

THE IMPACT OF CURRICULUM INNOVATION ON STUDENTS' LEARNING ABILITY: AN EMPIRICAL STUDY FROM PRIMARY AND SECONDARY SCHOOLS IN GUIZHOU, CHINA

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Abstract: Nowadays, with the progress and development of the times, education reform and curriculum innovation have become the new trend in education development. At the same time, in the education reform, core literacy has become the focus and key to cultivating students. Among the many qualities and competencies, students' learning ability is particularly important. For students in primary and secondary schools, the development of their learning abilities is mainly carried out through schools and teacher-teaching. Therefore, school education and the way the curriculum is taught play a very important role in the development of students' learning abilities. Therefore, it is important to identify the impact of curriculum innovation on students' learning abilities. In this paper, the relationship and influence between the two is analyzed and studied by means of questionnaires and empirical analysis, taking students in primary and secondary schools in Guizhou as the research subjects.

The research of this paper consists of the following parts: firstly, the background, significance and contribution of the research and its shortcomings are discussed; secondly, the concepts and literature involved in the research are presented and summarized; afterwards, the methodology of the research and the preparation of the questionnaire are presented, so as to lay the foundation for the analysis of the questionnaire data. The thesis then summarizes the problems of students' learning ability and curriculum innovation from the point of view of the questionnaire and the data, and proposes targeted solutions from the perspective of curriculum innovation.

The research in this paper identifies a positive relationship between the impact of curriculum innovation on students' learning ability, which is of great importance in promoting curriculum innovation and developing students' learning ability.

Keywords: Core Literacy, Curriculum Innovation, Learning Competencies, Impact.

Introduction

With the development and progress of the times, modern society has entered a society where knowledge and innovation are at the core. Therefore, for modern society, innovation is the internal

driving force and an important guarantee for social development. Therefore, everyone in modern society should arm themselves with knowledge and develop their knowledge cognitive skills, as well as enhance their learning and literacy in order to distinguish useful information from useless information and possess new knowledge. In a knowledge-based society, knowledge may become obsolete, but the ability to learn knowledge never does. Competition in a knowledge-based society is ultimately a competition for the ability to learn. The faster and more new knowledge and skills are acquired, the more likely the winner of the competition will be. Therefore, the development of learning ability, as a fundamental ability for innovation, will also become one of the main objectives of school education.

For students at the primary and secondary education level, the main thing is to master the scientific way of learning and constantly improve their own quality and ability, so that they can improve their ability to acquire and apply new knowledge, which will be crucial for them to complete their studies later on, take up their jobs, improve their personal qualities and adapt to the development of the times.

Research Objectives

Nowadays, with the development of the times and the progress of education, the development of students' learning ability has become a key element of contemporary education. For students, their learning ability is acquired through course learning and teacher teaching; therefore, to a certain extent, the teaching of the course will directly affect students' learning ability. Therefore, the purpose of this paper is to examine this issue from this perspective, including the following aspects.

First, to identify the current state of the curriculum in primary education, while conducting a survey of the curriculum in primary schools to understand how it is taught.

Secondly, a survey was conducted to understand the relationship between curriculum teaching and students' learning ability in the current primary school; and to identify the impact of curriculum innovation on primary school students' learning ability.

Literature Review

1 Literature Reviews of Concept of Learning Ability

There has been much attention paid to students' learning ability; and what learning ability is and what it is has been extensively researched and discussed by scholars at home and abroad.

Edward Lee Thorndike, a representative of American behaviourism in the 1950s and 1960s, saw learning as a gradual process of trial and error, and therefore the ability to learn as an ability to eliminate errors, a gradual decrease in incorrect reflections and a gradual increase in correct reflections. However, it ignores the cognitive nature of learning, resulting in a simplistic and mechanical learning

process. Cognitive learning theories have also investigated the issue of learning ability, with W.F. Dearborn arguing that learning ability is intelligence, i.e. "intelligence is the ability to learn or intelligence is the ability to benefit from experience"; A.L. Gates also equates learning ability with intelligence, arguing that "intelligence is the ability to A.L. Gates also equates learning ability with intelligence, arguing that 'intelligence is a combination of abilities regarding the ability to learn'.

From the perspective of subject competence, Lin Chongde sees learning competence as an organic combination of a student's intelligence, ability and a particular subject. It usually has three meanings: firstly, it is the student's general ability to master a particular subject. Secondly, it is the intellectual activity of students in learning a particular subject and the related components of intelligence and ability; thirdly, it is the learning ability, learning strategies and learning methods of students in learning a particular subject.

Zeng (defines learning ability as follows: learning ability is the competence of intellectual and non-intellectual factors that learners demonstrate in the activity of continuously acquiring and applying new knowledge on the basis of their existing knowledge and skills. It is believed that learning ability mainly includes basic learning ability, self-learning ability, practical operation ability and expression ability.

In his research findings, Bihualin believes that learning ability is formed and developed during learning activities and is a personality trait of students who use scientific learning strategies to independently acquire information, process and use information to analyse and solve practical problems. From an information processing orientation, he argues that the essence of learning ability is structured, networked and procedural knowledge, skills and strategies.

In "The Current Situation and Countermeasures of Learning Ability of Private College Students", Quan Linchun believes that learning ability refers to the level of intelligence and non-intellectual factors that students demonstrate in the practical activities of applying new knowledge and applying such knowledge on the basis of their existing knowledge and skills, and is the level of many abilities such as cognition, judgment, understanding, memory, hands-on operation, applying theory to practice, creativity and innovative thinking ability. It is a comprehensive reflection of many abilities such as cognition, judgement, comprehension, memory, practical application of theory, creativity and innovative thinking.

2 Literature Reviews of Learning Ability Component

The components of learning ability are a central part of the field concerning learning ability and an important topic in modern educational psychology. Different researchers have given different answers as to what components or basic elements of learning ability are present, from different research perspectives.

A.L. Gates states that learning skills should include the main aspects of cognitive processes, i.e. the four elements of thinking, memory, observation and imagination.

In their research, Zhang Zhongming and Li Hong argue that learning ability consists of six main components: knowledge, resolution, generation, transfer, execution and reinforcement. The six components of learning ability are interconnected and mutually reinforcing, and express learning ability in an integrated manner.

The basic elements that make up learning competencies are basic knowledge, basic skills and basic strategies, according to Biwarin. Basic knowledge and basic skills are the materials for learning processing, while basic strategies are the ways of learning processing. The first two are internalised, structured and networked under the guidance of the latter, forming a relatively stable cognitive structure of the learner.

In her study of university students' learning ability, Wang Ruomei believes that learning ability is mainly manifested in two aspects: ability aspect and special ability. The former mainly includes attention, memory, observation, imagination, thinking and association; the latter includes hands-on ability, self-learning ability and problem-solving ability.

3 Literature Reviews of Cultivation of Learning Ability

P.H. Winne and D.L. Butler of the Cognitive School proposed a model of learning ability from the perspective of information processing and explored the mechanisms underlying learning ability. They argue that a complete learning ability formation process should include four stages: a rational task definition stage, a goal setting and planning stage, a strategy execution stage and metacognitive regulation.

Zimmerman's model of learning competencies suggests that the enhancement of learning competencies is influenced by and interacts primarily with self, behaviour and environment. Therefore, learning competencies should be developed from these dimensions.

Schunk of the social cognitive school believes that learning ability should be formed and enhanced through four stages, firstly by observation, then by imitation based on observation, then by self-control and finally by internal autonomy. The importance of the choice of role models in the formation and enhancement of learning ability is emphasised.

The information processing school Winne believes that learning competencies are formed and developed in multiple ways. The teaching of learning skills is one of the most effective ways of acquiring them. It is further noted that there are differences in the acquisition of learning strategies between students of different ages.

In addition, many foreign countries have established a set of vocational education models that emphasise the development of students' learning abilities. For example, the CBE model in the USA, the

dual system in Germany, the TAFE model in Australia and the GNVQ model in the UK. In addition, countries such as Japan, Singapore and South Korea also focus on the development of students' learning ability and have developed their own characteristics in this regard. Many scholars in China have also put forward their own insights.

Liu Miaoli believes that in order to develop students' learning ability, the teaching ideology of "teacher-led and student-led" should be established; the most qualified teachers should be allowed to lecture at the front line of teaching; a relaxed and democratic learning atmosphere should be created in teaching; and students should be taught according to their different characteristics.

Zhou Juntie and Peng Xilin believe that to cultivate higher vocational students' learning ability, it is necessary to build a good infrastructure for higher vocational students' learning, among which research infrastructure is the most crucial part of the development of higher vocational education; secondly, it is necessary to cultivate the achievement motivation of higher vocational students' learning ability, focus on activating and protecting the achievement motivation of higher vocational students, and establish various systems to encourage learning; finally, to create a good atmosphere for cultivating higher vocational students' learning ability, and pay attention to the creation of campus culture and other soft environments.

According to Xiang Daming, to improve students' learning ability, teachers should first become excellent learners, constantly enrich themselves and set a good example for students' learning; teaching should focus on stimulating students' learning initiative, allowing students to appreciate the value of knowledge, arousing students' desire to learn, so that students can change from "I want to learn" to "At the same time, teachers should make use of all opportunities to enhance students' self-confidence and motivate them to turn their confidence into motivation for further learning, and teaching should serve to improve students' learning ability.

In addition, a number of research studies on learning methods have been published. For example, "Learning to govern" by Chiya, "The four-wheel learning strategy" by Nie Li Ke, "The revolution of learning" by Janet Worth and Gordon Drayton, etc.

4 Literature Reviews of Curriculum Innovation in pPrimary and Secondary Schools in China

Along with the new curriculum reform of basic education in China, all provinces in the country have been exploring the "new education" for primary and secondary schools, of which "innovation" is the core pursuit. In this context, many practical explorations on the cultivation of innovative talents in primary and secondary schools have emerged. For example, Shanghai has launched an experiment on the cultivation of innovative literacy among general high school students, and has set up three levels of indicators for the cultivation of innovative literacy among high school students. For example, the

primary indicators include "innovative personality", and the secondary indicators under the innovative personality include innovative consciousness, innovative emotion and innovative will, among which innovative consciousness also includes problem awareness, discovery awareness, skepticism and curiosity, which are used as the tertiary indicators. This is a set of objectives for the cultivation of innovative talents, which makes it easier to operate and implement the project.

Other practical explorations on the cultivation of innovative talents include the establishment of the "three-tier talent cultivation mechanism" explored by Hunan Normal University Secondary School for eight years, the development of "innovative quality and practical" activities for primary and secondary school students in Wuhan, and the experimental programme of the new curriculum in Zhejiang Province, etc. All these practical explorations are carried out in the context of the new national curriculum reform. These practical explorations are all carried out in the context of the new national curriculum reform, and different schools have different focuses, but their core is the pursuit of students' individual development and the cultivation of innovative students.

5 Literature Reviews of The Impact of Curriculum Innovation on Students' Learning Ability

In her own research, Wu Xiumi analyses and discusses the role of curriculum innovation in the development of students' learning abilities. In its research, it points out that curriculum innovation is a development trend in education, and that the development of students' independent learning ability is particularly important in the context of this educational development. Therefore, in contemporary curriculum teaching, curriculum innovation should be defined from the perspective of students' innovation and learning ability cultivation, to ensure that the practice of curriculum innovation can promote the cultivation and enhancement of students' learning ability.

A comprehensive discussion of the above shows that although many excellent results have been achieved in domestic and international research on the issue of learning ability, they are mainly focused on the study of university students' learning ability, and most of them start from constructivist learning theory about students' independent learning ability, among which the study of independent learning ability of a certain subject is the most common, while the study of students' learning ability is relatively rare. At the same time, with the reform and innovation of education in China, many practices have been carried out on curriculum innovation in China. In terms of research on the impact of curriculum innovation on students' learning ability, although some scholars have paid attention to and conducted research on it, their research is limited to the surface, and they have not conducted in-depth research and analysis on it with the help of data and empirical analysis. Therefore, from an overall perspective, there is relatively little research on the impact of curriculum innovation on students' learning ability, and scholars have dabbled in this very little, regardless of the stage of education. To this end, this paper

builds on previous research, starting from the perspective of fieldwork and empirical analysis, to analyse and investigate the impact of curriculum innovation on students' learning ability.

Conceptual Framework

The research in this paper consists of the following sections.

Part I: This part provides an overview and summary of the study, its significance, shortcomings and contributions, as well as the concepts and terms involved in the study.

Part II: Literature review and conceptual framework section. This section summarises and analyses the current state of relevant research and the conceptual framework, etc.

Part 3: Survey design. This section provides a design and overview of the survey method, population and sampling.

Part IV: Analysis of the survey. This section analyses the data and results of the questionnaire survey, etc.

Part V: Conclusions of the survey. This part summarises the data and analysis results of the survey, and suggests relevant solutions, while suggesting directions for further research in response to the shortcomings of this paper.

Methodology

In order to ensure the standardisation of the questionnaire, we organised an intensive discussion and study of the questionnaire beforehand, so that we could understand every question in it and give clear explanations, so that we could effectively deal with some of the difficulties encountered in the process of testing the questionnaire.

The data were immediately entered and processed using SPSS 19.0, which was used to test the overall reliability of the questionnaire, validity of the questionnaire, exploratory factor analysis and correlation analysis to test hypothesis 1 and regression analysis to test hypothesis 2.

1. Evaluation and Revision of Questionnaires

First, reliability testing. Reliability refers to the stability and consistency of the results measured by a test or scale instrument. The greater the reliability of a scale, the smaller the standard error of measurement.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
0.790	30

The generally accepted Cronbach's Alpha values for internal consistency and reliability are

around 0.80 for general studies. However, Nunnally believes that in general exploratory studies, the minimum acceptable Cronbach's alpha for the reliability coefficient is at least 0.50, with 0.60 or higher being preferable.

