools, and promoting supporting curriculum reform. Secondly, the policy of providing fair opportunities for school-age children in rural areas, as well as policy support for vulnerable groups such as left behind children, accompanying children and poor children. It is proposed that local governments should adopt various ways to solve the students with learning difficulties caused by the withdrawal and

merger of schools in combination with the actual situation; According to the actual situation of rural disabled children, formulate one person one case to ensure that they can enjoy the right to compulsory education. In order to ensure that urban and rural students can enjoy the right to fair admission, the state has issued a series of compulsory education enrollment policies. The state has gradually delegated power, given compulsory schools more autonomy in running schools, and promoted curriculum and teaching reform, so as to ensure that students' right of choice and personality development have been fully enhanced.

## **Discussion**

### **Suggestions on Improving The Content of Teacher Allocation Policy for The Integrated Development of Urban and Rural Compulsory Education**

Formulate The Policy Objectives of Rational Structure and Scientific Allocation of Rural Teachers

The goal of the teacher allocation policy for the integrated development of urban and rural compulsory education is to provide sufficient and high-quality teachers for rural compulsory education schools, so as to effectively promote the improvement of the level of rural compulsory education. On the basis of clear macro objectives, phased development goals need to be issued in combination with the actual situation of phased development. The teacher allocation policy for the integrated development of urban and rural compulsory education in China has shown the transformation from "quantity demand" to "quality demand". In some areas, the number of teachers has basically been able to meet the needs of overall education development. On this basis, we began to pursue the construction of high-quality teachers. Under the condition that the development level of urban-rural compulsory education integration in different regions is different, the policies issued by the state should put forward different development goals in combination with different development levels and development conditions. So as to guide the policy implementation needs of different regions from the macro level. Educational policy objectives play a guiding role in the formulation of educational measures. On the premise of clear educational policy objectives, the formulation of educational measures is to better promote the realization of educational objectives. The measures and policies of teacher allocation include teacher supplement policy, teacher exchange policy and teacher treatment policy. The goal of teacher supplement policy is to expand the number of teachers in the stage of compulsory education through various channels and effective ways to meet the needs of the development of compulsory education, especially to strengthen the number of teachers in rural areas. The goal of the teacher exchange policy is to improve the comprehensive quality of rural teachers through the exchange and cooperation between urban and rural teachers. The goal of the teacher treatment policy is to improve the salary and

welfare of teachers in the stage of compulsory education, especially the salary standard of teachers in rural areas, so as to enhance the stability of the construction of teachers.

#### Clarify The Division of Rights and Responsibilities of Personnel Management Policies for The Allocation of Teachers in Urban and Rural Areas

The teacher allocation policy for the integrated development of urban and rural compulsory education is to balance the quantity, quality and structure of teachers in the stage of urban and rural compulsory education, which needs the joint cooperation of multiple departments. It involves the audit and evaluation policy of teacher preparation, the policy of teacher salary and welfare, the policy of deployment and use of urban and rural teachers, the policy of teacher promotion, etc. The effective implementation of these policies requires a clear definition of the division of rights and responsibilities between departments when formulating the policy content. The decision-making power of the educational administrative department should be appropriately increased, and the personnel department and the Ministry of finance should be established. The education administrative department should play a leading role and set up a special leading group to realize special management and improve administrative efficiency, so as to facilitate effective communication and cooperation among departments in policy-making. Give the education administrative department the right to allocate and use the staffing of teachers, so that the education administrative department can flexibly allocate and supplement teachers according to the needs of Teacher Allocation in the stage of urban and rural compulsory education, and clarify the rational allocation of teacher resources in the development of urban and rural schools by education administrative departments at all levels. Some scholars worry that there will be problems in the allocation and use of teachers' staffing by the education administrative department. In this case, it is necessary to give full play to the provincial education supervision department for whether the District, city and county education administrative departments use their staffing rights properly.

Further highlight the local cultural characteristics of the talent training policy objectives of rural compulsory education.

### **Conclusions**

From the perspective of education policy formulation, highlighting the local characteristics of rural compulsory education through the formulation of talent training policy objectives is one of the effective ways. Under the guidance of macro education principles and policies, the formulation of education policy objectives in line with and highlighting local characteristics is conducive to the establishment of a long-term development mechanism of rural compulsory education. At this stage, with the continuous improvement of rural compulsory education infrastructure and the gradual development from quantity to quality, highlighting the rural local characteristics in the talent training

objectives and education and teaching process can avoid the problem that rural education loses its local characteristics and continues to converge with urbanization. The integrated development of urban and rural compulsory education is not blindly pursuing the homogeneous development of urban and rural compulsory education, but highlighting their own characteristics on the basis of learning from each other, so as to ensure the cultivation of talents needed for urban and rural development.

The new curriculum reform defines the three-level curriculum management policy. The State formulates the overall plan for the curriculum development of primary and secondary schools at the macro level, defines the specific categories involved in the national curriculum, and formulates the national curriculum standards. On the basis of ensuring the orderly completion of national courses, local governments and schools are encouraged to independently develop local courses and school-based courses that meet the needs in combination with local teaching needs. The national curriculum management policy for the stage of compulsory education has gradually changed from unified management to multi-level management. It is necessary to strengthen the integrated development of urban and rural compulsory education through curriculum management and improve the teaching quality of rural compulsory education. The lack of curriculum resources in rural areas has become an important factor hindering the improvement of the teaching quality of rural compulsory education, and the characteristics of rural curriculum have not been fully valued and excavated. The trend of convergence from rural curriculum to urban curriculum is becoming more and more clear. Firstly, strengthen the establishment of characteristic curriculum development policy in rural areas. Secondly, strengthen the establishment of urban and rural network curriculum resource sharing platform policy. Strengthen the interaction between urban and rural areas in the development of urban and rural compulsory education to achieve the goal of common development of urban and rural compulsory education. The effective operation of network information technology breaks the time and space constraints of urban-rural exchanges. Compulsory education in rural areas needs to be connected with urban education to improve its teaching quality, formulate policies for the establishment of cross urban and rural regional teaching platforms, form an urban-rural assistance network, increase the communication between urban and rural teachers, and improve the quality of regional school-based courses.

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## **PSYCHOLOGICAL CAREER RESOURCES, JOB-HUNTING STRESS AND SATISFACTION OF KEY COMPETENCIES AMONG CHINESE UNIVERSITY STUDENTS**

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**Abstract:** The aim of this study is to determine the relationships between the psychological career resources (PCR), job - hunting Stress (JHS), and satisfaction of key competencies (SKC) among Chinese university students. Participants, who comprised 695 university students (272 males and 423 females, mean age = 19.25) from four universities in southeast of china, completed surveys to assess their PCR, JHS and SKC. Results showed that Chinese university students who obtain more PCR were perceived less JHS and more SKC, and Chinese university students who perceived more JHS were fell less SKC. JHS partially mediated the relationship between PCR and SKC. The findings confirm conservation of resources (COR) theory, that improve individuals' PCR will reduce the perception of JHS and increase SKC, and PCR can predict the SKC by the mediating role of JHS.

**Keywords:** Psychological Career Resources, Satisfaction of Key Competencies, Job-Hunting Stress, Chinese University Students.

### **Introduction**

With the large-scale expansion of higher education in China, higher education has shifted from elite education to mass education. The number of college graduates has increased year by year, and the employment pressure of college students has become increasingly prominent. Research shows that employment pressure is the main source of pressure for college students. Stress is closely related to the individual's mental health. Individuals are under high pressure for a long time, which is not good for physical and mental development. In-depth exploration of the reasons for the employment pressure of college students will help to provide theoretical and empirical evidence for alleviating the tension caused by the current employment pressure and building a harmonious and stable campus and social environment.

## **Research Objectives**

The main issues of this research are as follows: (1) Analysis of employment pressure of students; (2) Correlative research on college students' career psychological resources and employment pressure; (3) The influence of career psychological resources on development satisfaction. therefore, how to foster highly qualified college students to adapt to the future development of society has become the focus of research among various colleges and Universities.

The objective of this study aims is to explore the relationships between the psychological career resources (PCR), job - hunting Stress (JHS), and satisfaction of key competencies (SKC) among Chinese university students. By doing so, a suitable and meaningful road can pave for the successful development of Chinese university students. At the same time, we can determine the right trend of Chinese higher education. The scope of this study is to pinpoint the needs and dilemma of Chinese university students, and to find out the suitable educational plan for them.

This study is about the overall quality of higher school students. And in order to find out their relationship among PCR, JHS and SKC, we let the university students from the southeastern part of China be the participants. By studying their career development and situation, the paper illustrates the basic relations among these three categories.

## **Literature Reviews**

As the framework and basic connotation of key Competencies for Chinese students was put forward by key Competencies research group (2016), Undergraduate students have to be equipped with various types of knowledge, skills, attitudes and key competencies in order to be successful in their first entry to the labor market and at later stages of their career (Alexiou, & Paraskeva, 2015). Satisfaction of key competencies, has been defined as the subjective evaluation and judgment of college students' ability and quality level in their university period, it is an important part of individual self-knowledge and important embodiment of meta-cognition (Chen, 2017), which includes five dimensions: innovation ability satisfaction, social responsibility satisfaction, communication ability satisfaction, healthy life satisfaction and learning ability satisfaction. The satisfaction of individual's ability has an significant influence on the individual's core self-evaluations, achievement motivation and the formation of personality traits (McConnell, 2011). Cultivating and improving college students' ability and quality is an urgent need to enhance the employment competitiveness of college graduates (Santisi, 2014; Skorikov, 2007). The improvement of college students' comprehensive quality is the fundamental purpose and the springboard of the development of colleges and universities, which can help to create a good social atmosphere, improve the quality of teaching and improve employability (Skorikov, & Vondracek, 2007; Nauta, 2007).

Theoretical meaning: by finding the relationship among these three, we can guide and facilitate the building of relevant theories. And its practical meaning lies that we can use such a theory to improve and pinpoint the quality and problems of higher education

Job-Hunting Stress of college students is becoming increasingly prominent. Lazarus (1985) considered stress the process of interaction between individual and objective environment, the individual's perceptual process of objective existence of the source of stress. Research shows that job-hunting stress is a major source of stress among college students ( David, & Jalajas, 1994; Chen, et al, 2003). Stress is closely related to the individual's mental health, when the individual is under high stress for a long time, it is not good for physical and mental development. Exploring the factors behind the college students' employment pressure formation specifically helps to ease the tension of employment pressure, build a harmonious and stable social and campus environment to provide theoretical and empirical basis.

From the current research, most scholars in China analyze the characteristics of college students' employment pressure from the type of employment pressure and the stress source (Li, & Mei, 2002; Shu, & Tang, 2007; Li, Li, & Jin, 2010). Some scholars also pay attention to the impact mechanism of employment pressure (Chen, 2010; Wang, & Luo, 2011; Liu, & Chao, 2014). The results indicate that vocational maturity, cognitive evaluation, psychological control source and social support have a direct impact on college students' employment pressure (Wang, 2007). These studies from the intrinsic factors and external objective environment, etc., explore the characteristics of current college students' employment pressure and effect mechanism, providing important theoretical reference for study on university students' employment pressure.

From these studies, we can have a preliminary understanding of the relationship between career psychological resources and Job-Hunting Stress. First of all, the theory of resource preservation is a theoretical new Angle developed with the theory of stress, which is the development of the theory of stress resistance. Hobhall (2003) noted that when the individual psychological resources are insufficient to cope with the demands in the role, stress will be generated, and new psychological resources can effectively avoid psychological resource loss, which contributes to individual satisfaction and happiness. Excessive individual stress can cause resource imbalance, resulting in job burnout, emotional exhaustion and other problems (Chao, & Qu, 2014). The research by Coetzee and Schreuder (2012) discovered that Career psychological resources are related to coping ability, which can effectively relieve individual pressure, improve satisfaction degree and happiness. An individual, due to pressure generation, often needs to consume a large number of internal resources to regulate the emotion, resulting in the loss of internal resources (Fu, Wang, & Sun, 2008). Domestic empirical research also confirms that psychological resources can help alleviate individual stress (Wang, 2007; Jin, 2010; Gao et al, 2012; Fan, Wen, & Liu, 2014).



There are many researches on the relationship between psychological resources and satisfaction and subjective well-being. Job demands - work resource model (the Job Demands and Resources Model, abbreviated as JD-R) Emphasize the role of organization (Wu, 2012). The relationship between psychological resources and subjective well-being is explained by extending the individual psychological resources to the JD-R model. The positive and negative process model of happiness is the process of individual energy consumption and the subjective well-being of the motivation process (Llorente et al, 2008; Schaufeli, & Bakker, 2004; Wu et al, 2012). This is the result of a negative result from the process of energy consumption resulting from individual needs, while resources produce positive results. The positive and negative two-process model of subjective well-being has intercultural applicability (Wu et al, 2012). Psychological stress is a negative factor, and empirical research indicates that stress plays an intermediary role between psychological resources and subjective well-being (Zhang et al., 2014).

## **Methodology**

Qualitative analysis is to analyze the "quality" of the research object. Specifically, it is the use of induction and deduction, analysis and synthesis, as well as abstraction and generalization, and other methods, to obtain a variety of materials for processing, so as to be able to remove the essence of the rough, remove the false and keep the truth, from the other to the other, from the surface to the inside, to understand the essence of things, to reveal the inner law.

### **1) Questionnaire**

Using random sampling to select participants at four universities, in southeast area of china. 695 Chinese university students were recruited. Of the 695 participants, 272 (39.14%) were male, 423 (60.86%) were female; 182 (26.19%) were city residents, 513 (73.81%) were village residents; 179 (25.76%) were freshmen, 271 (38.98%) were sophomore, 107 (15.40%) were junior, 138 (19.86%) were senior. Participants' age between 16 and 27 years, mean age was 19.25 (SD = 1.16). All of the participants belonged to the Han ethnic group.

After the survey completed, participants received a token gift, of small monetary value, for participating. Of the 695 university students, we excluded 25 because of incomplete data. therefore, participating rate of the effective sample was 96%. The study was approved by all of whom took part on a voluntary basis and gave informed consent. The Institutional Review Board approved the research protocol. Voluntary participation and anonymity were emphasized. Trained psychology graduates administered the surveys during regular class time, with the help of teachers. Participants took approximately 25 minutes to complete the surveys, and were allowed to withdraw from the study at any stage without penalty.

## **2) Employing the Chinese Version of the Psychological Career Resources Inventory**

To assess PCR, we employed the Chinese version of the Psychological Career Resources Inventory developed by Chen (2015). This measure has five dimensions: (a) career values (7 items); (b) career direction detection (10 items); (c) career enablers (13 items); (d) career divers (8 items); and (e) career harmonizers (19 items). It consists of 57 items rated on 5-point scale from 1 (not like me at all) to 5 (very much like me). The higher the score they get, the more the psychological career resources they have. Sample items are “I would prefer a career in which I could develop my skills and knowledge in depth.” In Chen’s study, Confirmatory factor analysis (CFA) of the scale has shown an adequate fit of the model:  $X^2/df = 2.508$ , root-mean-square error of approximation (RMSEA) = .073, root mean square residual (RMR) = .020, goodness-of-fit-index (GFI) = .93, comparative fit index (CFI) = .97, adjusted goodness of fit index (AGFI) = .87. The Cronbach alpha inter - consistency coefficients with the study sample were .82 to .94.

## **3) Using the Chinese Version of the Job-Hunting Stress Questionnaire**

We used the Chinese version of the Job-Hunting Stress Questionnaire for College Students by Zhang and Qiu (2007) to assess JHS. This measure is a 26-item self-report scale comprising four dimensions: (a) subjective mental experience; (b) emotional disturbance; (c) physiological reaction; and (d) behavioral expression. Participants rated each item on a 5-point scale ranging from 1 (not like me at all) to 5 (very much like me). The higher the score they get, the more the employment stress they have. Sample items are “When I think of graduation and employment, I am worried.” In the present sample, the Cronbach’s alpha coefficient ranging from .65 to .93.

## **4) Using the Chinese Version of the Satisfaction Questionnaire of Key Competencies for College Students**

We used the Chinese version of the Satisfaction Questionnaire of Key Competencies for College Students by Chen (2017) to assess SKC. This measure is a 29-item self-report scale comprising five dimensions: (a) satisfaction of Social responsibility (6 items); (b) Satisfaction of innovation ability (6 items); (c) Healthy life satisfaction (5 items); (d) Satisfaction of communication ability (7 items); and (e) Learning ability satisfaction (5 items). It consists of 29 items that are rated on a 5-point scale from 1 (not very Satisfaction) to 5 (very much Satisfaction). The higher the score, the more the Satisfaction. Sample items are “I am feeling satisfaction for master professional knowledge”. Confirmatory factor analysis showed that the data for the Capacity Satisfaction Questionnaire fit the baseline measurement model well. The fit indices were  $X^2/df = 2.86$ , root-mean-square error of approximation (RMSEA) = .080, root mean square residual (RMR) = .035, non- normed fit index (NNFI) = .907, comparative fit index (CFI) = .937, incremental fit index (IFI) = .938. The Cronbach alpha inter-consistency coefficients with the study sample were .94.

### 5) Data Analysis

Pearson analysis is conducted to investigate the correlations among PCR, JHS, and SKC in SPSS 19.0. To test our hypotheses mediating model, we used structural equation modeling (SEM) in Amos 7.0. We employed the Wen (2004) method to examine the model through mediation analysis. We examined several fit indices to assess model fit: The S-BX<sup>2</sup> statistic, RMSEA (a value close to or less than .08), CFI (a value close to or at least .09), and TLI (a value close to or at least .09). We use a bias-corrected bootstrap estimation with a 95% confidence interval (CI) to determine the significance of the indirect effects. We created 5000 bootstrap samples using the original data set.

### Results

Descriptive statistics and correlations among the study variables are shown in table 1. As expected, PCR was positively correlated with SKC ( $r = .428, P < .001$ ) and negatively correlated with JHS ( $r = -.229, P < .001$ ). ES was negatively associated with SKC ( $r = -.375, P < .001$ ). Therefore, Hypotheses 1 and 2 were supported.

**Table 1: Correlations, Means and Standard Deviations among Main Variables (N = 695)**

Variable	1	2	3	4	5	6
1. Gender	1					
2. Grade	-.161***	1				
3. Family Economic Situation	.085	-.219***	1			
4.PSR	.025	.039	-.024	1		
5. JHS	-.015	.098**	.010	-.229***	1	
6. SKC	.036	.039	-.021	.428***	-.375***	1
M	—	—	—	3.69	2.44	3.55
SD	—	—	—	0.67	0.79	0.71

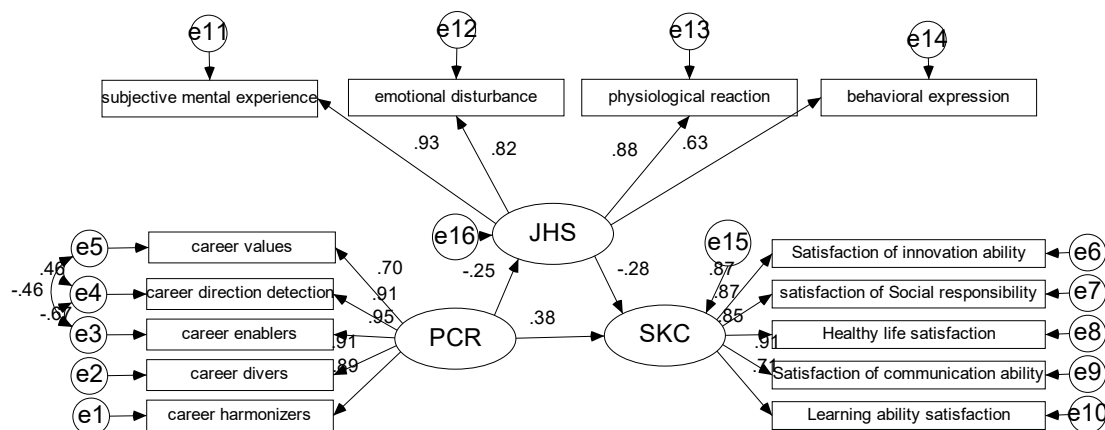
Note: \*\*P < 0.001.

According to procedures tested according to the mediation effect by Wen et al (2004), we test the direct effect of PCR on SKC, and then test the fitting index and the significance of the model. Goodness of fit statistics indicated that the model fit the data adequately:  $X^2(28) = 111.017, X^2/df = 3.806, RMSEA = .065, GFI = .969, AGFI = .939, NFI = .983, IFI = .987, NFI = .983, CFI = .987$ ; It suggesting that the direct effect of PCR on SKC is significant ( $\beta = .45, P < 0.001$ ).

We conducted JHS to test our hypothesized mediating model, namely, JHS partially mediates the relationship between PCR and SKC. The result showed a good fit to the data:  $X^2(67) = 255.03, X^2/df = 3.80, RMSEA = .064, GFI = 0.94, AGFI = 0.91, NFI = 0.97, IFI = .97, TLI = .96, and CFI = .97$ .

The direct path from PCR to ES is significant ( $\beta = -0.25, P < 0.001$ ). The path coefficient from PCR to SKC decreased obviously, changed from .45 to .38 ( $P < 0.001$ ).

Then, when the path coefficient from PCR to SKC was set to 0, constraint model  $X^2(67) = 363.205$ . unconstrained model  $X^2(67) = 255.035$ ,  $X^2(1) = 363.205 - 255.035 = 108.17$  ( $P < 0.001$ ), the two models differ significantly, it indicates that the JHS partially mediates the relationship between PCR and SKC, the hypothesized model explained about 15.17% of variance in SKC.



**Figure 1: Structural Model with Standardized Path Coefficients for Total Samples**

### Discussion

The current study investigated the relationships between PCR, JHS, and SKC in the sample of Chinese university students. Three important results emerged from this study. Firstly, our results confirm that PCR significantly contributed to explaining Chinese students' SKC. Secondly, JHS was negatively correlated with PCR and SKC. Thirdly, ES mediates the relationship between PCR and SKC among Chinese university students.

The results support our first hypothesis that PCR is positively associated with SKC. Increasing university students' PCR may assist their SKC. The present findings are the first to demonstrate a significant association between PCR and SKC among Chinese university students. This finding is consistent with previous research (Santisi, Magnano, Platania & Ramaci, 2018) and underscores that increasing the PCR is an effective way of inspiring the SKC of Chinese university students.

In this study, we found that PCR is negatively related to JHS (i.e., Chinese students who have great psychological career resources are less likely to exhibit JHS). That perspective is roughly in accord with previous research, which indicates that higher PCR may lower the severity of psychological distress (Hobfall, 2001; Neil, & Christopher, 2012; Coetzee, & Schreuder, 2012). Career values can

significantly predict individual stress (Neil, & Christopher, 2012). Individuals with high PCR know their own needs, personal characteristics, a better forecast of various existing problems and possess better adjustment ability in facing career development dilemma. Therefore, in face of the possible challenges in career development, the individual can show better anti-pressure ability, and confidence and ability to solve and overcome difficulties, and alleviate the pressure caused by career problems.

In addition, we found that JHS is negatively related to SKC. This finding is in line with stress paradigm (Edwards, 2013), which shows that the sources of stress have direct impacts on depressive symptoms and subjective well-being. Stress may affect one's ability to evaluate oneself. When Chinese university students feel shifting pressure from admission to employment, they may be doubt about whether their key competencies will assist them to win in competition. These feelings of stress can be affecting their health and subjective well-being, which in turn might lead to Chinese university unsatisfactory with the development of their Key Competencies.

Our findings provide partial support for the mediating role of JHS. Previous research has shown that the sources of stress and resources (social and psychological) have a direct impact on health and subjective well-being. The model described in detail how university students' PCR affect SKC, it shows that PCR can affect JHS, college students with high JHS will limit their PCR acquisition and promotion, this difference results in the difference in the SKC of college students, this conclusion is of great significance to college students' guidance, while paying more attention to college students' ability and quality development, it is essential to pay attention to their psychological feelings, while emphasizing the cultivation of college students' PCR, the internal JHS should not be ignored.

The results of the current study should be considered in light of several limitations. Since the present study has been limited to university students in the southeast of China context, the findings cannot be generalized to another occupational context. Furthermore, given the cross-sectional nature of the research design, this study can yield no statements about causation. In our study, a reverse model was tested to assess whether JHS had an effect on SKC by the mediating role of PCR. We found that the reverse model generated the same model fit as the original one. However, since the JHS mediating model has greater theoretical and empirical support than the reverse model (Kern, Buia, Tonus, et al, 2019). We judged the hypothesized model to be the more preferable of the two in describing relationships among the variables of interest in the present study. These findings therefore need to be replicated with broader samples across various college and university before more comprehensive conclusions can be drawn about the relationship between students' PCR, JHS, and SKC. Longitudinal studies are also recommended to investigate the relationship between these variables and how they influence the university students over the long term.

## Conclusions

As mentioned above, PCR, JHS and SKC truly have some subtle relations and correlations with each other. However, the comprehensive understanding about them is still opaque and not clear for such statistics are only drawn from some universities in the southeastern part of our country. Here, the paper advise that a broader scope of study should be carried out so that we can come to a more comprehensive conclusion. What's more, we should pay more attention to the cultivation of students' PCR for some facts have already shown that PCR have a positive relation with SKC and can alleviate students' JHS when they graduate. And lastly, we suggest that all universities need to delve into the cultivation of PCR and give students a more successful career life.

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## **FACTORS AFFECTING ONLINE LEARNING RESULTS OF HIGHER VOCATIONAL COLLEGE STUDENTS BASED ON THE PHOTOSHOP DIGITAL IMAGE PROCESSING COURSE**

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**Abstract:** After the outbreak of the new crown pneumonia, in order to stop the spread of the epidemic to the campus, the General Office of the Ministry of Education and the General Office of the Ministry of Industry and Information Technology (2020) jointly issued a "notice on the work arrangements related to the "suspension of classes and non-stop learning" during the postponed start of primary and secondary schools", to "suspend classes and non-stop learning The notice puts forward clear opinions on the work of "stopping classes without stopping school", emphasizing the need to strengthen the guidance of home study, to do a good job of connecting teaching and home study after the start of the school year, to ensure that the burden of students is not increased, and to resolutely prevent over-learning too fast. Higher education institutions nationwide responded positively to the call of the Ministry of Education of China to "stop teaching and learning without stopping classes" and launched online course teaching. In this study, the main factors affecting the effectiveness of students' online learning of Photoshop digital image processing course are discussed in three aspects: student level, teacher level, and hardware settings through literature research, questionnaire, and interview method. The study shows that students' self-control, teachers' teaching methods, and teaching hardware all have an impact on students' learning effectiveness in the online Photoshop digital image processing course. The article concludes with positive suggestions to improve the effectiveness of online learning of Photoshop Digital Image Processing in order to be helpful to teachers.

**Keywords:** Technology, Digital processing, Teaching.

### **Introduction**

After the new crown pneumonia outbreak, in order to stop the spread of the epidemic to the campus, the General Office of the Ministry of Education and the General Office of the Ministry of Industry and Information Technology (2020) jointly issued a "notice on the work arrangements related to "suspension of classes without stopping school" during the postponed opening of primary and secondary schools". The "notice on "stopping classes without stopping school" put forward clear



opinions on the work of "stopping classes without stopping school", emphasizing the need to strengthen the guidance of home learning, and do a good job of connecting teaching and home learning after the start of the school year, to ensure that the burden of students is not increased and to resolutely prevent over-learning. Higher education institutions across the country actively respond to the call of the Ministry of Education for "stopping classes without stopping learning" and carry out online teaching.

Higher vocational colleges and universities are an important type of higher education schools and an important part of vocational education. They shoulder the mission of training highly skilled and applied talents for the first line of production, construction, service and management. Photoshop Digital Image Processing course is a specialized course of our cross-border e-commerce program, which occupies an important position in the curriculum and is also the foundation of the subsequent webpage production course. A quality course should land on the learning effect of students, however, when the keywords of Photoshop are entered into the well-known domestic websites such as Knowledge Network, Wanfang Data Knowledge Service Platform and Vipshop, the query content is more based on the research of teachers' teaching methods, teaching process and teaching mode level. Fewer studies have explored the main factors affecting the learning effectiveness of students' online learning of Photoshop digital image processing courses in the context of the novel coronavirus pneumonia epidemic. Therefore, it is of interest to conduct an in-depth investigation into the current situation and problems of students learning Photoshop digital image processing courses online in higher education institutions.

### **Research Objectives**

The specific research in this paper will be carried out in three of the following areas. (1) To understand the current situation of online learning in the Photoshop Digital Image Processing course among students in higher education institutions. (2) To analyze the main factors influencing the effectiveness of online learning of Photoshop digital image processing for students in higher education institutions. (3) To propose specific measures for improving the learning effectiveness of online learning of Photoshop Digital Image Processing course for students in higher education institutions.

This study focuses on the following two questions: 1. the current situation of online learning of Photoshop digital image processing course for students in higher education institutions 2. the main factors affecting the effectiveness of online learning of Photoshop digital image processing course for students in higher education institutions

Students, teachers, and teaching methods are essential elements in a course, and the three are interconnected and interact with each other. Teachers can only innovate online teaching pedagogy if they give priority to improving students' online learning effectiveness in the online teaching process. Therefore, this paper focuses on 3 classes of cross-border e-commerce majors in a college with 158 students as the research subjects, and uses experimental method and questionnaire to analyze the main

factors of students' learning effectiveness in the online teaching of Photoshop Digital Image Processing, and concludes effective measures to improve online learning effectiveness.

Through the research of this paper, while analyzing the current situation of online learning of Photoshop Digital Image Processing for students in higher education colleges, we use some proven tests to find out the main factors affecting students' online learning of Photoshop Digital Image Processing for them, and find out effective methods for teachers to improve students' online learning efficiency based on the corresponding specific theoretical data analysis. Therefore, from this aspect, the theoretical research of this article has a very great theoretical and practical significance.

During the epidemic, higher education institutions have been teaching online in response to the call of "stopping classes without stopping learning and teaching". Photoshop digital image processing was also changed from traditional lecture to online teaching, and the place of students' learning was changed from school to home or dormitory. Exploring the main factors influencing students' online learning efficiency will not only enhance the efficiency and effectiveness of teachers' online teaching, but also enable students to effectively plan and manage their effective time, and effectively integrate the corresponding learning resources and existing theoretical results, so that it can provide reference and help for students' online learning of Photoshop Digital Image Processing course in higher education institutions in the future.

The literature research method was first used to review the current status of research related to the effectiveness of online learning, and then in the process of experimental research, valid questionnaires were collected from the experimental subjects, and interviews were conducted with relevant classroom teachers. Through data collection, organization and analysis, the main factors affecting students' online learning effectiveness of Photoshop digital image processing course are summarized and relevant initiatives are proposed. Finally, the shortcomings of this study are discussed and the outlook for future research is proposed.

Chapter 1: Introduction. This chapter mainly clarifies the background of the study and the problem of the study, the purpose of the study and the significance of the study, the main content of the study, all the research methods in the research process, the planning of the ideas of the study and the structural framework of the thesis.

Chapter 2: Research Review. This chapter sorts out the concepts of higher education institutions, Photoshop, online learning, and learning effectiveness, and conducts a literature review of domestic and foreign research on the factors influencing students' online learning, and elaborates the theories related to the factors influencing online learning effectiveness to lay the theoretical foundation for the smooth conduct of this study.

Chapter 3: Research Process. Based on the theories in the second part, an online teaching experiment was conducted for cross-border e-commerce students in s college, and a questionnaire was

designed to collect and organize the main factors influencing students' online learning of Photoshop Digital Image Processing.

Chapter 4: Data analysis and research conclusion formation. All the data collected during the experimental study are summarized and analyzed, and appropriate statistical methods are used for in-depth data analysis and in-depth discussion, and finally the corresponding conclusion report is written based on the discussion results.

Chapter 5: Summary and outlook, summarizing the results of this study as well as its shortcomings, and presenting the outlook for subsequent studies.