Table 2 shows that the reliability coefficient of the pre-survey questionnaire, Cronbach's Alpha, was 0.790, indicating that the overall internal consistency of the data was good and suitable for further factor analysis.

Second, validity testing. Validity refers to the extent to which a test is able to measure the psychological or behavioural traits that it is intended to measure (as designed by the user). The validity of a questionnaire is influenced by a number of factors, such as sample size, interference from extraneous variables, correct interpretation of the theory, and so on. Validity is in fact difficult to measure on a practical level and can only be measured by logical inference from the information currently available or by statistical tests on the basis of empirical data. It is entirely possible that a questionnaire with a high degree of validity could be used with a different sample of respondents and lead to incorrect results, and vice versa.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	510
Approx. Chi-Square	873.890
df	435
Sig.	.000

Generally, only when the KMO > 0.5 is considered to be consistent with further factor analysis being done. It can be observed through Table 2-2 that the KMO value of this pre-survey questionnaire is 0.510 and the sig value is much less than 0.05, thus the null hypothesis of Bartlett's Test of Sphericity test can be completely rejected and is considered to be suitable for doing factor analysis. In response to the low KMO value of this questionnaire, combined with the factors affecting the validity of the questionnaire, we tried to find the reasons for this and found that it could be that the sample respondents selected for this survey did not pay attention to the equality of the numbers of different groups, as we only had one class of students in Year 4 in our sample respondents, followed by a small sample size, and again, the number of dimensions involved in this questionnaire and the irrelevant variables had a greater impact on the overall data. For these three reasons, we expect to be able to effectively address them through future exploratory factor analysis with dimensionality reduction and expansion of the survey size, thus improving the validity of the questionnaire to a large extent.

Results

Based on the above analysis of students' learning capacity and the analysis of teachers'

curricular innovations, the following analysis and statistics were conducted on the correlation between curricular innovations and students' learning capacity.

Table 4: Correlation Analysis of Curriculum Innovation and Learning Ability

		Total Learning Ability Score	Curriculum Innovation
Total	Pearson correlation	1	.855**
Learning	Significance (bilateral)		.000
Ability Score	N	50	50
Curriculum	Pearson correlation	.855**	
Innovation	Significance (bilateral)	.000	
	N	50	50

Based on the data analysis and statistics in the table above, it can be found that curriculum innovation shows a positive correlation with students' learning ability. It can be concluded that curriculum innovation has a very positive and positive impact on the development of students' learning abilities. Therefore, curriculum innovation is closely related to student development. For this reason, in order to cultivate students' learning ability, improve their school efficiency and promote their all-round development, it should be necessary to focus on curriculum innovation in teaching practice and cultivate students' ability with curriculum teaching.

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THE IMPACT OF BLENDED LEARNING BASED ON THE CURRICULUM INNOVATION ON STUDENTS LEARNING INPUT: A CASE STUDY FROM BEIJING

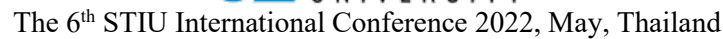
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Abstract: This study first compares the current status of research on curriculum innovation, blended learning, and learning engagement, and reviews some important domestic and international literature to provide a practical basis and theoretical guidance for the later research. Then the learning behavior analysis of learners' learning engagement under the blended learning approach based on curriculum innovation is designed to guide the subsequent practical application. Specifically, it includes constructing a learning behavior data model of learners' learning engagement in a blended learning environment based on the analysis of learning engagement degrees, and on this basis, sorting out and summarizing the attribute values of various types of behaviors in the three dimensions of learners' learning engagement (participation, concentration, and persistence); at the same time, interpreting the collection, processing, analysis, and application of learning behavior data of learners' learning engagement in a blended learning environment, and designing The process of learning behavior analysis. Finally, it is applied to subject teaching. In this study, learning behavior data from experimental classes of the demonstration base schools in the "Double Hundred" demonstration initiative of Beijing's education informatization integration and innovation were collected, processed, and analyzed, and based on the conclusions obtained from the analysis about the overall situation of learner engagement, concentration, and persistence and the characteristics reflected in them, we proposed corresponding measures from the perspectives of improving environmental experience and Based on the findings of the analysis regarding the overall engagement, concentration, and persistence of learners and the characteristics embodied in them, we propose corresponding pedagogical suggestions from the perspectives of improving environmental experiences and promoting individual engagement, with the aim of enhancing student engagement and improving teaching effectiveness.

Keywords: Curriculum Innovation, Blended Learning, Learning Input.



With the advent of the fourth industrial revolution and the era of knowledge economy, China and the world are attaching great importance to the development of education informatization, and China has also released "China Education Modernization 2035", which mentions that "we should accelerate the construction of education informatization, create intelligent campuses, actively transform the form of education services, and reform the mode of education governance. " And new digital technologies of big data, cloud computing, Internet of Things, blockchain, and artificial intelligence technologies have come into being. Meanwhile, the birth of 5G mobile communication technology has made China the largest fiber optic network in the world. All of these provide favorable conditions for the development of modern education technology worldwide. Once again, the 2020 outbreak of New Crown Pneumonia posed a serious challenge to the world, with more than 190 countries and regions and nearly 1.6 billion students worldwide affected by the outbreak, causing varying degrees of educational disruption. Countries around the world tried various ways and means to mitigate the impact of school closures, with the rise of online education evolving into the largest and longest online learning experiment in human history. China is no exception, and for the first time, online education is covering all subjects at all levels of the school system under the "no school, no stop" policy. In the post-epidemic era, the global education landscape will change. The experience and practices of online education accumulated during the epidemic will carry over to a large extent into the post-epidemic future, and many of these approaches will become the norm. Different educational segments in China are also continuing to explore blended learning in the post-epidemic era, with the integration of multiple educational technologies online and offline.

470

analysis skills, information communication skills, creativity skills, global awareness). In the face of economic development and their own internal needs, it is important for parents and educators to work together and use modern technological innovations in curricula and teaching models to increase their level of engagement in learning.

Research Objectives

The study of student learning engagement contributes to the improvement of students' personality and is important for their sustainable development and lifelong learning. The model of blended learning based on curriculum innovation has been widely used for a long time, but whether learners are really engaged in it in specific practice is a very important issue related to the practical value of blended learning. Therefore, through the study of the impact of blended learning based on curriculum innovation on learning engagement, we use statistical analysis methods through questionnaires and platform data to investigate the real engagement of learners in different activities of teaching and learning, based on which we explore their related learning behaviors, optimize the overall design of blended learning teaching and learning system, provide reference for learners to engage in learning at a deeper level, and increase the learning engagement of effective paths. Specific goals: First, using Internet digital technologies allows educators to improve the way courses are taught and enhance their ability to use technology, releasing repetitive and mechanical tasks that technology can do and focusing on things that technology cannot solve. For example, developing students' higher-order thinking skills is a skill that cannot be easily imitated by machines. So teachers should not only create opportunities for students to explore problems that have only one answer to exercise their convergent thinking, but also create challenges for them to reach their creative potential and explore unique solutions to exercise their divergent thinking. Help children identify their strengths in the learning process, and guide them consistently to implement more personalized instruction. Second, it exercises students' self-directed learning, self-management, problem-solving and creativity skills. Third, because student learning engagement is not only an influential factor in the quality of education, but also a key indicator of student literacy. Therefore, we study the impact of blended learning based on curriculum innovation on learners' learning engagement to improve the theoretical basis for improving the quality of education and enhancing students' core literacy. Fourth, the family factor is becoming more and more negligible in blended learning based on curriculum innovation, so it is important to create learning families to give the necessary environmental support to their children, so parents are urged to spend more time to participate in education to help students' healthy growth.

Literature Reviews

1. Literature Reviews of Curriculum Innovation

With the advent of the knowledge-based economy and the accelerated pace of globalization, integrated curriculum, also called integrated curriculum, was also proposed. In the second half of the 20th century, experiments and researches on integrated curriculum were started in the developed West in order to make up for the limitations of the separate curriculum. The "New Curriculum Reform" in China has also set the integrated curriculum as an objective, which allows students to discover and solve problems through active inquiry, active participation and hands-on practice, and to cultivate their sense of creativity and innovative ability. Scholars in China have focused on the basic theoretical issues such as the meaning and types of integrated curriculum, (Xu Yuzhen, J.2002) the development strategies and design orientations of integrated curriculum, and its implementation.(You Baohua, Zhang Jing,2001) Regarding the implementation of integrated curriculum at the school level, the need for principals to change their roles from "maintainers" of daily affairs to curriculum researchers,(Li Jianping,2003) the lack of expertise of teachers, the increased workload, the shortage of supporting facilities and insufficient funds, and the pressure of external evaluation and public opinion are all challenges faced by frontline teachers and teaching administrators.(Ma Yanwei, Ma Yunpeng,2003) In fact, some influencing factors have been found in the implementation of integrated curriculum in foreign countries. Schumaker, an American scholar, had conducted interviews and questionnaires with teachers in three elementary schools in Oregon City in order to understand the factors influencing the implementation of the integrated curriculum within the schools. This study found that the importance teachers place on integrated curriculum directly influences how well they deliver such curriculum in their classrooms; teachers were more concerned with administrative aspects such as curriculum resources and class scheduling than with what using integrated curriculum might do for them.(Shoemaker B E,1993) An empirical study conducted by Potterhagen found that for teachers in integrated curriculum contexts, the beliefs they hold about the new curriculum, the teaching partners they have, the external expectations they receive (including government departments, parents, and local curriculum standards), the resources available, and the individual differences in the students they encounter all influence the size of the decisions teachers are likely to make in implementing an integrated curriculum.(Brodhagen B L,1998) Teachers' implementation of an integrated curriculum is also influenced by a number of external factors, including traditional tests of subjective subjects, support for administrative work in schools, and parental acceptance.(Little J W,1993)

2. Literature Reviews of Blended Learning

In general, blended learning has a facilitative effect on learners' learning compared to face-to-

face and online teaching alone, but this facilitative effect of blended learning may not lie in the mere technology itself, but rather in the ensuing combination of multiple elements that motivate learners to engage in teaching and learning at a deeper level. A variety of technology platforms are used in blended learning, including Moodle, Blackboard, MOOC, SPOC, WeChat public platforms, bring-your-own-device, (Zhao Huichen,2015) virtual labs, etc., and with the different platforms, the resources and services provided by the instructor need to match the platform features and thus vary. Therefore, the effectiveness of blended learning will vary with the differences in technology, resources, services, and learning activity arrangements in the blended learning environment, and also has a relationship with the personality characteristics of learners. How can the elements in a blended learning environment work better together under different contexts and technological support, and how can teachers make more effective instructional designs? By analyzing observable and measurable behavioral data of learners in the learning process and incorporating data support in the process, such as analysis of social behavior and behavioral outcomes (communication content), teachers and students can grasp their teaching and learning status in real time and know whether this blended learning instructional design is effective? Where is the effectiveness? What areas need further improvement? And it can be further expanded to the whole blended learning field. At the same time, the platform technology used in a blended learning environment provides the basis for tracking and recording behavioral data. Moreover, in a blended learning environment, learning behaviors occur in two distinctly different environments, online and offline. In traditional offline classrooms, learners' learning behaviors are usually guided by the teacher and are more group-based, while online learning behaviors are freely controlled by the learners and are more individual and autonomous. With the deep integration of information technology and classroom teaching, blended learning pays more attention to the prominence of the learner's subject position, and the offline classroom also pays more and more attention to the performance of individual learners' behaviors, thus providing support for teaching, ensuring teaching effectiveness and enabling personalized teaching to be realized. The core of modern instructional design is the design of learners' learning behaviors, and the analysis of learning behaviors is the prerequisite for the design(Yang Kaicheng, et al,2002) Meanwhile, some scholars found that learning behaviors are the most direct control variables to determine the teaching effectiveness through the study of effective teaching analysis models,(Chen Youqing,2012) therefore, it is necessary to conduct a scientific, comprehensive and accurate analysis of learning behaviors of blended learning.

3. Literature Reviews of Learning Input

The study of learning engagement has been continuously deepening, and there are new breakthroughs in both conceptual interpretation, influencing factors and research methods. (Wang Wen, 2018. Chen Xiulan,2019) With the continuous development and innovation of social economy and

culture, the study of learning engagement will produce new connotations suitable for the future social environment; in the study of influencing factors, a systematic study of the antecedents and consequences of engagement has been conducted around the students as the main body, integrating social culture and family background; looking at the existing studies, the study of learning engagement has broken through a single research perspective and method, integrating multiple disciplines and systematically explaining the concept, process. The study of learning engagement has broken through a single research perspective and methodology and integrated multiple disciplines to systematically explain the concept, process, and results of learning engagement in order to effectively promote the realization of learning engagement.

The learning behaviors exhibited by learners in the learning process are closely related to their final learning performance, and students' learning engagement, as an intermediate variable, is an important guarantee of effective teaching and learning, and an important factor in measuring the effectiveness of teaching and learning, which interacts with teaching effectiveness. Comprehensive studies have been conducted to investigate the specific relationship between learning engagement and learning performance from a behavioral perspective, or to develop behavioral indicators to evaluate students' learning engagement, but the purpose of learning analysis based on learning data is not only to evaluate, but also to adjust learning content strategies and activities, and to provide timely feedback and interventions to improve the quality of teaching and learning; at the same time, the Most studies are based on purely online behavioral process data of learners, while there are fewer studies on supporting learning inputs through combined online and offline learning behavior analysis in blended learning environments. Therefore, this study analyzes the online and offline behavioral data of learners in a blended learning environment based on curriculum innovation, and proposes targeted strategies to improve students' learning engagement and achieve efficient blended learning.