This study proposes the following three hypotheses after the analysis of literature review

1. Students in higher education institutions learn the Photoshop Digital Image Processing course online less effectively than they do offline
2. Students' self-level is the main factor that affects the effectiveness of students' online learning of Photoshop digital image processing course
3. Teacher level and hardware facilities level have influence on students' learning effectiveness of online learning Photoshop digital image processing course

## **Literatures Reviews**

Chang (2019) emphasizes in the Research on the Factors Affecting Learning Results of College Students those students themselves, their native families, the level of school teaching management, and the social environment are all factors affecting college students' learning results. Mu and Wang (2020) emphasize in the Changing a “Crisis” to an “Opportunity”: how does Emergency Online Teaching Go towards Systematic and Effective Online Teaching that the online teaching design process and careful consideration of design decisions will have an influence on the teaching quality. Shen and Wu (2020) emphasizes in the Research on the Factors Affecting College Students’ Online Learning Results and Satisfaction – Empirical Analysis based on Structural Equation Models that same as offline learning, teachers and relevant teaching assistants are still important roles in helping improve students’ online learning results and satisfaction; online learning results and satisfaction are embodied more by students’ information treatment and knowledge construction capabilities and emphasize the support of course resources and the quality of course design more; based on the current situation, education informatization software and hardware conditions and the drive by external environment are still important factors facilitating students’ online learning. Xia (2020) emphasizes in the Analysis and Countermeasure Research of Online Learning Outcomes——Taking a Higher Vocational College in Guangzhou as an Example that According to the constructivism learning theory, there is a certain gap in the effect of online learning between students and traditional teaching, which is mainly caused by students' poor interactive experience, inadequate independent learning ability, unstable network and

lack of teaching materials. Therefore, to enhance the effect of online learning, students should put themselves into practice, take long-term personal development as the goal, take the initiative to participate in knowledge construction, enhance their independent learning ability, and create a real learning environment.

Zhao et al. (2019) emphasize in the Online Learners' Learning Behavior Patterns and Their Impact on Learning Results – Empirical Research from the Perspective of Network Learning Resources that learners with different objectives, preferences and learning motives may show different participation levels and behavior patterns when accessing different types of network learning resources. Different participation levels and behavior patterns will affect learning results in turn. Qu et al. (2017) analysis and Improvement of Factors related to Learning Results of Online Learning Systems: online learning results need to be improved through improving ease of use and usefulness, increasing the social experience of online system users, and improving users' self-learning ability, etc. Cao (2009) emphasizes in the Initial Study on the Factors Affecting Network Learning Results that the four key factors affecting the effectiveness of network learning are: student characteristics, course characteristics, learning platforms and teaching interaction. Ma et al. (2019) emphasize in the An Empirical Study on the Effect of Group Perception on Online Collaborative Learning that many collaborative online learning has been confronted with the problems such as low completion rate and difficulty in maintaining learners' motivation. In view of the problems in online learning, such as the poor quality of interaction and the weak durability of online autonomous learning, this paper proposes effective intervention strategies from three dimensions of cognitive perception effect, social perception effect and behavioral perception effect and forms the group perception effect model.

## **Methodology**

### **1. Questionnaire Method**

The questionnaire method is a survey method in which the investigator uses a uniformly designed questionnaire to understand the situation or ask for opinions from the selected respondents. Through the implementation of one semester of online teaching of Photoshop Digital Image Processing course in higher education institutions, and the results of the preliminary teacher-student interviews and the literature review of the factors influencing online learning, the questionnaire on the effectiveness of online learning of <photoshop digital image processing> course in higher education institutions was prepared. The data related to the current situation and influencing factors of online learning of cross-border e-commerce students in s college were collected through the web system, and the influencing factors of online learning of <photoshop digital image processing> course for students in higher education institutions were analyzed.

## **2. Literature Analysis Method**

Literature research method refers to the method of collecting, identifying and organizing literature and forming a scientific understanding of the facts through the study of literature. In this study, through various journal book databases such as China Knowledge Network CNKI, Vipshop.com, Wanfang Data Knowledge Service Platform, Super Star Digital Library and other Internet resources, we sort out and analyze all kinds of domestic and foreign literature on the factors influencing online learning of Photoshop Digital Image Processing course, and learn the theoretical basis, research dynamics and future research directions of online learning influencing factors at home and abroad.

## **3. Interview Method**

During the study period, five teachers of the Photoshop digital image processing course in the school were mainly interviewed. The interviews were mainly conducted in the form of oral dialogues, and the interviews were mainly about the understanding of the factors influencing the effectiveness of online learning from the perspective of the teacher-teachers, the implementation of online teaching by teachers, and the comparison of the implementation effect of online teaching with the expected effect. The authors asked several questions to the teacher-teachers during the implementation process. Combined with the interview method, we have a clearer understanding of the current situation of online teaching of Photoshop Digital Image Processing in our study.

## **Results**

Under the epidemic, students have online courses home. Their psychology is generally fluctuating and their learning state is relatively lax, etc. Therefore, original families should attach more attention to students' mental state and constantly actively encourage students to study. Students should stick to the learning belief, clarify learning objectives, plan their college life and realize self-education, self-management, self-service and self-development so as to realize the high quality of online learning results.

## **Discussion**

In the context of the epidemic, in response to the call of the Ministry of Education to "suspend classes without stopping school", to improve the learning effectiveness of the Photoshop digital image processing course for students in vocational colleges and universities online, the author makes the following suggestions:

Innovate course design and teaching methods

When having online courses, teachers should pay more attention to the innovation of teaching methods and course design where students have no operable training equipment at home, and at the

same time should also integrate ideological and political courses into teaching, and reasonably give students certain employment pressure to stimulate students to improve their learning results.

The convenience and intelligence of platform software guarantee the improvement of students' learning results. Teachers should choose suitable teaching software according to the needs of their teaching conditions. Enterprises should try opening some professional function interfaces or small props on the basis of perfecting the original function keys according to the talent training plan of higher vocational colleges to attract students' attention and improve the efficiency of students' online learning.

### **Conclusions**

There are mainly two problems in the research, which are as follows: The first is not to consider the motives of students' online learning because the research is mainly based on the online learning status of higher vocational college students under the background "courses suspend but teaching and learning continue". For students, such online learning method is a special behavior with a certain particularity in this specific sense. Therefore, the consideration of students' online learning motives is not true or scientific in the research. Thus, the research has not taken it into account. However, in fact, learning motives have been always considered an important factor affecting students' online learning results according to theoretical literature.

The second is to fail to list exchanges between students in the research scope. We know that online learning in the true sense fully shows learners' learning autonomy and individual requirements. Therefore, learners should have enough time and energy to exchange and interact with other learners. However, from the research subjects of the paper, online learning that they conduct has basically not deviated from the original offline learning framework. It just moves offline courses online actually. Even though this approach breaks through the constraints of space and region and meets the needs of a special period, it has not completely got rid of the constraints on online learning understanding and concepts. Therefore, student exchange and interaction under such circumstance are not realistic and appropriate so we have not considered a research point. However, in fact, we know that exchange and interaction between learning partners help stimulate their curiosity and have positive significance for them to conduct some constructive learning activities.

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## **A STUDY ON INTERNAL MANAGEMENT COMMUNICATION MODE OF UNIVERSITY LIBRARY**

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**Abstract:** Management communication is an important part of university library management, which is conducive to the realization of library management objectives. Through the analysis of the internal communication mode of university library from the perspective of human resource management function, it can be seen that the components of the internal management communication mode of university library mainly include: information management system, collaboration system and evaluation system. The three systems cooperate with each other under certain organizational structure and organizational culture background to jointly promote the effectiveness of library management communication.

**Keywords:** Management Communication, University Libraries, Information Management System.

### **Introduction**

With the advancement of information technology in colleges and universities, and the improvement of library management requirements in colleges and universities, university libraries need to establish a stable and reasonable communication mode, so that various departments and librarians can understand and collaborate with each other, and can supervise and evaluate the communication effect, so as to promote the overall competitiveness and cohesion of the library, and realize the support and information guarantee for talent training, discipline construction and social services in colleges and universities. Therefore, the introduction of management communication theory into university libraries has become an important part of library management research (Tang, 2010). Based on the study of various elements of library management, this paper aims to construct the management communication mode of university library, in order to arouse the attention of the library community to the management communication of university library and the deepening of theoretical research.

### **Research Questions**

There are many problems in the management of university libraries, such as the conflict of library team work, and the lack of communication and cooperation between library departments. To



meet the communication needs within the organization of university libraries, it is necessary to carry out effective organizational communication, which is conducive to the realization of the management objectives of university libraries. The research questions of this paper are as follows:

1. To analyze the internal communication modes of university libraries from the perspective of human resources management functions;
2. Analysis of the components of the internal management communication mode of university libraries;
3. The relationship between these elements, how to promote the smooth communication of the library.

### **Objective of the Study**

In today 's environment of diversified organizational structure, complicated work content and diversified service means, one of the biggest challenges faced by the organization is how to mobilize the enthusiasm of the staff, make the staff responsible and full of interest and confidence in the library profession. Effective communication becomes one of the channels to maintain the sustainable development of organizations. The library management communication mode constructed in this paper will provide decision-making basis for library managers at all levels, and also provide useful enlightenment for ordinary staff to better participate in politics.

### **Scope of the Study**

This paper focuses on the management communication within the organization of university libraries. By consulting a large number of library management communication application literature review, from the management information system, collaboration system, evaluation system to build the university library organization internal management communication mode. The three subsystems cooperate with each other in a certain organizational structure and organizational culture to jointly promote the effectiveness of library ' s internal management communication.

### **Research Significances**

From a theoretical point of view, this paper will integrate theory with practice, in-depth explore the difficulties and problems existing in the professional reality of the library, learn from the theory and practice of management communication, integrate and explore the management communication mode suitable for the library field, and provide strong theoretical support for colleges and universities to achieve management objectives.

From a practical point of view, the research results will improve library cohesion, work efficiency and governance level, and promote the establishment of a good public image of university

libraries. These explorations will provide valuable reference for the practical activities of university library management in the future to some extent.

## **Theoretical Framework**

### **Management Communication Theory**

The main purpose of library management is to combine the human, material, financial, time and information elements in the library system in the best way, make reasonable use of them, and achieve the system goal with the least investment. The realization of library management objectives depends on the effective communication between librarians and librarians, and between librarians and organizations. Management communication refers to the planned and standardized job communication activities and processes of social organizations and their managers in the process of fulfilling management responsibilities and realizing management functions in order to achieve organizational goals (Chen, Huang, Zhang, &Cao, 2001). Management communication theory is closely related to library management. As a new modern management theory, management communication has become an important part of library management under the support of a series of management theories and concepts such as library culture construction, learning organization, team cooperation, common growth and complex system construction and operation. Good library management communication can reduce the ambiguity and uncertainty that may arise in the process of library operation, and build a good working relationship.

### **Framework of Internal Management Communication Mode in University Library**

The essence of management is the management of people, management communication is the communication between people in the organizational environment. Therefore, it is reasonable to analyze the internal communication mode of university library organizations from the perspective of human resource management functions. For university library organizations, in the system design, they should consciously make the various functions of human resource management related to each other, and must also build a holistic communication model so that the various management functions of the organization can be coordinated smoothly. As an organization, in order to make the horizontal and vertical information flow orderly and efficiently within the organization, university libraries need to build a communication system and mechanism from a holistic and strategic perspective, so that all departments and members can understand and cooperate with each other, and can supervise and evaluate the communication effect, so as to promote the overall competitiveness and cohesion of the organization. The organizational management communication mode of university library is constructed from the management information system, collaboration system and evaluation system. These three systems

cooperate with each other under a certain organizational structure and organizational cultural background to jointly promote the realization of library management objectives.

### **Literature Reviews**

Under the influence of western management communication theory and practice, libraries begin to pay attention to the importance of management communication. The attention of the library community to management communication is not only reflected in the concept of attention, but also has made many meaningful explorations and attempts in practice.

In addition to the books on library management, especially those on library management communication, such as “Staff Communication in Libraries” published by Richard Emery in 1975, Emery pointed out that formal communication within the library is more closely related to work content, but less closely related to library policy. Most communication occurs among people in the same department, which is caused by work needs. They are easy to approach in physical space, and the work they engage in is related to each other. Emery also notes that most work-related information is transmitted through daily oral communication, accidental talk or discussion (Richard, 1975). In 1986, Barbara et al. published the book “Improving communication in the library” on the basis of in-depth discussion on the case of library management communication and related theoretical issues. They proposed that the management style of managers will have a great impact on the communication behavior of organizational members, and the key factor for the success of library management communication lies in the understanding and attitude of managers towards “what is management communication” and “how communication operates” (Barbara & Barbara ,1986).

In the aspect of practical research and exploration, some libraries and library organizations have carried out surveys related to internal communication. The System and Procedure Exchange Center branch of Association of the Research Libraries has carried out surveys on internal communication in libraries. It is pointed out that middle managers play a key role in the communication chain between employees and senior managers (ARL, 1979). Xu Hong conducted an empirical study on the management communication of 11 university libraries. Studies have shown that different types of work, different levels and different types of media in university libraries make communication in work different in quantity and type. People with different positions and different types of work have different information processing needs, so people working in different departments and positions use different media to communicate in different numbers and types (Xu, 1996). Mardi and other researchers conducted a comprehensive survey of the internal communication situation of the California State University Library in the United States, aiming at four aspects: finding out the obstacles in the information flow of the library; make misunderstanding visible and help measure current communication efficiency; consider the communication efficiency of the whole museum and

department ; evaluate the communication skills and efficiency of managers at all levels (Mardi, Theresa, & Carol, 2006).

Chinese scholar Tang Chengxiu has a deep research on library management communication. She presided over the 2013 National Social Science Fund Project “Research on Library Organizational Culture Based on Management Communication”. Her doctoral dissertation makes a multi-dimensional investigation on the internal management communication of Chinese contemporary libraries. This paper discusses the influencing factors and obstacles of management communication, investigates and analyzes the influencing factors and main manifestations of communication obstacles in contemporary libraries from the organizational level and individual level, and also discusses the influence of different library business processes and organizational structure models on management communication (Tang, 2008). Among them, the elements and system of library management communication is a basic problem, which is related to the development of theoretical system and practice of library management communication.

### **Research Methodology**

The main research methods of this paper are:

1. Literature analysis. Make full use of CNKI database resources, mainly to collect and describe the university library management communication related research literature, and further collation, analysis.
2. Reference method. Based on the management communication theory of management, the internal management communication mode of university library is constructed.
3. Case analysis. The combination of theoretical exploration and practical application, combined with the practice of the library industry, and from practical analysis to the theoretical model suitable for library management practice, is used to guide practical activities.

### **Results**

#### **Analysis on Human Resource Management Function**

Human resource management is to plan, attract, develop and retain human resources and retain employees with high working efficiency (Angelo & Brian, 2004). Researchers at the University of Michigan in the United States have developed a simple model of a wide range of human resources management functions, including staff selection, assessment, remuneration and development. The relationship between them is : personnel selection is designed to select the most qualified personnel and job requirements; employees' job performance is confirmed and evaluated through personnel

assessment ; on the one hand, the assessment results as the basis for the design of performance pay and reward, in order to achieve the effect of incentive ; on the other hand, it can also be used as a basis for personnel development to improve employees ' current and future job performance by taking targeted development measures (Martin, 2004). In fact, dividing human resource management into four core functions is only for the convenience of analysis. In practice, there is no such clear boundary between them. On the contrary, there is an interdependent relationship between these elements. Through the above analysis, the author believes that for the organization of university libraries, in order to ensure the coordination of the above functions, in addition to consciously making the functions of human resource management related to each other in the system design, it is necessary to build a holistic communication model so that the management functions of the organization can be smoothly coordinated. The author believes that the elements of the internal management communication mode of university libraries should mainly include three subsystems: information management system, collaboration system and evaluation system. These three subsystems cooperate and interact under the support of organizational culture to jointly promote the realization of library management objectives.

### **Management Information System in Communication Mode**

The scientific and effective management of information flow in the management communication mode enables the orderly flow of information in different directions. Therefore, the collection, organization, control and circulation of various types of information (such as policies, regulations, documents, statistics, decision-making, etc.) generated in the management process is one of the important links in the communication mode and the resource basis for realizing the transparency of library information. Such resources may be various forms of carriers such as text, drawings, tables, manuals, and disks. Effective management of them is one of the most important contents in management communication, and it is also very important for other work.

1. Management Information System in Communication Mode. The scientific and effective management of information flow in the management communication mode enables the orderly flow of information in different directions. Therefore, the collection, organization, control and circulation of various types of information (such as policies, regulations, documents, statistics, decision-making, etc.) generated in the management process is one of the important links in the communication mode and the resource basis for realizing the transparency of library information. Such resources may be various forms of carriers such as text, drawings, tables, manuals, and disks. Effective management of them is one of the most important contents in management communication, and it is also very important for other work.

2. Cooperative System in Communication Mode. The role of collaborative system is mainly to promote information exchange behavior, which is to enhance the quality, efficiency and effectiveness

of communication between the various communication objects. As a link to assist communication effectively, the goal of collaborative system is to create information transparency and trust culture: through a timely, comprehensive, reliable and simple way to provide the required information to employees, improve information transparency; through appropriate communication media and channels, constantly improve the internal relations of the organization, such as the relationship between superiors and subordinates, the relationship between different working groups, to create a true trust and learning culture. The tools of collaborative system mainly refer to the communication system and communication tools developed to achieve information transparency and trust culture. At present, many libraries do not have a clear communication system, but similar library meetings, information disclosure policies can be attributed to the communication system. At present, the common communication tools in library internal management are: written communication tools, such as documents, reports, memorandums and so on; oral communication tools, such as telephones, speeches, conferences, etc.; electronic communication tools: such as fax, E-mail, instant messaging tools (such as QQ), librarian forum (BBS), etc.

3. Evaluation System in Communication Mode. Whether an evaluation system can succeed in the evaluation of communication process and effect has two key links: one is to develop and design evaluation methods, which determines the scientificity and practicability of the system itself; the second is the implementation process, which determines whether the scientific and practical evaluation system can really play its role. There are two main purposes of the evaluation system : one is to diagnose the current situation, that is, to analyze and diagnose the communication problems, strengths and weaknesses existing in the current organization as a whole and in the department through employee surveys ; two is to provide improvement measures, according to the diagnosis results, formulate, implement improvement plan, and benefit evaluation, in order to continuously improve the department level, organization level communication situation, make it both in line with the interests of employees and conducive to organizational development.

### **Constructing Internal Management Communication Mode of University Library**

The so-called model is a method for scientific research to interpret objects in a graphical or programmatic way. The model has a corresponding relationship with reality, but it is not a simple description of reality, and has a certain degree of abstraction and theorem. Based on the above analysis of the main elements in the communication system, the author puts forward the construction of the internal management communication mode of university libraries, intuitively explains the relationship between various elements, and reflects the importance of communication for the integration of human and resources in the organization. As shown in the figure:

The role and relationship of each factor and link in the model are described as follows:

As the main communication subjects, university library leaders and librarians communicate with each other through formal and informal channels, and flexibly use various ways of communication, such as emotional communication, business information communication, institutional communication, and knowledge communication. For example, there are usually two types of university library leaders. One is selected from library professionals, who are familiar with the library business and the situation of librarians. They have no barriers to communication with librarians, and can communicate with librarians in various forms directly. On the basis of emotional communication, they communicate deeply around the system and knowledge to understand the overall situation and individual status of librarians. The other type of library leaders transferred from faculty professors to libraries must overcome the obstacles of communication because they are not familiar with the business and librarians. They can first understand the situation through other leaders, and then lead them to familiarize themselves with the situation of various departments. On the basis of enhancing emotions, they can communicate effectively with librarians in business information, and make librarians form a good impression of leaders. Correspondingly, employees should also take a positive attitude to communicate with these two different types of leaders, and leaders who are familiar with their business should communicate directly from the business with their problems and opinions in the library. For professors who are not familiar with the business, they should take the initiative to report to them about the situation of the department, so that leaders can be familiar with and enter the role as soon as possible. Leaders may have an unexpected perspective to put forward library management suggestions, so that the two have a common language.

Information management system and collaboration system provide information sources, communication tools and institutional guarantee for the realization and normal operation of internal management communication in university libraries. There are several problems to be considered here. First, information management system is not equal to library office automation system, but good office automation system is an important part of library information management. Second, the current university library office automation progress is slow, the existing office automation system also need to improve its design, enhance its communication function, and pay attention to the obstacles, errors and limitations of these office systems themselves ; third, with the development of university campus informatization, the information management system of the library should be incorporated into the overall university informatization system, especially integrated with the internal card, campus information network and school administrative office network. In the human resources management of the library, it is also necessary to coordinate with the overall human resources management of the university, strengthen contact and cooperation with the university personnel office and the organization department, and promote the optimization of human resources management of the library.

The evaluation system supervises and corrects the communication process and effect. The evaluation system of university libraries cannot only adopt the means and methods of self-evaluation, but also involve readers or experts from relevant departments. For example, when evaluating the office system, experts from the school office system can be invited to participate. When evaluating the communication of circulation reading service, teachers and student representatives or reader associations can be invited to participate. When evaluating the communication ability of subject librarians, department representatives can be invited to participate.

Library organizational structure and library culture are one of the environmental factors that affect and restrict communication. The form of organizational structure determines the power line and the channel of information flow in the library to some extent, especially the formal communication channel depends largely on the internal structure form. Library culture is the library group values and codes of conduct, which objectively exists in the library. Its formation and development are not only the means, goals and results of communication, but also the environment and background of communication. The advanced library culture generates continuous impetus and plays a positive role in promoting library development. The bad library culture will hinder the progress of the library. Therefore, the role of library department structure and library culture cannot be ignored in the construction of communication system.

The above parts interact and depend on each other in the way of seamless link in the actual management communication process of the library. The improvement and development of each link play a role in promoting other links, and vice versa.

## **Conclusions**

The above research shows that in order to make all kinds of information flow orderly and efficiently within the university library, it is necessary to establish a stable and reasonable communication mode, so that the departments and librarians at all levels of the organization can understand and cooperate with each other, and enhance the communication quality, efficiency and effectiveness between the communication objects. Finally, the university library realizes the support and information guarantee for the cultivation of talents, discipline construction and social services. In view of this, the author puts forward the following Suggestions:

First of all, library management communication is an important issue in the combination of theory and practice, which needs to be studied jointly by the academic community and the library community. In particular, the library science and education department should strengthen case teaching in library management teaching. The library should strengthen practice and summarize the experience of management communication in a timely manner.



Secondly, in order to improve the awareness of the importance of management communication in the library community, especially to improve the management communication awareness of librarians, we can improve the management communication level of librarians and librarians by holding library management communication training courses and disseminating management communication theory knowledge.

Finally, the university library society should strengthen the communication and discussion of library management communication, give full play to the guiding role of the organization of the society, and develop the theory and application of library management communication through the organization of library management communication seminars and other forms, so as to promote the management of university libraries to a new level.

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## **A STUDY ON THE MANAGEMENT OF AMATEUR PIANO EDUCATION IN WEIFANG CITY**

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**Abstract:** With the reform of China's education, quality education promotes the more comprehensive development of students. In addition to learning culture knowledge in school, primary and secondary school students also choose interesting projects for multi-directional learning in their spare time such as extracurricular, so spare time activities have an important impact on primary and secondary school students. With more and more students choosing to study piano, the management of education is also emerging. Taking the students learning piano in primary and secondary schools as the research object, this paper investigates the amateur piano training institutions, various educational activities and song management in the teaching process. It is found that the amateur piano education level is uneven, the educational activities are good and bad, there are many problems in the students' Piano education, and there is a big gap in various places. This paper aims to summarize and sort out the existing problems through the investigation and Research on the management of amateur piano education at the present stage, put forward effective solutions and management measures, strengthen the management of the government and relevant management departments, and formulate effective management measures to make amateur piano education more standardized.

**Keywords:** Quality education, Amateur piano education, Management.

### **Introduction**

With the implementation of quality education, education in primary and secondary schools tends to be diversified, among which music education is an important content. Since ancient times, music education has been attached great importance in China. It can not only cultivate noble artistic sentiment and form correct artistic outlook, but also cultivate people's character and quality, so as to benefit people's body and mind. Music education is divided into "amateur" music education and "professional" music education. The training goal of professional music education is to cultivate higher technical application-oriented talents with basic theory of music performance, basic skills of performance, teaching and artistic practice knowledge, while amateur music education tends to have a sense of participation in music and does not take specialty as the only standard, Create a beautiful music

environment for primary and secondary school students, let them fall in love with music and enjoy music.

In the era of popularization of amateur music education, it is very common for children to learn at least one musical instrument as a hobby. Among many Chinese and Western musical instruments, the piano, as the king of musical instruments, is the choice for more enjoyment and parents. With the growing demand for amateur piano education, it occupies a large proportion in the field of art education, and amateur piano education is also an embodiment of the national piano education level. Nowadays, the amateur piano education market continues to expand, and piano training institutions and personal studios emerge one after another. However, the education level is uneven, the education level of students varies greatly, and the teaching management is not standardized. Driven by the interests, all kinds of non-standard educational institutions and educational activities are full of amateur piano education, and there are many management problems, there needs to be a more standardized management system to govern, so that students can receive more standardized piano education.

### **Research Problems**

This paper studies the problems from three aspects: amateur piano education institutions, educational activities and teaching process.

1. Amateur piano education and training institutions include local children's palaces, registered piano training institutions and small-scale personal piano studios. In this regard, we should investigate and summarize the qualification and teaching level of its teachers, as well as the basic situation of teaching management and whether students' classes are standardized.

2. Educational activities include various amateur piano competitions, amateur piano grading test and various types of piano concerts. Amateur piano competitions have various organizers with different qualifications, and their purpose and level are unknown to amateur players. This paper makes an in-depth investigation and Analysis on the qualifications and competitions of the organizers of amateur piano competitions held every year. Nowadays, the amateur grading examination is carried out uniformly by the state. Instead, there are many local grading examination institutions and certificates. The unity of their evaluation can not be guaranteed. Whether it is more beneficial needs investigation and analysis. The holding of piano concerts is a good opportunity for amateur learners to understand and enjoy piano music, but the number, location and audience acceptance are different in different cities, so it needs to be investigated and understood.

3. The teaching process includes the level of teachers and the use and management of teaching materials. With the continuous increase of benefit oriented training institutions, the number of teachers is also increasing, but their qualifications and teaching level are uneven, and there are great loopholes and problems in the management of teachers. Teaching materials are also emerging one after another.

There are many kinds of teaching materials in different patterns. For beginners, choosing teaching materials is also a very important item. It has an important relationship with teachers' teaching level and plan, and it is very important for learners. However, teachers' teaching level determines the use of teaching materials. If it is too single, it will affect learners' interest, too complicated, and lead to various problems in piano performance. It is a problem that needs important investigation and research, and it is the key to amateur piano education.

### **Research Objectives**

The purpose of this paper is to investigate, analyze and study various amateur educational institutions, teaching activities and teaching processes, and deeply analyze their management problems in the market and government under the education policy of "double reduction" of quality education. This paper summarizes and combs the problems existing in the management of amateur piano education, how to highlight the strengths and advantages of amateur piano education, make it more standardized, manage the education market more strictly, unify and standardize the level and process of amateur piano education, and put forward effective solutions and standardized management measures while quality education depresses students. And the teachers should be standardized to ensure a more unified teaching level.

### **Scope of the Study**

The teaching management of cultural centers, piano shops or piano studios in Weifang city, mainly focuses on piano learners among primary and secondary school students (including primary school, junior middle school and senior high school). Because the actual survey and data show that the amateur piano education includes teenagers and adult learners, while primary and secondary schools account for a large proportion of amateur piano learners, and they are the main participants in educational activities, which is representative of the research.

### **Research Significances**

The research significance is divided into theoretical significance and practical significance.

1. Theoretical significance. On the basis of predecessors, this paper summarizes the research methods of amateur piano education, and puts forward an additional brief introduction, which has a certain guiding role and significance for amateur piano education, and has a certain reference value for amateur piano education or other musical instrument education. This paper finds the management problems from the three main aspects affecting amateur piano education, summarizes and analyzes them theoretically through the response of various data after investigation and research, and gives some

solutions and effective management measures combined with practice, in order to help the standardized management in amateur piano education.

2. Practical significance. Due to the diversity and subjectivity of education, in the era of modern amateur piano education, how to carry out unified and standardized management is a major problem. This paper hopes that through the author's research and Discussion on the management of amateur piano education, it can not only play a good reference role for the development of this industry, but also play a certain guiding role for amateur piano learners.

## **Literatures Reviews**

### **Quality Education**

It is an education with the fundamental purpose of comprehensively improving people's basic quality, respecting people's subjectivity and initiative, based on people's character, paying attention to developing people's intellectual potential and forming people's sound personality. Quality education is the actual need of social development. It is necessary to enable people to correctly face and deal with all things and phenomena in their own social environment.

At the beginning of the new century, the knowledge economy has taken shape. The worldwide scientific and technological competition and economic competition, especially the competition for talents, are becoming increasingly fierce. The strength of national strength depends more and more on the quality of workers and the quality and quantity of all kinds of talents. Education is in a basic position in the formation of comprehensive national strength and undertakes the important task of cultivating high-quality talents. Jiang Zemin said, "the rise and fall of the national fortune depends on education. The revitalization of education is the responsibility of the whole people." facing the challenge of the knowledge economy, we clearly realize that there is a big gap between the current education system, structure, talent training mode, teaching content and teaching methods and the cultivation of innovative talents required by the modernization drive. The actual education is not satisfactory. Some teachers and even principals still think that quality education is not easy to operate and difficult to implement, so the work still stays in shouting slogans, going through the motions and putting on forms; Confined by the thought of "exam oriented education", many schools still have the problems of one-sided pursuit of enrollment rate, excessive schoolwork burden, only paying attention to intellectual education and ignoring other aspects of education; It affects the all-round development of children. Therefore, strengthening the understanding of the thought of quality education is an arduous and urgent strategic task in front of our educators.

## **Methodology**

This article through qualitative research method, through consulting the literature on Weifang amateur piano education management do research.

### **Double Reduction Policy**

First of all, in order to improve the quality of education and implement the fundamental task of Building Morality and cultivating people, the general office of the CPC Central Committee and the general office of the State Council issued the opinions on further reducing the homework burden and after-school training burden of students in the stage of compulsory education.

Secondly, the implementation of the double reduction policy can effectively reduce the academic burden of students, improve students' interest in learning, and make students develop morally, intellectually, physically, aesthetically and laboriously.

Finally, in accordance with the provisions of Article 24 of the Opinions on Further Reducing the Homework Burden of Students in compulsory Education and the Burden of off-campus training, off-campus training of subjects should be resolutely reduced. Re-examine and re-register the existing training institutions of disciplines, gradually reduce them greatly, and solve the problem of excessive and excessive; According to law and regulations, seriously investigate the existence of unqualified, disorderly management, taking the opportunity to collect money, false publicity, with the school and other serious problems such as profit-making institutions.

### **Amateur Piano Education**

Amateur music education, because it has long been simply regarded as "not too demanding" professional education, or a huge selection pool for professional education to transport talents, is also to ignore mental health and even distorted the mind as a means of education for granted. The simple and crude way of education has quietly imposed a lot of emotional trauma on millions of Chinese, as well as negative thinking and rude behavior. Progress and the development of the world to the recognition of the importance of psychology in the field of education, I think it's time to be at home, do a "through art education make the person's psychology healthier" based on quality education of the school, the school, is not the traditional "even distort the person's psychology, also want to learn skills," the professional skills of the school.

To put it simply, it is the primary purpose of teaching to cultivate students' humanistic quality in the process of teaching. To take the simplest example, when we want to tell a student about a mistake they made, do we point it out directly, or do we lead him to discover it for himself? The former results faster and students' performance improves faster, but the latter can cultivate students' habits of

independent thinking in the long run. The former is the professional education aimed at teaching skills, while the latter is the quality education to improve people's overall quality through art education.

Of course, such educational concepts and corresponding teaching methods can only be realized by providing long-term systematic training for teachers, so teacher training will be an important part of the work of this educational institution. There is also the education of parents. Most parents tend to be eager and lack of experience in the education of their children, so as to make some ignorant, adverse long-term psychological development of children, we will have classes, according to the role of the parents in the education, their education ideas and methods, to improve the quality of the education of children at the same time improve the culture of the parents. So, this educational institution has to teach children, teachers and parents.

## **Results**

It cannot be directly monitored by the competent government departments. Teachers privately charge fees and teach students according to the market conditions and self-determined standards, and occupy a considerable proportion in the whole amateur piano education, reflecting the current situation that it is difficult to manage the amateur piano education and training market.

## **Discussion**

The first is all kinds of amateur piano education activities. As a more authoritative educational activity, grade examination is the most valued activity of most parents and society, which also brings various problems to amateur piano education, utilitarian enhancement, and the management of various grade examination institutions is very chaotic. (Hu, 2006) competition is a good opportunity for students to exercise, but due to its cost, fewer students participate in the competition every year. There are only a few concerts in China, and many concerts are highly professional. Many amateur learners are not interested in enjoying them, and their influence is insufficient.

The second is teaching, including teachers and teaching materials. As the imparter of knowledge and skills, teachers have a great impact on students' learning. From the level of teachers, driven by interests, there are great differences and problems in the team of piano teachers, and their management has great defects. There is no unified entry threshold and standard, nor unified level requirements. The use of teaching materials is also relatively single. For amateur piano learning, lack of interest will lead many students to gradually reduce their piano practice after a period of study.

From the above findings, it can be concluded that amateur piano education gradually pursues benefits, teaching is not standardized, and the market lacks standardized management; Piano education activities are complicated, the institutions holding various activities are not formal enough, and there

are gray areas; There are great differences in the level of piano teachers, the teaching quality is uneven, and the quality of teachers cannot be guaranteed.

### Conclusions

1. In terms of amateur piano education institutions, the government should formulate more strict and detailed management rules. Institutions with insufficient hardware conditions and unprofessional teachers are not allowed to run schools, and regular assessment is carried out to eliminate individual studios with insufficient qualifications and small scale, so as to ensure the quality and standardization of running schools of educational institutions.

2. In terms of educational activities, the grade examination institutions shall be uniformly managed, some local grade examination institutions that are not standardized and pursue interests shall be abolished, a unified grade examination place shall be established in each city, and the grade examination formulation shall be subject to unified level requirements, without fraud. In terms of concerts, regular concerts that are attractive to amateur learners, rather than professional piano concerts, can attract more listeners and play a positive role in promoting the educational dissemination of piano.

3. In terms of education process. First of all, we should standardize the management of teachers, formulate rigid standards for teachers' teaching qualification, recruit full-time employees, take up their posts with certificates, and conduct regular assessment. We should also regularly carry out unified teaching training for teachers to have sufficient teaching knowledge. From the perspective of teaching materials, on the basis of diversification, they should be used flexibly and pertinently, rather than a unified use standard for any student. They should be standardized and used flexibly.

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## **THE PATH OF PROMOTING RURAL DEVELOPMENT IN GANZI TIBET RELATED AREAS WITH EDUCATION UNDER THE BACKGROUND OF RURAL REVITALIZATION**

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**Abstract:** Based on the actual situation of Ganzi Tibet related areas and the perspective of rural revitalization, this topic forms a conclusion on the imbalance of rural and urban education through investigation and analysis of rural areas in Ganzi Tibet related areas, and further studies and considers relevant countermeasures for the problems found in the investigation process, so as to promote the competent education department to improve the resource investment in rural education in Ganzi Tibet related areas, Promoting rural education and rural economic and social development can go hand in hand.

**Keywords:** Rural Vitalization, Education, Ganzi Tibet Related Area, Rural Development, Route.

### **Introduction**

Subsequently, the opinions of the CPC Central Committee and the State Council on the implementation of the Rural Revitalization Strategy and the strategic plan for Rural Revitalization (2018-2022) were issued. The strategy focuses on highlighting the dominant position of farmers, consolidating and improving the basic rural economic system, adhering to the principle of giving priority to the development of agriculture and rural areas, implementing the policy of adjusting measures to local conditions and step-by-step development, coordinating the coordinated development of urban and rural areas, promoting the harmonious coexistence between man and nature, and realizing the all-round revitalization of rural areas, Improve the happiness index and quality of life of the broad masses of the people. However, it cannot be ignored that in order to obtain a steady stream of sustainable development power, the root of Rural Revitalization still lies in the key element of "people". Therefore, in the process of rural revitalization, we should grasp the key factor of cultivating rural talents, increase investment, strengthen improvement, and create more beneficial practical results.

## Research Objectives

1. Through research, actively implement the requirements mentioned in the 14th five year plan for national economic and social development of Ganzi Tibetan Autonomous Prefecture and the outline of long-term objectives for the year 2013, such as promoting the all-round development of students, promoting the coordinated development of all kinds of education, strengthening the construction of teachers, optimizing the layout of educational resources, improving the level of educational informatization, and further implement the relevant requirements for the revitalization of rural education.

2. Explore and refine the effective strategies of promoting the rural development of Ganzi Tibet related areas with education in the context of rural revitalization and put forward an idea of promoting the rural development of Ganzi Tibet related areas with education in the context of Rural Revitalization that is in line with the local actual situation, affordable, fair, efficient and incentive.

3. In the research process, a set of operational rural revitalization program is formed. Under the background of promoting rural development in Ganzi Tibet related areas with education, it is enriched into daily management, provides reference and reference tool reference research results for practice, effectively promotes the revitalization of rural education, and also plays a useful reference and reference role for other areas through promotion.

## Scope of the Study

1. Analyze the theoretical framework of promoting rural development in Ganzi Tibet related areas with education under the background of Rural Revitalization

Fully analyze the research status at home and abroad, analyze the connotation of promoting rural development in Ganzi Tibet related areas with education under the background of rural revitalization, and analyze the value of promoting rural development in Ganzi Tibet related areas with education under the background of Rural Revitalization.

2. Carry out empirical research on the effect of education on rural development in Ganzi Tibet related areas under the background of Rural Revitalization

In the research process of this subject, through many research and practice, this paper summarizes the feasibility of relevant measures to promote rural development in Ganzi Tibet related areas with education under the background of Rural Revitalization.

3. Establish the general idea of promoting rural development in Ganzi Tibet related areas with education under the background of Rural Revitalization

According to the previous theoretical and empirical research results, establish the principle of promoting rural development in Ganzi Tibet related areas with education under the background of rural revitalization, summarize and design the specific ways of promoting rural development in Ganzi Tibet

related areas with education under the background of rural revitalization, plan the core content of promoting rural development in Ganzi Tibet related areas with education under the background of rural revitalization, and improve the relevant index system.

## **Research Significances**

### **1. Practical Value**

In 2017, the 19th CPC National Congress was held. In the report of the 19th CPC National Congress, the key issue of Rural Revitalization was emphasized for the first time, and many new theories and requirements were put forward. At present, although many villages have achieved certain development through the development of township industrial economy, it cannot be ignored that the key element of Rural Revitalization is "people". Therefore, in the process of rural revitalization, we should grasp the key factor of cultivating rural talents, increase investment, strengthen improvement and create more beneficial practical results. Especially at the moment when the state vigorously promotes educational equity, we should promote the effective promotion of Rural Revitalization by continuously improving the quality of rural education. However, at present, for various reasons, there is still a certain imbalance in rural education, which is not conducive to the in-depth promotion of the Rural Revitalization Strategy. Therefore, this topic focuses on the path of promoting the rural development of Ganzi Tibet related areas with education under the background of rural revitalization, and puts forward some valuable references and references on how to strengthen the inclination of educational resources and improve the quality of education in the rural areas of Ganzi Tibet related areas.

### **2. Theoretical Value**

In 2021, Ganzi Prefecture formulated and released the outline of the 14th five-year plan for national economic and social development of Ganzi Tibetan Autonomous Prefecture and the long-term objectives for the year 2035. The outline mentioned the need to promote the all-round development of students, promote the coordinated development of all kinds of education, strengthen the construction of Teachers, optimize the layout of educational resources and improve the level of educational informatization, which provided guidance for the educational reform and upgrading of Ganzi Prefecture in the next stage. Based on the actual situation of Ganzi Tibet related areas, this study focuses on the relevant guidance of the outline. Through the research of this topic, it provides a real case for promoting the rural development of Ganzi Tibet related areas with education under the background of rural revitalization, provides more ideas and enriches the relevant theories for promoting the rural development of Ganzi Tibet related areas with education under the background of Rural Revitalization.

## **Theoretical Framework**

1. Jeffrey Sachs "poverty trap" theory. The so-called poverty trap means that individuals are poor and their basic living conditions are not guaranteed. Therefore, after obtaining some funds, they first buy products or resources that can meet their short-term needs, and cannot use the funds on things that can make their long-term profits, which eventually leads to a return to the initial state of poverty. In short, the future income is lower than today's income. This may give a theoretical explanation for the higher effectiveness of early "blood transfusion poverty alleviation".

2. Schultz's human capital theory. As early as 1960, Schultz proposed that "without human capital investment, it is impossible to have the effectiveness of modern agriculture and the richness of modern industry". From the perspective of human capital theory, improving human capital can effectively improve productivity, promote economic and social development and sustainable economic development. Education is an important means to improve human capital, especially for the poor. The sensitivity of education to improve the human capital of the poor and improve their economic situation is higher than that of the non-poor. Therefore, education can promote rural development by improving the quality competitiveness of the rural population, especially the rural poor.

## **Hypotheses**

Actively promote the reform and upgrading of rural education in accordance with the requirements mentioned in the 14th five year plan for national economic and social development of Ganzi Tibetan Autonomous Prefecture and the outline of long-term objectives for the year 2005 on promoting the all-round development of students, promoting the coordinated development of all kinds of education, strengthening the construction of teachers, optimizing the layout of educational resources and improving the level of educational informatization. Based on the perspective of rural revitalization, through the investigation and analysis of Ganzi Tibet related rural areas, find out the problems and analyze the causes. There are two main assumptions:

Hypothesis 1: there is a significant imbalance between urban and rural education in Ganzi Tibet related areas. Hypothesis 2: there is a correlation between rural development and rural education development in Ganzi Tibet related areas.

## **Literatures Reviews**

### **1. Relevant Research on The Significance and Value of Rural Education Revitalization Under the Background of Rural Revitalization.**

Chu Hongqi (2019) pointed out that with the comprehensive deepening of China's reform and opening up, new situations and problems have emerged in the field of distribution, and the income

distribution gap between regions and some social members has a tendency to expand. In order to build a socialist harmonious society, the Communist Party of China takes the maintenance of social equity as the key work, so as to realize that the broad masses of the people can effectively share the fruits of reform. So, safeguarding social equity, building a socialist harmonious society, achieving the goal of common prosperity and implementing the new outlook on development should include the research and solution of the educational problems of poor children in China, so that all children can also benefit from the fruits of reform and development. Only in this way can we mobilize the enthusiasm, initiative and creativity of the broad masses of the people. Han Qinglin and Qin Junqiao (2019) pointed out that in the process of promoting the Rural Revitalization Strategy, what we want to pursue is not only the revitalization of the countryside in the present, but also the revitalization of the countryside in the future and the "sustainable revitalization" of the countryside. However, in order to achieve this goal, in addition to relying on good policy conditions and social environment, it is also very important for rural areas to have their own living force, which to a large extent refers to "people". If people want to play an important role in the process of rural revitalization, they must receive good education. However, there is still a certain gap in the actual situation. In the process of Rural Revitalization Strategy, the situation of "more monks and less education resources" in rural areas has not been changed in a short time. There are limited ways to provide education investment for children in rural areas, especially for poor children. This is a problem that cannot be ignored in the process of Promoting Rural Revitalization Strategy. By solving this kind of problem, it can enable poor children to receive equal educational opportunities, enable them to obtain a better growth environment in the countryside, and help them generate their enthusiasm of "based on their hometown, serving their hometown and building their hometown".

## **2. Research on How to Promote the Revitalization of Rural Education in The Context of Rural Revitalization**

Shao Zebin (2020) pointed out that as a government department, we should formulate relevant policies to solve the current difficulties faced by rural poor children in education, especially the imbalance in hardware resources. On the one hand, we should give due consideration to the education status of rural poor children, give appropriate preference to financial resources, and do a good job in the supervision and control of financial resources expenditure, Ensure that relevant resources can be truly used to improve the educational environment for poor children; On the other hand, we should adhere to the guidance of macro-control, clarify the importance of improving the quality of education in poor areas for the overall development and vitality release of rural society, mobilize social forces to widely participate in the projects to improve the educational environment of rural poor children, and establish a certain incentive mechanism to continuously improve the enthusiasm and initiative of non-

governmental forces, as well as the degree and effect of participation, especially encourage strong Qualified and capable enterprises join the cause. At the same time, for this part of the group, they can give appropriate care and support in relevant taxes, business preferences and so on. Zhang Jiajun and Jin Yule (2019) pointed out that in the process of promoting the reform measures of rural education support system, we should scientifically grasp the rhythm, not only consider the needs of the objective situation, but also take into account the general adaptability of relevant donor institutions, so as to form a perfect government guiding basic mechanism as soon as possible. Zhang Letian (2020) pointed out that in the process of promoting the Rural Revitalization Strategy, we should take improving the education of poor children as a key work in the process of promoting the Rural Revitalization Strategy, formulate plans, promote them in sequence, and link the implementation results with the evaluation performance of relevant responsible cadres, so as to promote relevant personnel to pay more attention to and actively participate in the work. Fourth, seek multi-party cooperation, study and explore the possibility of public welfare cooperation between the government, schools and relevant social enterprises, and reduce the difficulty of improving the educational outlook of rural poor children through multi-party joint efforts.

### **Research Methodology**

1. By collecting, analyzing and studying domestic theories, policy documents and research results on promoting the balanced development of education and the revitalization of rural education, we can provide theoretical support for the research.

2. Through field investigation and research in some areas, we can understand the current situation of rural education in Ganzi Tibet related areas, and further summarize the main problems encountered in the development of rural education in Ganzi Tibet related areas, so as to ensure that the relevant research results are reasonable and can provide support for the research of this subject.

3. Using the professional knowledge and practical experience mastered by the research group, as well as the relevant information obtained in the investigation, form the guiding measures for promoting rural development in Ganzi Tibet related areas with education under the background of Rural Revitalization.

### **Results**

#### **1. The Investment of Educational Resources Is Relatively Limited**

The equity of educational resources is a prerequisite for the realization of educational equity. Educational resources include not only hardware resources such as teaching equipment, teaching instruments, school buildings, teaching materials and books, but also software resources such as

teachers, school running concept, school running orientation and so on. From the actual situation of some counties and districts in Ganzi Tibet related area, the imbalance of urban and rural educational resources is still obvious. In many rural areas, there are insufficient educational hardware resources, lack of modern teaching equipment and standardized sports venues, and the access to teaching resources is relatively limited, and the available resources in the teaching process are limited. According to statistics, with the continuous advocacy of "education urbanization", in recent years, the investment of urban education resources in Ganzi Tibet related areas accounts for more than 70% of the total investment.

## **2. Negative Impact of Rural Social Factors**

From the actual situation observed by the research group, rural social factors are also an important factor causing the imbalance of basic education. One of the main manifestations of social problems is the educational problems derived from the rural family problems. For example, the cultural level of parents is not high, and there are also big problems in the educational concept of children. Even at present, there are still views of "despise education" and "reading is useless", coupled with the restrictions of economic conditions, which directly affect the educational environment of children.

## **Conclusions**

The level of teachers often affects the quality of students' education. From the actual situation of Ganzi Tibet related areas, in urban areas with better economy, many teachers are basically young teachers introduced from professional normal universities. These teachers have strong professional ability and advanced teaching ideas. They also have more opportunities to participate in some teaching seminars, promote their own strengthening of teaching innovation and improvement, and constantly improve their ability to promote the comprehensive development of students. However, in rural areas, the composition of teachers is uneven. There are not only "old teachers" who have not received systematic professional ability training in modern education, but also a group of private teachers who are free from the system. There are obvious deficiencies in teaching level and concept quality, which directly leads to the difficulty of effectively improving the education quality of rural school students. According to statistics, at present, in the rural areas of Ganzi Tibet related areas, the proportion of teachers with bachelor's degree or above is only less than 20%, but in urban areas, it has reached more than 45%.

## **Recommendations**

According to the guidance of promoting the all-round development of students, promoting the coordinated development of all kinds of education, strengthening the construction of teachers,



optimizing the layout of educational resources and improving the level of educational informatization mentioned in the 14th five year plan for national economic and social development and the outline of long-term objectives for the year 2035 of Ganzi Tibetan Autonomous Prefecture formulated and released by Ganzi Prefecture, the research group further innovated and thought based on the actual situation of Ganzi Tibet related areas, The following countermeasures are put forward:

1. Encourage normal students to serve and take root in rural areas

We should increase targeted quotas, carry out targeted "poverty alleviation through education", give appropriate preference to teacher resources, encourage normal school graduates to take root in rural areas and improve the rural education environment.

2. Adjust the employment direction of normal students based on "Rural Revitalization"

Under the call of "Rural Revitalization", we should guide the majority of normal students to pay attention to rural education, actively participate in rural education and cultivate students' sense of social responsibility.

3. The government should establish a certain incentive mechanism

The government should focus on macro-control, clarify the importance of rural education development in rural social governance, mobilize educational talents to participate widely, and set up a certain incentive mechanism to allow professional forces to participate in the construction of rural education. For these groups, appropriate attention and support can be given in policy.

4. Diversified cooperation

Seek multi-party cooperation, study and explore the possibility of public welfare cooperation between the government, normal schools and relevant social enterprises, and improve the appearance of rural education through multi-party joint efforts.

5. Build a resource sharing system for rural teachers

The competent department of education can explore the construction of a resource sharing system for urban and rural teachers. The competent department of education can carry out unified planning, organization and coordination, and realize the sharing of urban and rural teaching resources by establishing a "communication mechanism". To further promote the interaction mechanism between urban and rural teachers, we can take the methods of post exchange of urban and rural teachers and synchronous classroom interaction of urban and rural teachers to provide opportunities for urban and rural teachers to "exchange" teaching skills, promote them to learn from each other and strengthen their teaching level.

6. Strengthen the construction of rural teachers

First of all, the competent education department should regularly organize rural teachers to participate in training and learning. In addition to the basic teaching vocational skills, the training content also includes the relevant teaching reform plans and guidance issued by the competent education

department, or the latest teaching theory in the industry. At the same time, clarify the training objectives, training contents, training forms and training assessment. In the form, it can be centralized self-study, online learning, special discussion, typical case analysis, visit and exchange in urban areas or remote primary schools, sit in and study, supplemented by participating in external special lecture training, so as to comprehensively improve the level of teachers in rural areas. Secondly, we can attract more professional teachers with high teaching ability and "special post" teachers to take root in rural areas and contribute to the cause of education in rural areas by increasing the salary preference for rural teachers.

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## **THE PRACTICE AND INNOVATION OF "GREAT AESTHETIC EDUCATION" IN HIGHER EDUCATION TEACHING MANAGEMENT IN THE NEW ERA**

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**Abstract:** School aesthetic education is an important carrier of moral education. To build a new educational pattern of "big aesthetic education", we must adhere to the promotion of socialist core values, carry forward the excellent traditional Chinese culture, guide students to establish a correct world outlook and values, and enhance cultural self-confidence. On the one hand, it is necessary to innovate the training mode of high-level professional talents in art and design, highlight its characteristics, and build a first-class discipline and professional system with Chinese style; The popular art education has significantly improved the aesthetic level and humanistic quality of students. The school will also strengthen the mass art education for all students, so that the students' aesthetic level and humanistic quality have been significantly improved. At the same time, it is necessary to improve the awareness of social service and take the initiative to assume the responsibility of social aesthetic education.

The research content of this paper revolves around "the practice and innovation of "Great Aesthetic Education" in higher vocational teaching management in the new era". In the specific research process, we first explain the concept of aesthetic education in the new era, then start with the problems existing in vocational education in the current situation, and finally summarize the practice and innovation strategies of "big aesthetic education" in our country. Higher education teaching management in the new era

**Keywords:** Aesthetic Education, Higher Education, Teaching, Cultural Confidence.

### **Introduction**

Aesthetics and aesthetic education have always been the focus of Chinese philosophy and social science research. At the same time, it is also an important dimension for the Chinese people to stand on their own among the nations of the world and realize the great rejuvenation of the nation. Since the reform and opening up, China has carried out all-round economic and cultural exchanges with the world.

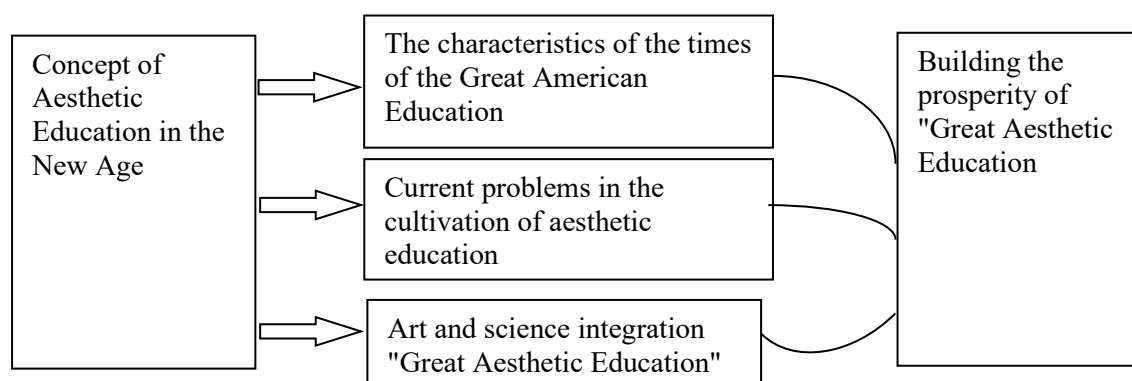
The aesthetics and all-round development of human nature have attracted people's attention at a higher level.

The basic status of aesthetic education in school education. It can be said to be a significant sign of advocating and attaching importance to aesthetic education. The opinion pointed out that aesthetic education is not only aesthetic education, emotional education and spiritual education, but also education that enriches imagination and cultivates innovative consciousness. It can improve aesthetic quality, cultivate sentiment, nourish the soul, and stimulate innovation and creativity. In detail, aesthetic education can guide young people to discover, understand and pursue beauty, and integrate the spirit of beauty into daily life; generally speaking, aesthetic education is related to the cultivation of young people's personality, the shaping of their minds, and people's firm cultural self-confidence. The Ministry of Education and local governments have successively issued specific measures. It can be said that we are in the best era of aesthetic education policy environment since the founding of New China.

### Research Objectives

To promote the integration of art and science, to promote the reform and innovation of aesthetic education, to adhere to the path of connotative development in discipline construction, to emphasize the quality and characteristics of talent cultivation and scientific research and social services, to follow the "Trinity" school philosophy, to take the integration of art and science as the methodological path and characteristics, to promote teaching reform, to cultivate moral and artistic excellence We will promote the teaching reform, cultivate top-notch talents with strong moral and artistic skills, and empower high quality and innovative development.

### Theoretical Framework



## Literatures Reviews

### Research on The Concept and Nature of Aesthetic Education

The concept of a discipline is the key to the construction of a discipline, and it is also a sign of the depth of discipline research. It has fundamental value for the composition of the theoretical system and practical guidance. Accurately defining the concept of aesthetic education and clarifying the connotation and extension of aesthetic education are important issues that cannot be avoided for the aesthetic education theory circle, and are an important prerequisite for the smooth development of aesthetic education (Li,2019). Discussion on the essence of aesthetic education is an important content in the theoretical research of aesthetic education. There are divergent opinions on the essence of aesthetic education in the theory of modern aesthetic education in China. Researchers understand the essence of aesthetic education from many angles, some of which position aesthetic education from a functional perspective, and the representative ones are "aesthetic education is an auxiliary means of moral education" and "aesthetic education is an education for comprehensive education"(Yang and Bai,2019). Mr. Cai Yuanpei put forward the view that "all the aesthetic education should complement intellectual education, and the accomplisher of moral education", and emphasized the auxiliary function of aesthetic education to moral education. Literature, art, and the beauty of nature and the real environment are used to educate children and adolescents to form their correct aesthetic point of view, develop artistic talents and carry out ideological and moral education." Teacher Zhao Lingli of Southwest Normal University advocates "all-round education." She believes that "aesthetic education is a purposeful, planned, and organized way to cultivate students' aesthetic appreciation, aesthetic performance, and aesthetic creativity through various beautiful things, and at the same time promote their moral, intellectual, physical, and artistic quality. Developmental education aesthetics focus on the educational content and educational methods of aesthetic education, and put forward such arguments as "art education", "emotional education" and "aesthetic education". The interpretation of aesthetic education in "Chinese Dictionary" embodies the viewpoint of "aesthetic education is art education". Aesthetic education is education with the main task of cultivating aesthetic ability, aesthetic sentiment and interest in art. "Xing Xu huan proposed in his book "Popular Aesthetics" that the essence of aesthetic education is emotional education, which is to guide people to conduct healthy aesthetic activities through certain aesthetic media, so that people can understand feelings and have higher emotional intelligence. In addition, Cai "Principles of Aesthetics" by Yi Yi, "Dictionary of Pedagogy" edited by Zhang Nianhong, "Aesthetic Education" edited by Aesthetics Research Office of Anhui Normal University, "Talking about Aesthetics and Aesthetic Education with Teachers" by Shi Jin, "Concise Principles of Aesthetics" by Qiu Chunlin, Yang Changjiang's "Aesthetic Education" and Du Wei's "Aesthetic Education Theory" all advocate that aesthetic education is aesthetic education. There

are also researchers who reveal the essence and connotation of aesthetic education from the process of comparing aesthetic education with art education, moral education, etc. Lu Changzai in the article "A Preliminary Exploration of the Relationship between Art Education and Aesthetic Education", by comparing the differences in cultural heritage, educational content, educational methods and educational tasks between the two, it is emphasized that aesthetic education is the education for human beings to beautify themselves. Tan Chuanbao in "The auxiliary role of moral education to aesthetic education" In the article "and its limits", it points out the role of moral factors in achieving the personality goals of aesthetic education, and also points out that the role of moral education cannot be overemphasized so as to affect aesthetic education in "eliminating the repressive control of civilization on sensibility" and restoring human integrity. The importance of sex.

### **Research on the View of Big Aesthetic Education and the Educational Model of Big Aesthetic Education**

The educational theorist Mr. Teng Chun formally put forward the term "big aesthetic education" in the year. He pointed out that in all courses, in all education and teaching life, there are elements of aesthetic education. Aesthetic education is everywhere and everywhere. The budding of the idea of great aesthetic education has actually appeared in modern times. Mr. Cai Yuanpei, a modern educator and aesthetic educationist, once said that "any school curriculum has nothing to do with aesthetic education." He pointed out that any curriculum contains elements of beauty and is related to aesthetic education. After the idea of great aesthetic education was put forward, many researchers paid great attention to this new concept of aesthetic education and education. Dong Hongzhe pointed out in "Filling the Blank of Aesthetic Education Consciousness with the "Big Aesthetic Education View"" that aesthetic education can penetrate into the teaching activities of various disciplines and courses, and every teacher in the class may and should consciously perform the duties of aesthetic education. It also emphasizes that aesthetic education permeates moral education, intellectual education, and sports. It is not a "alone fight". He believes that "aesthetic education integrates moral education into the beauty of the soul, integrates intellectual education into the beauty of spiritual beauty, integrates sports into the beauty of robustness, and integrates labor into the beauty of creation". He believes that the essence of the "Great Aesthetic Education View" is to cultivate healthy aesthetic concepts and aesthetic ability, and cultivate noble moral sentiments. Professor Tian you pointed out in the article "Implementing the Implementation Outline and Establishing a Framework for Big Aesthetic Education" that Big Aesthetic Education should experimentally study the aesthetic education inherent in other education and all courses. One of the functions of education and teaching is to make people love beauty and be good at discovering beauty. And take beauty as a kind of noble sentiment and cultivation that is healthy, positive, and willing to create a better future. This is an important content that cannot be separated in

the overall education. He also proposed to establish a theoretical framework for the great aesthetic education with Chinese characteristics in the century. He also discussed the pertinence, openness, broadness and operability of the big aesthetic education view in the article "Several Issues Needing Explanation". Zhou Fengyun pointed out the important significance of the great aesthetic education for cultivating a perfect modern personality in an all-round development in the article "Great Aesthetic Education and the Shaping of Modern Personality".

With the in-depth development of the Seventh Five-Year, Eighth Five-Year and Ninth Five-Year Aesthetic Education topics, the concept of great aesthetic education has received more and more attention. People began to emphasize that aesthetic education "runs through the whole process of school education", and emphasizes the penetration of aesthetic education into the teaching of various disciplines and the entire education process. During the Eighth Five-Year Plan period, four theoretical works "Theory of the Big Aesthetic Education System", "The Theory of the Big Aesthetic Education System of Middle Schools", "The Theory of the Big Aesthetic Education System of Primary Schools", and "The Theory of Big Aesthetic Education System of Kindergarten" were published. During the Ninth Five-Year Plan, Zhao Ling li presided over the National Educational Science "Ninth Five-Year Plan" key project of the State Education Commission "Experimental Research on the Development of School Aesthetic Education System and Aesthetic Education Psychology", and further carried out the experimental research on the school aesthetic education system and the psychological development of aesthetic education, and then she edited the " "Experimental Research on Aesthetic Education" "Aesthetic Education to Promote the Comprehensive Development of Students' Quality" and other "Cross-century Aesthetic Education Research Achievements Book Series". On the basis of many years of research, she further narrowed the scope of research on aesthetic education, and refined the concept of "aesthetic teaching". It is "to transform all teaching factors such as content, methods, means, evaluation, environment, etc., into aesthetic objects, so that the entire teaching becomes a highly harmonious unity of internal logical beauty and external formal beauty, static and dynamic harmonious unity, thereby greatly improving Teaching efficiency, lighten the burden of study, and make teachers and students fully enjoy a kind of teaching thought, theory and operation mode." This point of view requires the unification of the internal logical beauty and external beauty of the teaching and education of various disciplines and various courses, so that various internal and external factors of teaching are transformed into aesthetic objects, and the teacher-student teaching relationship is also transformed into A special aesthetic relationship turns the entire teaching activity into an activity of aesthetic appreciation, aesthetic expression and aesthetic creation.

While studying and constructing the theoretical framework of the great aesthetic education, many schools try to practice the great aesthetic education concept in educational activities and construct the education model of the great aesthetic education concept. Many schools have fully excavated the

elements of aesthetic education in subject courses and activity courses, and dig out, sort out, quantify, teach and research one by one, and have achieved remarkable results. Xiamen No. 2 Experimental Primary School set up a large aesthetic education research group to study how to construct the three-dimensional beauty of the curriculum structure, explore the beauty of the content of the textbooks, explore the laws of the artistic beauty of the education and teaching process, and construct the methods and ways of the diverse beauty of the educational environment and the methods and ways to create the cultural beauty of extracurricular activities , Has received very good results. The Xuan zhou Municipal Education Commission of Anhui established a research group on the overall implementation of aesthetic education in middle schools, striving to build a "big aesthetic education" pattern, and strive to institutionalize the management of aesthetic education in high schools, standardize the implementation of aesthetic education, systematize the cultivation of students' aesthetic quality, and serialize the implementation of aesthetic education. "

### **Research Methodology**

In the process of this research, the author studied various cases of teaching aesthetic education, mainly through seminar teaching, watching teaching video images and reading teaching cases in professional journals. By analyzing the teaching methods and the content related to traditional aesthetic culture in them, I lay a solid foundation for conducting aesthetic education teaching practice, so as to achieve an overall structure in theory and advance in practice, and try to let the original materials speak for a more convincing and original viewpoint.