Methodology

This paper is based on the literature on curriculum innovation, blended learning, and learning engagement at home and abroad, mainly from the literature databases such as Zhiwang, Baidu Library, or libraries, to fully understand their development and trends, and to systematically summarize and conclude. The current situation of their development in China was reviewed, integrated and analyzed, and the direction of the study was derived, and the framework of the study was determined, which provided information support for the development of this study.

From the perspective of improving the level of students' learning engagement, the questionnaire required for this text was prepared by combining authoritative scales from home and abroad and according to its own situation. Research was conducted on students who participated in the blended learning mode of curriculum innovation to obtain data on the subjective aspects of students' behavioral performance in order to form a comparison with objective behavioral data, verify each other, and finally

draw conclusions from the corresponding data analysis. The questionnaires were distributed by means of an online questionnaire for the students in the experimental class to recover the offline research data needed for this paper. The rest of the adopted platform data were collected, processed, analyzed and applied in an effort to improve students' learning engagement.

In this paper, data processing software such as SPSS22.0 and Excel were used to conduct the empirical analysis. Firstly, all the collected questionnaire data were carefully analyzed to eliminate invalid questionnaire data information. Secondly, valid data were tested for the reliability and validity of the scales of variables involved in the text to determine the usability of the scales. Finally, the overall situation of the sample was counted by descriptive statistics, and frequency analysis, correlation analysis, Levene's test of variance equation, ANOVA, and t-test were used to verify the rationality of the research and the constructed model proposed in this paper.

The content of the recorded offline learning videos of students was analyzed, and the constructed learning behavior data flow model was used to encode the offline learning behavior performance of individual students to facilitate storage and analysis at a later stage; at the same time, content analysis was conducted on the posts made by students on the learning platform to obtain the level of students' learning engagement and to discover the characteristics of them.

Results

After the corresponding processing of the collected data, the results are mainly reflected in the behavioral process data of the participation dimension, the behavioral result data of the concentration dimension and the behavioral data of the persistence dimension. The details are as follows.

The overall situation of students' behavioral performance is that for a seminar-based comprehensive course, the frequency of students' online participation is basically up to standard, while the classroom activity needs to be improved. At the same time, there are individual differences in students' online reading resource behaviors and some online and offline participation interaction behaviors, and less differences in summary application behaviors.

There is no significant difference in the performance of learners of different genders in terms of the frequency of various learning behaviors. Students from families that used to be usually supportive read notice materials, read teaching resources, and post master posts significantly more than the other two cases. Meanwhile, according to the descriptive statistics, students from families that used to be usually unsupportive did not differ significantly from the other two students in all behaviors at the same time, but the average frequency was at the bottom of all three cases. and there were 0 classroom questions. The overall cognitive level (depth of participation/focus) of the learners (focus situation) is in a medium state, while the cognitive level of the learners reflected in the discussion has the following characteristics: (1) the basic explanation stage, lacking in questioning the relevant content and not good

at asking questions; (2) the in-depth explanation stage, not good at consulting and providing relevant supporting content and evidence; (3) more posts in the inference stage, lacking in further judgment and development of The majority of the posts in the discussion are learners' reiterations and generalizations of previous discussions, and statements of personal opinions and personal experiences.

The overall situation is relatively good. In the shallow processing part, most of the posts were stating the views shared by someone/precedents without further analysis and adding their own views, which were mainly reflected in the basic explanation stage "reiterating previous assumptions" and the in-depth explanation stage "reviewing and revising previous statements" in the cognitive level; in the deep processing part, most of the posts were stating the views shared by someone/precedents without further analysis and adding their own views. "; in the deep processing part, the posts mainly focus on "connecting facts, concepts, and ideas for further explanation, inference, and judgment" and "generating new information or presenting one's own opinion based on existing information through inference or hypothesis ". The overall situation is more consistent with the cognitive level analyzed, and it also supports the reliability of the two encodings from the side.

There was a significant difference between learners of different genders in judging CK4 stages in terms of cognitive level, but there was no significant difference in each stage of information processing level.

Students from families with usual previous support had significantly more posts in the judgment CK4 stage than students from the other two families, while at the same time, according to the descriptive statistics, students from families with no previous support had the lowest average number of posts in the five stages of CK1-CK5 among the three supportive families, although they were not significantly different from the other two families at the same time differentiated.

There is a positive correlation between the "number of replies" and the second stage - "in-depth explanation"; "reading teaching resources ", "number of main posts", "number of replies" and other online learning behaviors with the third stage - "inference There is a highly significant positive correlation between online learning behaviors such as "reading teaching resources", "number of main posts" and "number of replies" and the fourth stage - "inference". "Judgment" has a very significant positive correlation; "number of replies", "number of replies", "classroom question and answer The four behaviors of "replies," "replies," "classroom questions," and "classroom reports" were positively correlated with stage 5 - "strategy development. These nine learning behaviors were significantly correlated with the first stage - "basic instructions".

The number of "replies" is positively correlated with the level of shallow processing; "reading notification materials", "reading teaching resources", "number of main posts ", "number of replies", "number of replies", "classroom question and answer", "classroom report "There is a significant positive correlation between six behaviors and the level of deep processing.

Different learning behaviors had effects on the depth of cognitive and information processing levels at different stages, respectively. The act of investigating resources and the act of posting had a facilitating effect on the inference stage in the cognitive level. After investigating the learning resources provided by teachers on related topics, learners made knowledge reserves for their in-depth understanding of related topics and then formed their own opinions, so they could make inferences and express their own opinions in the corresponding topic discussions. This is why the number of replies has a significant positive correlation with the cognition of all four stages except for the first stage, a basic explanation. At the same time, the correlation coefficient between the number of replies and the level of deep information processing is the highest, so it can be said that the more replies, the higher the possibility that learners will think deeply, and at the same time, the higher the possibility that learners' ability to summarize and judge will be exercised. The number of "replies" and the positive performance in the classroom are closely related to the highest stage of "strategy development", where the more innovative and rich ideas a post contains, the more likely it is to stimulate peers' thinking. The more innovative and rich ideas a post contains, the more likely it is to stimulate peers' thinking and thus to get more replies. The classroom Q&A is a reflection of learners' positive learning attitude, and since the online discussion topic is an extension of the classroom learning content, the more active learners speak in class, the higher the possibility of deeper processing of the relevant content and thus their cognitive level.

The interactive behavior of learners (including the time spent on asking questions, answering questions, and discussing with each other) is basically in a relatively stable state. As for the summary application behavior, the third stage was significantly higher than the first two stages, reaching twice as much as the first two stages. According to the understanding of the course schedule, the number of sections in the third stage of the course was limited, so there were two groups in the class for class reporting. It is noteworthy that learners' behavior of listening to the instructor maintained the top position among the three types of behaviors and was much higher than the percentage of time spent on interactive behaviors, occupying more than half of the class time overall. This shows that the teacher is still dominant in the face-to-face teaching of the course, and the teacher's verbal behavior still occupies the major part.

In the online learning process, learners' learning behaviors are completely controlled by their own will, so they can better reflect their learning enthusiasm; at the same time, the resources provided by the teacher and the learning activities arranged by the teacher will have an impact on learners' performance, so the conditions and environment provided for learners can also be reflected according to their stage performance.

The average frequency of learners' forum replies generally tends to decline, with better performance in the first two, reaching a minimum in the sixth, and then rising to a normal level in the

seventh, with little change for forum postings. Regarding the appearance of this situation and the fact that the instructor did not intervene during this period, it is conjectured that this may have some relationship with the discussion topics provided by the instructor. The analysis of the content of the discussion topics verified the conjecture that students were more willing to express their opinions and interact closely with their peers on topics that were related to their own lives.

In terms of students' self-perception, this experimental curriculum reform can improve students' communication, teamwork, problem-solving and innovation abilities. The goal of curriculum reform and innovation is basically achieved, which is consistent with the results of our analysis of cognitive level. Offline interaction behavior is mainly investigated on individual classroom speech. For classroom speech, more than half of the students lack initiative and are not motivated, which is consistent with the results of the above behavioral analysis. Therefore, teachers need to make improvements in this area to promote students' active thinking. The online learners' interactive behavioral performance has a clear assessment point.

Discussion

With blended learning becoming the norm, how can we ensure the effectiveness of the teaching and learning method of the course? Student engagement, as an important factor to measure the effectiveness of teaching and learning, provides a starting point for this study, and the collection and analysis of online and offline learning process data can provide a basis for improving student engagement and achieving effective blended learning. Based on this, this study analyzes the learning behaviors in a blended learning environment from the perspective of improving student engagement. So with blended learning based on curriculum innovation becoming more and more normalized across different school age groups in Beijing at present, are these exploratory research experiences compatible with education appropriate for Thailand? Personally, I think it is possible to learn from them to a certain extent. After all, whether because of the push of information technology development or the test of the global epidemic environment, in today's fast developing information technology, individual learners are increasingly calling for personalized learning, and the realization of accurate teaching in the context of technologies such as big data and artificial intelligence is no longer out of reach. Thereby promoting learners' learning inputs can also be studied precisely with realistic data. This is not only a need in China alone, but is being explored and practiced and implemented worldwide.(Jing Degang, 2021)

Conclusion

Learners' participation has obvious assessment orientation, and is more passive. For the class reporting and online platform posting required by the teacher, learners actively participate, and the quantity and quality of participation are high, but for the offline class speaking, which is not required

by the teacher, is in the silent state, only a small number of students are willing to be the one who actively speaks, and this actual speaking is different from online posting, which requires the speaker to be brave enough to express his or her views in front of everyone. This phenomenon leads to the classroom still being in a position where the teacher's explanation occupies the main position and the learners' subjectivity in the classroom is not prominent. This is reflected in the data in Table 4-6, which shows that the number of forum posts and replies basically meets the requirements (one post per discussion and three replies), but the number of classroom presentations is significantly less than one per class, especially the number of classroom questions, and the total number of questions asked by the class throughout the semester is only 13. The survey in Figure 4-7 also made it clear that a high percentage of students thought that posting in online discussions was because it was related to their final grades.

In the learning activities, the learners lacked the discovery of problems and the ability to make higher-level judgments about things or opinions and provide corresponding strategies, i.e., they lacked deeper involvement and were not highly focused. Among the posts posted by the learners, most of the content of the posts was to review the statements of the previous posts or to elaborate their own views on the thing based on the previous discussion, but lacked the judgment of the previous views and the provision of corresponding strategies to solve the problems in them. This is reflected in the data in Tables 4-10 and 4-11. In the basic explanation stage, there is a lack of questioning of relevant content and a lack of skill in asking questions; in the in-depth explanation stage, there is a lack of skill in reviewing and providing relevant supporting content and evidence; there are more posts in the inference stage, and there is a lack of further judgment and development of relevant strategies; most of the posts in the discussion are learners' restatement and generalization of previous discourses, and making The majority of posts in the discussion are learners' restatements and generalizations of previous discussions, and statements of personal opinions and personal experiences.

Learners from different groups differed in both the engagement and concentration dimensions. The analysis of the behavioral data showed that compared with the learners in the more supportive families and the learners in the usually supportive families, the learners in the usually unsupportive families showed poorer behavioral performance and lower cognitive level (the quantity and quality of participation were also poorer, as shown in Tables 4-16), which may be related to the learners' adaptation to blended learning in these families. At the same time, the proportion of posts reaching the higher level of "judgment" was significantly higher for girls than for boys. This is reflected in Tables 4-12 and 4-14, where the proportion of CK4 for girls is even twice as high as that for boys.

There was a positive correlation between learners' reading resources, online posting, classroom Q&A, and classroom debriefing and the cognitive level (concentration) reflected in learners' behavior. The data analysis showed that online posting, classroom Q&A, and classroom debriefing were

positively correlated with the number of posts in which learners reached the "judgment" and "strategy development" stages; reading instructional resources, online posting, and classroom Q&A were positively correlated with learners' reaching the deep information processing level. The correlation between reading resources, online posting, and classroom Q&A is positive. As shown in Tables 4-17 and 4-18, different learning behaviors had an impact on the cognitive and information processing levels at different stages, and several behavioral processes were positively correlated with the behavioral outcomes. While these conclusions drawn are evidence that can be used for high-quality precision teaching, there is also room for broader development and research.

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THE IMPACT OF EDUCATIONAL INNOVATION AWARENESS AND GAME TEACHING METHOD ON KINDERGARTEN PUPIL'S ENGLISH LEARNING: A CASE STUDY OF AN INTERNATIONAL KINDERGARTEN IN S CITY

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Abstract: With the development of globalization, the importance of English learning becomes more and more prominent. In the stage of preschool education, most kindergarten pupils begin to learn English. However, the current situation of preschool English teaching is not optimistic. There are some problems in traditional English teaching for kindergarten pupils, which make their enthusiasm in learning English not fully mobilized. Besides, the class atmosphere is very poor and kindergartners' interest in learning is obviously not high. In order to cultivate kindergarten pupils' language acquisition, develop their language intelligence, inspire their thinking, and enable kindergarten pupils to achieve comprehensive development, this paper analyzes and studies the factors that affect kindergarten pupils' English learning effect. It includes the innovative consciousness of preschool English teachers and the game teaching method. What's more, game teaching method is a common teaching method in kindergartners' English teaching activities, which plays an important role in improving kindergarten pupils' interest in learning. Preschool English teaching has the characteristics of enlightening wisdom and entertaining, therefore, it is of great importance to strengthen the application of game teaching method. With the development of the society, innovative education has become inevitable. Innovative education can effectively develop the potential of education. Even from the beginning of the enlightenment education, high-quality students should be cultivated. This paper analyzes the problems existing in current preschool English education based on the basic concepts of game teaching method for kindergarten pupils and teachers' self-innovation awareness and expounds the value and influence of game teaching method and teachers' self-innovation awareness in kindergartners' English learning. It puts forward how to apply the game teaching method to the specific teaching of kindergarten pupils' English in combination with teachers' innovative awareness, aiming at the research of innovative kindergarten pupils' English teaching methods and improving the quality of preschool English teaching.