In order to better understand the current development status of aesthetic education in higher education institutions, the author issued 230 questionnaires to students in Fujian Quanzhou Institute of Technology, 228 questionnaires were collected, with a recovery rate of 99.1%, of which 224 were valid, with an efficiency rate of 97.4. The specific questionnaire survey content mainly involves Fujian Quanzhou Institute of Technology in the development of aesthetic education courses in the number of applications, content and teaching methods and other related the content of the questionnaire is mainly related to the number, content and teaching methods of aesthetic education courses in Fujian Quanzhou Institute of Technology.

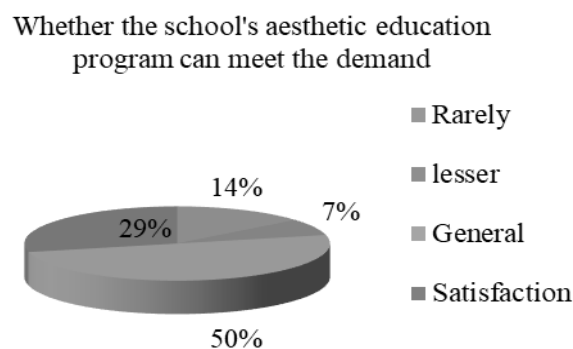
### **Results**

#### **Insufficient Number of Courses**

The insufficient number of aesthetic education courses in higher vocational colleges is mainly reflected in two aspects, one is the limited types of courses and majors, and the other is the very small number of aesthetic education class hours. From the general reflection of students and the actual



curriculum of colleges, the number of courses is small and the class time is low, so it is difficult to meet the needs of students for aesthetic education courses. The number of courses is not much, because of the lack of teachers specializing in aesthetic education and the limitation of the number of students who can take the courses, which leads to the limited number of students who can really receive aesthetic education from the courses, and many students do not even know whether the school has opened aesthetic education elective courses. Many students do not even know if the school offers an elective course in aesthetic education. Because of the small number of courses, students have little or no choice of courses, and they often find themselves in a situation where they can't take the courses they like and can't learn them.



**Figure 1: Whether the School's Aesthetic Education Program Can Meet the Demand**

From the content of the above survey, we can learn that: at present, only 29% of the students in the higher education institutions for the setting of the aesthetic education curriculum, that school's aesthetic education curriculum to meet their own development needs, the remaining 71% of the students think that the school's aesthetic education curriculum does not meet the needs.

From the questionnaire, we can also know that in the same school, even in the same major, some students said that they did not feel that the school had aesthetic education, and some students had an impression of some of the aesthetic courses again, just because the number of class hours was too small, and the courses were over before the students had time to devote themselves to the classes. This has caused students to have a weak impression of aesthetic education. In the interviews, many students suggested that they had just been exposed to aesthetics and had to rush to the end of the class before they had a chance to learn more about it. Most students want to increase the amount of class time and the variety of aesthetic education courses to meet their own aesthetic education learning needs.

## Discussions

From the surveys and interviews, we can learn that some students think that aesthetic education is useful, but when they actually take classes, they find that the courses are empty and tasteless, too

theoretical and not practical enough, and the content is rather old and not up to date. One student gave the author an example in an interview. In the textbook "Form Training", the one used as a demonstration picture was still the fifth set of radio gymnastics, but now the eighth and ninth sets of radio gymnastics have been implemented in students' recesses, so she was not interested in continuing to look through that textbook at all. If the teaching content of aesthetic education does not increase the fashion elements and the atmosphere of the times, it will not be able to arouse the interest of students, especially the higher vocational students, otherwise it will not be able to play the real role of aesthetic education of "educating people and raising emotions". Higher vocational students have their own unique worldview, and their interests are not consistent with the content of the current teaching materials. The author has reviewed the existing textbooks of aesthetic education in Yongzhou Vocational and Technical College and found a problem through his own teaching experience that the textbooks of aesthetic education like to quote classics, such as those masterpieces of art. These classics are the essence of human civilization, but they do not play a significant role in aesthetic inspiration for students in actual teaching.

## **Conclusions**

### **Constructing A Perfect Curriculum System of Higher Vocational Aesthetic Education**

The curriculum and teaching of aesthetic education in schools is the key to the implementation of aesthetic education. After nearly 30 years of experiments and practical exploration of aesthetic education, scholars and teaching researchers have made certain achievements in the study of the curriculum system of aesthetic education, and have constructed a "large aesthetic education" system, and have constructed the results of the objectives, contents, curriculum, teaching materials, teaching methods and evaluation system of aesthetic education in each stage from kindergarten, elementary school, secondary school to university. In particular, we have found the initial composition of the aesthetic education curriculum system based on the structure of aesthetic teaching, and have designed and implemented the basic model of the five circles of the "Great Aesthetic Education" curriculum. Based on the characteristics of higher vocational education, I believe that the core curriculum of higher vocational education system should be the first circle of comprehensive courses of aesthetic education, taking Yongzhou Vocational and Technical College as an example, the comprehensive courses of aesthetic education offered by higher vocational colleges and universities are closely related to the majors, such as "Aesthetics of Nursing" for nursing majors, "Aesthetics of Sculpture" for dental majors, "Form and Etiquette" for tour guide majors, "Garden Art" for gardening majors and so on. The appropriate increase in the amount of comprehensive aesthetic courses will not affect students' professional learning, on the contrary, because of its close connection with the profession, it can better guide students to experience the beauty of the profession, and "put aesthetic education in professional

learning", which will not only improve students' understanding of their future professional beauty, but also greatly improve their understanding of the beauty of the profession. This will not only enhance students' awareness of their future career beauty, but also greatly stimulate students' interest in professional learning, improve students' learning initiative and enthusiasm, so as to improve students' learning efficiency and promote the overall progress of students' professional skills. Secondly, higher vocational colleges should pay attention to the extracurricular aesthetic education activities in the fourth and fifth circles, which are not implemented in the form of classroom, but are "hidden courses", although they are included in the "large aesthetic education" curriculum. They are not implemented in the form of classroom, but to build up the campus atmosphere of higher vocational colleges and universities, to let students experience the beauty of campus and improve their aesthetic cultivation through extracurricular activities such as clubs, sports and culture.

### **Strengthening the Modernity of The Content of Aesthetic Education Courses**

Different scholars have different views on the topicality of the aesthetic education curriculum. Some scholars talk about the "Internet" and "change", which is extremely disparaging; some strongly advocate and even actively carry out the teaching practice of introducing popular culture into the classroom. The author believes that the content of the aesthetic education curriculum should be viewed dialectically and not be accepted or rejected in its entirety. The aesthetic education curriculum must keep up with the changing trends of the times, but at the same time, the implementers of aesthetic education must carefully screen the content and carefully gate the content to bring the best part of the culture of the times into the curriculum content.

It is worth noting that while strengthening the practicality and topicality of the content of the aesthetic education curriculum, attention must also be paid to upholding the nobility of the content of the aesthetic education curriculum. The current social culture inevitably has a tendency to vulgarize. This vulgarized social culture also has a certain negative impact on the aesthetic tendency of higher vocational students. To strengthen the contemporary sense of the content of aesthetic education courses, teachers and textbook compilers should keep a good gate, reject vulgarity and cultivate nobleness. They can advocate national aesthetic standards and cultivate students' awareness of the beauty of Chinese culture. While insisting on nobleness, they cannot be detached from the reality of society and the practicality of higher education, and absorb the excellent components of popular culture while avoiding vulgarity.

### **Try Flexible and Varied Teaching Methods**

Aesthetic education is different from moral education and intellectual education, the traditional way of indoctrination is not applicable; it is also different from sports, the method of demonstration and

drill is not effective, it has its own unique teaching methods, in the teaching implementation process of aesthetic education, the following principles should be adhered to: the principle of experience, the principle of communication, the principle of personalization, the principle of stage and the principle of diversity. In the teaching of aesthetic education, in order to adopt a flexible and varied teaching mode, we should focus on these three principles: the principle of experience, which requires teachers to return the initiative to students; the principle of communication, which advocates interactive communication between educators and educational objects; and the principle of diversity, which has various ways and means of teaching organization. Therefore, the aesthetic education courses in higher education institutions should make full use of these three principles. On the one hand, the principle of experience should be used to fully mobilize the autonomy consciousness of educated people and stimulate their enthusiasm of self-construction and independent construction in the course of teaching. Secondly, we should pay attention to the interactivity of the education process. The process of education itself is a process of exchange of ideas and emotions between teachers and students. Teachers of aesthetic education should create an educational atmosphere with equal personalities, cordial relations, mingling situations and lively activities, and then fully mobilize students' enthusiasm, initiative and creativity, devote themselves to inspiring students to develop rich imagination, stimulate their aesthetic power and creativity, and improve students' understanding of the teaching content, and in the teaching process to Give students appropriate motivation, understanding and help, give more opportunities for students to ask and answer questions, focus on classroom communication and interaction between teachers and students, and focus on discussion-based and heuristic flexibility in the classroom. Finally, in the means of teaching, combined with the content of the course, we should give full play to the flexibility and richness of multimedia and network, use multimedia technology, audio, video, pictures and other technologies to display art works visually in front of students' eyes, organically combine aesthetic theory and students' aesthetic experience, fully mobilize students' aesthetic interest, promote the improvement of students' aesthetic literacy, and promote the development of students' perfect personality. The students will be able to fully mobilize their interest in aesthetics, promote the enhancement of their aesthetic qualities, and promote the development of their perfect personalities.

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## **THE STRATEGY OF TRAINING INTERNATIONALIZED TALENTS IN HIGHER EDUCATION**

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**Abstract:** With the deepening of economic globalization, higher education has also begun the exploration and development of education internationalization on the basis of modernization and popularization. Countries and regions have tried their best to develop foreign exchange activities in order to achieve the goal of internationalization of college talents. However, in actual education, the emergence of problems such as low attention paid by colleges and universities, fewer opportunities for talent exchange, and fewer relevant teaching resources have become the main influencing factors that hinder the training of talents in schools. In this regard, in order to further implement the international talent training program, universities should start from these factors in the future, develop new teaching resources, create talent training opportunities, strengthen the degree of attention, and ultimately promote the process of international talent training. This paper takes the Quanzhou Institute of Light Industry in Fujian as an example. Through the study of relevant literature, it points out that the current colleges and universities have insufficient attention to the main body in the training of international talents, fewer opportunities for talent training, lack of relevant teaching resources, and relatively weak teaching teachers. It also proposes corresponding strategies for the cultivation of international talents in university education, such as changing development concepts and strengthening the degree of attention; strengthening international connections and creating opportunities for cooperation; enriching relevant resources and building exchange platforms; strengthening the construction of teachers and forming professional teams. The research of this subject, through the two research methods of literature analysis and content analysis, is to innovate the viewpoints on the basis of previous studies. It is hoped that the reform and innovation of the education methods of Quanzhou Institute of Light Industry and major universities will be effective. The benefits have cultivated more and more high-quality international talents for China.

**Keywords:** Higher Education, Internationalization, Talent Training.

## **Introduction**

Under the current background of economic globalization and the development of education internationalization, the cultivation of international talents is of practical necessity. And from the actual situation, governments all over the world attach great importance to the training of international talents, and the internationalization strategy is not only a breakthrough direction for China's higher education work. Therefore, while keeping up with the international situation, Chinese universities will also do a good job in talent training and construction, give full play to their own educational resources and talent resource advantages, refer to other Chinese educational practices abroad, and learn from the reform of Chinese talent training. In the context of the development of education modernization and education internationalization, China has always paid great attention to the development of higher education internationalization, and the development content of education internationalization has been mentioned several times in related work conferences. This shows that China attaches great importance to college education. As a result, many colleges and universities have adapted to the changes of the times and began to explore the goals of international talent training. Under this new situation, colleges and universities need to keep a clear understanding and rationally analyze and adjust the international talent training framework according to China's education national conditions and market demand for talents, and strive to build A high-quality talent system that adapts to both domestic and foreign countries will achieve the goal of education reform.

## **Research Objectives**

The main issue studied in this article is the strategy of training internationalized talents in China's higher education. This article takes Quanzhou Institute of Light Industry as an example, and points out the current problems in the cultivation of internationalized talents in colleges and universities through research on related documents: Insufficient attention paid by the main body; There are fewer opportunities for talent training; Lack of relevant teaching resources; Insufficiencies such as relatively weak teaching faculty; The overall strength of the school needs to be improved; International academic exchanges and cooperation are not deep enough.

In this era of constantly advancing economic globalization, the internationalization of higher education is attracting widespread attention in countries all over the world. Many China and regions in the world have put forward important strategies to promote the international development of higher education, and universities in all regions of China are also exploring ways of international development that fit their own characteristics. In the process of internationalization, it is inevitable that many difficulties and challenges will be encountered. This requires college administrators to deal with it calmly, rationally analyze, and pay attention to keeping pace with the times, and constantly adjusting directions and strategies.

This dissertation takes the Quanzhou Institute of Light Industry in Fujian as an example. Through the research of relevant literature, it analyzes how much the main body attaches importance to the cultivation of international talents in colleges and universities. Are there more or lack of talent training opportunities? Are relevant teaching resources sufficient? Are the teaching staff weak? Conduct in-depth discussions on these issues, and propose corresponding strategies for fostering international talents in college education, such as changing development concepts and increasing emphasis; strengthening international connections and creating opportunities for cooperation; enriching relevant resources and building exchange platforms; strengthening teacher construction, Forming a professional team, etc. It is hoped that the research in this paper can provide a certain reference for the talent development strategy of universities and play a certain role in promoting the training of internationalized talents in China's higher education.

Internationalization is an important trend in the development of world higher education in the 21st century. It is generally recognized and highly valued by all countries in the world. In this era of increasing economic globalization and increasingly fierce international competition, the internationalization of higher education has become an unstoppable trend. International talents have become the only way for China's development. In recent years, the pace of the internationalization of China's higher education has been accelerating with the proposal of "Double First Class". In order to adapt to the development of higher education and promote the construction of "Double First Class", China's higher education internationalization is imperative. This article selects some teachers from Quanzhou Institute of Light Industry who have studied or visited abroad, frontline teachers who have participated in international exchanges, and several years of work experience in Hong Kong, Taiwan and foreign universities. From the perspective of development, based on China's guidelines and policies for promoting the internationalization of higher education, it analyzes the status quo and existing problems of the internationalization of Quanzhou Institute of Light Industry, and proposes corresponding countermeasures.

The internationalization of higher education is an inevitable trend in the development of higher education. It is a problem that every China and every university must actively respond to. On the one hand, this research takes Quanzhou Institute of Light Industry as an example. Through studying the concepts, motivations, risks, status quo, problems, paths and countermeasures of higher education internationalization, it is hoped that it can promote and improve the theoretical and practical research on internationalization and enrich higher education. The theory of education internationalization. On the other hand, using Quanzhou Institute of Light Industry as a model, it provides suggestions for the internationalization of universities and lays a certain foundation for follow-up research. In recent years, the internationalization of higher education has made some initial achievements in recent years, but there is still a lot of room for development, and there are many issues that require in-depth thinking and



research. Based on China's guidelines and policies for promoting the internationalization of higher education, this research analyzes the current status and existing problems of the internationalization of Quanzhou Institute of Light Industry. The results of the research can be used by the education authorities and leaders of Quanzhou Institute of Light Industry as a reference when formulating international development plans. The purpose is to provide a reference for colleges and universities in Fujian Province and other central regions.

### **Literature Reviews**

When Peter (2015) interviewed international students at Stanford University, he found that there are also some problems in communication between international students and local students at Stanford University. Therefore, he also pointed out that in addition to the needs of the school, international students also need to take the initiative. Not limited to the range.

According to a survey by Dudders (2016) the United Kingdom, like China, as a non-English-speaking China, the use of English in high school education and research has increased. The German government expressed dissatisfaction with this and worried that the use of English would be replaced by German.

Li (2016) analyzed and summarized the methods and methods of internationalized talent training in higher education in China such as the United States and Germany, combined with China's national conditions, and put forward the problems and countermeasures of Chinese universities in the training methods of internationalized talents, mainly including international talents. The concept of internationalization; the flow of teachers and students; international cooperation projects, and the research on the internationalization development strategy of universities provide certain reference materials for Chinese universities to train Chinese talents.

Wang (2019) does not have much research on the individual projects of the internationalization of universities in different regions. He conducted a detailed analysis and research on the current situation of international talent training in Chinese universities, pointed out the problems, proposed countermeasures based on local characteristics, and summarized them on this basis. Common experience provides a reference for China's international talent training.

Li (2016) pointed out that in the four industrial revolutions and industrialization processes of human society, universities play different roles and positions, and their school-running models and talent training models are also different. In the "Belt and Road" of Industry 1.0, universities are still ivory towers, and talent training is still sticking to traditional rational training. In the era of Industry 2.0, the goal of talent training has shifted from training generalists in classical universities to training professionals, and high degree of specialization has become the main feature. In the industry 3.0 era, talent training began to get rid of the misunderstanding of over-specialization, and formed the

characteristics of talent training that emphasized both semi-open professional education and general education. In the Industry 4.0 era, talent training emphasizes basic, comprehensive, individualized, and practical, forming a professional education talent training model based on general education. To adapt to the new talent training model in the Industry 4.0 era, higher education must be external Opening up requires the opening, integration and integration of departments and majors within colleges and universities.

Liu (2016) mentioned measures such as adjusting the professional settings of colleges and universities, building an online education platform, launching international cooperation in running schools, and strengthening the training of talents for the “Belt and Road” strategy in colleges and universities, and then using talents as the medium to promote the economic integration of China's regions along the route.

Zhao (2016) pointed out that in recent years, practical teaching has played an increasingly important role in the training of higher education talents. However, China's practical teaching started late, and there are common problems such as backward teaching concepts, outdated teaching methods, and unreasonable arrangement of practical teaching courses.

Yang (2016) pointed out that the “Belt and Road” initiative provides a major strategic opportunity for the development of higher education in China. Higher education institutions should actively integrate into the "Belt and Road" strategy, create overseas schools, focus on cultivating international talents, carry out various forms of academic exchanges and cooperation, establish high-level think tanks, and promote the development of higher education culture.

Gao (2017) analyzed the current employment destinations and characteristics of different types of university graduates in higher education, and emphasized that employment is only one way out for college graduates. How to correctly understand the advantages and disadvantages of the employment orientation of higher education is crucial to running a university.

## **Research Methodology**

### **Document Analysis**

The physical collection method is a commonly used research method in qualitative research. It refers to a research method in which researchers analyze text, pictures, audio and video related to the research, explain the meaning and obtain the information needed by the research. In this research, the author collected part of the information in the school's international exchange management work through field investigations of the International Exchange and Cooperation Office of Quanzhou Institute of Light Industry, and provided powerful data for the subject research.

### **Content Analysis**

Use content analysis to explore the development status of the historical process of China's higher education internationalization, discuss and analyze the school's educational methods and students' autonomous learning methods, sort out the existing problems of China's higher education internationalization, and combine it with Chinese higher education. The development of internationalization and the future layout strategy of China's higher education internationalization from a technical perspective.

### **Results**

Although the number of international students enrolled by Quanzhou Institute of Light Industry has increased year by year, it still uses traditional management and teaching methods. In the future, Chinese students will be managed and taught separately from Chinese students. This phenomenon is more obvious at both undergraduate and postgraduate levels. In order to ensure the safety and ease of management of international students in China, the school implements a relatively centralized management method for the study and life of international students. International students live in the international student apartment provided by the school, which is fully managed by a special international student college. The vast majority of international students have their own independent courses and classrooms. Leisure and entertainment exchanges are mainly limited to circles of the same nationality, color or language. This kind of separation management of foreign students is not conducive to fostering an international atmosphere on campus. Judging from the participation of international and Chinese students, the current academic lectures, exchange meetings, seminars, tutoring and training activities held by Quanzhou Institute of Light Industry are mostly attended by Chinese students, while cultural inspections, Chinese competitions, international cultural festivals and other activities are mostly foreign students. Participation runs counter to the purpose of promoting international exchanges. Except for a few courses that are distributed in various faculties and need to share classes with Chinese students, international students lack both communication with Chinese students and mutual understanding among international students. They are easily rejected by the mainstream learning state of the school, and cannot really feel the real Chinese campus life and the unique charm of Chinese culture.

There are huge differences between foreign scholars' research concepts on the internationalization of higher education and domestic ones. Compared with China, I am more inclined to study the overall situation of the internationalization of schools and higher education from a macro perspective. Foreign scholars have conducted empirical research on several aspects of internationalization. Regarding the issue of internationalization, since the Second World War, some of China's methods of cultivating talents for the internationalization of higher education are mainly based on international assistance and local assistance. The promulgation of the "International Education Act"

in the United States in 1966 strengthened the study of the political, economic, scientific, cultural, ethnic and regional practices of countries around the world, and actively trained experts in international affairs. The 1992 "International Challenges Facing American Higher Education" symposium emphasized the establishment of a "global university" as an effective strategy to adapt to the changing international environment and the basic goal of future development.

In order to improve the sense of internationalization in South Korea in the 21st Century Committee, South Korea is taking care of improving the ability to speak foreign languages and enhancing the sense of autonomy of the world's citizens. Formulate systematic research plans on international issues, strengthen research on global political, economic, social, historical and religious issues, strengthen international exchanges and cooperation, and enhance international mutual understanding.

Europe issued the "European Dimension" Green Paper in 1993, advocating the promotion of talent exchanges, teacher training, foreign language teaching, distance education, and education reform across Europe. The specific goal of the internationalization of European higher education is to improve language skills and strengthen other member states. The actual and cultural understanding of the Chinese people will improve their ability to cooperate with other Chinese and local residents. The 1998 "Sorbonne Declaration" emphasized that universities play an important role in forming a "cultural dimension". In Europe, the "Sorbonne Declaration" recommended the establishment of a European higher education area by 2010, and for all European China to develop in the European higher education field. The higher education system sets long-term goals.

## **Discussions**

After entering the 21st century, China's foreign exchanges and cooperation have made great progress and progress. Driven by the development of economic globalization and the internationalization of education, China has kept up with the times and began to explore the goal of international talent training in the field of university education. Enrich the talent team in the future changes in the world structure and gain a firm foothold in the world. At present, China's international talent training is facing problems such as insufficient attention, fewer exchange opportunities, and weak teaching resources, which have brought certain limitations to talent training. These problems have hindered the process of international talent education to a certain extent, so it is necessary Analyze the root cause of the problem in detail and find the crux of the problem.

At present, colleges and universities have insufficient attention to the training of international talents. On the one hand, students lack an international perspective and lack of interest in international exchange activities in their daily professional studies. Although some colleges and universities have organized many external exchange activities on campus, they have little effect. The main reason is that

students have always been exposed to traditional Chinese culture, and they have also received traditional educational ideas and educational forms. Now they are suddenly changing to internationalization. First of all, it is difficult to accept them in a short period of time. It takes time to form a certain learning and thinking habits, and it takes time to get in touch with foreign learning habits. Therefore, most students think that this education method is more cumbersome and expressed that they are not concerned about it. On the other hand, colleges and universities are affected by the test-oriented education and put their main teaching energy in the cultivation of domestic talents. They have no time to take into account the specific requirements of the education method. Therefore, the degree of attention to it at the level of colleges and teachers is not high.

In the current ordinary universities, there are not many opportunities to go abroad to become exchange students or even to study abroad. Only when the university has a cooperative relationship with a foreign university and there are suitable exchange conditions can they obtain a few places, and only a few students have the opportunity to come. For most ordinary students, there are few opportunities to communicate with foreign experts and professors in foreign study and exchange, which shows that China still has certain limitations in the field of international education. At the same time, most universities have not yet established an independent international exchange department, and the number of international universities with cooperative relations is not large, resulting in a lack of opportunities for training international talents in China.

Teachers, as direct participants in the training of internationalized talents in universities, their own quality level is an influencing factor that determines the quality of talents. In some universities, although the professional teaching staff is strong, there are not many teachers with international teaching conditions. There are quite a few in specific universities-some teachers and researchers lack international: participation awareness and international teaching ability, the existing teaching team Does not have the teacher qualifications to develop international talents. Moreover, the teaching force introduced by colleges and universities only serves the current domestic social market, and has not yet been connected with international content in teacher evaluation and teacher training. Therefore, the problem of insufficient teachers' power has been reflected in this talent training.

## **Conclusions**

The situation of economic globalization and the internationalization of education has brought both development opportunities and new challenges to China's educational reform. Various problems have arisen in the process of training international talents. However, with the support of Chinese policies and the support of the education system, China can accurately grasp the opportunities and carry out the work of talent construction in the wave of international competition. Therefore, in response to the above-mentioned various talent training issues, Chinese universities will adjust their international talent

training programs from the perspectives of changing development concepts, strengthening international cooperation, innovating teaching resources, and forming faculty teams, so as to train students in a targeted manner and serve the society. Provide high-end talents with international competitiveness.

In the future internationalized talent reform work, universities should change their development concepts and strengthen the importance of internationalized education. Specifically, it can be based on colleges and departments, requiring each teaching and research section or course group to regularly concentrate on studying the guiding documents and related policies for international talent training, and regularly organize educational reform seminars, experience exchange meetings and study seminars around the content to guide each college Faculty of the department increased their emphasis on the training of international talents. At the same time, colleges and universities can learn from other colleges and universities, find a place for education, actively promote the important concept of international talent training in the school, and change the concept of teacher-student education from top to bottom by posting advertisements, banners, and making promotional videos. Aroused the attention of teachers, students and educators.

In view of the problem that China has fewer opportunities to cultivate international talents, it is necessary to strengthen international contacts in the future and strive to create a platform for exchanges and cooperation. Specific universities can use their own resources to refine the goals of international talent training, develop international talent training programs and exchange programs, and send invitations to foreign colleges and universities to propose the establishment of information resource website sharing and talent sharing programs, and try to cooperate with foreign colleges and universities. Establish a long-term cooperation mechanism and create opportunities for cooperation and exchanges. At the same time, colleges and universities can regularly send teachers and professor teams to foreign cooperative colleges and universities to exchange visits and learn experience, or organize teachers and students to visit foreign colleges and universities to introduce foreign advanced teaching methods and teaching concepts to China and realize education sharing.

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## **A STUDY ON IMPACT AND REFORM OF BIG DATA ON HIGHER EDUCATION IN CHINA**

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**Abstract:** This paper aims to explore the impact of big data on higher education in China and the reform measures through the application of big data in higher education. Research methods include literature research and expert discussion. By studying the application background of big data in higher education, the connotation of big data, the application status of big data in education, the impact of big data on higher education and the construction measures of higher education based on big data, the following conclusions can be drawn: (1) Research on the application of big data in education is still in its infancy. (2) Big data has a huge impact on higher education, and will have a subversive impact on the work content and mode of higher education. (3) In the era of big data, higher education must be reformed, and reforms based on big data must be carried out, so that higher education can develop steadily and healthily.

**Keywords:** Higher Education, Big Data, Education Reform, Data Analysis, Cloud Computing.

### **Introduction**

In recent years, with the rapid development of Internet, Internet of Things, Cloud computing and communication technology, the rapid growth of data are bring with severe challenges and precious opportunities to many industries. Therefore, the information society has entered the big data era.

Early big data technologies were mainly used in scientific computing, such as genomics, proteomics, aerospace, high-energy physics, etc. However, with the development of cloud computing, the Internet, the mobile Internet and the Internet of Things, big data technology has gradually been applied to all aspects of society, such as corporate marketing, social management, and education. Big data technology has an important role in the development and changes of higher education in China(Liu, 2014). Internet, mobile Internet, cloud computing and Internet of Things provide a good platform for teaching, learning and management in the Higher Education in China. Massive Open Online Courses (MOOCS) are high-quality courses on the Internet platforms of world-renowned universities, which provide students with good teaching resources for online learning. The flipped classroom can change the teaching status of teachers in the classroom, let students know the content of the course in advance,



and the interaction between teachers and students will be the main measure to improve students' autonomous learning and mutual cooperative learning ability. Weibo, WeChat, QQ and other platforms can not only facilitate the release of teaching information and teaching content, but also promote students' personalized learning and tutoring. These teaching activities generate large amounts of data. There are many decision-making and implementation plans in university management, such as the determination of student development goals, curriculum setting, teaching plans, quality control, teaching evaluation, teacher management, student management, scientific research management, equipment management, logistics support, etc. These colleges and universities education and teaching management work are based on a large amount of data. Students' speeches on social networking platforms basically reflect their real thoughts, which can be expressed in the form of text, voice, images, videos and other data. Through the analysis of these data, the data can guide students' thoughts and behaviors and improve their performance. their ideology. Today's higher education field is full of big data, how to analyze the impact of these data, find out the real factors affecting the quality of education, make forward-looking decisions, improve students' moral level and comprehensive ability, and make society more satisfied and better with higher education To contribute to social and economic development is an important topic of significance.

Big data refers to data sets that current mainstream software tools cannot collect, transmit, store and process within a reasonable time. Big data mainly includes four characteristics: Volume, Velocity, Variety and Value. Volume refers to the huge data capacity, and the unit of measurement even reaches the level of ZB, EB, YB and above. Speed means that the data generation and analysis speed is very fast. Generally, the analysis results of massive data can be calculated in seconds. Variety refers to the data type are very much, not only including structured data, such as text, digits, etc., but also including semi-structured data, such as XML documents, even more including non-structured data, such as record sites, blogs, pictures, animation, video, and geographic location of the information. Value refers to the value density of big data is low, but the value is big, big data analysis is focused on the discovery of massive amounts of data hidden behind valuable information. Big data has a profound impact on people's lives, work and learning. The significance of the big data is that multiple types of data is analyzed and studied, extracted the valuables information, to help people to make a scientific decision-making(Wu, 2014).

### **Research Objectives**

This paper will analyze the concept and characteristics of big data, study the impact and role of big data on higher education in college teaching, management, ideological education and social evaluation, and propose construction measures for China's higher education reform in the era of big data.

## Literature Reviews

### Domestic Research Status

#### Embryonic Stage Of Research

Although big data has become a popular vocabulary from 2009, but its application in education was started from 2012. By the end of March 2012, the Obama administration announced that white house will invest \$2 billion in R & D costs to promote the development of data technology. Its main goal is to make big data technology to better service to scientific research, environment, biomedicine, education, and national security, at the same time, to encourage technical development of data acquisition, storage, management, analysis and sharing, which directly stimulus to the world attention on the big data. In 2012, big data has become an important trend in the development of the times, which also directly affect the education experts and scholars began to pay close attention to it. In China, the experts and scholars in the field of education began to pay close attention to the big data application in education in 2012. Rightly face these complex relationships, structured, semi-structured and unstructured data, forming a comprehensive solution of covering business, technology and the IT infrastructure to storage, management and analysis of educational data, this is the education informatization.

#### Starting Stage Of Research

Since 2013, it is the starting stage of big data application in education. With rapid development of education informatization and the depth integration of information technology and education, education reform and development in our country is inseparable from the information technology support and guidance, has increasingly become a consensus in the educational field. 2013 is called the first year of China's big data by the media. It is from 2013 onwards, in the field of the domestic educational technology raised the research upsurge based on big data technology to promote education reform and innovation, application research of big data in education has been developing rapidly. In March 2014, the general office of the Ministry of Education issued the 2014 education information work plan, it pointed out that strengthen the related data resources integration of dynamic monitoring, decision application and education prediction, to provide timely and accurate data support for educational decision-making, promote education basic data share. Thus, the application of education big data has been included in the working procedures of education informatization in our country (Education Informatization Work Points, 2014).

### Foreign Research Status

In foreign countries, since 2012, big data has become a hot topic in many fields, including education. The Brookings Institution published a report stating that big data makes it possible to search

for information on students' performance and learning styles, and tutors can analyze students' understanding and the most effective techniques for each student without relying on the exam stage. By focusing on big data Analytics allows teachers to study student learning in a more nuanced way. In October 2012, the U.S. Department of Education released the Educational Big Data Report "Advancing Teaching and Learning through Educational Data Mining and Learning Analytics". The report introduces the application areas, cases and challenges of big data in American education, and illustrates the application of big data in adaptive learning systems. Foreign education big data application research content mainly includes educational data mining, learning analysis, personalized education, improvement of education way, learning strategies discussion, reform of education management mode, data driven and library construction, the impact on teaching needs, learning needs and evaluation method, etc.. Thus, although big data in foreign countries appeared earlier, but in the field of education, its application depth is still not enough (Xu et al., 2015).