Keywords: English Learning, Game Teaching Method, Innovation Awareness.

Introduction

Nowadays, as English is widely used all over the world, learning English has become one of the ways for people to improve their abilities. English learning at an early age has become the preferred choice for Chinese and International kindergartens. Therefore, the professional ability of preschool English teachers is attracting more attention from the society. What teaching methods teachers adopt and whether teachers have enough innovation consciousness may directly affect the teaching effect of children's English. This paper mainly introduces the topic from overview, significance, objectives, literature reviews, Methodology and tells its results.

Research Objectives

The main objectives of this study are as follows: First, whether the game teaching method can improve children's interest in English learning and affect the effect of English learning. Second, whether innovative game teaching methods can improve children's interest in English learning and affect the effect of English learning. Third, what problems still exist in the application of game teaching method in kindergarten English group teaching activities?

For teachers, to discuss how to improve the effect of early childhood learning strategy for young children's education activities in the process of planning and implementation, which constantly improve their own English teaching practice abilities. Teachers should pay attention to the improvement of teachers' comprehensive ability and the communication and exchanges. Game teaching method is good for children's incentive evaluation. In this way, we can effectively transform our professional knowledge into practical educational English teaching ability. In order to make an effective and comprehensive evaluation of children's English learning effect, the game method and foreign language teaching should be fully combined.

For children, how to guide them to cooperate with teachers to explore strategies in game teaching method? In kindergarten, what children spend the most time doing is playing games, which is their favorite activity and also the most basic activity in kindergarten. Only when children find the joy and interest in learning, they will be actively engaged in English learning.

For the whole classroom, how to improve kindergarten pupils' English learning effect is to be discussed by cultivating a good relationship between teachers and students and to create an atmosphere which can stimulate innovative thinking and improve children's communication levels.

The research is carried out mainly with the purpose of sampling. According to the research objectives, sampling surveys are conducted on the research objects that can provide the largest amount of information for the project. In order to ensure that the sample can provide relatively complete and accurate information for the application and strategy discussion of game teaching in kindergarten English group teaching activities studied by the author, the author took the kindergarten of Suzhou

International Foreign Language School as the research sample. Teachers from International Foreign Language kindergartens in S city were selected for questionnaire survey and interview, and children's performance in teaching practice was observed and studied in order to solve research problems.

Literature Reviews

Teachers' educational innovation consciousness and teaching methods have a profound impact on children's English learning. Its theoretical basis is also very important. This chapter mainly starts from Krashen's theory of second language acquisition and cognitive developmental theory of game development stages to analyze the research status of education innovation and game teaching at home and abroad which provide a certain theoretical basis for this paper.

In order to define "educational innovation", the connotation of the word "innovation" should be clarified first. Literally, "innovation" can be divided into two aspects: the process and the result of the development of things, including new inventions, new ideas, new technology and methods, and the process of applying them to production and social practice. From the perspective of the significance of innovation, human beings constantly transform the objective material world and enrich their inner spiritual world through innovation activities. Educational innovation is not only the reform of educational methods or the increase or decrease of educational content, but also the value pursuit of comprehensive and structural educational innovation and educational development. Educational innovation is a structural innovation in method, structure and function. It is a new quality education which is different from the traditional exam-oriented education and accepting education

Teaching activities refer to the activities in which teachers plan and guide students' curriculum content and specific curriculum forms and organize students to study according to certain teaching objectives and guidelines. In the Dictionary of Early Childhood Education, there is a clear interpretation of collective teaching, which is in accordance with certain teaching objectives and principles. Among them, the teaching content must be selected, and the teaching activities should be designed. Teachers and students should participate in the class and interact with each other, and jointly undertake the teaching process for the whole class. The collective teaching activity of kindergarten has the characteristics of unity and collectivity, which is one of the important organizational forms of kindergarten education and teaching. Through the reasonable formulation and arrangement of teaching content, as well as the active promotion and mastery of teaching activities, kindergarten collective teaching activities can help children integrate into the teaching activities under the interaction between teachers and students. And it can form a positive learning state, so as to master the corresponding knowledge content. The collective teaching activities in this topic refer to the education and teaching activities organized by kindergarten teachers for all children in the class. It covers a variety of educational activities, thematic activities and teaching activities for classes or some other study groups.

Traditional teaching method refers to the teaching method in which teachers make students master a great deal of knowledge through systematic and detailed explanation. The teaching method is simple in form, with the teacher's speaking in front and the students passively accepting from below. The traditional teaching method is often called cramming.

Game teaching method, with knowledge imparting as the goal, integrates various game activities into the teaching link, so that students can acquire knowledge in a relaxed and vivid game atmosphere. The teaching game theory plays a big role in education sector and childhood development. It provides different characteristics which correspond with education theory. Playing games while teaching children serves the purpose to achieve the teaching core as well as making learning pleasurable. In the game teaching method for children, it should not only include the characteristics of knowledge education and game activity, but also have certain standardization and safety, so as to ensure children's mastery of knowledge in the process of game teaching, as well as the protection and cultivation of all aspects of children's body and mind. Common game teaching methods mainly include music games, sports games, imitation games, intelligence games and so on. (Qiong, 2013)

Second language acquisition theory was originally a branch of teaching methods, which is aiming to improve the efficiency and quality of teaching. Later, it becomes an independent discipline, mainly involving the study of intermediary and learner's internal and external factors. American scholar Stephen Krashen has done a lot of research on the second language acquisition theory. His theory of second language acquisition includes five hypotheses, among which the following two hypotheses provide the theoretical basis for this study. The first one is the affective filter hypothesis which holds that sufficient language environment is not the decisive factor for language learning. The second one is the input hypothesis. The hypothesis states that language acquisition depends on a large amount of language input, which must be effective. Effective input should be understandable, interesting, non-grammatical, and have enough input.

Cognitive mutual theory is believed that language is a unique ability of human beings, which is caused by genetic factors and environmental effects. Therefore, language and cognitive structure are not established overnight in the course of human growth, but can be changed with the influence of environmental input and other related factors. In the mutual theory of cognition, children initially learn language with a unique cognitive system rather than the mature fixed grammatical system used by adults. The development of children's language system is closely related to the development of cognitive structure. A series of cognitive factors of children will act on the development of language, so that the development of language and cognitive development promote and influence each other. The characteristics of children's cognitive structure at different stages of development determine the particularity of children's language development.

Methodology

The research method of the paper is usually crucial in the whole research process. This chapter mainly introduces the specific problems and research methods to be studied in this paper. The research methods involved in this paper include questionnaire, teachers' interview, class observation and literature review. These methods are designed and implemented in detail in order to improve the operability of the paper research problems.

The author distributed 206 questionnaires to International Foreign Language Kindergartens in S City, and analyzed the innovation consciousness of preschool teachers and the influence of game teaching method on kindergartners' English learning from the aspects of education background, major and teaching experience.

Results

The data analysis of a paper is an important means to provide reliability and authenticity for the whole paper. This chapter is to study and analyze the data obtained by the questionnaire survey method in this paper. It analyzes the demographic variables of respondents. The results are obtained through frequency tables, pie charts, and other intuitive analysis methods. The mean values of demographic variables and scale scores were tested in order to provide the reliability of the study data.

Table 1 is the correlation analysis table. Correlation analysis is an analysis method to study whether there is correlation between two variables. The value of correlation coefficient is between -1 and 1, and the closer its value is to 1, the stronger the positive correlation between variables; on the contrary, the closer its value is to -1, the stronger the negative correlation between variables. The correlation coefficients between educational innovation consciousness, game teaching method and English learning effect of children are significantly positive, and the correlation coefficients are 0.585 and 0.547, respectively.

Table 1: Correlation Analysis

	Education Innovation Consciousness	Game Teaching Method	The Effect of Kindergartners' English Learning
Education Innovation Consciousness	1		
Game Teaching Method	0.541**	1	
The Effect of Kindergartners' English Learning	0.585**	0.547**	1

Discussion

First, preschool teachers' cognition of game teaching method is not deep enough and the flexibility of application is not strong. Therefore, it is difficult to really combine teaching content and game activities together, which leads to inefficient teaching and other bad effects. Second, some teachers have outdated ideas and hold reservations about the application of game teaching. In addition, some teachers cannot transform their thinking while using game teaching method and still use the traditional classroom organization form. Therefore, the application of game teaching method is rigid and the teaching effect cannot be achieved. Besides, in the application of game teaching method, children tend to have inattention problems due to emotional excitement, which affects teaching order and efficiency. This requires teachers to properly master the classroom rhythm and truly master various rules of game teaching. Moreover, for the countermeasures for the problems in the game teaching methods, teachers are widespread confusion. Some teachers think that at present the application of game teaching method is lack of flexibility, it is difficult to carry out the basic reason lies in the teachers' lack of game teaching method system to understand and study. What's more, the sense of innovation is weak. We find that many English teachers in kindergartens are only satisfied with copying the existing teaching mode and directly applying it to teaching without any processing. Only satisfied with the class effect, which is how many words and sentences children learned, and failed to attract enough attention to children's subsequent language development and so on. Due to the lack of innovation consciousness of preschool English teachers, although they have rich first-hand information, they fail to carry out scientific thinking and research on the problems, resulting in the waste of scientific research resources. Sixth, innovation thinking is blocked. Although some teachers have the consciousness of innovation, due to the restriction of practice, experience, knowledge, environment and other factors, in the teaching process, they do not know how to innovate, or hold the ready-made teaching method, too rigorous and rigid. Even if some ideas are very new, they also give others a kind of concealing feeling, which is not mature.

Conclusions

This paper mainly studies the effect of educational innovation awareness and game teaching method on Kindergartners' English learning. By referring to relevant literature, the author has learned about relevant theories of innovation and game teaching method. And through questionnaire survey, classroom observation, teacher interview and other methods to do further research, the author has got preliminary conclusions for discussion and analysis, so as to give relevant opinions and suggestions. Based on the results of different methodologies, the author found that game teaching method can improve children's interest in English learning and the innovation consciousness of teachers has a positive impact and an important role in children's English learning. In addition to the above

suggestions, the author believes that further research can be done from the following aspects and more feasible suggestions can be put forward. First of all, systematic knowledge of modern language theory is very important. Preschool English teachers should have a comprehensive and thorough understanding of language and the essential characteristics of language. The essence of communicative competence and the development trend of language theory can consciously use linguistic knowledge to guide foreign language teaching. Secondly, early Childhood English teachers should have some understanding of early childhood psychology, pedagogy and language development; organically combine with foreign language pedagogy, foreign language psycholinguistics and other disciplines. Besides, early childhood English teachers should have adequate foreign language acquisition and learning theories and understand their development, so as to cultivate children's lasting interest and lay a foundation for their lifelong sustainable language development. Moreover, children's English teachers should learn English language, vocabulary, grammar, semantics and pragmatic knowledge from cultural differences. In order to fully embody the humanism of language teaching, it is necessary to study the laws and corresponding teaching principles of child-oriented foreign language teaching.

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A STUDY ON THE TEACHING INNOVATION OF THE CORE COURSES OF DANCE FOR ART MAJORS: AN EMPIRICAL STUDY FROM RED RIVER COLLEGE

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Abstract: At present, both the construction of innovative courses in China and the new situation and new problems in the construction of traditional courses have put forward higher requirements for the core problem of teaching innovation research, and the development and prosperity of dance education and teaching in colleges and universities across the country. The discipline construction of dance specialty in colleges and universities in Our country has also entered the stage of rapid development, and has made many gratifying achievements, dance teaching innovation has made great progress and breakthrough. Teaching innovation is the reflection of certain teaching theory and teaching thought, and is the teaching behavior standard under the guidance of this theory. This paper focuses on the universal dance education in colleges and universities, and compares the innovation of professional dance teaching and the dance teaching mode in colleges and universities. Affordable in ordinary universities dance education concept, teaching innovation and teaching strategies, teaching methods, personnel training target, training specifications, curriculum setting, stage practice, graduate employment situation elements such as comparison, analysis, research, find out the current problems of dance education in common colleges and universities teaching pros and cons, dance education in common colleges and universities teaching innovation path and put forward development strategy.

Keywords: Art Major, Dance Core Curriculum, Teaching Innovation Research.

Introduction

Acting as a carrier of the dance, dance performances in the teaching of Chinese dance lesson plays an important role, performance is the key place to cultivate students dance performances, and in the classroom teaching and stage practice, established the important bridge between dancing class Settings for students dance level of ascension, the improvement of culture has important significance. As an indispensable course in Chinese dance, the importance of dance performance is self-evident. How to improve students' dance performance ability has always been an important issue in discipline

construction. Encourage students to have the courage to express, show dance as a performance art, in addition to physical movements also need emotional expression. The theme of dance works needs to be expressed through the character image, and the character image mainly comes from life, its theme is the soul of dance, is the core of dance. Therefore, dancers need to fully understand the connotation of the dance work, understand the character characteristics of the dance image, and fully render and express the character image in the performance process, so that the audience can understand the theme of the work and resonate with the audience. The content of the dance is not fixed, so the mood of the performer must change accordingly; On the contrary, the emotional changes of performers will also affect the expression of dance content. For students, if they want to express their emotions better, they first need to clarify and master the relationship between characters and the theme background. Secondly, they also need teachers' guidance and encouragement to let students believe in themselves, so that they can perform boldly.

It is a very important link in dance teaching to train students' performance ability and expand their stage knowledge through dance performance class. For example, rigorous, scientific and perfect ballet discipline, the most important core of ballet teaching is to train students' basic skills, and to strengthen the training of students in different styles of dance and drama. Therefore, basic skills training, repertory performance classes and Chinese folk-dance styles are always taken as the core courses in the usual Teaching of Chinese dance.

After long-term accumulation of life, the older generation of artists in the 1950s and 1960s had acquired a large number of folk-dance materials, and created many excellent dance works on this basis. After the End of the Cultural Revolution, Chinese dance developed again; After the reform and development, the continuous emergence of dance works of different genres, styles and forms has greatly improved some problems in dance teaching classes, such as: monotonous dance teaching resources, single form of dance creation, but also laid a good teaching foundation for Chinese dance performance classes.

In recent years, although the teaching quality of Chinese dance performance class has achieved great development, and the styles and types of dance works are diversified, the traditional teaching ideas cannot meet the teaching requirements of modern students for dance performance class. There may be the following reasons: First, the lack of overall planning, teaching what there is, leading to the teaching quality and teaching efficiency cannot be improved; Second, the lack of academic discussion of different plays and the understanding of students' specific situations leads to the greatly weakened learning interest of students; Third, due to the constraints of time, funds, teachers and other objective conditions, it is difficult for teachers to create plays according to the actual situation, and they just imitate classic plays without innovation; Fourth, the lack of professional choreographers and directors of Chinese dance is affected by talent training objectives, leading to the loss of creativity in domestic

dance teaching methods, and misleading students or teachers majoring in choreography are rarely interested in the creation of Chinese folk dance.

Research Objectives

The orientation, level, training objectives and services of the school should be oriented to the orientation, training objectives and service orientation of the school according to each school, and the design, training scheme and course structure of each discipline should be selected and implemented to form its own unique brand and characteristics.

School is located in the red river, students from all over the country, only from the point of the dance student's employment, every year there are provincial students leave the local work, life, dance the local job market is very active, even college students, mostly engaged in dance teacher, since people school director, actors, such as part-time, from a certain extent, these students are active, the dance of Honghe local and municipal markets. In terms of development goals, the university adheres to the path of application-oriented development. In terms of talent training, it pays more attention to cultivating students' ability to engage in practical work, improve their professional and technical skills and innovative employment ability, while focusing on students' mastery of systematic basic theories and basic knowledge. For this reason, the proportion of practical courses in the curriculum is increased, among which the centralized comprehensive practical modules account for 26 credits, the credit ratio is 16%;In addition, each student will participate in social practice and innovation activities, accounting for 4 credits, the credit ratio is 3%.All practical courses add up to 30 credits for a credit ratio of 19%.School always adhere to teaching as the center, in the course structure, special teacher education curriculum modules, accounts for the 15 credits, credits than 9%, foster a sense of social responsibility, innovation spirit and practice ability of senior applied talents, knowledge, ability and diathesis into specific courses and teaching, it is a school talent training goal.

1.3 Individual Differences of Students

Education is faced with students with unique personalities, the fundamental purpose and intrinsic value of education is to promote the development of each individual's personality. The basic sign to measure the success or failure of curriculum reform is to see whether it promotes the development of students' personality. To this end, courses must be structured selectively to accommodate students' individual differences.

The current course structure of dance in various colleges and universities in China is basically based on the model of plate division, but the plate division, subject categories and proportion structure of each college are different. The curriculum structure of dance (teacher education direction) in our school is composed of five modules: general education courses, disciplinary and professional courses, professional development courses, practical teaching links and teacher education courses, which reflects the cohesion and integration within and among the modules of the curriculum structure.

Literature Reviews

The focus of global education in the 21st century is the discussion of "core literacy" program in education and cultivation. UNESCO, the United States, France, New Zealand, Japan, Singapore and other countries have successively launched the goals, programs and requirements of core literacy education. On March 30, 2014, The Ministry of Education of China officially issued the opinions on comprehensively Deepening curriculum Reform and Implementing the Fundamental Task of Moral Education. (No.4 [2014] of Education Foundation ii), clearly and fully understand the importance and urgency of comprehensively deepening curriculum reform and implementing the fundamental task of moral education; To grasp the overall requirements of deepening curriculum reform in an all-round way; The reform of key areas and main links should be promoted, that is, the core quality system of student development and academic quality standards should be studied and formulated.

As an important part of the core accomplishment of college students, the dance physique course reflects the campus culture. According to document No.4 [2014] of Education Foundation ii, the core quality system of college education emphasizes the cultivation of personal cultivation, social care and family and country feelings, and pays more attention to independent development, cooperative participation and innovative practice. Generally speaking, the dance physique course in colleges and universities is a public elective course open to all students, different departments, different majors, different grades can participate in the elective course, has certain characteristics. First of all, according to the author's nearly ten years of teaching experience and practical investigation, most of the elective courses of college dance physique are female, and the ratio of male and female may be as high as 1:99. Most of the students in the female physique course are interested in dance art. There are even a small number of female students who have dance learning experience and professional experience, which creates the pan-dancing and pan-feminine physique classes in colleges and universities.

The principle and core of curriculum design of dance physique course in colleges and universities lies in cultivating whom? How do you train people? Two things unfold. Cultivating what person is education has always been to explore the key, deepened the concept of core quality system, document clearly put forward the students should possess the necessary to satisfy the needs of the lifelong development and social development of character and the key ability, and the specific how to attain the goal and the request is involved in the specific design of the course and conduct, course should have dance art form to the structure of the basic knowledge frame, More attention should be paid to the uniqueness of aesthetic education culture on campus.

Methodology

This paper mainly uses literature research method, investigation method, observation method and case study method.

Literature research. Literature research method is a kind of research method that obtains relevant information by referring to literature according to certain research purposes, comprehensively understands the problems to be studied, summarizes rules, finds problems, and further carries out in-depth research on this basis. This paper mainly solves the following problems through literature research. Survey method. The theoretical research of this paper needs a lot of investigation and research to carry out practical verification. Through practical investigation, the data from the teaching front line can supplement the one-sided and inadequate theoretical research. The practical significance of the survey method is as follows: on the one hand, the written survey can understand the current situation of the cultural inheritance of the curriculum in art colleges and understand the universality and typicality of the curriculum resource development process through the survey. On this basis, it can summarize more sufficient theoretical support for the next research work. On the other hand, teachers and students in the front line of teaching are surveyed to investigate their sensory cognition and acceptability of the research object. Examples in the front line of teaching are used as practical support for the results of this theoretical research, and practical basis is provided for the subsequent research on integration mechanism and integration strategy. The third is to explore the standard system of curriculum cultural resources development through questionnaire, to prove the basic path of curriculum resources integration, so as to get the system structure of curriculum development.

Case study method. This study will select representative teaching units to guide the development of curriculum resources and demonstrate the effectiveness and rationality of the development of curriculum resources on the inheritance of traditional art step by step, so as to test the effectiveness of the integration of curriculum resources. Field study. The former Soviet Union famous educator believed: "Observation is a very important source of intelligence, observation is the mother of knowledge understanding and memory. "Curriculum compilation and implementation are the difficulties and focuses of curriculum resource integration from the perspective of cultural replenishment, and the difficulty lies in measurement. Therefore, in-depth qualitative research is carried out through many field investigations, so as to provide strong support for the effectiveness of curriculum resource development.

Results

Art comes from life, as the carrier of culture, it is the life and culture, under the action of traditional art curriculum resources is the most close to the student life - a kind of regional culture, in the professional course in art schools introduced regional culture resources to improve students' professional skills, on the basis of training students to appreciate the feelings of love, care, regional culture, To achieve the purpose of regional cultural inheritance, at the same time to establish students to build their hometown, service. Social beliefs.

In this study, the author took the students of dance School of Honghe University as the research object, and carried out tracking teaching for the students of 4 grades. Honghe university dance academy through the practice of folk, can not only improve the students' interest in learning and the students' professional skills, and strengthen the students a deeper understanding of traditional culture, so that the students are learning dance related skills at the same time, pay more attention to regional culture sublimation of emotion, love his own country, must have their own regional culture, but also extend the education aim of the course.

The goal of the integration of traditional art curriculum resources of Honghe University is to improve students' professional and practical ability to understand the cultural knowledge of their hometown while improving their own artistic connotation. It can be seen from the practice results that there is no obvious difference between the students of grade 2020 and 2021 in the comprehensive practice ability of dance. The author believes that the improvement of students' comprehensive practical ability is a long-term and lasting process. Students have high acceptance of knowledge and skills, but slow improvement of emotion and learning ability. It is unfair to evaluate whether students' comprehensive practical ability is improved solely by the results of short-term teaching practice activities. Therefore, through the practice at this stage, the college can make timely adjustments to the curriculum according to the learning ability of students, so that the curriculum can maximize the overall development of students.

Teaching practice is difficult to accurately measure results. The object of teaching practice is people, and the change of people's feelings and thoughts will be affected by many factors. These seemingly small problems often affect the accuracy of practice results. Educational practice needs to be carried out in a certain environment and conditions. The attitude of researchers and subjects to educational practice will lead to deviation of practice results, and the ability and subjective attitude of researchers will also affect the results of teaching practice. In the teaching practice of integrating traditional art curriculum resources in Qilu, although the data involved are not 100% effective due to the influence of personal interest, learning attitude and learning psychology, the results of the practice can truly explain the actual problems.

Discussion

Art colleges and universities should first realize the importance, necessity and urgency of the integration of regional cultural curriculum resources, so as to adapt to the actual situation of the school, carry out the integration of curriculum resources to adapt to their own development, and put the integration of curriculum resources into practice. It can be seen from the above practice results that there are still some people in art colleges who are in an unconscious state of curriculum resource integration, which directly hinders the process of regional cultural curriculum resource integration in

art colleges. Therefore, the primary task of the school is to cultivate the conscious awareness of the integration of curriculum resources in an orderly manner, and to awaken the awareness of teachers and students to attach importance to regional culture by constructing a top-down integration mechanism, so as to encourage and support the enrichment and development of curriculum resources of regional culture.

To improve the integration of curriculum resources consciousness from the following three aspects: first, the school need to establish perfect the administrative mechanism, according to oneself circumstance, school different specialized docking corresponding art form, through schools, colleges, teaching and research section, hierarchical will refine the integration of curriculum resources of the work, to establish the integration of curriculum resources and the specific direction of development, Grasp the applicability and effectiveness of curriculum resources integration as a whole. Secondly, schools should organize teachers to popularize correct theoretical knowledge of curriculum resource integration and gradually improve the rational understanding level of curriculum resource integration. At the same time, schools can also provide books worthy of reference, formulate feasible integration process and successful teaching practice cases, on the basis of the combination of theory and practice, strengthen the overall theoretical awareness of curriculum resource integration. Third, teachers should consciously establish a correct concept of theory, through independent learning clear regional culture of the integration of curriculum resources is a continuous, open, long-term process, not to get rich quick, to stand in the perspective of sustainable and scientific development, starting from the theoretical study, combined with their own professional characteristics, fundamentally to realize the integration of regional cultural curriculum resources consciousness awakening.

Conclusions

Art colleges and universities have unique advantages in creating the artistic atmosphere of regional traditional culture. First, the school can proceed from the reality, combine with its own regional characteristics, and make use of the professional advantages of art schools to continuously and systematically hold various academic exchanges, exhibitions and collection activities to create a strong atmosphere of traditional art research and practice. It affects students and teachers in subjective consciousness, forms a preliminary understanding and interest in regional traditional culture, and lays a foundation for the integration of curriculum resources. Second, art colleges and universities can organize students to carry out a series of practice activities through the way of art practice by the art practice management department of the school, and formulate a perfect plan for each activity, so that practice is not only a process, but also the cornerstone for students to improve their professional ability. The art practice management department of the school tries to expand practice channels as much as possible, and designs forms such as bidding for works or schemes, so that students can apply what they have learned and apply what they have learned, organically combine regional traditional culture with

art-related majors, and give full play to the maximum effect of art practice assisted teaching. Third, the school can display or exhibit regional traditional art forms as works of art in prominent places in the school, such as sculpture, painting and video. As much as possible in the learning environment to let students contact and familiar with the local art forms and history, more increase students' interest in learning and researching the local traditional culture.

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THE IMPACT OF TEACHERS' TEACHING INNOVATION ABILITY ON STUDENTS' SELF-EFFECTIVENESS: A CASE STUDY FROM UNIVERSITY

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Abstract: The cultivation of innovation self-efficacy of college students largely determines whether they have the ability and willingness to innovate, which involves the factors that directly affect students' innovative behaviors, i.e., the teaching innovation ability of college teachers. Based on 329 valid survey samples, we investigate the influence of educational innovation of college teachers on students' self-efficacy. Based on the classroom teaching of ideological and political education majors in colleges and universities, under the guidance of self-efficacy theory, this study adopts literature analysis method, classroom observation method and educational experiment method to understand the current situation of college students' self-efficacy and the problems that exist through survey and analysis, and analyze the problems from the perspective of the cultivation of self-efficacy in college design classroom teaching, combining the characteristics of college design classroom teaching, students' psychological development characteristics and the influencing factors of self-efficacy of layout design learning, and applied self-efficacy theory to the classroom, and carried out a more systematic and holistic study.

Keywords: Teaching Innovation, Innovation Ability, Self-Efficacy.

Introduction

Under the background of encouraging "mass entrepreneurship and innovation" and implementing the innovation-driven development strategy, The General Office of the State Council issued the Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of Higher Learning on May 4, 2015, emphasizing that "implementing the reform of innovation and entrepreneurship education in institutions of higher Learning, cultivating innovative and entrepreneurial talents, It is an important measure for the country to implement the innovation-driven development strategy and promote the comprehensive reform of higher education. However, in teaching activities, teachers are organizers and instructors. Therefore, the cultivation of students' sense of self-efficacy and the concrete practice of creative education depend on teachers. College teachers are the important subjects of education and teaching activities. Whether teachers can integrate the educational goals of innovation and entrepreneurship into the actual teaching process through the creative selection

and combination of teaching content, teaching organization, teaching methods and teaching technology means is the key factor affecting the realization of the educational goals of innovation and entrepreneurship in colleges and universities.