To sum up, the research on the application of big data in education at home and abroad is still in its infancy. Although the relevant research content is extensive, it is not deep enough and even lacks specific practical application experience. Promote big data to really play its advantages and role in specific education and teaching practice.

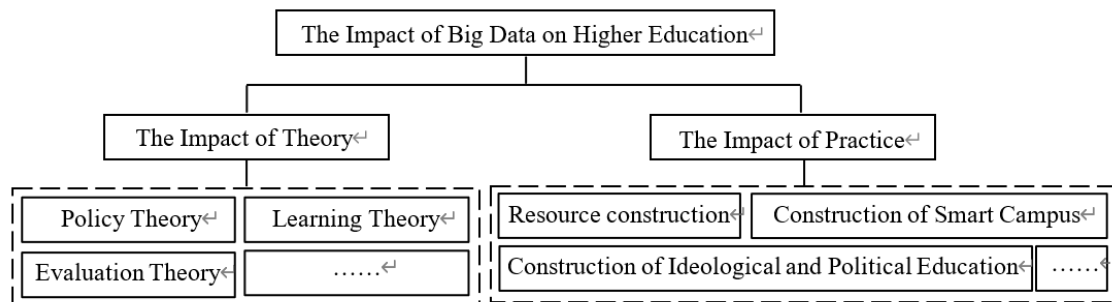
## **Methodology**

Qualitative research is research on a small, carefully selected sample of individuals that does not require statistical significance, but with the researcher's experience, sensitivity and the relevant techniques to gain effective insight into the behaviour and motivations of the research subjects, the impact they may have, etc. The researcher uses historical review, documentary analysis, interviews, observations, participatory experiences, etc. to obtain information in natural contexts and analyses it by non-quantitative means to draw conclusions from the research. Qualitative research places more emphasis on meaning, experience (usually verbal descriptions), descriptions, etc.

## **Results**

### **The Impacts of Big Data on Higher Education**

The application of big data has brought far-reaching influence on education informatization, education reform and development. Educators will have the conditions to be closer to the objective reality of education and teaching, and have the opportunity to further explore the true face of education and teaching. Figure 1 The impact system of big data on higher education.



**Figure 1:** The Impact System of Big Data on Higher Education

**Big Data Bring New Thinking and Perspective for The Innovation of Educational Theory**

The arrival of the era of big data can provide unprecedented opportunities for educational theoretical innovation and education and teaching reform. Big data thinking and concepts can provide objective basis and new research perspectives for theoretical research such as optimizing educational policies, innovating educational and teaching models, and educational measurement and evaluation methods. Thus, can better promote depth integration of education and technology (Chen & Yang, 2014).

**Educational Policy Of More Forward-Looking And Guidance**

The traditional education policy formulation usually does not fully consider the actual situation, but the policy makers speculate the educational reality through the limited knowledge of themselves or some groups, which leads to the separation from reality and the poor effect of policy implementation. With the support of big data, the formulation of education policy is no longer a simple imitation of experience, nor is it a summary of policy makers' own experience and process, but a practical measure based on the mining of massive educational data. Therefore, the educational decision-making process is more scientific, and educational policies are more in line with the needs of educational development, so that the guiding role of educational policies can be better played.

**Digital Personality Education Mode**

In the era of big data, students have left a large number of digital fragments in the process of digital learning. Through the analysis of these digital fragments, students' learning behavior patterns can be found. The main role of big data in classroom teaching is to transform teachers' teaching from previous teaching experience to massive data analysis, and to transform students' awareness of development from reliance on teachers' bounded rational judgments to data analysis of individual learning. Transition to Personalized Education for Students. Big data applications can realize large-scale online education while taking into account the individual needs of students. Rapid real-time processing of big data technology can support online education platforms to gain insight into students'

changes in real time, grasp students' needs in real time, improve students' learning effect, and conduct in-depth analysis of irrelevant data generated in the learning process, so as to predict and grasp changes in students' needs. Big data can support students' personality development research, and data analysis can provide us with information about each student's learning needs, learning styles, learning attitudes, and learning styles, so as to provide learning content and learning guidance for different students, and promote their learning. Personality development, so as to achieve a truly personalized education.

### **Education Evaluation More Objective**

With the promotion of education information, digital learning has become the normal way of the learners learning. Through MOOCs, China excellent course website, Microblog, WeChat, QQ and other platform, can issue teaching information and teaching content at any time, students can use PC, laptop, iPad, smart phones and other terminal to learn their demand contents, these systems have produced a large amount of digital learning records. Educational big data technology can have the conditions to track and pay attention to the learning process of learners. The education research of big data technology support develops to analysis method of the whole data environment, which provides the most direct, objective and accurate basis of education evaluation and analysis (Jiang & Wei, 2015). In the education evaluation, teachers can also use big data to analyze their own teaching behavior, so find their teaching skills and teaching deficiencies. Educational evaluation of big data support can also change the traditional evaluation method for colleges and universities. Through big data, can track the trajectory of college graduates and work performance, which can record and analyze the contribution of college graduates to the society, develop social evaluation to the college talent cultivation mode and comprehensive work, so as to promote universities self-construction from social development and scientific view, improve teaching and educating quality.

### **The Impacts of Education Reform Practice**

Big data applications in the field of practice mainly displays in data acquisition, analysis and intelligent information mining, it can provide real-time data for the education and teaching, to help teaching scientific decision making, for the implementation of education and teaching activities provide an objective basis, so as to maximize play the function and value of the education and teaching activities (Wang & Yu, 2015). The application of big data in the field of educational practice mainly included education resources construction, construction of smart campus, analysis techniques and so on.

### **Provide New Ideas for Construction, Sharing and Application of Educational Resources**

The traditional construction of teaching resources mainly includes the allocation of administrative departments and the independent development of teachers. The allocation of

administrative departments cannot fully meet the needs of individualized teaching and learning, and the independent development of teachers is prone to duplication of resources and poor overall quality of resources. The definition of high-quality resources also mainly depends on experience. The emergence of big data provides a new way for the construction of educational resources, and also provides an objective basis for the definition of high-quality resources. Cloud computing and big data technology enable teachers and students not only to share educational resources stored in cloud servers, but also to mine hidden information value through the analysis of various unstructured data, so as to provide teachers with the most reasonable teaching resources and students. The combination of big data and cloud computing can grasp the dynamic needs of students' learning resources according to their running trajectories in the educational resource database. Through the analysis of the click, download and evaluation of learning resources, high-quality teaching resources can be defined objectively, the acquisition and storage of resources can be simplified, and repeated construction of resources and waste of high-quality resources can be avoided, so that high-quality teaching resources can be shared and utilized. on a large scale.

#### **Provide A New Method for The Design and Construction of Smart Campus**

In recent years, the construction of smart campus has become an important part of the construction of education informatization. The idea of big data provides new ideas for the optimal design and construction of smart campuses. By embedding various sensors into each campus system, a large number of campus software system platforms are integrated into the campus cloud server, realizing the interconnection and interoperability of cloud computing, network and Internet of Things, and realizing real-time campus data collection, storage, processing and analysis. The development and teaching applications provide effective decision-making. The smart campus also includes the construction of the big data standard system, the campus digital ecological environment, and the corresponding information organization and management system. In the smart campus environment, the application of big data based on cloud computing can realize the analysis and prediction of teachers' teaching behaviors, students' teaching behaviors, learning behaviors, and students' character characteristics, thereby providing timely guidance and help for promoting students' physical and mental development. At the same time, it also provides real-time dynamic data of school operation, school leaders and teachers can keep abreast of the latest management and teaching information, helping education and teaching management to be more scientific and intelligent.

#### **Provide Technical Solutions for Processing of The Unstructured Data**

With the popularization and application of mobile Internet technology, the explosive growth of educational data has resulted in a large amount of unstructured data that is difficult for computers to

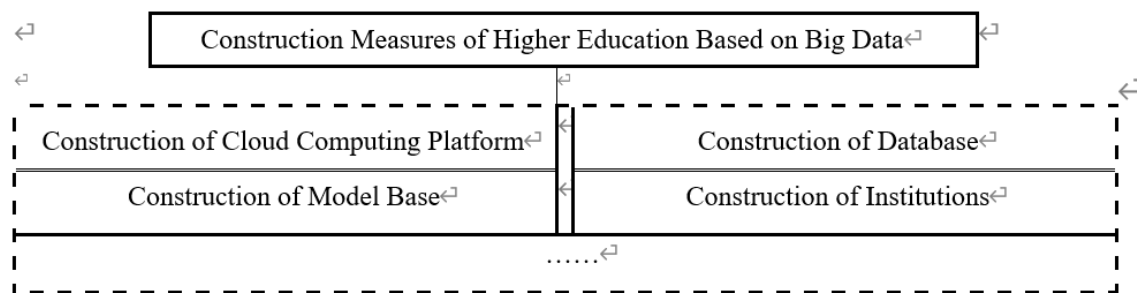
process and understand. How to mine valuable information from these educational big data is the biggest challenge facing current learning analysis. However, cloud computing-based big data applications make it easier to acquire, store and process data, especially for unstructured data processing technologies, which can solve problems in the field of learning and analysis.

### Help To Improve The Quality of Ideological and Political Education of College Students

In the era of big data, to improve the quality of ideological and political education for college students, on the basis of realizing big data and multi-dimensional student education data collection, storage, sorting and analysis, according to the results of data analysis, combined with changes in educational conditions and the characteristics of students, Establish an educational model that integrates time and space and penetrates multiple dimensions. Use big data technology to establish an early warning mechanism for students' thinking and behavior, and effectively conduct targeted intervention and control mechanisms for students. By the students' campus card consumption, attendance and borrowing books records, and students' QQ, Renren Web, microblog, WeChat, search engines and other platforms' data collection, calculation and analysis, timely forecast the dynamic status of students' thought and behaviors, carry out students' ideological education, psychological counseling and behavioral intervention, so as to make students keep healthy psychology and good moral character(Wang & Yang, 2015).

### Discussions

#### Construction Measures of Higher Education Based on Big Data



**Figure 2:** Construction Measures System of Higher Education Based on Big Data

#### Construction of Cloud Computing Platform

In order to carry out unified analysis of educational data, a unified cloud computing platform must be established at the national level. Through the cloud computing platform, the education, management and service data of colleges and universities across the country are collected, stored,

processed and used. Teachers can teach on this cloud computing platform, students can learn, and college administrators can also conduct comprehensive management. At the same time, the platform can carry out works in coordination with other platform, further track the graduates' work trajectory, work performance and social evaluation, also can automatically obtain the contribution data and feedback of universities to the society, so as to improve universities teaching reform target, provide data and decision making basis for the evaluation and development of colleges and universities [9].

### **Database Construction**

Due to diversity of education big data, a comprehensive database system should be established, not only include relational databases, also non Due to the diversity of educational big data, colleges and universities need to establish a comprehensive database system, including not only relational databases, but also non-relational databases, so that the database can effectively manage educational big data.-relational database, so as to make the database to effectively manage education big data.

### **Model Base Construction**

In order to facilitate the acquisition, storage, analysis and utilization of big data, a model database must be established, including personalized course analysis, student learning behavior analysis, teaching evaluation, teacher teaching ability, student public opinion analysis, social evaluation and collaborative system model, etc. Colleges and universities use big data to serve higher education teaching.

### **Institutions Construction**

In order to make university better use of big data to promote the comprehensive improvement of university work, a system must be set up to adapt to the big data. Through the system construction to ensure that the big data can be fully, objectively and scientifically used, to play its greatest value. For examples, setting up the university chief information officer positions, teachers participate data mining works 2-3 times in every year and so on(Wang & Fu, 2014).

### **Conclusions**

Through the analysis and research of this paper, the following conclusions can be drawn: (1) The application research of big data in education is in its infancy. (2) The impact of big data on higher education is huge, and it will have a subversive impact on the work content and mode of higher education. (3) In the era of big data, higher education must be reformed, and reforms based on big data must be carried out, so that higher education can develop steadily and healthily.



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# **THE CONSTRUCTION AND APPLICATION OF SIX DIRECTIONS INTEGRATED TEACHING MODE IN COLLEGE COMPUTER COURSE TEACHING MANAGEMENT**

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**Abstract:** The uneven computer application ability of freshmen is an important factor restricting the overall teaching quality of basic computer application experiment. This paper: the construction and application in classroom teaching as the center, operation intelligent scoring system based on computer application, web sites, mobile classroom, teaching WeChat number and the QQ communication group of public and open laboratory for learning support channel online six azimuth integration of three-dimensional teaching mode, both inside and outside the class nature of classroom can carry out stratified teaching and individualized teaching. The practice proves that the teaching mode not only amplifies teachers' ability, but also gives full play to students' role as teaching subjects and self-motivation. The learning enthusiasm of students at different basic levels has been significantly improved, and the teaching quality has been improved as a whole. The application of the six-way integrated three-dimensional teaching mode is a beneficial practice of "Internet + education" thinking in the implementation of stratified teaching and personalized teaching in nature class teaching.

**Keywords:** College Computer Course, Teaching Management, Six-Dimensional Integration Model, Stratified Teaching, Personalized Teaching.

## **Introduction**

The present situation and disadvantages of traditional computer teaching management are as follows:

The traditional teaching methods of computer experiment are: "Teachers demonstration operation + + students check guidance", but the natural class teachers and students the basic differences between large and class time limited manpower, stratified teaching, personalized teaching often only stay in oral, in practical teaching is hard to meet the different needs of different students based, which leads to many students are not do not have enough to eat is to keep up with, difficult to improve experiment teaching quality.

The operation of computer experiments is very strong. Relying on manual correction of computer experiments and homework, it is not only heavy workload and low efficiency, but also impossible to complete in time, let alone give real-time feedback to every student, and students can not improve through feedback. Teachers are busy with experiments and homework correction after class, which will inevitably shorten the time for teaching design, teaching reform research, personalized teaching and teaching resource construction. Therefore, freeing teachers from correcting experiments and homework is an important prerequisite for improving teaching quality.

### **Research Objectives**

Teaching management is an important part of the development of colleges and universities, as well as the core content of school management. Under the background of the rapid development of scientific and technological information, computer technology has changed people's way of life. How to use computer technology to improve the effectiveness of teaching management and promote the development of education is the inevitable trend in the future. College computer courses are very practical, and the quality of experimental teaching directly affects the quality of teaching, but the uneven computer application ability of college freshmen brings great difficulties to the course teaching. General stratified teaching needs to re-organize the original natural class, which is difficult to implement. Based on the thinking of Internet + education, the traditional computer teaching management has paper exercises and exams, which need to be marked manually. The classroom efficiency is low, and teachers need to spend a lot of time on marking, which results in poor teaching effect. How to use the innovative computer teaching management mode has become a problem that university teachers need to think about. Six-dimensional Integration model provides the possibility for improving computer teaching management.

Use computer technology to computer operation intelligent scoring system, classroom teaching websites, mobile devices, teaching WeChat number and the QQ communication group of public and open laboratory for learning support channel online six azimuth integration of three-dimensional computer teaching management reform in the teaching management mode, through the use of this pattern, improve the effect of computer teaching management. Since 2016, this paper has carried out computer teaching management practice for 2 grades of 25 classes in colleges and universities using the six-in-one method. Through teaching reform, the quantitative difference of teaching effect before and after is found. By using computer technology in the computer course teaching management, teachers' information, more systematic management efficient institutional construction and comprehensive analysis technique, and using information technology to carry out the daily teaching management, the information system as the auxiliary teaching work of infrastructure, ensuring teaching management informatization level. At the same time, through

computer technology can standardize the daily management of the relevant process, convenient for the relevant staff to carry out a comprehensive analysis and planning of the process, effectively improve the quality of university teaching management work.

The effective application of computer technology in the teaching management of computer courses can promote the sharing of teaching resources, strengthen the connection between different units in the teaching system, timely convey various teaching information, strengthen the connection between teachers and students through the information management platform, and fundamentally improve the efficiency of teaching management. At the same time, the use of computer technology can improve the shortcomings of traditional teaching management work, avoid omissions in the work due to human reasons, and can enhance the flexibility of college teaching management work, effectively improve the level of comprehensive teaching management. With the continuous expansion of the construction scale of colleges and universities in China, the traditional teaching management concept and means have gradually revealed many disadvantages. In the daily teaching management work of colleges and universities, it not only consumes a lot of manpower and financial resources, but also the overall efficiency is not very high. But through the use of computer technology, can further optimize the means and ways of teaching management in colleges and universities, improve management efficiency at the same time, avoid wasting some unnecessary manpower and capital, save more capital costs for the development of colleges and universities, to ensure that the management of colleges and universities can develop in the direction of information and modernization.

With the continuous reform and development of education, colleges and universities should vigorously promote quality-oriented education and pay attention to cultivating students' comprehensive ability in teaching management. Obviously, the traditional teaching management can no longer meet the needs of students' teaching in the new era, so it must be actively innovated and adjusted. Through the application of computer technology in college teaching management, traditional teaching methods can be optimized, which can not only enrich the content of classroom teaching, but also create a good learning atmosphere, stimulate students' interest in learning, and improve the efficiency of classroom teaching. At the same time, computer technology can also strengthen the communication between teachers and students. Teachers can use information technology to timely understand students' learning and living conditions, and give correct guidance, so that students can become a contribution to the society of talents.

### **Literatures Reviews**

Sun, Q. Y. (2020) found that teaching management is essential in college education, and good teaching management can ensure the smooth development of college education. The

application of computer technology to the teaching management of colleges and universities can solve the shortcomings of traditional teaching to a large extent and make the teaching management more institutionalized and rationalized. Jia, C. H. (2021) found that colleges and universities should further improve the application of computer technology in the teaching management of colleges and universities by strengthening the quality training of teachers, strengthening the supervision of network security, conducting teaching quality supervision and cultivating students' comprehensive literacy, so as to promote the continuous improvement of education and teaching quality.

Zhang, X. F. (2018) proposed in practical research that traditional computer teaching management relies on manual correction of computer experiments and homework, which not only has a large workload and low efficiency, but also cannot be completed in time, let alone be fed back to each student in real time. Students cannot improve through feedback. Teachers are busy with experiments and correcting homework after class, which will inevitably shorten the time of teaching design, teaching reform research, personalized teaching and teaching resource construction. Therefore, it is an important prerequisite to improve teaching quality to let teachers get rid of correcting experiments and homework.

Among them, the concept and mode of "Internet + education" proposed by Zhang, Y. (2016) has been widely used, and the teaching reform of college computer foundation based on computational thinking proposed by Huang, J. C. (2017) has achieved good results in colleges and universities.

## **Methodology**

This paper put forward the construction and application in classroom teaching as the center, to computer operating intelligent scoring system, classroom teaching websites, mobile devices, teaching WeChat number and the QQ communication group of public and open laboratory for learning support channel online six azimuth integration of three-dimensional teaching mode, the teaching effect after using this model before and after contrast. The specific research methods are as follows:

### **1. The Three-Dimensional Experimental Teaching Model Integrating Online and Offline Six Directions Is Established to Realize Stratified Teaching and Personalized Teaching**

Based on the thinking of "Internet + education", through the independent development of computer operation intelligent scoring system and mobile classroom APP, add experiment, homework and grade management functions to the teaching website, and build a classroom teaching as the center. It is an online and offline three-dimensional teaching mode with intelligent scoring system operated by

computer, teaching website, mobile classroom, WeChat public account and QQ communication group, and open laboratory as learning support channels.

## **2. The Construction of Stratified Teaching and Personalized Teaching Resources**

The six-way integrated three-dimensional teaching mode needs the support of hierarchical experiment and operation content system and operation demonstration video. According to the syllabus, the teaching and Research Section has formulated a system of experiment and homework content for junior, junior and senior levels. Students can start learning at any level according to their own basis. To make operation of the demo video, we make elementary, intermediate, and advanced experimental and operational practices demo video, will also be teaching outline all the knowledge involved into 3 to 5 minutes of video, for students according to their own need to use the intelligent grading system, mobile classroom, teaching website any way selectively views learning.

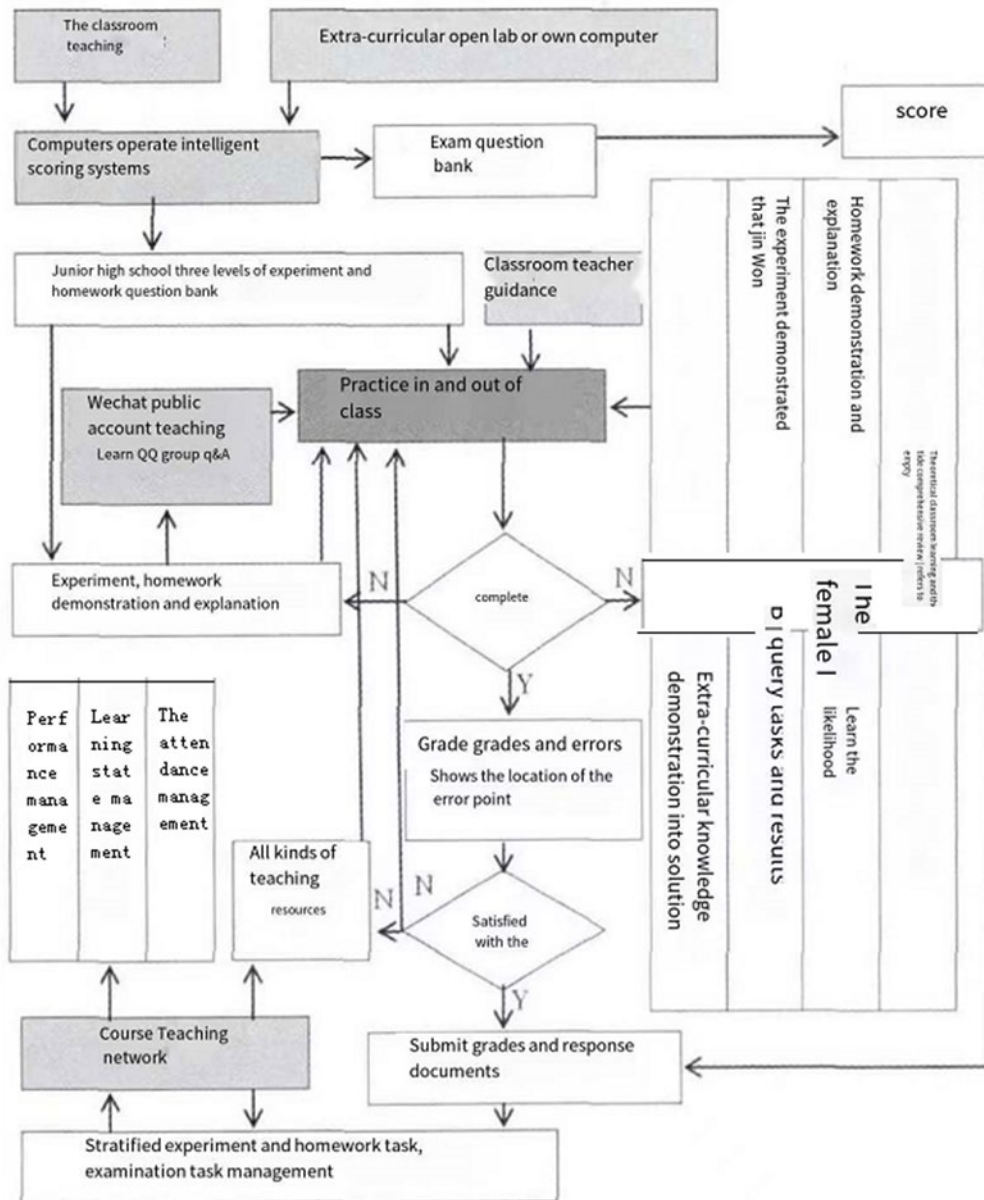
## **3. The Operation of The Six-Dimensional Integrated Experimental Teaching Mode**

Six azimuth integration of stereoscopic experimental teaching pattern to computer operation is implemented online scoring system as the core of multi-channel teaching organic integration, both inside and outside the classroom can realize the stratified teaching and individualized teaching, not only the teachers from the onerous experiment and homework, and can give students real-time operation evaluation feedback and multi-channel learning guidance, its running process is shown in Figure 1.

## **4. Strengths Analysis of The Six-Dimensional Integration Model**

(1) The harmony and unity of teacher's leading role and student's main role in teaching has been realized

The roles of teachers and students have changed in the three-dimensional teaching mode of online and offline integration. The teacher has become the designer, the presider, the organizer, the supervisor and the terminator of the students' learning problems from the interpreter, demonstrator and the judge of the experimental work. Students have become active learners, discoverers and solvers of learning problems from passive receivers and puzzlers of learning problems, and the harmonious unity of teacher-led and student-led roles in teaching has been realized both inside and outside the classroom.



**Figure 1: Six-Dimensional Integration Model**

(2) Students should be encouraged to form a self-motivated learning cycle

In his book *The Myth of Motivation*, German expert Springer writes that "intense self-motivation is a prerequisite for success." In the three-dimensional teaching mode of six directions integration, the experimental operation teaching of different levels enables students of different basic levels to have corresponding learning objectives and learning contents. Computer operation intelligent scoring system gives real-time scoring results, error hints and error location, which not only express mistakes but also give timely affirmation to students. Students in the learning goals and get real-time nod, the heart can produce the feeling of accomplishment and get in a timely manner, so as to further stimulate their learning confidence, learning motivation, learning

motivation, the knowledge, skills and autonomous learning ability has also improved, so as to form a good learning cycle has risen in a spiral of self-motivation, the quality of teaching will no longer be constrained by an uneven student base.

## **Results**

Since September 2016, the computer experiment teaching of the whole teaching and Research Department has fully applied the three-dimensional teaching mode of six-way integration. The natural basis of different students in the class in every experiment have corresponding levels of teaching content and class assignments, although one semester of cumulative class assignments reached more than 20 times (basis difference of students for study step by step more), but the experiment and the job grade and the error feedback are graded by the intelligent computer operating system in real time, the workload of teachers has not increased. Before the reform, because teachers corrected homework manually, homework could only be corrected four to five times a semester, and students could not get timely feedback on learning. After the implementation of teaching reform, teaching resources such as intelligent scoring system and operation demonstration video make students' learning enthusiasm unprecedentedly high. Many students, even after getting a high score of 99 on their homework, still pursue 100 with interest, saying, "It's nice to have a row of homework with 100!" These phenomena did not exist before the reform.

## **Discussions**

Mobile classroom APP is a mobile learning software for students' extracurricular review and personalized learning, including 253 demonstration and explanation videos and 400 theoretical problem analysis modules such as experiment, homework and knowledge micro class. From the launch of mobile classroom APP in November 2016 to the end of June 2017, a total of 1575 users, accounting for 53.20% of the total number of students in grade 2016 of 3190, have watched 18,360 videos in total, with each person watching more than 11 videos on average. After watching the video, students actively liked it 466 times. The teaching WeChat official account was launched in October 2016. By the end of June 2017, the number of followers reached 1562, accounting for 48.97% of the total number of 3190 students in grade 2016. The above data show that about half of the students are willing to use mobile classroom and WeChat public account to study or seek help, which has preliminarily realized the extension of classroom teaching to extra-curricular teaching and is a beneficial supplement to hierarchical classroom teaching.



## Conclusions

We carried out the teaching reform in the 2016 grade of key software "computer operation intelligence score system" satisfaction survey, including a total of six survey indicators, the indicators of survey option to adopt five scoring method, score "5, 4, 3, 2, 1" represent "very satisfied, satisfied, general, dissatisfied, very dissatisfied". A total of 1669 valid questionnaires were collected in the survey, and the statistical results are shown in Table 1.

**Table 1: Students' Evaluation Of "Computer Operation Intelligent Scoring System" Statistical Table**

Survey Indicators	Software Functions	Learning Content	Help with Learning	Promote Conscious Learning	Define Your Learning Objectives	Comprehensive Evaluation
Evaluation Average Score	4.59	4.62	4.63	4.29	4.44	4.54
Equivalent to Satisfaction (%)	91.80	92.40	92.60	85.80	88.80	90.80

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## THOUGHTS ON ENCOURAGING PRIVATE COLLEGE GRADUATES TO JOIN THE ARMY IN THE POST-EPIDEMIC ERA

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**Abstract:** In 2020, a new crown epidemic changed everyone's life. The most direct and most significant impact of this storm on people is the economic recession and the drastic reduction of job opportunities. According to the International Labor Organization data, approximately 255 million full-time jobs have been lost globally in 2020, which is four times higher than that during the global financial crisis in 2009. Then, in this context, the number of college graduates hit a new high. In 2021, it is estimated that the number of graduates nationwide will exceed 9 million, and the number of jobs provided by society will be significantly reduced. The employment situation is dire. In this context, joining the army can essentially solve the employment dilemma of college graduates. This article uses questionnaire surveys and in-depth interviews to analyze the motivation and logic of private college graduates joining the army. It explores suggestions for encouraging private college graduates to join the army in the post-epidemic era.

**Keywords:** Post-epidemic Era, College Graduates, Joining the Army.

### Introduction

Sun Bin pointed out in *Sun Bin Art of War-Ushering Soldiers* that "the victory of the soldier lies in usurping the soldiers" and pointed out that the soldier is the key to the victory or defeat of the war; The important idea of *not a gun*. On the surface, modern warfare is a contest between military modernization and technological nation. In essence, it still embodies the confrontation of the overall quality of soldiers. "Weapons" are an essential factor in warfare, but "people" are decisive.

Joining the army and enlisting in the military is the sacred duty of every citizen stipulated in the Constitution of the People's Republic of China. However, in the more than 40 years since the founding of New China, college students, as the country's statutory deduction group, did not directly assume military service obligations. In the late 1990s, with the rapid increase in higher education enrollment rate, the military service-age population continued to transform into the higher education population. In response to the challenges of the new military revolution in the world, the state revised the "Regulations on Conscription Work" in 2001, changing college students from "delayed enlistment"

to "can be enlisted." College students are the main body of recruiting soldiers; in 2011, the revised *Military Service Law* clearly stated: "Recruit soldiers from college students and graduates," thus realizing the "enlistment" of college students.

### **Research Objectives**

From the first enlistment of more than 2,000 college students into the army in 2001 to 130,000 college students entering the military camp in 2009, the number of college students enlisting has increased year by year. From 2009 to 2019, more than 1.5 million college students have been enlisted in the army the ten years. In 2020, the number of college students enrolling in the military will quickly exceed 1.2 million. With the advancement of college student conscription, full-time college students and fresh graduates have gradually become the main body of conscription, and universities have become the primary source of national conscripts in the new era. With the transition from social conscription to college conscription, college students' enthusiasm for enlisting in the army has increased, and the problems of "cold enlistment" and "difficult enlistment" faced by many places since the 1990s have been alleviated.

Although colleges and universities have been recruited for more than 20 years, the number of private college graduates has proliferated. Every year, hundreds of thousands of college students join the army and enter the military camp, even more than 90% in many areas where colleges and universities are concentrated, but the youth research community has not paid enough attention to the graduates of private colleges and universities for a long time. What kind of private college students are more willing to join the army? What are the characteristics of private college students who choose to join the army? How do they view and understand joining the army, and why did they join the army? In the post-epidemic era, the employment opportunities of college graduates have significantly reduced employment difficulties. In-depth Discussion of these issues will help alleviate the employment difficulties of college graduates, promote the recruitment of private college students, further optimize the structure of the troops, and improve the quality and combat effectiveness of the troops. It is of great practical significance to strengthen the modernization of national defense and the army and realize the party's goal of strengthening the army in the new era.

### **Research Significances**

At the same time, the new crown pneumonia epidemic has had a profound impact on the global economy. According to the International Labor Organization data, there will be about 255 million full-time jobs lost globally in 2020, which is four times higher than that of the 2009 global financial crisis. In the first quarter of 2020, my country's GDP fell by 6.8% year-on-year, and significant economic indicators have declined significantly. The epidemic has brought a significant impact on my country's

economy. The economic growth for the whole year of 2020 is 2.3%, which shows that my country has ensured stable economic and social development through measures such as poverty alleviation, "six stability," and "six guarantees," but structural and frictional employment pressure remains vast. Affected by the epidemic, the revenue of seasonally strong service industries such as transportation, catering, retail, tourism, and accommodation has declined, and the number of workers employed by small and medium-sized enterprises has continued to decline. In particular, labor-intensive enterprises have a shortage problem; individual industrial and commercial households face bankruptcy. The employment opportunities for flexible employees have decreased, and the chance of unemployment has increased; the number of college graduates has continued to hit new highs. It is estimated that the number of graduates nationwide will exceed 9 million in 2021, and the number of jobs provided by society will be significantly reduced, and the employment situation is challenging. In this context, joining the army can essentially solve the employment dilemma of college graduates.

However, there are many existing studies on encouraging college graduates to join the army, but there are few studies on encouraging private college graduates to join the army from the post-epidemic era. Therefore, this article has specific Research and theoretical significance.

### **Theoretical Framework**

This article first analyzes the background and significance of this Research and analyzes the purpose of this Research. Secondly, this Research analyzes the domestic and foreign research process on encouraging college graduates to join the army. The analysis found that the existing Research is mostly pre-epidemic Research. With the development of the epidemic, the epidemic has profoundly changed people's lives worldwide. Therefore, it is meaningful to study encouraging private college graduates to join the army in the post-epidemic era.

This study uses questionnaire surveys, in-depth interviews, and participatory observations to collect empirical data and uses qualitative analysis methods to analyze the collected data. In order to understand the motivations of private college students enlisting in the army, the author selected 200 college students who enrolled in the army that year through the snowball sampling method of Fujian Quanzhou Institute of Technology and Quanzhou Institute of Light Industry Armed Forces Department and asked about their basic information, family background, and school status, The reasons for joining the army, and the concerns about the preferential care policy were investigated. Finally, this article will summarize and analyze the motivations of graduates from private colleges and universities in Fujian to join the army in the post-epidemic era to explore strategies for encouraging private college graduates to join the army in the post-epidemic era.

## Literatures Reviews

### (1) Current Status of Foreign Research

After the disintegration of the Soviet Union and the Warsaw Pact, the global arms race has cooled down. While reducing the size of their armed forces, the militaries of various countries have also paid more attention to the professionalization of their armed forces, and they have higher requirements for the cultural qualities of officers and soldiers. Therefore, how to improve the quality of soldiers has become an important research topic in various countries.

*Labor, Market, and the Volunteer Military Service System in the United States* ([U.S.] Beth Bailey) pointed out that considering the voluntary military service system implemented in the United States, in order to improve the quality of recruits in the U.S. military, it is necessary to provide benefits such as college tuition. To attract young people to join the army to make the army more competitive in the labor market. In 1969, U.S. President Nixon formed a voluntary military service committee to study the plan to create a voluntary military service system. The committee concluded through the labor model of supply and demand, demand, and competitive wages. If the military wants to attract recruits, It is necessary to give recruits competitive wages to compete more efficiently with the national labor market.

In order to change the problematic situation of conscription and ensure that the U.S. military can complete conscription tasks with high quality, RAND Corporation has organized several experts and scholars to complete some consulting reports in order to attract a large number of high-quality young people into the army, including those by Beth J. Asch. ·Axi) Moreover, others presided over the report "Hitting the Books Before Military Service: Policy Options for Recruiting in the College Market" in 1999. The report "Recruiting Youth in the College Market: Current Practices and Future Policy Options" (" Current Practice and Future Policy Options: Recruiting Recruits in the College Market"); a report jointly completed by Beth J. Asch and Can Du in 2004, "Policy Options for Military Recruiting in the College Market: Results from a National Survey." In the Research mentioned above report, scholars took the unemployment rate reduction caused by the Economic Development of the United States and the increase in the enrollment rate of American universities as the two major influencing factors. The various conscription policies for educated talents to join the army have targeted the traditional conscription model and the newly researched conscription model.

Research by relevant American scholars and think tanks shows that if the U.S. military wants to attract more college students, it needs to innovate high-quality recruiting methods to attract more high-quality talents to serve in the military. High-quality talents include college students and undergraduates. College students and recent college graduates are among the groups. Therefore, to improve the quality of troops, the U.S. military has always provided many economic and educational subsidies to recruits. This has brought some enlightenment to the formulation of policies to encourage

college students to join the army. However, because our country adopts a system that combines compulsory military service and voluntary military service and the actual situation of my country's social and economic development, these foreign research results and methods cannot fully adapt to our country's military service system and have certain limitations.

## **(2) Current Status of Domestic Research**

*Analysis of the Enlistment Policy for College Students in the Background of University Education* (Yu Wei) pointed out that the national and local governments' year-on-year improvement of the enlistment policy for college students mainly has the following significance: First, with the continuous development of society, science, and technology, The central position of militarized management with information technology as the core, the application of high-tech technology requires a comparable talent pool. Actively encouraging college students to enlist in the army meets the requirements of building a modern army and promotes the development of my country's national defense capabilities; Supporting enlistment and enlistment policies to eliminate the doubts of enlisting students in the army. Through the changes and improvements of my country's enlistment policies in recent years, under the promotion of encouraging policies, enlistment encouragement policies attract more and more college students to join; finally, with the time's development and improvement of the enlistment policy are consistent with the current social development needs. *A Literature Review of the Current Situation and Development Trends of my country's College Students Enlisted in the Army* (A Zongbing) pointed out that the construction of national defense is a major event related to the prosperity of the country and the rise and fall of the nation. The absorption of universities as part of the military camp will help improve the overall quality of the army. An important measure for the complete construction of our army in the new era is also an inevitable trend in the new stage of conscription work. Wang Shumei pointed out in "Enlistment of College Students: Reality, Reasons and Prospects": Enlisting college students is an urgent requirement for the modernization of national defense and the military, an inevitable result of adapting to the development and changes of the service-age population, and an expedient measure to relieve the employment pressure of college students.

A Jiangyan's *Empirical Research on the Cognitive Status of College Students Enlisting in the Army and Policy Recognition* believes that the active participation of college students in the army will greatly promote my country's national defense and the complete construction of the army, and it will help strengthen the army with talents and science and technology. With the advancement of strengthening the army and the natural environment, many problems need to be solved urgently in efficient conscription. Wang Fa (2006) and others believe that college students are not motivated to enlist in the army, and their physical fitness is not high. The main reasons for these problems are the

weakening of college students' concept of national defense, the lack of attractiveness of policies, insufficient propaganda, and complicated political assessment procedures. Wang Lin concluded in his article *Discussion on the Dilemma and Countermeasures of Conscription Work in Colleges and Universities in the New Era*: In the new era, conscription work in colleges and universities is facing the dilemma of low enthusiasm for enlisting in the army and utilitarian motivation for enlisting. The reasons are the hostile social environment. Influence, college students' factors, insufficient conscription propaganda, and conscription policy lacks a certain degree of attractiveness, etc.

Liu Jin pointed out in the article *Problems and Thoughts on Current Encouragement Policies for College Student Recruitment* that with the increase in college student recruitment, various measures to benefit soldiers have been introduced one after another, which has played a specific role in enhancing the potential of college student recruitment and improving the quality of soldiers. However, the expected effect of some incentive policies is not apparent, which is in contrast to actual expectations. The fundamental reason is that the significant concerns of college students have not been grasped and must be adjusted and improved as soon as possible. Jiang Ning, a lecturer in ideological and political education, in *Analysis and Countermeasures of Encouraging Policies for Enlisting Undergraduates in Colleges*, systematically summarized the significance of the current enlistment of undergraduates enlisted in the army in my country, and expounded the main content of the encouragement policies, and summarized The problems in the enlistment encouragement policy for college students were collected. Finally, several suggestions for improvement were put forward.

## **Research Methodology**

### **(1) Data Collection Process and Research Tools**

By analyzing the results of the survey questionnaire collected by two colleges and universities in Fujian Province, we can learn about the degree of education of college students in Fujian Province, the support of family and friends for joining the army, the enthusiasm for joining the army, as well as their satisfaction with the policy, awareness, and suggestions for improvement. Through interviews with military service staff, college conscription staff, college students who have served in the military, and ordinary college students, this topic has a deep understanding of the motivation and behavior of college students in the army in Fujian Province to provide reliable information for studying the encouragement policies for college students to join the army.

### **(2) Data Analysis Methods/Data Analysis Tools**

Due to the particularity of the research object, it is not easy to establish a sampling frame for random sampling. In order to realize the "triangular mutual proof" of empirical materials, and to further



understand how college students understand and perceive the choice of joining the army, and explore the logic of action for college students choosing to join the army, at the same time, as a conscription staff member, the author participated in two colleges and universities in Fujian Province. Conscription work. One is Quanzhou Institute of Technology focusing on literature and history, and the other focuses on science and engineering. In the practice of conscription work, the author communicated with applicants from different colleges and universities, different professional backgrounds, and those who disagreed. In the interactive situation of conscription consultation, conscription announcements, and mobilization activities, the author observed and recorded the status of military applicants in real-time. Like the deepening of conscription and mobilization, initial consultation and understanding, the changes in theories and ideas about joining the army. At the same time, during this process, it was possible to conduct exchanges and interviews with applicants to join the army in the real conscription propaganda and mobilization situation to understand the motivation and logic of action for contemporary college students to join the army.

## Results

### (1) Motivation of Private College Graduates Joining the Army in The Post-Epidemic Era

In this study, through a combination of online electronic questionnaires and offline paper questionnaires, a total of 200 questionnaires were distributed, and 183 valid questionnaires were recovered, with a recovery rate of 91.5%. The basic situation of the questionnaire survey objects is shown in Table 1.

**Table 1: Sample Information of College Students Joining the Army**

Variable	Describe	Frequency	Proportion
Gender	male	158	86.3
	female	25	13.7
Account	rural family	82	44.8
	non-rural hukou	101	55.2
Only child	yes	85	46.2
	no	99	53.8
Profession	Humanities and Social Sciences	53	29
	Science and engineering	109	60
	arts, sports	21	11

At the same time, the basic information of the two private universities selected for participatory observation in this study is as follows:

	Quanzhou Institute of Technology	Quanzhou Institute of Light Industry
Participatory observation time	March 2018 to August 2018	March 2019 to September 2019
School information	Colleges and universities focusing on literature and history, with 17,000 students	Colleges and universities dominated by science and engineering, with more than 20,000 students
Number of applicants in the year	41 people	59 people
Actual final number of troops in the year	15 people	25 people
Total number of soldiers in history	121 people	209 people

(Unified until the end of September 2021)

Although the questionnaire survey sample is not random sampling or probability sampling, with the extensiveness and diversity of the sample covering private universities and majors, it is still possible to see from the statistical data what characteristics the college students who choose to join the army have. The proportion of military graduates with agricultural hukou and non-one-child families is higher than that of non-agricultural hukou and only-child families. So why did this group of college students choose to join the army? What is the logic of their actions in joining the army?

Fellman and Gumson once distinguished incentives into external selective incentives and internal selective incentives. They called those selective incentives in Olsen's theory that presuppose the organization's size, structure, and power distribution. External selective incentives and people's inner sense of unity, loyalty, and honor are internal selective incentives. The sense of unity, honor, and youth brought to young college students by joining the army has become an essential factor in the self-driving of college students. As Fellman and Gumson pointed out, "Once people have a sense of unity and loyalty, they will not care about their gains or losses, and the greater the sacrifice they make, the more valuable the goal is in their minds. Great, the greater the joy it will bring to them after the goal is achieved."

Then, will young college student's pursuit of supportive policies and recognition of military rituals, symbols, and culture weaken and dispel the collective consciousness of joining the army and serving the country? Will serving the country be reduced to another face of pursuing policy benefits

and satisfying their own emotions? In 2019, Xiao Zheng, a male student who joined the army in Quanzhou Institute of Technology, said when explaining his idea of joining the army:

"The country and the school have taught us to combine our growth with the destiny of the country and the nation. Our classmates choose to join the army to combine their growth with the development of the country. In this year's words, I and the motherland Grow together. Judging from the previous experience of seniors and elder sisters as soldiers, the reasons why everyone chose to be in the army in the first place are various and varied. When going to the army, everyone will eventually be educated and tempered by the army, a big school, to personally understand the true feelings of the family and the country. The military camp is like a melting pot, allowing students with different ideas to grow into patriotic youths."

Therefore, in the era when participating in the military and serving the country has become a collective consciousness, young college students can combine individual self-realization with the collective consciousness of the country and society while pursuing development opportunities and satisfying their own emotions. Joining the military is no longer a collective interest discourse. "Duty fulfillment" is also different from the contract-based employment-labor relations in some Western countries with full-volunteer military service. Instead, with the support of the state and society, it seeks opportunities for self-training and growth to realize self-reliance. This kind of action logic for joining the army is neither an action logic for fulfilling legal obligations nor a career choice in the labor market, but an active choice that bridges the collective consciousness of the country and society with the individual's interests, pursuits, emotions, and identity.

## **(2) Suggestions for Encouraging Private College Graduates to Join the Army in the Post-epidemic Era**

- a) Take party history and military history education as the starting point to effectively carry out patriotism education

Effectively carrying out patriotic education can answer "why should private college graduates join the army?" and strengthen the red nature of pre-entry education for private college graduates. Throughout the development of our party and our army, the party's history includes military history, and military history runs through the history of the party, which together laid a solid foundation for the great rejuvenation of the modern Chinese nation. Combining with the characteristics and laws of college graduates in the maturity stage of thinking, actively guide college graduates to inherit and carry forward the national spirit with patriotism as the core, draw strength from yesterday's misery and glory, and gather today's mission and support. Tomorrow's great dreams closely link personal growth and development with the prosperity and decline of the country and nation from the bottom of my heart, inspiring the power of faith.

b) Emphasize training for qualified enlisted students

At present, my country's assessment of military service personnel is relatively strict, including physical fitness, knowledge level, and other aspects. This also means that not all students have the possibility of enlisting. Therefore, private colleges are encouraging students to enlist in the army. In the development process, we must focus on the critical training of qualified students, and we can encourage qualified students to enlist in the army through various forms such as credits and honors.

## **Discussions**

Motivation for graduates of private colleges and universities to join the army:

### **(1) Support for Collective Identity**

What is joining the army? What does it mean? Whether in College A or College B, in all the websites, posters, banners, and leaflets about conscription and mobilization, the most common slogans are "to defend the country," "join the army and serve the country," and "join the army is glorious," ranging from national laws to These are the core high-frequency words in the notification documents of various departments, and even in the descriptions of individuals about their reasons for joining the army. There is thus a close connection between joining the army and serving the country, and joining the army is regarded as a valued and rational action of patriotic dedication. Therefore, the collective identity of joining the army and serving the country should be an essential motivation for college students to join the army.

### **(2) Desire for The Other Side of The Barracks**

Although national advocacy and widespread recognition cannot be directly transformed into individual military action, they can be transformed into a driving force for action. With the enhancement of college students' consciousness, outside of the collective consciousness, how do young college students understand joining the army? What value and meaning do they give to joining the army? In the cognition around the author, most people think that joining the army is an excellent opportunity to exercise themselves. Therefore, the desire to inform Lang's life on the other side of the barracks should be an essential motivation for college students to join the army and serve the country.

### **(3) Resolve Obstacles Under Policy Incentives**

In order to alleviate the mutual exclusion between military enlistment, studies, and employment, from the central government to local governments to various colleges and universities, a large number of preferential treatment policies for enlisting in the military have been introduced, involving enrollment, employment, and economic subsidies. The incentives of these enlisted particular

care policies are a very objective attraction for many college students. Therefore, policy incentives should be an important motivation for college students to join the army.

#### **(4) Inner Motivation of Symbols and Stories**

With the continuous advancement of the country's glorious propaganda for joining the army. You can see military-related rituals, symbols, and stories everywhere in novels, movies, etc. Many college students grow up from these symbols. Therefore, joining the army under the inner motivation of symbols and stories is another motivation for college students to join the army.

### **Conclusions**

Based on the questionnaire survey data and the participatory observation records of the conscription work practice of two colleges and universities in Fujian Province, this article uses a combination of qualitative and quantitative methods to understand the meaning of social actors. It selects the graduates of private colleges and universities. The motivation and logic of action for joining the army were analyzed.

After the above summary analysis, it is found that the analysis of the logic of the action of college graduates choosing to join the army has surpassed the rational choice paradigm. The subject consciousness of college graduates who joined the army has been rationally interpreted and strengthened the analysis of emotions and cultural symbols and Interact with the discourse and policies of the country. The logic of action for graduates of private colleges and universities to join the army is different from the logic of career choice based on employment contracts in many entirely voluntary military service countries, and it is also different from the purely institutional obligation actions based on national laws in entirely compulsory military service countries. It is a multi-action logic that mixes dedication, self-interest, and individualistic emotions under organizational mobilization and individual choice.

The multiplicity of the logic of action for graduates of private colleges and universities to join the military makes the military values of graduates of private colleges and universities swing between "professional-type" and "professional-type." The changes in modern society have caused most soldiers to change from "professional-type" to "professional type." Volunteer soldiers emphasize the sacredness of their profession. They regard military work as a sacred career. This type of military personnel believes that national security is above all else and agrees with the values of dedication to the country. However, with the development of modern society, economism and individualism have been paid more and more attention. The cognition of life growth opportunities and the pursuit of the emotional resonance of military youth based on the preferential care policy of private colleges and universities has a certain degree of dedication to the military profession.

In order to ensure the use and maintenance of modern weapons and equipment, it is necessary to establish a highly-skilled talent team, and it is also necessary to expand outstanding soldiers who can adapt to the life of the military training. We dare to fight and win only by observing the party's command and maintaining a good work style. The front-end education of private college graduates in colleges and universities should grasp the fundamental, overall, and directional issues of national defense and army building, and implement the fundamental principle of "party command gun," from strengthening the party's command and enhancing the "power of the gun." Starting from this aspect, it lays a solid foundation for private college graduates to establish a "military soul consciousness."

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# **THE QUALITY EVALUATION SYSTEM OF UNDERGRADUATE THAI TEACHING FOR CHINESE STUDENT IN THAILAND COLLEGES AND UNIVERSITIES: A CASE STUDY OF 3 PROVINCES IN NORTHERN THAILAND**

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**Abstract:** This study seeks to assess the teaching quality of Thai language teachers, find out existing problems in the teaching quality evaluation system in colleges and universities, and search for solutions to improve the quality of Thai teaching in 3 Provinces in Northern Thailand (3 Provinces in Northern Thailand is Changrai, Changmai, Payao). Based on past evaluations of teaching quality, the fuzzy comprehensive evaluation method is used to establish a quality evaluation system. Three institutions are selected as the research object. Through the study, the author hopes to provide reference for the establishment of teaching quality evaluation system for Chinese undergraduate students majoring in Thai. This study proposes an improved evaluation system that takes into account the situation in different classrooms.

**Keywords:** Undergraduate Teaching, Thai Major, Teaching Quality Evaluation, Chinese Student in Thailand, Evaluation System, Teaching Quality Reform.

## **Introduction**

According to the definition given by China's Ministry of Education, colleges and universities are institutions of higher education that are under the supervision of the ministry or provincial education departments, including autonomous regions and municipalities. In 2016, there were 2,880 institutions of higher learning in China. Among the institutions, 2,596 regular universities (including 266 independent colleges) exposed an increase of 36 schools compared to the previous year. There were 1,237 undergraduate institutions of higher learning (an increase of 18 schools than the previous year) and 1,359 higher vocational/junior colleges (an increase of 18 schools than the previous year). On the graduate level, China currently hosts 793 graduate training institutions - 576 universities and 217 scientific research institutions.<sup>5</sup> As an important training base for talents needed by society, colleges and universities play a vital role. On April 22, 2016, Xi Jinping sent a congratulatory letter to Tsinghua

University to celebrate the 105th anniversary of the university. Xi confirmed the importance of the development of higher education by stressing that “doing a good job in higher education is a matter of national development and national future<sup>1</sup>.” Following the expansion of colleges and universities in China in recent years, the number of students grew steadily, from 6.31 million in 2010 to 7.95 million in 2017. While the increasing number of graduates in colleges and universities provide a large number of professional and technical personnel for society, the quality of talent cultivation and the quality of college and university teaching became the focus of all circles. In 1994, China promulgated the Outline of China's Educational Reform and Development that proposed to establish educational quality standards and evaluation index bodies for all specializations on all levels. Since then, teaching quality evaluation has become an important part of the development of colleges and universities. As the state attached importance to the reform of college education and teaching, the education and teaching quality of schools became regularly promoted as well. After the 1980s, “teaching quality is the soul and life of education<sup>2</sup>,” as advocated by the state and the education circle, became the guideline of implementing education reforms in colleges and universities.

In 2007, China's Ministry of Education issued “Some opinions of the ministry of education on deepening undergraduate teaching reform and improving teaching quality comprehensively.” A series of requirements and ideas are put forward. schools should strengthen teaching quality monitoring, establish an internal quality assurance and evaluation mechanism involving employers, teachers and students, and form the evaluation system of curriculum system and teaching content, classroom teaching evaluation system, practical teaching evaluation system, leaders and teachers listening system, peer review system, students' regular feedback system and teaching supervision system, and strengthen the management of talent training process. The content of education quality assessment was clarified and programmatic guidance formulated. However, a unified standard for the teaching quality evaluation system had yet to be established for colleges and universities. On April 7, 2016, the Higher Education Teaching Evaluation Center of the Ministry of Education released a report series on education quality, which launched a new quality standard for higher education teaching. It was the first time in both China and the world to release such reports. Indicators such as the “five degrees” (social needs fitness; training objectives to achieve degree; teaching condition and support degree; teaching and quality guarantee effectiveness; students and social satisfaction) and the “three faces” - face modernization, the world and the future - were based on the experience of China's higher education and drew lessons from the experience of international education quality evaluation. China in turn established a set of relatively complete, scientific, and reasonably new quality evaluation system with Chinese characteristics. As a new exploration into China's higher education quality standard system, the reports provide guidance for the evaluation of teaching quality in colleges and universities while clarifying the importance the government attached to the quality evaluation system. In 2016, the Ministry of Education issued



Guidance of the Ministry of Education on Deepening Education and Teaching Reform in Colleges and Universities, which notes that in recent years, institutions of higher learning, especially central institutions of higher learning, have continuously promoted the teaching reform of education in colleges and universities, improved the quality of talent cultivation, and created many replicable experiences and practices that can be promoted in national universities.

### **Research Objective**

An effective evaluation of the Thai language teaching level in North Thailand was conducted to establish a scientific evaluation standard in line with local education.

### **Literature Reviews**

The quality evaluation of higher education is an activity that assesses the degree to which higher education activities can meet the needs of society and individuals.<sup>6</sup> It is also a process that assesses the actual or potential value of higher education activities. Under the guidance of national policies, higher education attaches importance to “improving the quality of personnel training” and “improving the level of scientific research.” Both goals are inseparable from teaching quality evaluation in colleges and universities. In light of abundant literature centered on teaching quality, this section highlights past research pertinent to the current study. Alain De Beuckelae and others have examined the factors that influence teaching quality from the perspective of inter-cultural mobility. The outcome was discussed in “The Role of Faculty Members Cross-Cultural Competencies in Their Perceived Teaching Quality: Evidence from Culturally Diverse Classes in Four European Countries.” Based on the empirical study of Belgium, France, Germany and the Netherlands, the authors recognize the important influence of crossing cultures on teaching quality and its impact on personalities such as cultural empathy, open mindedness, emotional stability, social initiative and objectivity. From the cross-culture perspective, the authors discuss the reasons why foreign students would have doubts towards the quality of teaching. In another study, Andie Shane Webb emphasizes the effect of evaluation for the improvement of student learning and teaching quality. Webb notes that regardless of reforms in school management and curriculum design, the influence of education on students will not produce reversible transformations. Changes can only happen when teaching methods, the teacher’s professional development, and the design and method for evaluating teaching quality are reformed.

Linda Darling-Hammond and others note that the four basic goals of the development of teaching evaluation are professional development, personal judgment, institutional development and status. In another study, based on considerable research, Alan Evans and John Tomlinson conclude that the objective of teacher evaluation decides the effects. The authors draw the conclusion that performance management and professional development are important objectives. Under the lead of so called

“objective oriented theory,” teaching evaluations adopt many approaches and methodologies, including teacher’s self-evaluation, peer evaluation, administrative leadership evaluation, professional evaluation and student evaluation. Depending on the role of the evaluating subject, the effect on the evaluation varies. Every type of evaluation and result is part and partial and cannot be interpreted as standing for the whole of teaching quality. In terms of the methodology for carrying out teaching quality assessment, the Student Evaluation of Educational Quality (SEEQ) survey is widely used. Designed and advanced by Marsh (1987), the survey consists of 9 dimensions: learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments and overall rating. Based on the dimensions, 32 indices are established. The survey is widely adopted in teaching practice and after 13 years in application, more than one million students and five thousand courses have been surveyed, with the result suggesting clear realizability. With the increased impact of teaching quality and social need in higher education, the SEEQ survey can no longer cover the entire range of considerations in teaching evaluation. On the basis of SEEQ, researchers introduced new surveys. Wayne State University proposed the Student Evaluation of Teaching (SET) survey, which consists of four parts: basic condition of student, course and teacher evaluation, instructor feedback and diagnostic assessment, and open questions. The diagnostic assessment contains 8 dimensions: teaching passion, organization, group interaction, harmony, knowledge breadth, examination, assignment and reading material, and assignment amount and difficulty. Twenty-one indices are established upon the dimensions.

### **Methodology**

The author studies the quality evaluation system of undergraduate Thai education in regular colleges and universities by observing three undergraduate colleges that offer Thai language for Chinese students as a sample in 3 Province in Northern Thailand. With the aim of designing a reasonable evaluation system for education quality, this study uses a self-made questionnaire. Based on the outcome of previous research and the opinions of experts, dimensions that are involved in the research implementation process are analyzed and form the first indicator system. The demand for talent by enterprises and society is integrated to form an index content system which is the collection of reviews in the fuzzy comprehensive evaluation system. Expert opinions and requirements for weight analysis are combined to form the weight of the teaching quality evaluation indicators. The author studies the quality evaluation system of undergraduate Thai education in regular colleges and universities by observing three undergraduate colleges that offer Thai language for Chinese students as a sample in the questionnaire is conducted in four colleges and universities offering Thai language proficiency exams in 3 Province of Northern Thailand to collect data for establishing the teaching quality evaluation system. The study seeks to understand the current development concerning the quality of classroom

teaching in Thai in undergraduate colleges in 3 Province of Northern Thailand, clarify existing problems, and provide suggestions for improving the teaching of 3 Province in Northern Thailand.

The definition of Thai language teaching is like English language teaching, which refers to the process of teaching Thai to those who are or are not the first language speaker of Thai. Thai language teaching involves a variety of professional knowledge, including linguistics, second language acquisition, lexicology, sentence law, stylistics, corpus theory and cognitive psychology (Wang, 2016). In this study, the content of teaching involves the current teaching design of colleges and universities that offer Thai as a major. The institution has established a relatively complete professional teaching system that is supported by professional instructors who have at least one class of students and teaches in accordance with the stated teaching objectives. The target groups for study are undergraduate students, instructors and supporting administrating staff members. In the evaluation system of education and teaching, primary indicators include the content taught, and teaching preparation, organization, design, attitude, ability and effects. The indicators are summed up in the categories of pre-teaching, teaching, and post-teaching. In the current domestic literature on the formulation of relevant national systems, pre-teaching focuses on the preparation of teaching. Preparation pertains mainly to the content, design and organization of teaching. Preparation as an indicator of the teaching system can be summed up as preparation of the teaching content. In this study, the execution of teaching and the instructor's attitude towards teaching translates into teaching design, teaching organization and teacher quality. Teaching effect, or the comprehensive performance and quality of students, is also included in this study. Taking Thai language teaching in three universities in 3 Province of Northern Thailand as the research object, the representative groups were selected to conduct open survey and interview. In the process of interviewing and visiting, we try our best to find out the different groups of three colleges and universities to conduct interviews to understand the actual situation of Thai professional teaching. In order to deeply analyze the situation of Thai professional teaching quality evaluation system and grasp the current situation of Thai professional teaching quality, one representative universities (Chiang Rai Rajabhat University) were selected from three universities for questionnaire investigation and analysis. Choosing student group, teacher group and teaching supervisor group, the author evaluates the teaching quality of 16 Thai teachers in this university, and tries to find out the existing problems in the Thai teaching quality evaluation system of universities, and analyze the reasons, find out the solutions, provide the basis for improving the teaching quality of Thai major in Higher Education in 3 Province of Northern Thailand, and provide reference for the construction of teaching quality evaluation system of Thai major in other universities.

Based on past studies, the author adopted open survey and carried out interviews with supervisors in the state education department, administrative personnel in schools, and teachers. Specifically, the interviewed body includes 5 people from the Department of Education, 3 people from

the selected institutions (one representative from each institution) and 9 teachers. In addition, related employers in express delivery, tourism, hotel and accommodation, external trade and teachers training were also approached. Ten representatives were chosen from the five sectors. The author carried out in depth interview with all the representatives mentioned above at their site of work and recorded the interview based on the consent of the interviewee.

## Results

In this study, survey, interview and fuzzy comprehensive evaluation are used to analyze the teaching quality evaluation system for Chinese students of Thai majors in colleges and universities in Northern Thailand. Through conducted survey and interviews, this study draws two insights. First, noting shortcomings in the original evaluation system, this study proposes an improved system that is more suitable presented below by table-1, taking into account the current situation in classrooms. The proposed system notes the difference in evaluating different subjects. In the system, data for the evaluation of teaching organization and content is more abundant. Second, there are obvious shortcomings in teaching design and organization among Thai language teachers as exposed by supervisors and students. While overall data suggests that efforts have been made to carry out reforms towards Thai teaching in colleges and universities, much room remains for improvement.

**Table 1: Peer/Student Evaluation Questionnaire**

<b>Dimension Index</b>	
Content	1. The content is rich and suitable for students.
	2. The main points and challenging points are clearly laid out.
	3. The content is connected with current developments and social needs.
	4. The content stimulates student learning and development.
Design	1. The teaching design is suitable for students.
	2. The teaching design is focused and suits the practical needs of students.
	3. Teaching methods are diverse and current technologies are applied.
	4. Theory and practice are closely integrated.
Organization	1. The instructor can effectively moderate the classroom atmosphere.
	2. Students are involved and interact with the instructor naturally.
	3. Time is well distributed.
	4. Groups effectively exploit new teaching methods and technologies.
	5. The instructor is physically and emotionally well in the teaching process.
Quality	1. The instructor is proficient and professional.
	2. The language expression is accurate.
	3. The instructor is well trained in Thai and can use the language in a way that is comprehensible for students.
	4. The instructor is trained in modern teaching methods.
	5. The instructor is experienced and excels in theory and practice.
Effect	1. The teaching objectives are effectively achieved.
	2. The practical language ability of students is clearly improved.
	3. The practical issues that students face when using Thai are resolved.
	4. Students are well trained in comprehensive ability.

## Discussion

Considering current developments, in order to realize effective connection between talent and society and promote reform in Thai teaching. The author suggests that teaching quality can be improved in three aspects: correct the existing evaluation system, improve the evaluation guarantee mechanism, and strengthen cooperation between the school and the private sector.

## Conclusion

In order to promote the teaching quality reform, the author argues for the establishment of a solid evaluation system and guarantee mechanism to ensure the effective completion of various indicators. In terms of teaching practice, while one regularly verifies and corrects the existing teaching quality indicators, through the same process, teachers can also gain an understanding of their shortcomings in teaching preparation and implementation. Improved teaching is grounded on making gains on issues such as teaching according to aptitude, combining theory with practice and increasing interaction between teachers and students. Teaching consciousness should be supported by practice, to meet the practical need of students and realize cooperation between the school and private sector. This not only improves the current teaching practice of Thai major, but also provides practical support for improving the teaching quality evaluation system effectively.