Teachers' innovative behavior in the teaching process can provide students with new teaching content and diversified ideas to analyze and solve problems. Therefore, in order to cultivate creative students through innovative education process, teachers' innovative behavior in teaching process is very important. Teaching innovation behavior is a teaching practice in which teachers constantly adopt new teaching ideas, update teaching contents, and use new teaching methods and means to improve teaching effects with the goal of better growth and development of students in the teaching process.

Literature Reviews

Many scholars at home and abroad have conducted extensive and in-depth studies on the connotation, structure and influence factors of teachers' teaching innovation behavior, It is believed that the factors affecting teachers' teaching innovation behavior mainly include organizational atmosphere, teaching culture, work pressure and intensity, teacher personality characteristics, teacher innovation ability and cognitive thinking characteristics, Among them, teachers' teaching innovation ability has a direct impact on their teaching innovation performance or behavior, And Bandura pointed out that " innovation has an unshakable sense of efficiency, Need for long-term time and effort, Progress is slow to discouraged, When the result is very uncertain or incompatible with the existing way, Still can stick to creative efforts ".It can be seen that although innovation ability is a necessary factor for innovation behavior, it is not a sufficient factor.The firm belief of individual innovators in innovation behavior and its results, that is, innovation self-effectiveness, also has an important impact on the exercise of its innovation ability and the performance of innovation behavior.So what role does innovation self-effectiveness play in teacher teaching innovation ability and teaching innovation behavior?How much does it work?Relevant studies are still relatively rare.The article adopts the quantitative research method to analyze the direct influence of teachers 'teaching innovation ability and innovative self-efficiency on teaching innovation behavior, and the influence of teacher innovation ability on students' self-effectiveness in the teaching process.

To accurately grasp the concepts involved in this study, we must first distinguish between the basic connotation of teachers' innovation ability, self-efficacy and self-effectiveness.

Teaching innovation ability and teaching innovation behavior.The theory of creativity composition believes that the level of individual creation ability, as the basis and source of innovation behavior, will directly affect the likelihood and reliability of individual innovation behavior, and have a significant impact on individual innovation performance.A large number of research results have found that there is a positive correlation between the level of individual innovation ability and

innovation performance, while Janssen et al. believe that innovation performance can be evaluated from four aspects: desire, action, application and results, which on the other hand shows the positive impact of innovation ability on innovation action or behavior. Therefore, as a creative activity of a teacher in the specific process of teaching, teaching creativity or teaching innovation ability must also be one of the basis and sources of its behavior. Pantic & Wubbels believes that teachers' learning ability and educational ability are important factors affecting their teaching innovation behavior. Jeroen & Merrienboer regards teachers' ability to apply multimedia technology as one of their teaching innovation capabilities, believing that it directly affects teachers' knowledge innovation and teaching innovation activities. Cai Yonghong and others put forward that the teaching ability, social ability and modern educational technology ability have a significant impact on the performance of teachers' teaching innovation.

Creativity component theory suggests that the level of individual creative ability, which is the basis and source of innovative behavior, directly affects the likelihood and reliability of individual innovative behavior and has a significant effect on individual innovative performance. A large number of research results have found a positive correlation between the level of individual creative ability and their innovative performance, while Janssen et al. argue that innovative performance can be evaluated in four aspects: desire, action, application and results, which on the other hand shows the positive influence of creative ability on innovative actions or behaviors.

Therefore, teaching innovative behavior as a creative activity of teachers in the process of teaching as a specific activity, pedagogical creativity or teaching innovative ability must also be one of the bases and sources of their behavior. Pantic & Wubbels considered teachers' learning ability and educational ability as important factors influencing teachers' teaching innovative behavior. Jeroen & Merrienboer considered teachers' ability to apply Jeroen & Merrienboer consider teachers' ability to apply multimedia technology as one of teachers' teaching innovation competencies and believe that it directly affects teachers' knowledge innovation and teaching innovation activities. Yonghong Cai et al. proposed that pedagogical, social, and modern educational technology competencies have significant effects on teachers' teaching innovation performance. Accordingly, the article proposes Hypothesis 1.

Self-efficacy reflects an individual's beliefs about his or her ability to perform a specific task, and is a subjective assessment and judgment of one's ability to perform a specific task. This concept of innovation refers to the employee's belief in his or her ability to generate novel and appropriate ideas and solutions in the workplace. It follows that whether employees believe in their ability to innovate and solve problems creatively is one of the influencing factors of their sense of innovation efficacy.

It has also been shown that an important antecedent variable of innovation intention is an individual's perception of his or her own innovation ability, which has an important predictive effect on innovation intention. In their study of college students' entrepreneurship as a specific innovation

activity, Chunling Sun and Mengxiao Zhang et al. demonstrated that innovation ability has a positive effect on college students' innovation efficacy, and that increased innovation ability reduces entrepreneurs' feelings of doubt and hesitation when they encounter difficulties and enables entrepreneurs to obtain a higher sense of innovation self-efficacy. This leads to hypothesis 2.

Self-efficacy is the basis of human agency and regulates changes in people's thoughts and behavioral choices by influencing their cognitive, emotional, motivational, and physiological arousal. Bandura, the originator of the concept of self-efficacy, also argues that domain-specific, task-specific, and problem-specific self-efficacy is predictive of behavior or behavioral performance. Domain-specific behaviors are influenced by specific self-efficacy, general self-efficacy is influencing individual behavior through specific self-efficacy, and higher self-efficacy has a positive impact on individual behavior. Before the concept of innovation efficacy was introduced, many scholars noticed the influence of self-efficacy on individual innovation activities.

Taylor et al. confirmed that efficacy beliefs have a positive effect on academic creative behavior of university professors; Ford also included efficacy information as a very critical motivational factor in the construction of a conceptual model of individual creative behavior; Lu Changqin demonstrated that managerial self-efficacy and managerial innovation behavior The positive relationship between managerial self-efficacy and managerial innovation behavior was demonstrated by Changqin Lu. The results of studies on the relationship between innovation self-efficacy and innovation behavior also indicate that innovation self-efficacy has a positive effect on individual innovation behavior; Jin Namchoi found that innovation self-efficacy of college students contributes to their creative research and practice. efficacy has a positive effect on individual innovative behavior and found that innovative self-efficacy is more effective than job efficacy in predicting individual innovative behavior and performance.

Social cognitive theory suggests that individual perceptions of efficacy are an important basis for their actions. People only have the ability to act when they believe that their actions can achieve the expected results. People are motivated to act only when they have a certain ability base and believe that their actions will achieve the desired results. Self-efficacy is the most distant cognitive variable from behavior. It is also an important mediating variable that transmits environmental influences to individual behavior. It has been suggested that the ability to translate employees' willingness to act creatively in favor of the organization into actual creative behavior is influenced by employees' perceptions of their own behavior. It has been noted that whether employees' willingness to engage in creative behaviors that benefit the organization can be translated into actual innovative behaviors is influenced by employees' perceptions and assessments of their own innovative capabilities, i.e., their innovative self-efficacy. It has been noted that whether employees' willingness to engage in creative behaviors in favor of the organization is translated into actual innovative behaviors is influenced by employees'

perceptions and assessments of their own innovative capabilities, i.e., their innovative self-efficacy. In the field of innovation research, many scholars from different disciplines have explored the role of innovation self-efficacy in innovation research.

In the field of innovation research, many scholars from different disciplines have explored the relationship between innovation self-efficacy and employees' innovative behavior in the context of different innovation antecedents, excluding innovation ability. In the field of innovation research, many scholars from different disciplines have explored the role of innovation self-efficacy in mediating the relationship between different innovation antecedent variables, excluding innovation capability, and employees' innovation behavior. Some scholars in China have also empirically examined the effect of innovation self-efficacy on different variables. The role of innovation self-efficacy in mediating the relationship between different variables and individual innovation behaviors has also been empirically tested.

For example, Zhang Hongqi et al. examined the mediating role of innovation self-efficacy between self-leadership and employee innovation in a service-based firm. For example, Zhang Hongqi et al. verified the mediating role of innovation self-efficacy between self-leadership and employee innovation in a service-oriented company; Gu Yongsu et al. used a questionnaire to The study examined organizational and individual factors affecting teachers' teaching innovation through a questionnaire and found that teachers' teaching efficacy was mediated by the organizational climate in the school. They found that teacher efficacy partially mediated the relationship between organizational climate and teacher innovation in schools. The study found that teacher efficacy played a part in mediating the relationship between school climate and teacher innovation. Accordingly, Hypothesis 4 was formulated.

Teachers' self-efficacy for teaching innovation plays a partial role in the influence of teachers' ability to innovate on teachers' H4: Teachers' self-efficacy for teaching innovation partially mediates the effect of teachers' ability to innovate on their innovative teaching behavior.

Methodology

In order to ensure the reliability of the research results, this study used questionnaire method to collect data from 350 teachers on teaching innovation ability, self-efficiency and teaching innovation behavior; applied the structural equation model to explore the influence mechanism between teaching innovation ability, self-efficiency and teaching innovation behavior. In this study, university representativeness was considered in sample selection, universities with different levels and different categories were selected as samples, and college students from different majors and different grades were selected as the survey subjects. Respondents came from universities at different levels in Beijing, Tianjin, Hebei, Shanghai and other places, including national key universities and ordinary universities. In total, 350 questionnaires were issued, 341 were actually recovered, 12 invalid questionnaires were

removed, and 329 were obtained from valid questionnaires, with a recovery rate of 94%.

Results

In order to ensure the reliability of the research results, this study used questionnaire method to collect data from 350 teachers on teaching innovation ability, self-efficiency and teaching innovation behavior; applied the structural equation model to explore the influence mechanism between teaching innovation ability, self-efficiency and teaching innovation behavior. In this study, university representativeness was considered in sample selection, universities with different levels and different categories were selected as samples, and college students from different majors and different grades were selected as the survey subjects. Respondents came from universities at different levels in Beijing, Tianjin, Hebei, Shanghai and other places, including national key universities and ordinary universities. In total, 350 questionnaires were issued, 341 were actually recovered, 12 invalid questionnaires were removed, and 329 were obtained from valid questionnaires, with a recovery rate of 94%.

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Since the questionnaires were filled by the same person for each questionnaire, it is easy to lead to homoscedasticity (CMV) problem. Therefore, before data analysis, we can use Harman's one-way test to conduct principal component analysis without rotation, and obtain a total of three factors with characteristic roots greater than 1. And the explained variance of the first factor is 41.38%, which is slightly higher than the standard of 40%, but not to the majority, so the homologous bias is within the acceptable range, and the data collected by the study can be analyzed in depth.

AMOS17.0 software was used to test the model, and the results are shown in Tables 4-4 to 4-6. From Table 4 it can be seen that in the competing models, $CMIN/DF=3.366<5.0$, $RMSEA=0.077<$ The two absolute fit indices, GFI and AGFI, are greater than 0.80, and the four relative fit indices, NFI and NNFI, are greater than 0.10. In the hypothetical model, $CMIN/DF = 2.900$. $CMIN/DF = 2.900<5.0$,

RMSEA=0.069<0.10, and the two absolute fit indices GFI and AGFI are greater than 0.80, and the four relative fit indices NFI, NNFI, CFI Therefore, all the fit indices reached a good level, and the hypothetical model and the competition model were consistent with the sample. The hypothetical model and competitive model all fit well with the sample data, and the model is suitable for further However, by comparing the fit indices of the two models in the table, we can see that the fit indices of the hypothetical model are better than those of the competitive model. However, comparing the fit indices of the two models, we can see that the fit indices of the hypothetical model are better than those of the competitive model, and the hypothetical model fits the sample data better. As can be seen from Table 5, the results of the path coefficient test in the competition model are as follows:

First, the standardized path coefficient from teaching innovation ability to teaching innovation behavior was 0.239, with a critical value of $t=5.248$ and a significance level of the path coefficient <0.01 . This indicates that in the competition model, the teaching innovation ability of university teachers has a significant positive influence effect on their teaching innovation behavior. Therefore, hypothesis H1 was confirmed.

Second, the standardized path coefficient of innovation self-efficacy to teaching innovation behavior is This indicates that in the competition model, the teachers of higher education have a significant influence on their innovative behavior. This indicates that in the competition model, the innovation self-efficacy of university teachers has a significant positive effect on their teaching innovation behaviors. This indicates that there is a significant positive effect of innovation self-efficacy of university teachers on their teaching innovation behavior in the competition model. Therefore, hypothesis H3 was confirmed.

Discussion

Through the survey statistics in the previous section, it can be found that teachers' sense of burden and anxiety have affected their emotional experience. From the above data, it can be seen that the management system lacks attention to teachers' psychology. Although at present, the Language Center investigates teachers' psychological state through the form of questionnaires during their teaching period, there are great problems with this form. First of all, the questionnaire is too simple and subjective, and it does not provide a deep and comprehensive understanding of the teachers' psychological state. Secondly, after completing the questionnaire, teachers did not receive effective psychological help from the management system. Therefore, many teachers are not serious and do not pay attention to the completion of similar psychological questionnaires. In order to change this phenomenon, the management system should treat teachers' psychological problems more seriously, such as organizing some experts to conduct psychological interviews to understand and solve teachers' psychological problems in depth. Or some stress release training or effectiveness improvement training

can be held during the in-service training for most teachers' psychological problems to help teachers adjust their psychology and face their problems head-on, so as to lay a good foundation for overcoming the problems afterwards.

Most of the current teacher training focuses on teaching methods, Chinese talents, and safety knowledge. However, in addition to physical safety, teachers' psychological problems should also gradually attract the attention of management systems. Since most teachers are fresh graduates and lack teaching experience, they are very likely to suffer from frustration and some negative emotions in the early stage of teaching. If these negative emotions are not well resolved, they will affect the teaching life and even the career development of teachers.

In order to reduce the occurrence of this situation, the Language Center should add psychological state training to the pre-service training of teachers, such as a self-efficacy test after the training, which can not only accurately reflect the psychology of teachers after the training, but also facilitate the management system to assign teachers to positions according to their self-efficacy. However, teacher self-efficacy is a dynamic process and there are objective differences. Therefore the management system should periodically conduct self-efficacy assessments for teachers and combine the results of previous assessments to sort out the guidance. Such orderly and targeted psychological training can help teachers effectively address their problems, regulate their emotions, and accelerate the maturation process.

According to the previous article, it is known that teachers' teaching innovation has a significant impact on students' self-efficacy. According to the above data, it can be found that college students are not highly motivated to attend classes in real classroom teaching. Based on the above data, it can be found that students are not motivated to attend classes in the real classroom. According to the author's review, the reasons for such results are twofold.

First, there is a problem in the arrangement and content of the course program. The focus of the course training is on professional courses, personal safety and Chinese talents, and the training time for language courses is relatively small. However, for teachers who teach in non-English speaking countries, mastering the national language is extremely important, so the Language Center should increase the number of hours of language classes in the training process. Second, the choice of content also lacks relevance and practicality. For example, most of the teachers memorized some Thai scripts during the training, and the content of the scripts included self-introduction, cultural knowledge, and country introduction. Although some of the contents can be applied to teaching, most of them are not closely related to the next teaching work. This is a good place to delete some cultural introductions and increase the content of classroom instructions and life communication language.

The solution of language communication problem is the first step for teachers to teach smoothly and the key to improve teachers' self-efficacy. In addition to national language proficiency, teaching

experience can also have a significant impact on teachers' self-efficacy. Many teachers have not been exposed to the real Chinese classroom before, and although the pre-service training at the Language Center includes hands-on training, the hands-on training is conducted in a classroom environment that is detached from reality and conceived by the teachers themselves. Although this detached teaching practice strengthened teachers' self-efficacy at the time, later teachers found that the actual teaching environment was far from the classroom teaching they had conceived and simulated, and the problem of teaching maladjustment gradually emerged and self-efficacy gradually decreased. Bandura suggested that self-efficacy can be reinforced through direct reinforcement, alternative reinforcement, and self-reinforcement. During the training period, the management system can increase teachers' self-efficacy through alternative reinforcement. On the one hand, we can choose to watch some overseas Chinese teaching videos to change teachers' wrong perceptions of overseas Chinese classrooms, while the choice of videos should not be limited to the excellent teaching videos submitted by teachers, but also include the teaching videos of local native Chinese teachers. Through the interviews, we can learn that asking or observing the classrooms of local ten Chinese teachers not only enables teachers to understand the real classroom situation of local students, but also to learn some useful teaching strategies and methods. Therefore, during the training period, we should not only observe the teachers' teaching videos, but also the local Chinese teachers' teaching videos as appropriate.

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THE INFLUENCE OF TEACHING ENTHUSIASM AND TEACHING LAZINESS ON THE EFFECT OF TEACHING INNOVATION – TAKING VOCATIONAL COLLEGES AS AN EXAMPLE

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Abstract: With the strong support of preferential policies and financial guarantee provided by governments at all levels, China's vocational education has made great development. With the rapid development of China's industrial informatization, the society has an increasing demand for skilled talents. The country also pays more and more attention to higher vocational education, and the problem of Teachers' laziness in teaching has also attracted the attention of the whole society. Teachers' teaching laziness refers to an extreme psychological reflection caused by teachers' inability to effectively deal with work pressure. It is the exhaustion state of emotion, attitude and behavior caused by teachers' long-term high-level pressure. Teachers, as a service-oriented and helpful industry, are prone to teaching laziness. Teachers' laziness will not only affect the quality of teaching, but also affect teachers' mental health. In the trouble of teaching laziness, teachers will question their teaching ability and deny their efforts and efforts. On the whole, the phenomenon of professional laziness of teachers in higher vocational colleges is still common. Teachers' professional laziness is mainly manifested in the following aspects: physiological laziness is more common, psychological pressure is greater, the proportion of behavioral laziness is too large, and the sense of professional efficacy is low. There is a close relationship between teaching enthusiasm, teaching laziness and the effect of teaching innovation. If teachers have high teaching enthusiasm, the effect of teaching innovation will be better; If teachers' teaching enthusiasm is low, the effect of teaching innovation will be poor; Teachers' teaching laziness is high, and the effect of teaching innovation will be poor; Influenced by social factors, family factors and personal learning experience, the phenomenon of teaching laziness of teachers in higher vocational colleges is more common. How to solve this problem urgently needs a new angle and new way to play a role. This paper makes a sampling survey of Higher Vocational College Teachers in H Province by means of questionnaire, analyzes the data, and then further discusses the influencing factors of Higher Vocational College Teachers' teaching enthusiasm and teaching laziness. Thirdly, it formulates a detailed case service plan to analyze the causes of Higher Vocational College Teachers' teaching enthusiasm and teaching laziness from three aspects: social factors, school factors and personal factors.

Finally, based on the existing research, this paper puts forward some measures and suggestions to intervene and improve higher vocational college teachers' teaching laziness and improve higher vocational college teachers' teaching enthusiasm.

Keywords: Teaching Laziness, Teaching Enthusiasm, Teaching Innovation Effect.

Introduction

In January 2019, the implementation plan of national vocational education reform clearly pointed out that vocational education and general education are two different types of education and have the same important status. Have a brilliant future in occupation education. In August 20, 2019, general secretary Xi Jinping visited Shandan Pei Li school in Zhangye, and pointed out that developing occupation education is the key to solve the difference of regional development. Since 1978, China's higher vocational education has experienced five development stages: first, the recovery and rectification period from 1978 to 1985, which clearly proposed to reform the educational structure, vigorously develop vocational education and set up vocational high schools, and vocational education has been gradually restored; The second is the steady rise period from 1986 to 1998. In 2009, the enrollment of higher vocational schools exceeded 8.74 million, reaching the highest in history. Higher vocational education occupies an important position in the national education system; Fifth, the transition period from 2012 to now. After 2012, the development policy of higher vocational education is favorable, the popularization of free policy is expanded, and the connection with higher vocational education is more common, but the number of enrollment and school attendance are decreasing year by year.

Although with the strong support of preferential policies and financial guarantee provided by governments at all levels, China's higher vocational education has made great development, on the whole, the level of higher vocational education is still low. Influenced by social factors, family factors and personal learning experience, teachers in higher vocational colleges are not enthusiastic about teaching, and the phenomenon of teaching laziness is more serious. The specific manifestations are: physiological laziness is more common, psychological pressure is greater, the proportion of behavioral laziness is too large, and the sense of professional efficacy is low. How to solve this problem urgently needs a new angle and new way to play a role. This paper makes a sampling survey of Higher Vocational College Teachers in H Province by means of questionnaire, analyzes the data, and then further discusses the influencing factors of Higher Vocational College Teachers' teaching enthusiasm and teaching laziness. Thirdly, it formulates a detailed case service plan to analyze the causes of Higher Vocational College Teachers' teaching enthusiasm and teaching laziness from three aspects: social factors, school factors and personal factors. Finally, based on the existing research, this paper puts forward some

measures and suggestions to intervene and improve higher vocational college teachers' teaching laziness and improve higher vocational college teachers' teaching enthusiasm.

Research Objectives

From the practical level, one of the main significances of this study is to solve practical problems and fully reflect the "problem orientation". Firstly, through the theoretical exploration of the impact of teaching enthusiasm and teaching laziness on the effect of teaching innovation, taking higher vocational colleges as an example, it can provide ideas and theoretical basis for the current teaching innovation and improving teachers' teaching enthusiasm.

Secondly, through the in-depth exploration of the theory of the impact of teaching enthusiasm and teaching laziness on the effect of teaching innovation in higher vocational colleges, we can explore the practical experience with real significance for the theory of the impact of teaching enthusiasm and teaching laziness on the effect of teaching innovation in other regions.

Methodology

Based on the existing research results and learning laziness scale, combined with the actual situation of the research object, it is planned to prepare the questionnaire on the current situation and causes of teaching enthusiasm and teaching laziness in vocational colleges, which will be distributed in n school and analyzed with SPSS and other statistical software after data collection, so as to clarify the current situation, characteristics and influencing factors of teachers' teaching enthusiasm and teaching laziness in n school. With the help of the feedback information of the questionnaire, collect and determine the impact of teaching enthusiasm and teaching laziness on the effect of teaching innovation.

In this study, 2000 teachers in higher vocational colleges were selected by random sampling.

Results

According to the survey results, the teaching burnout of teachers in H school has become obvious. Only by finding the causes of teaching burnout can we better understand and alleviate the problem of teaching burnout of higher vocational teachers. The author will analyze the causes of Higher Vocational Teachers' teaching burnout from the aspects of teachers themselves, English subject characteristics, work pressure, social status and school management mechanism.

As the saying goes, the body is the capital of revolution. Having a healthy body is the premise of doing a good job. Teachers need to stand in the classroom. Connect at least two classes and more than six classes. Standing for a long time usually leads to low back pain at the end of the day. Or sitting in the office for a long time, correcting homework, preparing lessons, writing lesson plans, or answering questions and answering questions for students. The working hours of the day are either standing or

sitting. There is almost no other time for outdoor sports, and the physical function gradually decreases. Due to the long-term work of sitting on the desk with their heads down, most teachers suffer from spinal diseases and lumbar disc herniation, and are particularly prone to fatigue at work. Heavy teaching tasks will further aggravate physical discomfort, which will not only affect teachers' health, but also affect their own work and lead to job burnout.

Teachers are the transmitters of knowledge. They should have rich knowledge and good ability. With the reform of the educational system, the requirements for teachers are higher and higher. Teachers' personal ability and teaching level are particularly important. Most English teachers in higher vocational colleges have few opportunities to go out for further study, imperfect knowledge structure and insufficient professional development, which requires teachers to constantly update their knowledge structure in their spare time, enrich themselves and work hard in their own weak links. They can't answer students' questions and solve students' questions well in class, and blame themselves for not achieving good teaching results. They often question their teaching ability, resulting in teaching burnout.

Everyone's life will have a certain amount of pressure. Psychologists have proved that appropriate skin strength is not only harmless to the human body, but also beneficial. Different people face and deal with things in different ways and can bear different degrees of pressure. Some pressures may promote individual growth and development, while others may prevent individual growth and development. It can be seen that when facing the same thing, individuals have two different coping styles: positive coping style and negative coping style. Positive coping style means that when faced with pressure, individuals can actively adjust and alleviate skin strength, and will seek the help of others to solve the difficulties they face; Negative coping style refers to passively waiting for others' help or avoiding difficulties. Teachers in Higher Vocational Colleges bear more pressure than those in ordinary colleges. These pressures are mainly reflected in student groups, working groups and public opinion.

As the saying goes, "no rules can be realized". Everyone's behavior will be bound by social norms or legal systems. Only legal acts within a certain range can our society be stable. With the development of higher vocational colleges, the scale and number of students of higher vocational colleges are also expanding. However, most schools have been established for a short time, and the development of higher vocational education is not very ideal. There are many problems such as unclear school running concept, vague talent positioning, lagging college infrastructure construction, unreasonable teacher structure and low construction efficiency. These factors seriously restrict the development and construction of higher vocational colleges, such as the compulsion of students and the irrationality of teachers, the low cultural knowledge and comprehensive quality of students, the quality of talent training can not meet the social needs, and the employment difficulties of graduates. Teachers' evaluation is determined by students' scores. A single evaluation mechanism will not only make

teachers dare not slack off and stay in a state of psychological anxiety for a long time, but also seriously hit teachers' self-confidence, think that their teaching ability is limited, they are not suitable to be teachers and have the psychology of changing careers.

"Silkworm dies, wax torch turns ash and tears dry" has always been a classic word describing the teaching profession. Teachers are regarded as symbols of knowledge. They are knowledgeable and moral. Parents' expectations of children and women depend on teachers. A series of major tasks related to human and social development, such as promoting the all-round development of students, promoting the inheritance of cultural knowledge and maintaining social stability, fall on the shoulders of schools and teachers. In this environment, the teaching software and hardware equipment of many leaving colleges are relatively weak, and it is difficult for teachers to have a sense of achievement. Higher vocational education has a long history abroad. With the acceleration of China's modernization process, higher vocational education has also received extensive attention, and is vigorously developing and improving the status of higher vocational education. All this has led to the low level of social status, professional reputation and treatment of higher vocational teachers, unable to realize that "teachers are the most glorious profession in the sun", and often feel unfairly treated by social groups. In this realistic situation, higher vocational teachers are prone to teaching burnout.

With the expansion of college enrollment, the number of college students has increased, but the quality of college students has a downward trend. The quality of students in higher vocational colleges is uneven, mainly from students whose college entrance examination results are not ideal, students in secondary vocational schools, and even students who have not entered the University. Most students lack knowledge and cultural foundation, and some even give up themselves. In order to obtain a mixed diploma, they must enter a vocational college. At the same time, there is a shortage of students in most business vocational schools. For the sake of survival, they refuse to continue.

On the basis of considering students, teachers usually minimize teaching requirements and standards in teaching. Therefore, it is difficult for them to realize their personal sense of achievement and teaching fun, and it is also difficult for them to achieve their own growth. Many students have weak foundation and lack of learning enthusiasm. For teachers, constantly stimulating students' interest in learning is more tiring than other jobs. In addition, students' weariness, bad behavior and disrespect for teachers are also the reasons for the lack of work motivation of higher vocational teachers.