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**AN ANALYSIS OF CHINA'S SOFT POWER DIPLOMACY IMPACT IN THAILAND****Jinyuan Liu<sup>1\*</sup>**<sup>1</sup>The Institute of Diplomacy and International Studies, Rangsit University

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**Abstract:** The purpose of this study was to investigate China's soft power diplomacy with Thailand. The goal of this study is to learn how China's soft power foreign policy works in the twenty-first century and how it affects Thailand. This article focuses on Thailand-China's economic, political, and cultural exchanges since the two countries established diplomatic relations in 1975. Studying the specific impact of China's soft power on Thailand is to find that the two countries make cultural exchanges the main diplomatic means of the country and analyzing the relationship between cultural soft power and hard power can consolidate the theoretical basis of soft power diplomacy; analyze the concept of China's soft power diplomacy towards Thailand and basis, that soft power is another form of power that people do not use without coercion or measures. It can inspire others to adjust their behavior consciously and voluntarily. China's soft power diplomacy towards Thailand is based on diplomacy, economic relations, trade, and education systems; further analysis of how China's soft power diplomacy plays a role in the 21<sup>st</sup> century and its impact on Thailand.

**Keywords:** Diplomatic Soft Power, China's Soft Power, Thailand.

**Introduction**

Soft power is becoming an increasingly essential content and method for governments competing in international markets. In the words of Joseph Nye, the concept's creator is "Soft power the means to victory in world politics." Many governments have recognized the importance of soft power development and have offered implementation plans and actions to address it (Nye, 2005)

China's national and hard power have grown steadily over the last 43 years of reform and opening. China has placed a high value on the development of soft power diplomacy, international exchanges in development models, and the effective use of soft power resources in recent years, all of which have substantially enriched and improved China's national image. Influence and status on the international stage. China and Thailand established diplomatic relations on July 1, 1975. Since then, with the exchange of visits between the two countries' leaders, the two countries' relationship has grown closer. The influence of China's soft power diplomacy has permeated all parts of Thai society due to the development of soft power diplomacy and its proximity to Thailand. China's soft power expansion

and construction in Thailand is currently a relatively significant and attractive emphasis. Based on the above background, this article studies the impact of China's soft power on Thailand.

Through this paper, the readers can fully comprehend the present condition of China's soft power development and comprehensively understand the current state of China's soft power growth. Understand the development of China's soft power in Thailand, as well as China's national image and relations with Thailand.

Moreover, it can broaden and enhance the understanding and supplement of "soft power" theory. At the same time, China's focus on and development of soft power is beneficial to the construction of Chinese characteristics of socialism, the promotion of a peaceful foreign policy, the elimination of Thailand's negative impact on the "China Threat Theory," and the establishment of friendly relations with Thailand.

### **Research Objective**

To study the impact of China's soft power diplomatic policy on Thailand in the twenty-first century.

### **Literature Reviews**

In the early 1990s, Harvard University professor Nye pioneered the concept of soft power and has since started the trend of researching and applying soft power. In his view, soft power is a kind of ability. The goal can be achieved through attraction rather than coercion or enticement. It is another component of a country's comprehensive strength in addition to traditional hard power through military and economic strength.

Soft power was regarded as leadership, attraction, and imitative power, that is, the ability to acquire power, attractiveness, and the political orientation of a country's ideology. A country has two kinds of power, one is hard power, and the other is soft power. The "hard power" is often. The country's gross domestic product, hardware equipment, etc. while culture, system, and media are called soft power (Yu, 2012; Zhang, 2015, Yu, 2020).

Nye pointed out in the foreword of his new book "Soft Power-The Means to Success in World Politics" in the 2004 edition: "Strength is embodied in many forms, and soft power is not weakness. It is one of the forms of strength. It is a grave mistake to exclude it from our country's strategy." Nye (2004) emphasized in the book that soft power is the ability to influence the preferences of others.

This ability to direct personal preferences is often associated with some intangibles. These include a charismatic personality, culture, political values and conventions, and politics with legitimacy and moral authority. In terms of behavior, soft power is the power that attracts people. In terms of resources, soft power is the resources that create attraction (Lueck, Pippis, & Lin, 2014).



Nye suggested in the third edition of *Power and Interdependence* in 2005, "We can distinguish two fundamentally different powers: Behavioral power and resource power. The former refers to the power to achieve desired outcomes. The latter refers to the possession of resources, usually related to the skill you want to acquire. Behavioral power can be divided into hard power and soft power." "Hard power refers to threats or rewards through punishment the ability to force others to do things he did not want to do." "Soft power is the ability to achieve desired goals through attraction rather than coercion (Nye, 2005).

Nye pointed out in an interview with *China's Reference News* in August 2006 that so-called "soft power" refers to the ability of a country, group, or individual to achieve its own goals through its attraction rather than through deterrence (Nye, 2005). In recent years, China's attraction to other countries in the world has gradually increased. The enormous economic achievements, coupled with Chinese culture, especially traditional Chinese culture, have made this attraction ever greater. China has taken several measures that are attractive to other countries, especially Southeast Asian countries (Yan, 2008; Yu, 2020).

### **Methodology**

This study is primarily based on second—hand data, with some primary data (interviews) thrown in for good measure. Second-hand resources and interview data are used in this qualitative study, and the results are produced through analysis. Secondhand information is gathered from a variety of sources, including reports, books, journals, research papers, and interviews. Surveys, statistics, and digital data were not examined in this study. It's worth mentioning that this is a descriptive study, intending to understand the impact of China's soft power diplomacy on Thailand mostly through the summary and analysis of secondary data.

### **Population and Sample**

Purposive sampling was used to create the sample for the study under consideration. This method, which falls under the category of non-probability sampling techniques, selects sample members based on their knowledge, relationships, and expertise about a research topic (Kothari, 2004). The selected sample members in this study have a unique connection to the topic being studied. They have extensive relevant work experience in the field of China's soft power diplomacy in Thailand, a firm grasp of China's and Thailand's soft power, and active participation in several China-led cooperation projects and partnerships aimed at Thailand's soft power diplomacy, as well as verified research background and understanding of the destination's original data. In this perspective, the study's participants are:

1. China Studies Center of Chulalongkorn Institute of Asia studies

2. Rangsit University Chinese Academy
3. Charoen Pokphand Group/Chia Tai Group (CP group)

## **Research Instruments**

The data for this study was gathered utilizing a qualitative research method, which included documentation and interviews. The survey was split into two sections: Part 1: Methods of Documentation, Part 2: Interviews.

### **Part 1: Documentation method**

Using the Rangsit University Library, the China Public Diplomacy Association portal website resources, and the China Zhihu.com network to query many literary journals and master's theses to provide rich literature; and using Baidu, Google, and other search engines to collect relevant literature and information to provide the rich document for this study. This paper investigates the fundamental rules and reasoning behind them by studying and analyzing literature, related monographs, and real-time data. Reading monographs can help researchers better comprehend the historical context and development trend, as well as the pulse of development, laying a solid theoretical foundation and relevant basis for this research.

### **Part 2: Interviews**

First and foremost, the interview was performed in a semi-structured interview format. interviews were conducted for this study. Interviews are semi-structured interviews, personal conversations to elicit participants' emotions, feelings, and opinions about a certain research topic. Personal interviews have the advantage of involving personal and direct interaction between interviewers and respondents, as well as eliminating non-response rates; however, interviewers must have learned the required skills to conduct a successful interview (Legard, Keegan, & Ward, 2003).

Furthermore, unstructured interviews allow for more freedom in terms of the interview's flow, allowing to produce conclusions that were not intended to be drawn about a research topic in the first place. However, there is a chance that the interview will vary from the study goals and objectives that have been established in advance

In terms of data collecting tools, the study was conducted with the use of a semi-structured questionnaire that acted as an interview guide for the researcher. Some questions are prepared so that the researcher can gauge satisfaction with the interview's study aims, but more questions may arise during the interview.

The interviewees were from Chulalongkorn University's AIS; Chai Tao Group (CP Group); and Rangsit University's Chinese Academy. It is critical to follow all processes before interviewing an

interviewee, including applying for interview permission, providing a series of interview questions to the Chinese Academy, CP, and AIS personnel for approval, and scheduling an appointment with their supervisor ahead of time.

Second, the interview will take place in a flexible and informal setting. This allows the interviewer to freely discuss the subject, which is also beneficial to research.

## **Results**

### **For Research Objective: to study the impact of China's soft power diplomatic policy on Thailand in the twenty-first century**

Thai Prime Minister Yingluck Shinawatra met with Xu Zheng, the director of the Chinese low-budget film "Lost in Thailand"(Cheng, 2013) which surprisingly smashed China's box office record, on March 13, 2013, in Thailand. The major scene of this film is shot in Chiang Mai, Thailand, and it portrays the adventurous story of a Chinese protagonist. The film premiered in China in mid-December 2012 and will continue to screen until mid-January 2013. Incredibly, the film's box office in China reached almost \$200 million, and it was watched by more than 30 million Chinese in less than a month. (Cheng, 2013).

Therefore, the Thai authorities highly value the film's Chinese director's pioneering work in promoting Thailand's tourism economy. After all, one of the most significant areas of the Thai economy is tourism. The contribution of Chinese tourists to this industry has grown in prominence during the last few years. Thailand had 21 million international tourists in 2012, bringing approximately 965 billion baht (32.2 billion USD) in income. There are 2.8 million Chinese tourists in the report, accounting for 12.1 percent of the total. Before the outbreak of Covid-19 in 2019, the number of Chinese tourists visiting Thailand reached 9,805,700, a 350% increase over 2012 (TAT, 2014). China is expected to overtake Malaysia as Thailand's primary source of international visitors. country. From 2018 to 2019, total tourism earnings from Chinese tourists climbed by 15.87 percent to the US \$524.45 billion. As a result, the Tourism Authority of Thailand (TAT) prepared a variety of activities for Chinese tourists over the Chinese New Year in Thailand. The Tourism Authority of Thailand organized a "Happy New Year" celebration in Bangkok's main retail neighborhoods, Ratchaprasong Road and Chinatown, with the backing of Thailand's Ministry of Culture. These establishments are furnished in Chinese style, have red lanterns hanging from the ceilings, and offer Chinese food. They also put-on dragon and lion dance shows (TAT, 2015).

Thailand's greatest source of tourists in China. In 2019, almost 11 million Chinese tourists visited Thailand, directly contributing 17 billion US dollars to the country's tourism earnings, accounting for around one-fifth of total revenue. The tourist industry contributes more than 12% of

Thailand's GDP and is a key component of the country's economy. As a result, the Chinese tourist market can have an indirect impact on Thailand's GDP.

Tourism is only part of China's influence in Thailand and can be regarded as a non-governmental influence. In addition to tourism, the Chinese government announced that it will "peacefully rise" and strive to expand its influence in Southeast Asia, including Thailand, a country of strategic importance and an ally of the United States. Chinese language education occupies an important place in the policy tools China uses to influence Thailand.

The Chinese government formally started the "Confucius Institute" initiative in 2004 to improve people's understanding of the Chinese language and culture, develop cordial connections between China and other nations, and encourage the growth of multiculturalism around the world (Lueck, Pippis, & Lin, 2014). Since the program's inception, the number of Confucius Institutes and Confucius Classrooms around the world has rapidly increased, providing a platform for people all over the world to learn Chinese and understand Chinese culture. It has also helped to build a bridge of friendship between the Chinese and the rest of the world. According to local conditions, Confucius Institutes around the world have displayed diverse school running features in different countries and areas. In addition, many scholarship policies have been introduced, allowing many Thai students to study and exchange in China (Lueck, Pippis & Lin, 2014)

Kulnaree Nukitrangsan, a professor at Chulalongkorn University's Asian Studies Institute's Center for Chinese Studies, said, "To strengthen educational exchanges and cooperation with Thailand, China has also established Confucius Institutes in Thailand. Confucius Institutes are non-profit educational institutions founded by China and other countries to meet the needs of people all over the world for Chinese language learning and to strengthen educational and cultural exchanges and cooperation, as well as to carry out various activities such as teaching the Chinese language, spreading Chinese culture, teacher training, and so on." (Private Newsletter, 2021)

Vaasa Mahanaub, head of the China Studies Center of Chulalongkorn University's Asia Research Institute, presented the attendees with the relevant situation and encouraged those with insight to actively participate in the effort of increasing the quality of Chinese education in Thailand. Asia Chulalongkorn University. The Institute's China Research Center thinks that Thai and Chinese persons concerned about the growth of Thai Chinese education may come together to discuss and collaborate on ways to increase the quality of Thai Chinese teaching courses, textbooks, and teaching aids, even if just by 25%. A great contribution to Thailand's human resource development (Yuan, 2008).

"Because of China's scholarship policy for foreigners, I went to Hunan Xiangtan University for graduate studies. I love China, Chinese food, and Chinese culture. But because of Covid-19, I returned to Thailand; I miss China and hope to return." mentioned Worakan Jeensangune of Lang Shi University's Chinese School. (Private Newsletter, 2021)

Aside from the cultural soft realities, the impact of China's soft power on Thailand is also covered by the Belt and Road Initiative - China-Thailand railroad cooperation. Thailand, as the ASEAN center, is strategically located to connect the region with South China in terms of production, trade, investment, and service flows. The construction of railroads to support rail transport links with neighboring countries demonstrates Thailand's potential and opportunity to develop as a gateway and regional hub for distribution and distribution with China. China is Thailand's largest economic partner and export market, as indicated by continuing trade growth between the two countries from 2010 to the present, and the Chinese government has a strategic strategy to build Yunnan as a Chinese hub, connecting China to ASEAN via train and road (Aiyara, 2019).

In the construction of Thailand, China's high female ratio railroad construction has played a critical role in boosting Thai railroad construction. The expansion of regional economic and trade, logistics, and people-to-people interactions will be aided by China-Thailand railroad cooperation, which will contribute to Thailand's economic development and livelihood improvement, as well as the development of tourism in Thailand and Southeast Asia. Trade and people-to-people exchanges will be more convenient with the railroad's opening. The new railroad will transport rubber, fresh vegetables, and other agricultural products to China and adjacent countries, boosting Thailand's economic development. People from China and adjacent nations, on the other hand, will be able to eat Thailand's freshest agricultural and sideline goods. Furthermore, travelers from China and Thailand will be able to travel by high-speed train, boosting tourism in Thailand and Southeast Asia in general (Aiyara, 2019).

According to Mr. Xie Guomin, Chairman of Thailand's CP Group, China's initiative has resulted in the "Belt and Road" development becoming a global consensus. He is optimistic about China's future economic growth. For the past three years, he has been studying 'One Belt, One Road' in Thailand. The more he learns, the more opportunities he sees. I've discovered that large, medium and small international businesses have the chance to join in the construction of the 'One Belt, One Road,' and can make a difference if they find the correct entrance point (Wang, 2017).

Mr. Duan Bohang, General Manager of CP Group Yunnan Kunming Branch, said in an interview "China's soft power continues to grow across the world in terms of culture, institutions, and education in today's worldwide environment. Foreigners are acquiring Chinese culture and language at an increasing rate, and Chinatowns may be found all over the world. It has a lot of unity and originality in it." (Private Newsletter, 2021)

Mr. Duan Bihang feels that China has become increasingly powerful in recent years and that Thailand should maintain favorable relations with China and the Thai economy. "China has undergone tremendous transformations in the last 30 years," he remarked. China now boasts cutting-edge technology and world-class infrastructure. The Belt and Road Initiative has ushered in a new age of global collaboration (Private Newsletter, 2021)

CP Group, a well-known Thai corporation, is also excited about the Sino-Thai relationship since the Sino-Thai railroad will considerably cut logistics costs, boost the speed of logistics and transportation, and raise the overall volume of trade transit. The trade and transportation capacity between China and ASEAN countries will be considerably increased, and Yunnan Province will become a new convenient transportation hub for the "China-ASEAN Free Trade Area," promoting Yunnan's economic construction and growth. Construction in the Southwest region. It has a practical application. As a result, both in terms of infrastructure construction and import/export trade, the Sino-Thai railroad will boost the ASEAN economy greatly. (Lin, 2012)

The development of the Sino-Thai rail line isn't simply helpful to China and Thailand, yet additionally to the whole of Asia. The China-Thailand railway is a vital segment of the Trans-Asian Railway that crosses the Indo-China Peninsula. It is the "bottleneck" of Trans-Asian Railway transportation. It goes through Laos toward the north into Yunnan, China, and stretches out south to Malaysia, Singapore, and the Strait of Malacca. It isn't just an essential channel for the Indo-China Peninsula nations, yet is additionally an essential channel for the whole ASEAN. The Pan-Asian Railway is essential for China's "One Belt, One Road" plan. China won't seek after imposing a business model yet trust that the Asia-Pacific area can grow together. China-Thailand participation will assume a significant part in future local availability (Shao, 2014).

Sino-Thai rail line development participation is a successful method for understanding the mooring collaboration among China and ASEAN nations and the development of multimodal transport with the assistance of China's "One Belt One Road" technique. The execution of the "One Belt One Road" procedure will be more helpful for Thailand's local transportation benefits and carry colossal changes to Thailand's transportation. Notwithstanding the political unrest in Thailand lately, there is as yet an incredible requirement for China's participation in the development of the Thai railroad. China has assumed an imperative part in advancing Thai rail line development with financially savvy railroad development. The development of the Sino-Thai Railway will introduce another period of collaboration among China and ASEAN nations. It is additionally a significant accomplishment of China's delicate power in Thailand (Shao, 2014)

The Thai people and government opted to keep the Sino-Thai railway collaboration going for the reasons stated above. And Thailand and China have struck an agreement in which Thailand will invest entirely, but using Chinese technology, Thailand feels that all parties will profit. The Sino-Thai Railway is still cooperating. Thailand, Thailand, and China must be interdependent, with collaboration in all areas of economic development, and the long-standing links between China and Thailand must be maintained, according to the Thai people. To promote Thailand's economic development, China is an essential partner (Hulian, 2014)

## Conclusions

To the extent the qualities of China's soft power are concerned, one might say that the type of China's soft power has its own special and unmistakable style, which is strong and unique to different nations on the planet. Assuming you glance back at the historical backdrop of Thai Chinese relations, you can see that China has been exchanging with Thailand since the Yuan Dynasty. The Thai Chinese relations were at first displayed as accolades, and in the resulting Ayutthaya tradition, the expression "recognition framework" was utilized. Around then, Thailand-China relations were exceptionally prosperous. There were numerous sorts of products for oceanic exchange. These items were the items required by antiquated Chinese urban areas. Thailand profited from the exchange with China. Notwithstanding, China's custom at the time was that assuming you came to China to exchange, you should have an accolade for the ruler so that exchange was more advantageous than the current non-administrative exchange trades. Simultaneously, Thailand was likewise affected by Chinese culture. Along these lines, in the correspondence between Thailand and China, through item exchange and cordial spread of civilization to Siam, China utilized soft power against Thailand. China doesn't attack or mean to involve or impede different nations like other enormous nations. For instance, the motivation behind Western nations is to utilize soft power and hard ability to extricate benefits from nations that are more fragile than it.

If the reader looks at the soft power of current major powers, such as the United States, the reader will find that the United States has been using soft power in the past, such as conducting military exchanges in the form of joint military training, or providing humanitarian assistance, and using propaganda to improve its image. Or to establish legitimacy in the country which seeks interests, and includes alliances with other countries. In addition, numerous media, particularly television, are utilized. The use of several television stations demonstrates this. For example, CNN, as a means for disseminating news, portrays the US's adversary as a nasty person. It may, for example, announce that Iraq possesses nuclear weapons and constitutes a threat to the world to justify attacking and killing Iraqi Prime Minister Saddam Hussein. Iraq does not have nuclear weapons. This is merely a pretext for the US to maintain control over its oil fields. Other countries, in addition to the United States, make substantial use of soft power. Western countries, such as the United Kingdom, employ television, and radio, and set up numerous institutions, such as the British Council, in many countries. In China, Confucius Institutes have been created in several countries, including Thailand, to act as a conduit for cultural dissemination and to provide other humanitarian aid to underprivileged nations. For example, China provides Syria with 40 million yuan in financial aid. Used in a variety of programs aimed at improving the lives of Syrians. Furthermore, China has a variety of media outlets abroad, including television and radio, such as CCTV (China Central Television), which promotes China's innovation and positive image. The responsibility of the Chinese government broadcasts around the world, including

Thai broadcasting, such as China Radio International, is to introduce China to the world and the world to the Chinese, as well as to report to the world to the Chinese, to improve the Chinese people's understanding and friendship between societies. As a result, China's soft power strategy focuses on assisting other countries and spreading China's favorable image and long-standing culture around the world.

At present, the Chinese government has also begun to pay special attention to soft power, adjusting China's image as a peacefully rising country and a world leader leading innovation. Among them, China's subsequent policies reflect China's new values, such as playing a leading role in the campaign to address global warming, including earnestly promoting the use of clean energy, and promoting social and cultural exchanges between China and other countries. Chinese President Xi Jinping believes that the spread of culture and the promotion of new Chinese values, compared with the use of hard power, will help to continuously expand China's influence.

It can be concluded that China's most powerful soft power is traditional culture, but its popular culture is not strong enough and still weak. The spread of China's soft power is not rich enough. Chinese culture is unique and powerful, because there are many Chinese in ASEAN, and Chinese groups are the media and carriers for spreading Chinese culture. Therefore, Chinese culture is integrated into the daily life of many ASEAN societies, whether it is Thailand, the Philippines, Malaysia, Cambodia, or Laos. For example, the Chinese Lunar New Year and the spread of Chinese and moral concepts through Confucius Institutes. China attaches great importance to the production of films about historical romances, political missions, cultivating patriotism and national pride, and the great past.

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## **A CRITICAL STUDY ON ASSERTIVENESS AND FAMILY ENCOURAGEMENT AMONG HIGH SCHOOL STUDENTS**

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**Abstract:** Education is usually understood as a course of study to acquire a body of knowledge or skills undertaken to enhance one's ability to do a particular job and be able to earn more money. The more liberal definitions of education, where it is understood as development and refinement of one's personality, without necessarily an eye to economic advantage, have been out of use for long and one finds only scattered instance of the practice of education with such aims. Members of strong families feel they really belong in their family. Family members feel accepted for what they are and promote one another's self-esteem. They celebrate each other's successes and help each other learn from mistakes. Encourage family members to develop their talents. Have them select a talent they would like to work on during a specified period? Provide opportunities for all to share their talents inside and outside the home. To find out whether there is any significant difference between the mean scores of family encouragement of high school students regarding Gender: (Male/Female) and type of Family: (Joint/Nuclear). To find out whether there is any significant difference between the mean scores of assertiveness of high school students regarding gender: (Male/Female) and type of Family: (Joint/Nuclear). The benefactors are students, teachers, and the school administrators. This paper did not attempt to be a comprehensive review of the broad literature on family background and achievement, but rather is a sampling of some current findings from the field that appear to impinge on motivation.

**Keywords:** Critical, Assertiveness, Family Encouragement & High School Students.

### **Introduction**

The diverse data coming from ethnography, history, law, and social statistics, establish that the human family is an institution and not a biological fact found on the natural relationship of consanguinity. The different types of families occur in a wide variety of settings, and their specific functions and meanings depend largely on their relationship to other social institutions. According to the work of scholars Max Weber, Alan Macfarlane, Steven Ozment, Jack Goody and Peter Laslett, the huge transformation that led to modern marriage in Western democracies was "fueled by the religion

cultural value system provided by elements of Judaism, early Christianity, Roman Catholic canon law and the Protestant Reformation "Much sociological, historical and anthropological research dedicates itself to the understanding of this variation, and of changes in the family that form over time. "Times have changed; it is more acceptable and encouraged for mothers to work and fathers to spend more time at home with the children.

However, in the 21st century, the "nuclear family", according to the 2010 Census, was "disappearing at a rapid rate are homes with "traditional" nuclear families Mom, Dad and two children. "The nuclear family is being replaced by other family structures such as blended parents, single parents, and domestic partnerships. A "*Matrifocal*" family consists of a mother and her children. Generally, these children are her biological offspring, although adoption of children is a practice in nearly every society. This kind of family is common where women have the resources to rear their children by themselves, or where men are more mobile than women.

Assertiveness is a skill regularly referred to in social and communication skills training. Often wrongly confused with aggression, assertive individuals aim to be neither passive nor aggressive in their interactions with other people. Although everyone acts in passive and aggressive ways from time to time, such ways of responding often result from a lack of Self-confidence and, therefore, are inappropriate expressions of what such people really need to say. It conveys your sensitivity and recognition of another person's feelings, wants and viewpoints, followed by a statement in which you state your requests, feelings, and viewpoints. Assertion with empathy is often effective in caring relationships because the listener is more likely to accept your assertion when he feels you have some understanding and respect for him.

### **Literature Reviews**

The key to the vast store house of published literature may open door to sources at significant problem and explanatory hypothesis and provide helpful orientation for definition of the problem background for selection of procedure and comparative data for interpretation of result. To be truly creative and original, one must read extensively and critically as a stimulus of thinking. The study of the related literature implies, locating, reading, and evaluating reports of research as well as of casual observations and opinions that are related to the individuals planned research project (Epstein, 1987).

Lazarus & Folkman (1994) concluded that achievement for students depends upon the consensus between family and educators about the goals of education, the degree to which these goals are taken seriously and the ability of family and educators working together to counter knowledge. Values and goals that come from competing sources such as television and peer get diffuse and contradictory messages eroded the effectiveness of family or school efforts.

Novotney (2012) reported that achievement increases for elementary students of for who was not match between home and school. The author examined the extent to which the interplay of family interactions, rules and classroom interaction and rules influence children's success in elementary schools. Basically, his studies how things were and done in families compared to classrooms the author found that children's grade 3-5 for those students for which there was continuity but declined for students experiencing discontinuity. Epstein & Jansorn (2004) had shown that students regardless of age ability subject areas leaving task have been found to achieve more in co-operative, rather than competitive or individualistic learning structures.

Additionally, it has proved that students achieve more they help each other during independent seat work level of student's socio status has an impact on what type of teacher student relationship and learning environment is best for the student, student of lower SES id better in school when there is more structure and control than do student of high this study was conducted by Sugihara, Fujinami, Phaal, & Ikawa (2015. Dhawan, (2020). They studied on successful family programmatic showed us that effective family involvement programs are built on the following assumption. The primary educational environment comes from the family. Family involvement in a child's education is a major factor in improving school effectiveness the quality of education and a child's academic success. The benefits of family involvement are not confined to preschool or elementary school but extend on to high school. Low income and minority children have the most to again when schools involve family.

Chrispeels (1997) had found while studying children's post-divorce socio-emotional adjustment that families in which nurturance mutual support and some family rituals were maintained yielded the best performance behavior for children and problem solving were significant in promoting children social competence. In another study with over 400 fourth and sixth graders in china. Family acceptance and family resources such as education, occupation and personal psychological functioning have been shown to be strongly associated with children's social competence and use of little aggression.

Akran & Gurbuzturk (2019) defined assertiveness as behavior which promotes equality in human relationships, enabling an individual to act in his or her own best interest, to stand up for himself or herself without anxiety, to express honest feelings comfortably and to exercise his or her own rights without denying the rights of others. Various levels of assertiveness have been categorized in the literature. Higher assertiveness levels have been linked with self-esteem, adjustment, and success in college students and health care professionals. For example, higher levels of assertiveness and an increased sexual self-efficacy were reported in 195 college students regarding their abilities to refuse sexual advances.

Basilaia & Kvavadze (2020) suggested that higher levels of assertiveness may have some benefits in predicting psychological adjustment. Much like the positive correlation found between

higher assertiveness levels and psychological adjustment, a definite correlation between lower assertiveness levels and psychological maladjustment has been found in the 77 literatures. Lower assertiveness levels specifically have been linked to anxiety, stress, and depression.

Delamater & Mcnamara (1986) found that although coping strategies of nursing personnel depended on experience and seniority, a group of 56 graduate nurses generally lacked assertiveness and expressed high anxiety. In a study examining the relationship between problem-solving coping and adjustment in 48 college men and 54 college women, it was found that the women consistently reported more problems with assertiveness and exploitation, whereas the men in the study reported more extreme problems with domination and emotional coldness (Lazarus, & Folkman, 1987).

Boberiene (2013) contend these eight subscales better reflect the complex human coping process. Furthermore, recent research has divided these eight coping subscales into positive and negative forms. The self-controlling ways of coping subscale and the escape-avoidance subscale have been highly correlated with distress. Because coping is a complex changing process, attempts to better describe coping have led to the examination of variables thought to impact it. Ways of coping have been found to be largely the product of a stressful situation where their use is specific only to that moment and demand (Epstein, 1988).

If the situational context to which coping is directed is thought to be one determinant of coping methods, further analysis of other variables, such as individual differences, has been conducted for their effects on the coping process. A comprehensive review of the coping literature over the past several decades was conducted, in which coping was found to be sensitive to situational and individual factors (Ryan, 1981).

## **Methodology**

Quantitative method is used in this study and the sample of 300 high school students was selected randomly from schools such as State Government Schools, Government Aided Schools, and Private Schools. It describes the hypotheses to be tested the tools used and scoring, the collected data were analyzed using appropriate statistical techniques described above to study the effect of Family encouragement and assertiveness the result of which are discussed in the light of hypotheses formulated and the next chapter presents analysis and discussion part of the study.

## **Findings**

This research consisted of systematic observation and description of the characteristic of properties for the purpose of discovering relationships starts with the description of the measures of the variables and goes on to the higher levels of statistical analysis. The data collected will be carefully edited, systematically classified and tabulated, scientifically analyzed and interpreted and rationally

concluded. The scores of family encouragement of high school students based on gender (Boys / Girls) have been analyzed and the obtained results are presented below.

**Table 1: The Difference Between the Mean Scores of Family Encouragement of Boys and Girls**

Group Comparison	N	Mean	SD	t	Level of Significance
Boys	152	30.80	5.407	0.523	NS
Girls	148	31.14	5.819		

From the Table 1, it is noted that girls have significantly higher Family encouragement than the boys. Hence the result states that “There is no significant difference in the Family encouragement of high school students based on gender” is accepted.

**Table 2: The Difference between the Mean Scores of Family Encouragement of Nuclear and Joint Family Students**

Groups Comparison	N	Mean	SD	t	Level of Significance
Joint	67	30.94	5.521	0.038	NS
Nuclear	233	30.97	5.643		

The above Table 2 reveals that nuclear family students have high Family encouragement than joint family students. Hence the result states that “There is no significant difference between the mean score of Family Encouragement of High School students with respect to Type of family” is accepted.

**Table 3: The Significant Difference between the Mean Scores of Assertiveness of Boys and Girls**

Group Comparison	N	Mean	SD	t	Level of Significance
Boys	152	40.80	5.607	0.533	NS
Girls	148	41.14	5.419		

From the Table 3, it is noted that girls have significantly higher assertiveness than the boys. Hence the result states that “There is no significant difference in the assertiveness of high school students based on gender” is accepted.

**Table 4: The Significant Difference between the Mean Scores of Assertiveness of Nuclear and Joint Family Students**

Groups Comparison	N	Mean	SD	t	Level of Significance
Joint	67	33.94	5.621	0.038	NS
Nuclear	233	34.97	5.743		

The above Table 4 reveals that nuclear family students have high assertiveness than joint family students. Hence the result states that “There is no significant difference between the mean score of assertiveness of High School students with respect to Type of family” is accepted.

## **Conclusions**

Girls have significantly higher Family encouragement than the boys. Nuclear family students have high Family encouragement than joint family students. Girls have significantly high Assertiveness than boys. Nuclear family students have high Assertiveness than the Joint family students. Assertiveness of students is not influenced by type of management. Urban students are more Assertiveness than rural students. Significant positive correlation between Family Encouragement and Assertiveness. Awareness should be provided to parents and families through awareness camps, seminars, or workshops to provide encouragement to their children for better results in academics. The present study points out that the students who receive high parental encouragement are better at academic performance than the students who receive less parental encouragement.

Hence it is recommended that parents should take interests in the educational activities of their children. By implicating this, the educational achievement of the students could be enhanced. The results of the present study have indicated that students who possess high level of intelligence are better at academic performance than the students who are less intelligent. Although intelligence is hereditary, but the impact of environment and nurturing cannot be refuted. So, it is recommended, and healthy food and salubrious environment should be provided to the students. So that they could develop to their maximum and show good results in the academics.

The findings of the present investigation are important to bring the improvement in the standard of education. Since the fear of failure is essentially a personality disposition, hence it is to be tackled during the formative period of the children. During this period, the parents and teachers have a greater responsibility in shaping the attitude of students about themselves and towards events and goals. The teachers should identify those students who have high fear of assertiveness and help them to develop assertiveness.

One of the important rewards of developing assertiveness is that it tends to neutralize the anxieties that many people experience in various social situations. There will be some anxiety before individuals assert themselves, as they contemplate what they will say or do, but this is largely the same anxiety that is experienced when they try any new behavior that they have avoided heretofore. However, once they try an assertive response, and practice it, there is usually a marked reduction in social anxieties. Indeed, learning appropriate assertive behavior is one of the main ways by which social anxiety is now being treated. The purpose of the present investigation was to study family encouragement and assertiveness status in relation to achievement of high school students.

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## **A STUDY OF THE STATUS AND PROBLEMS OF TEACHING LEARNING OF SOCIAL SCIENCES AT SECONDARY SCHOOL**

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**Abstract:** Secondary education has an important place in the education for several reasons. Social Science place vital role in the secondary school level curriculum and in the development of human society. At present, outside the classroom or school activities is equally important as those inside the classroom or school, as they supplement curricular activities. In the report of the Secondary Education Commission, “A school is not merely a place of formal learning, where the main concern is to communicate a prescribed quantum of knowledge, which is primarily interested in training its people in the gracious art of living”. For the development of the nation, the system of education needs to meet the challenges of changing times. The progress, welfare and security of a nation depend on social science research and education imparted through social science education. It is a fact that both Social Sciences like sociology, Political Science, Economics, History, Social geography, etc. and Social Studies deal with man, his relations with society, or the social environment. Therefore, both should be treated the same. The contents, approaches, teaching strategies, and evaluation techniques in both Social Sciences and Social Studies are the same. The present study is to find out the status and problems of teaching learning social sciences at Secondary Schools, the problem means the present difficulties and constraints encountered by the social science teachers and students in teaching learning social science at the secondary school level in Nagaland. Problems of teaching learning Social Science include problems as perceived by the Social Science teachers, students themselves and those identified by the investigator. The objective one is to identify the factors for effective teaching learning of Social Sciences in the classroom situation. The second objective is to find out the problems and challenges of teaching learning Social Sciences at Secondary School level. The benefactors are secondary school students, secondary teachers and the school managements.

**Keywords:** Teaching, Learning, Social science & Secondary School.

### **Introduction**

Progress in social science is the key to progress in all works of life. To meet and face the growing rapid social change and globalization wave, we need to equip the young learners or citizens

with the relevant and present needs of the society. Proper teaching learning of social sciences is the only tool to prepare secondary school level students for competent citizenship. It has been observed that there is a need to examine the process of teaching learning social sciences in the secondary school level in Nagaland. Most social science teachers were found not aware about the approach of teaching, method of teaching, strategies, technique, various instructional materials and integration of ICT in the field of teaching; the common practice for teaching social science were traditional method of teaching. Social Studies may be defined generally as the social sciences- history, geography, sociology, economics, political science, and psychology when these are functionally organized to facilitate related and meaningful presentations to students. Materials are selected from history because the story of a man's past gives a better understanding of the present; from geography, because it reveals the influence of physical environments upon human progress; from political science because it reveals the method of order; from economics because of its relationship to the livelihood of the individual and the community; from sociology and social psychology because they help to explain social relationships and human behavior, and from contemporary life because it is the perennial source of all problems which necessitate and justify the inclusion of the social studies in the curricula of our schools. Policy recommendations are also framed on social studies/sciences

### **Literature Reviews**

Review of the related literature is the most important chapter in any type of educational research work. It provides understanding about various procedures and methods to achieve the objectives of the study.

Abida, Anjum & Riffat (2011) conducted the study in the "Current Situation of Teaching and Learning in the Subject of Social Studies (Pakistan Studies) at Secondary School Level." The study got the following findings based on responses and analysis:

- Strategies used to increase the effectiveness of lesson: It is very interesting to know that 100% teachers were of the view that they give oral explanation of information given within the textbook of social studies. While more than fifty percent students contradict this statement. Similar contradiction could also be seen in the other statements i.e., 93% teachers related information with the previous knowledge, 80% teachers relate lesson to the current information and 100% teachers use A.V. aids to increase the effectiveness of the lesson but majority of the students reject their claims, and they gave opposite opinion.
- Liking of the subject: The study revealed that 72% students don't like social studies subject. When they were asked the reasons for this situation, most of the students complained that their teachers are so boring therefore, there is lack of interest in the subject. When this question was asked by the teachers 78% teachers said that they liked to teach this subject.

- Lesson Planning: Eighty percent teachers responded that they always prepare their lessons before going to teach different sections of social studies. But it was interesting to identify that not even a single teacher was able to show the lesson plan and they gave many excuses for not having lesson plans with them.
- Profile of respondents: The study findings revealed that teachers with bachelor's degree were giving relatively better results than master's degree holders. It was also discovered that teachers with more than twenty years' experience were showing 100% results. Teachers below twenty years of experience were showing good results too.
- Teachers' and students' opinions on difficult content areas: Results showed that 57% teachers find the areas of geography as the most difficult content area while economics was the second as 30% teachers said that they felt difficulty in teaching these concepts. As far as the students' opinion was concerned majority of the students' believed geography was the hardest area to study while 21% students thought that they felt difficulty in understanding the concepts of history.
- Opinion on selective study by the students: It was interesting to know that 100% teachers said that they teach full course material but students' study only few selected lessons which they thought were important in the textbook. While students were opposing this view as 80% students said that their teachers did not cover full course and they teach them selected lessons or selected topics from the book. This contradiction raises many questions for teachers and school administrators.

Abdul (2010) conducted a study on the need for and importance of field trips at a higher level in Karachi. The study findings revealed that maximum respondents shared that these field trips were beneficial for society and individuals and promote the importance of cultural and historical places. Some responses show that after trips the students become able to write a short report, which enhances their observation and written capabilities as well. It is not only helpful in effective learning but promotes the qualities of leadership, discipline, and self confidence among the students.

Alajmi (2008) conducted study on "The effectiveness of the class IX social studies curriculum to instill in students the required attitudes of the state of Kuwait." A survey was established by the researcher based on the curriculum goals to measures students' attitudes and was tested to determine its validity and reliability. A sample of 300 students of class X was randomly selected from 12 random high schools in the state of Kuwait. The objectives of the study are to investigate the effectiveness of the social science curriculum in achieving its goals in terms of its ability to install in students the required attitudes imposed in the state of Kuwait. The study finding found that students possessed a moderate level of the attitudes that they are supposed to possess because of studying the class IX social

studies curriculum also there was no main effect attributed to gender and school district but there was a significant interaction between them.

Bandhopadhyay (2002) conducted a study on “Improving Student Comprehension in Social Science by Teaching Reading Strategies”. The study found that instructional strategies taught were for understanding text elements, creating questions to construct meaning, and making connections to the text. This study defined a program for increasing student comprehension of nonfiction text by incorporating picture books into the Social Science curriculum, teaching students to use text elements.

Bhattacharjee (1976) conducted a study on the availability and Teachers’ Use of Instructional Materials and Resources, Implementation on Social Studies in Junior Secondary schools in Edo State, Nigeria. The study found that lack of necessary instructional materials and resources reduced the students to mere passive participants in the learning process. There is an urgent need for the organization of regular workshops, seminars for social studies teachers’ head teachers and principals on the importance of and current development and progress in the use of instructional materials and resources in social studies teaching in the junior schools. The investigator’s finding is very interesting and clearly indicates that most of the teachers do not use instructional materials to teach the students. The investigator has given some recommendations based on the findings and analysis which are as follows there is a need for all stakeholders including the state government and local government and the private sectors to contribute financially and materially in the provisions of instructional materials and resources for the teaching of social studies at the junior secondary school level.

Borkar (2013). conducted investigation on the integration of values in the Teaching of Social Sciences. The study discovered that teaching learning of social sciences discipline give all the values mentioned and truly puts man’s socialization at the center of its educational process. The investigator observed that promotion of equal rights and opportunities for men and women; promotion of a sense of duty, promotion of a sense of commitment; promotion of a sense of compassion; promotion of a sense of community; promotion of a sense of cooperation; respect for life, and respect for human rights. Nineteen (59%) respondents felt that the teaching and learning of social studies fosters the acquisition of citizenship skills. Twelve (35%) felt it is primarily concerned with skills development, eleven (32%) felt it promotes critical thinking while 8 (24%) felt social studies was largely concerned with the transmission of values. It is one thing to claim that social studies foster the varied skills and competencies related to citizenship education and it is yet another story to prove if indeed what is being said is put into practice.

Dutta (2003). had taken up study on “History and Social science Teachers Perceptions of their profession: A phenomenological study. The investigator found that teachers believed their occupation had the characteristics of a profession, but they perceived that society does agree with that belief. However, participants reported that their main motivation was to disseminate knowledge to students,

not further the professionalization capable of clarifying and expanding its own body of knowledge. The investigator interviewed twenty –seven history and Social Science teachers employed in urban secondary schools in Chile. Ferguson & Womack (1993) conducted a study on the issue of teacher empowerment and traced its relationship to the growth of professional knowledge. He found that professional development of teachers enhanced their commitment of teaching. Jishlu (2003) investigated to assess the professional commitment in teachers working in the primary and pre-schools. The study explored that highly experienced teachers were less committed. The study highlights that there was a considerable effect of age on professional commitment and considerably low level of commitment of teachers having age above thirty years. Mehrotra (2006) conducted a study to examine “The Challenges of Social Studies Educators for Effective Teacher Preparation and Implementation of the Universal Basic Education Program in Nigerian Junior Secondary Schools. The quality of teacher awareness of the objectives of UBE is crucial in its effective implementation through social studies instruction. In addition, social studies are yet to be adequately taught to enhance creative skills in the learner. The study discovered that social science teachers are not sufficiently aware of the objectives of the UBE program.

### Methodology

The methodology includes all the plans, techniques, and strategies followed in carrying out a research study. The present study is descriptive research in which the analytical survey method is also employed. The investigator constructed a questionnaire, interview schedule, and observation schedule to draw out the opinions of social science teachers, students at the secondary school level, and social science teacher educators. The process of sampling refers to the method of selecting a small part or specimen of a large universe of subjects in order to study some quality or characteristics of the whole population. Total 200 Social Science teachers and 800 secondary school students. It is a descriptive study and the investigator adopted simple random sampling technique for selection of schools and collection of student’s opinions.

**Table 1: Sample of Students Selected for the Present Study in District Wise**

SL No	Districts	Total no of Schools	Sample of schools selected	Types of Schools		No of students		Sample of Students
				Government	Private	Male	Female	
1	Kohima	103	50	12	38	120	130	250
2	Dimapur	173	50	12	38	102	148	250
3	Wokha	45	30	10	20	70	80	150
4	Phek	62	30	14	16	50	100	150
Total		383	160	48	112	342	458	800

**Table 2: Sample of Social Science Teachers Selected from Secondary Schools**

SL No	Districts	Total no of Private Schools	Sample of Private Schools selected	Sample of teachers selected from secondary school		Total of Teachers
				Male	Female	
1	Kohima	72	48	25	31	56
2	Dimapur	146	44	20	31	51
3	Wokha	21	19	25	08	28
4	Phek	23	17	30	30	60
Total		262	128	100	100	200

### Findings & Discussions

Social science teacher responses were collected by the investigator from two hundred teachers. Their responses on factors for effective teaching and learning social science at secondary school level were analyzed and interpretation of data collected is shown below in percentage-wise. Factors of Effective Teaching Learning of Social Science as suggested by social science teachers.

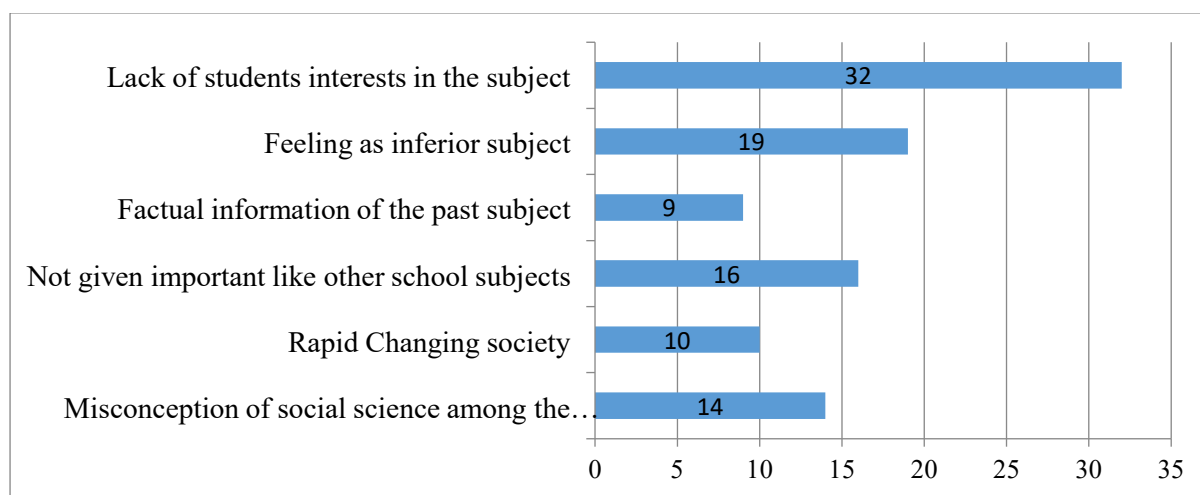
**Table 3: Factors for Effective Teaching Learning of Social Science in Percentage Wise**

No. of Teachers	Items	Gender		No. of Responses	%
		Male (83)	Female (117)		
200	Using of appropriate approach	2	6	8	4
	Using of appropriate methods	5	7	12	6
	Using of appropriate skills of teaching	5	5	10	5
	Using of appropriate techniques	5	4	9	4
	Using of appropriate Teaching aid/TLM	4	5	9	5
	Using of appropriate co-curricular activities	2	8	10	5
	Preparation of Lesson Plan	3	3	6	3
	Engage Students in appropriate project work	3	4	7	4
	Engage students in appropriate social science club activities	4	3	7	4
	Teaching should be linked with the student experiences	5	6	11	6
	Giving equal important with other subjects	2	7	9	5
	Teaching of social science should be integrated with ICT	2	6	8	4
	Make active participation of Students in teaching and learning	4	5	9	5
	Sufficient time should be allotted	5	2	7	4
	Creating an opportunity for Student's involvement	2	4	6	3
	Coverage of the syllabus should not be the focus of teaching	5	7	12	6
	Creating interests in the subject	6	6	12	6
	More practical approach in teaching	4	4	8	2
	Properly trained teacher	5	7	12	6
	Address Student Needs	2	2	4	2
	Know Your Students	2	4	6	3
	Let Students Know You	4	4	8	4
	Avoid controlling the students	4	6	10	5

Show the response of teachers on factors for effective teaching learning of social science at the secondary school level in Nagaland. It clearly indicates that social science teachers had given different views on factors for effective teaching social science at the secondary school. There were different views or opinions on problems and challenges faced by the social science teachers at secondary schools' level. For the present study the investigator collected data related to problems and challenges from two hundred social science teachers. Their responses were analyzed and interpreted in the following. Problems and Challenges Faced by the Social Science Teachers.

**Table 4. Problems and Challenges Face by The Social Science Teachers**

N of Teachers	Items	Categories of Responses	No. of Responses	%
200	Problems and Challenges face in teaching and learning of Social Sciences at Secondary School.	Yes	128	64
		No	42	21
		Sometime	30	15



**Figure 1: Problems and Challenges Related to Students Mentions by Teachers**

The study found that there was lack of trained teachers from Government and Private secondary school level in Nagaland, only 29% respondents from Government and Private secondary school were trained teachers, they were professionally trained certificate holders in Bachelor of Education (B.Ed.) and 71% respondents were untrained social science teachers. 11% respondents were graduates in History subject with B.Ed. and 7% respondents were post graduates in History subject with B.Ed. 3% respondents were graduated in Geography subject with B.Ed. and 2% respondents were post graduate in Geography subject with B.Ed. 3% respondents were graduated in Economics subject with B.Ed. and 4% respondents were post graduate in Economic subject with B.Ed. 8% respondents were graduated in Sociology subject with B.Ed. and 6% respondents were post graduate in Sociology subject with B.Ed.

9% respondents were graduated in Political Science subject with B.Ed. and 6% respondents were post graduate in Political Science subject with B.Ed.

The study found that only 27% social science teachers from Government and Private school social science teachers were trained in computer or information and communication technology (ICT) and Diploma certificate holders. They were familiar and experienced in using of ICT in teaching social science. 59% respondent social science teachers were untrained and had no knowledge on information and communication technology for teaching. With regard to teaching experience the study revealed that 40% of social science teachers had below 5 years of teaching experience. 30% respondent had 6 to 10 years teaching experience and 13% respondents had no teaching experience and they were fresh in teaching profession.

### **Conclusions**

The present study highlighted the process of teaching learning social science at secondary school level in different areas like, approach of teaching, methods of teaching, skills of teaching, technique of teaching, teaching aids/teaching learning materials (TLM), co-curricular activities applied by social science teachers and social science textbook at secondary school level. Moreover, it reveals about the social science teachers and students' attitudes towards social science subject at secondary school level. The methodologies of teaching applied at secondary school level have continued to remain traditional. There was lack of orientation for social science teachers in using appropriate approach to teaching, appropriate and relevant method of teaching, appropriate and relevant technique of teaching, appropriate and relevant co-curricular activities and appropriate and relevant teaching aids, appropriate and relevant co-curricular activities. Teaching approach and methodologies need to be revitalized. Teachers must be offered training to make them understand using new technologies, instructional strategies, technological materials and diverse techniques of teaching for effective teaching learning social science subject at secondary school level. Methods of teaching or media of communication applied for teaching social science were outdated and needs to be replaced with the help of new technological advancement and diverse approach and method.

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## **A STUDY OF PROFESSIONAL COMPETENCY OF TEACHERS IN SECONDARY SCHOOLS, NAGALAND, INDIA**

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**Abstract:** This paper focused on the Professional Competency of teachers in secondary schools, in Nagaland, India, which refers to the ability of providing relevant knowledge, attitudes, skills, and values so as to function effectively in the teaching profession. It serves to equip the teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary approach to the challenges posed by the improvement in a very positive manner. It improves the teachers with the skills (teaching and soft skills) that would enable them to carry on the functions most efficiently and effectively. Teacher education, therefore, pays attention to its content matter. The vision of the New Education Policies also implies that good quality education will help amalgamate globalization with localization, enabling Indian children and youth to become global citizens, with their roots deeply embedded in Indian culture and tradition. It is in this context the present project aims to provide pre-vocational-oriented activities into the curriculum of teacher education from the early stages to develop a positive attitude towards the dignity of labor and develop skills in children.

**Keywords:** Professional Competency, Teacher Education, Policy Perspective.

### **Introduction**

The advancement of the society wouldn't have happened without the emphasis on education from all walks of life and from all perspectives. Education, defined as "a process of teaching, training and learning", aiming to convey knowledge and develop skills, whose missions are mainly achieved by schools or colleges at different levels and various types (Yani, N. A., et.al., 2021). Teachers, being the major practitioners of educational missions, are being endowed new requirements and expectations with the progress and development of the society. What qualities and capabilities teachers have may influence to some extent the management and operation of a school in fulfilling its mission and vision.

## **1. Education and Teachers**

Learning about teachers' professional competency is a must for improving the quality of education in a school (Orazbayeva, K. O., 2016).

### **1.1 Education**

Education, an act and effort of intentional, well-planned, and organizational learning with peers, facilitates students to develop their strength and spirits, intelligence and knowledge, personalities and characters, as well as skills and strategies, in order to realize the aim of education. To achieve educational goals set together by members in schools, all parties involved have effective, beneficial and harmonious cooperation, including the headmasters, teachers, administrative staff, and students' parents (Murkatik, K., et.al., 2020). A school, being an organization to implement educational goals, can function well only when each member within it can carry out his or her own duties and responsibilities. In this process, a teacher is the major party.

### **1.2 Teachers**

According to the definition in a professional dictionary, a teacher is a person who teaches, usually as a job at a school or similar institution. Despite the similarities globally, teachers' roles and functions in different cultural backgrounds vary vastly in work division, positions, expectations, social status, etc. In western ideology, teachers are considered as tutors and assistants, while in Asian culture, teachers tend to have more authoritative positions in tradition (Widodo, W., 2021). In both India and China, the teacher in the past was held in awe by students and respected by parents. If the teacher was present in the classroom, students settled to their seats, silent and somber, whether teaching or bidding his tune. No student dared to whisper or move from his seat in his presence. In India, the teacher could be named as monarch of all that he surveyed. The teacher was revered as a 'Guru'. While in Chinese ideology, a teacher is the one who could "propagate the doctrine, impart professional knowledge, and resolve doubts", according to an ancient poem Hanyu in Tang dynasty 1300 years ago.

## **2. Education and Teachers in India in History**

Radha (1947) found that in ancient times, the relationship between the teacher and the pupil was also intimate that one was giving shelter to the other whenever there was a need. Altekar (1961) while explaining the status enjoyed by teachers in ancient times, said that all people including the rulers paid the teachers the highest reverence. The teacher was called 'Guru' and 'Acharya' and was given the top position in the professional hierarchy.

Mukherji (1957) observed that four terms were used to refer to the teacher. Viz, Acharya, Gmi, Sikshaka, and Upadhyaya stated that the teacher has no need to worry his head over the mundane necessities of life in the olden days, and hence was free to pursue his quest for knowledge. The teacher, in the olden days, was not confronted with any financial problems. In those days he was a perfect model

for the students in every aspect of life. He was responsible for the process of education. He was given full freedom in planning the curriculum, methods of instruction, and evaluation.

### **3. Education and Teachers in Current India**

Today the teacher is constantly under the close observation of both the parents and students. He is neither feared nor respected. He enters the class nervously apprehending trouble at any moment, as even small lapses on his part can land him into a protest march, a demonstration, or a strike. Therefore, the teacher should be wary in dealing with everyday disciplinary problems.

The circumstances in which the teacher found himself today are quite different for a variety of reasons. Rao (1966) reported in his book on human resource development that the present teacher finds himself handicapped not only by lower salary and lower status but also by longer hours of work and lack of facilities. The Higher Education Commission (1953) stressed the need for improving the general conditions of teachers. It laid more emphasis on paying the necessary salaries keeping in view the price index. It also suggested that other aspects such as working conditions, service, job security leave facilities, workload, retirement benefits, etc. should be provided for the teacher so that he can do his job more successfully.

It further recommended that amenities like education for children, having schemes, railway travel concession, in-service programs, medical facilities, etc., should be provided. But, even after four decades of its recommendations, most of the facilities are not being provided for schoolteachers. Apart from this, the system of education in general and the process of teaching, in particular, are ignoring his participation or his contribution bringing suitable changes in them. It is also said that the present-day teacher is not able to realize his role in the changing society. The teachers, at present, earnestly rededicate themselves but also reorient themselves to their new and changing roles in society. They must realize that their roles are determined to a large extent by the expectations of their pupils. The impact of the two great forces teleological and population explosion and the provision of universal education throws new challenges before the present-day teachers.

Education is a natural harmonious development of a child's latent powers and innate talents. The teacher's role is pivotal in providing education and to the teacher perpetuation of a child's intelligence and wisdom. How an individual learns effectively and how a school functions efficiently really depend upon the commitment, devotion, and expertise of ideal teachers who make classroom instruction a successful mission and a classroom lively where the nation's destiny is shaped.

### **4. Professional Competency of Teachers**

“Competence” and “competency” are used in interconversion, although Ramesh, P. and Krishnan, P. (2020) stated their differences in general. Competency tends to be more concrete and

individualized, while competence refers to a more comprehensive concept for abilities or capabilities. Professional competency of teachers involves multiple roles of teachers no matter which level they teach. Professional competency in the teaching profession is more important since the professionals involved in this are engaged in preparing future generations. A teacher should visualize the possible changes that may take place after twenty years or more, they should be able to fill the gap of at least one generation. This shows the imperativeness of the professional development of the personnel involved in the teaching profession. Though all area teachers but only very few have the zeal to be dedicated to their work and show competency in their field. This is the utmost need as their competency would have a lot of impact on the “students”, who are going to prepare the future citizens of the nation.

### **Research Objectives**

1. To study the levels of professional competency of the teachers and classify them.
2. To study the professional competency of the teachers in the following areas: support for learning, learning environment, curricular organization, planning, evaluation, professional development, classroom communication, and interpersonal relationship.

### **Literature Reviews**

Jarrar, Mohd, and Ahmad (2016) conducted a study on the teaching competency of secondary school teachers regarding their educational qualification, stream, and type of school. The role of the teacher is multi-faceted, comprising the academic, pedagogical, and social roles. Academic roles cover teaching, counseling, and supervisory roles and pedagogical roles include instructional, evaluation, and facilitating roles. These qualities are also part of the teaching competency of the teacher. To study the teaching competency, 447 secondary school teachers of eastern U.P were randomly selected. General Teaching Competency Scale is a classroom observation schedule that has been constructed by Passi & Lalitha. To analyze and interpret the data, mean, S.D., and t-test were used between the different demographic variables. There is an interesting result drawn from this study that government teachers are dominating private teachers at the secondary level based on their teaching competency. Preeti (2015) studied to find out the “Importance of Teaching Competencies as a Factor for Teaching Effectiveness in Higher Education”. Competency Identification is an important tool for the process of Selection, Recruitment, Training, Development, Performance Appraisal, and Career Progression. Competency Management is not practiced to a large extent in Educational Sector. Hence a need arises to understand the application of competencies identification to the Educational Sector. This study with the help of insights of different researchers tried to identify the importance of identifying good teaching competencies and to find out how it affects the effectiveness of teachers.

Sengottuvel and Syed Aktharsha (2015) studied teacher Effectiveness and Professional

Competency in school education. The present study involves two aspects namely, teacher effectiveness and professional competency. The objective of the study is to study teacher effectiveness and professional competency among teachers. A structured questionnaire was used to gather responses from the sample of 350 teachers. Based on the literature review, a research model was drawn, and the researcher attempted to validate the model using Partial Least Square-Path Modeling (PLS-PM). Orlando (2014) reviewed “Secondary Mathematics Teachers’ Professional Competencies for Effective Teaching of Variability-Related Ideas: A Japanese Case Study”. The importance of statistics education in secondary school has been emphasized in numerous mathematics curriculum reforms carried out recently in many countries, it is noticeable that variability may arise within all the statistical objects studied in such curricula. Despite this, there have been few attempts to conceptualize or assess empirically teachers’ professional competencies for teaching variability-related ideas. This article introduces a conceptual framework for examining mathematics teachers’ statistical knowledge for teaching alongside teachers’ beliefs and conceptions of variability, as well as a survey instrument developed based on it. Moreover, results from surveying a case-study Japanese senior high school are reported, and some implications for teaching and teacher training are discussed. Mandeep and Arti (2014) reviewed “Teaching Competency of Secondary School Teachers about Emotional Intelligence”. The study was designed to examine the relationship between teaching competency and the emotional intelligence of secondary school teachers. Participants were 100 secondary school teachers who completed the General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS). The findings of the study revealed a significant positive relationship between teachers' teaching competency and their emotional intelligence. But an insignificant difference is found between teaching competencies as well as between the emotional intelligence of secondary school teachers teaching in government and private schools. Shashi (2014) reviewed “Teaching Competency, Professional Commitment, and Job Satisfaction- A Study on Primary School Teachers”. Education leads to change, a change towards growth, a change in thinking, and a change in a positive direction. It’s the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system, as well as the nation, rests. The commitment and competency of the teacher are associated with his satisfaction with the job, attitude towards the profession, etc.

## **Methodology**

### **Population and Sample**

The researcher adopted a random sampling technique to identify the schools from rural and urban areas and took 350 teachers for collecting the data. Schools were selected based on a simple

random sampling procedure, in Kohima, Nagaland, India. Teachers were selected based on the stepwise simple random sampling technique. Altogether 350 teachers were randomly selected for this study.

## Results

As shown in Table 1. we observed the level of professional competency in all the areas, including, support for learning, learning environment, curricular organization, planning, evaluation, professional development, classroom communication, interpersonal relationship, and professional competency were very 'High'.

**Table 1: Area Wise-Levels of Professional Competency at Secondary Level**

Name of Area	High	Average	Low
1 Support for Learning	344 (98.29)	6 (1.71)	0 (0.00)
2 Learning Environment	343 (98.00)	7 (2.00)	0 (0.00)
3 Curricular Organization	347 (99.14)	3 (0.86)	0 (0.00)
4 Planning	345 (98.57)	5 (1.43)	0 (0.00)
5 Evaluation	328 (93.71)	22 (6.29)	0 (0.00)
6 Professional Development	339 (96.86)	11 (3.14)	0 (0.00)
7 Classroom Communication and Interpersonal Relationship	347 (99.14)	3 (0.86)	0 (0.00)
8 Professional Competency	348 (99.43)	2 (0.57)	0 (0.00)

Table 2 below showed that the teacher's Professional Competency score is 395.58, which falls in the category "High". The table further reveals that the mean scores for Support for Learning, Learning Environment, Curricular Organization, Planning, Evaluation, Professional Development, and Classroom Communication and Interpersonal Relationship fall in the category of "High effective". The mean scores and mean percentages for the areas were 66.03, 59.25, 55.81, 55.69, 37.20, 55.96 and 65.64; which are 94.33%, 91.15%, 93.01%, 92.82%, 82.67%, 93.27% and 91.99% respectively.

**Table 2: Overall Perceptions of Teachers towards Professional Competency of Teachers regarding the Student's Achievement at Secondary Level**

Area	N	Min.	Max.	Mean	SD
Support for Learning	350	14	70	66.03	6.01
Learning Environment	350	13	65	59.25	6.06
Curricular Organization	350	12	60	55.81	5.78
Planning	350	12	60	55.69	5.99
Evaluation	350	9	45	37.20	4.07
Professional Development	350	12	60	55.96	6.07
Classroom Communication and Interpersonal Relationship	350	14	70	65.64	6.40
Overall Perceptions	350	86	430	395.58	37.09

## Discussions

As a result, the teachers' competency level at the selected school in all the dimensions, including, support for learning, learning environment, curricular organization, planning, evaluation, professional development, classroom communication, and interpersonal relationship and professional

competency was regarded as high. A teacher should visualize the possible changes that may take place after twenty years or more, they should be able to fill the gap of at least one generation. This shows the imperativeness of the professional development of the personnel involved in the teaching profession. Though all are teachers only very few have the zeal to be dedicated to their work and show competency in their field. This is the utmost need as their competency would have a lot of impact on the “students”, who are going to prepare the future citizens of the nation.

As teachers’ teaching competency in secondary school was related to many factors as Mandeep and Arti (2014) mentioned. The findings of the study revealed the status but need further investigation. As the same commented by Shashi (2014), education leads to change, a change towards growth, a change in thinking, and a change in a positive direction. It’s the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system, as well as the nation, rests. The commitment and competency of the teacher are associated with his satisfaction with the job, attitude towards the profession, etc.

## **Conclusions**

From the findings of the present investigation, the teachers’ level of professional competency in all the areas, including, Support for Learning, Learning Environment, Curricular Organization, Planning, Evaluation, Professional Development, Classroom Communication, and Inter-Personal Relationship and Professional Competency at Secondary school Level were very ‘High’.

The mean scores for Support for Learning, Classroom Communication, and Interpersonal Relationship Learning Environment, Curricular Organization, Professional Development, Planning, Evaluation are descending from the high to low, though all in the range of “high”, it reflected that the planning and evaluation still need to be improved in the future work.

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