Some colleges and universities have not reformed the original backward assessment system and internal management system, but strengthened the management of teachers. It is not only the teaching method and teaching effect of teachers, but also the evaluation of teachers' scientific research achievements, competition achievements and professional titles. Some schools even issued admission orders to teachers. Task, taking the number of teachers enrolled as one of the evaluation contents. This has led many teachers to devote most of their energy, and the time spent on publishing papers and

applying for topics, as well as the investment in teaching, is slowly decreasing. Some schools will learn English, and students' evaluation of teachers is the main aspect of teachers' evaluation. Students will score each teacher, and the score level of teachers determines the level of teachers' semester assessment coefficient. However, students' scores are random. Many teachers are teaching. He is an expert in teaching, but he usually doesn't get along with students. The low score of students' evaluation affects the overall evaluation of teachers. This single evaluation mechanism not only makes teachers dare not slack off, but also in a state of psychological anxiety for a long time, which is more serious. It hits teachers' self-confidence and thinks that their teaching ability is limited and not suitable to be teachers, resulting in the possibility of changing careers.

The silkworm died, the wax torch turned to ashes and the tears dried up, which has always been a classic description of the teaching profession. We all believe that teachers are the symbol of knowledge, erudition and noble morality. Parents expect the success of their children and women. They all rely on teachers to promote the all-round development of students, promote the inheritance of culture and knowledge, and maintain social stability. A series of important tasks related to human and social development fall on the shoulders of schools and teachers. But no matter what we do, which one is very difficult, which requires not only the efforts of our educational circles, but also the cooperation of families and society. However, society and parents rely too much on schools, and teachers, especially English teachers and parents, can do nothing about it.

With the enrollment expansion of colleges and universities, the number of college students has increased, but the quality of college students shows a downward trend. Especially in higher vocational colleges, the quality of students is uneven, mainly from students with poor scores in the college entrance examination, secondary vocational schools, and even those who have not been admitted to the University. Most students lack knowledge and cultural foundation. Some even give up their identity and have to enter vocational schools to get diplomas. At the same time, most business and vocational schools lack students. In order to survive, we must take care of them.

Recommendations

Teaching burnout of teachers in higher vocational colleges is a common phenomenon. There are many reasons for this phenomenon. It is the result of the joint action of society, schools, students, teachers and other factors. How to alleviate the teaching burnout of higher vocational teachers has a far-reaching impact on the whole higher vocational education. The author analyzes and discusses the countermeasures to help higher vocational teachers get rid of the trouble of teaching inertia from the social level, school level and teachers' personal level.

The social status of higher vocational teachers is relatively low, and they are at a low level compared with other occupations in terms of salary, welfare, professional reputation and social rights.

Teachers want their social status to be affirmed. However, due to the deep-rooted prejudice against higher vocational education, the social evaluation and cognition of higher vocational teachers have been at a low level. The deviation and imbalance of seed sending cognition is also one of the reasons for teachers' job burnout. Start with newspapers and periodicals, form a social evaluation standard system, publish the school running situation of higher vocational colleges, and make an objective and reasonable evaluation of higher vocational education. Change the public's original prejudice and preconceived wrong consciousness towards higher vocational colleges, affirm the work of Higher Vocational Teachers in the new era, and form an objective and reasonable evaluation view. Secondly, in order to improve the social status of higher vocational teachers, we should first improve their economic treatment, reduce their economic pressure, recognize their work, let higher vocational teachers recognize their self-worth, improve their work enthusiasm and alleviate their teaching burnout. In addition, it is more important to pay attention to the standardization development of Higher Vocational Colleges and the work of all teachers. This requires the formulation of relevant educational policies and regulations on the basis of protecting the rights and interests of higher vocational teachers to ensure the development and improvement of higher vocational education. Let higher vocational teachers really feel that their group is respected by the society, and let teachers love their work more.

In recent years, China's economic construction has made great achievements, and the people's economic income has increased year by year. Teachers should also enjoy the economic dividends brought by reform and development, properly take care of their immediate and reasonable economic needs, and appropriately meet their growing desire for a better life. The right to receive education, teaching and management is the basic professional right of teachers. Teachers should take appropriate measures and ways to implement the right to education. When there are problems in education, teaching and management, society, competent education departments and colleges and universities should actively safeguard the legitimate rights and interests of teachers and students, safeguard teachers' professional rights and personal dignity, and create a social atmosphere of respecting teachers and valuing education.

There is still a long way to go to alleviate the teaching burnout of business professional teachers. Higher education needs to be led by the whole society and fully supported by the whole society. Support and trust affect teachers' job performance to a great extent. In the positive energy atmosphere of support and trust, teachers will show strong faith and motivation, have a sense of self-esteem and need, which can enable individuals to release pressure and alleviate burnout, so as to treat their work positively. In addition, society and parents should establish reasonable expectations for higher vocational education. Teachers are just mortals, not saints. Their energy and ability are limited. Therefore, society and parents cannot put all their expectations on the shoulders of teachers. Especially at this stage, higher vocational education is still in the development stage and cannot meet the ideal expectations of the public. In this

case, the public should have reasonable expectations for teachers and avoid increasing the strength of teachers.

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THE TEACHING MODE INNOVATION OF MUSIC BASIC COURSE OF DANCE MAJOR IN COLLEGES AND UNIVERSITIES UNDER TEACHER CERTIFICATION

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Abstract: Dance and music both belong to the performing arts, and they are also the most intimate sister arts. There are common artistic characteristics between them. Music plays a vital role in a dance composition. Dance music can not only give the dance length and speed, but also promote the accurate, refined and concentrated vocabulary of the dance. At the same time, the linguistic and emotional development of the dance movement is also reflected and completed by the melody and rhythm of music. Thus, it can be seen that in the training of dance students, the training of music quality is not negligible, but also particularly important. It is found in the past dance teaching that having good music quality plays a positive role in the training of dance students. Good music quality can improve the music appreciation and artistic expression of students majoring in dance. Through rhythm, melody, harmony and other means of expression, music expresses the rich and changeable inner emotional world of human beings. The dance is based on the emotional content suggested by the music, using human body movements and dance vocabulary to show the strong and rich spiritual world of people contained in the music. Therefore, dance and music have inherent inevitable connection and commonness.

Keywords: Dance Major, Basic Music Courses, Innovation of Teaching Model.

Introduction

In order to better understand dance works and show dance performances, students majoring in dance also need to have a profound understanding of music theory, which will directly affect the performance. At present, many dance majors offer basic courses of music theory, but there are still some problems in terms of specific teaching courses and teaching methods. Although dance majors offer basic courses in music theory, they do not recognize the connection between music and dance. The two courses are relatively independent, and music is only an auxiliary tool to help the training in the dance class. Music is not the main content of education and teaching, and teachers do not pay attention to music teaching. Music is simply used as an auxiliary tool to mechanically teach students dance

knowledge. In this case, the form of dance art shows the characteristics of mechanization and simplification. At present, many dance majors have a single way of assessment in the course of music theory. This is because dance training pays more attention to skill training and pays more attention to skills in assessment, ignoring the importance of music and not realizing the importance of the integration of music and dance. In this case, teachers only pay attention to the training of dance skills and ignore the basic knowledge of music theory, which will gradually frustrate students' learning enthusiasm and fail to cultivate students' music theory literacy.

It is very necessary for students majoring in dance in art colleges to learn music knowledge systematically, no matter from the professional point of view or their own development. Dance learning is a process of accumulation of various knowledge, not just "dancing" so simple. The study of music is particularly important. Students majoring in dance never leave the company of music from the beginning of learning dance, and they do not learn music at the beginning of learning dance, and their perception of music is obviously backward. Most students' knowledge of music is only auditory. Because there is not too much support of music theory, he cannot further analyze music and improve his feeling of dance works through music. Dance students need to learn to listen to the piano teacher's music in the basic training class. In folk class, we need to learn the dynamic rhythm of various ethnic groups according to folk music. In the choreography class, appropriate music should be selected for the dance or appropriate dance movements should be arranged according to the rhythm characteristics, styles and ethnic backgrounds of the music. These basic dance courses require students to have certain musical literacy to support. Therefore, it is very necessary and urgent to offer basic music theory, solfeggio training, dance music appreciation for students majoring in dance, and vocal music, piano and other courses for students majoring in dance education.

Research Objectives

With the deepening of educational reform, the teaching mode of colleges and universities has gradually changed. The overall music perception level of students majoring in dance is not very high, and their accurate grasp of rhythm changes is relatively low. As a result, many students' professional learning and music are separated from each other. This leads to dissonance between musical accompaniment and dance movements. In the current development stage, the overall music literacy of dance students is low, the music teaching environment is not very good, and there is a serious disunity between practice and theory, these problems directly affect the quality and texture of students' dance. It is of great practical significance to cultivate students' musical literacy. The improvement of musical quality can help performers quickly enter into a certain dance situation, which has a positive role in promoting the expression of dance emotion. Music quality training is very important for students majoring in dance, no matter from stage practice or emotional expression play a positive role in

promoting. And dance students not only need to master and understand the professional knowledge, but also need to start from themselves, and constantly improve the music literacy, only in this way can continue to deepen the understanding of music, music and dance to achieve the clever integration.

Under normal circumstances, students can grasp the rhythm of music according to the way of music presentation, deepen the grasp of the melody of music, so as to better use the body language of dance to express the connotation of the work. Therefore, there is a very close relationship between music and dance, the two are inseparable. For example, in enjoy some stronger ethnic dance music in the process, students want to better use of the dance to express the to convey emotion or some kind of mood, you need to deeper understanding of national music culture, grasp the regional cultural background, customs, etc., in the long run, will promote students' music accomplishment.

Music often plays a very important role in dance. Only through music can we further stimulate the inner emotions of dancers, realize the integration of emotions and dance movements, and achieve better emotional transmission effect. A good dancer will match the corresponding dance body movements according to the emotions conveyed by the music, which closely links the music emotion with the dancing emotion, which is more infectious, and will bring strong emotional stimulation to the audience and arouse resonance. Therefore, in the process of learning dance, students need to pay attention to the grasp of the rhythm and melody of music, take dance limbs as an important medium of emotional transmission, realize the unity of dance and music, and improve the artistic expression of dance.

Literature Reviews

In essence, music is the temporal organization of sound and silent sound. Rhythm, melody and harmony of different scales are important elements of music. Music literacy involves the education of music comprehensive quality. Music literacy not only involves music theory knowledge, but also involves music history. Music literacy has the characteristics of professional music foundation courses. Music literacy involves comprehensive theoretical knowledge of music, including not only reading music, solfeggio, listening to music, rhythm, harmony, writing, music appreciation, but also related content of music history.

Dance and music are one and the same. The essence of music is the sound of dance, and the essence of dance is the physical expression of music. The specific movements of the dance are clearly defined by the rhythm and beat of the music, and the rich content of the music is presented by the body movements of the dance. It can be said that the process of dance performance is actually the process of music slowly unfolding, is the process of interpreting the connotation of music through body movements.

Although dance and music have different forms of artistic expression, they are difficult to

distinguish clearly. The creation motivation and theme melody in music are closely related to the theme, rhythm and elements in dance. Only when all elements of music and dance are in sync, can a perfect dance realm be created and interpreted. Music is the source of dance body expression, and the essence of dance can be explored to the content contained in music.

Music plays a decisive role in dance art. To some extent, the soul of dance is music. Therefore, students majoring in dance in normal universities must be aware of the importance of music literacy in the professional field.

It is helpful for students to have a deep understanding of the internal relationship between dance and music. The sense of rhythm is the property of music, and the sense of rhythm of music is the source of dance. Although the expression forms of dance and music are different and they belong to different art forms, there is an inherent correlation between music and dance. Dance and music are art forms that work together. The duration and distinct sense of rhythm of dance are endowed by music, and the essence contained in music is incisively and vividly expressed in the form of dance.

It is helpful for students to coordinate and cooperate between dance and music. Dance is the perfect display of human rhythm, and the organic combination of music and dance provides the possibility for dance performers to use their body to express music. Without the intervention of music, dancers would not have the opportunity to use body movements to reflect the connotation of music, and they would not be able to smoothly perform perfect dance movements.

Methodology

Teachers should guide students to construct an overall trapezoidal level knowledge ability frame diagram, and gradually master melody, rhythm, the concept and basic combination principle of key elements of musical expression, such as mode, harmony and form, are analyzed, understood and applied to a variety of typical dance music on this basis. The higher requirement is to comprehensively apply the learned content in performance and innovative activities. The core idea of this framework content is that it is closely related to the learning needs and musical life of dance students,

It lays the foundation for students to love music for life, study music enjoys fund project and control music, so that students can achieve the highest level of ability and actively and effectively, with interest to invest in the study of music theory.

Questionnaire analysis of trapezoidal dance music theory knowledge hierarchy framework construct multidimensional perspective of knowledge ability framework and dance music theory knowledge ability of three dimensional whole music theory course teaching content can be according to the "cognitive skill learning, learning, emotion, learning" three dimensions to build the chart, the three dimension is connected to each other, and promote each other, It's like a gear drive that interacts with each other. As Professor Chen Yaxian put forward, "We should integrate emotional experience of

music with music cognition. By adding emotional factors to music theory teaching, we can endure music foundation with personal significance and make music education more cultural connotation.

Music education research plays an important and positive role in the reform of music practice teaching, which is conducive to improving the teaching quality of music courses and the final quality of talent cultivation. At the same time, it plays a certain role in promoting music education in various fields within the scope of music education which should respect the objective fact of objective existence in the process of research, teaching and practice together, using music history, music aesthetics, music education, music education of paper expounds psychology related theory, and combining with music teaching method on the paper's innovative theory instruction and curriculum research and analysis of the core material. This paper uses the "questionnaire survey method" and "document method" in Madah's "Scientific research methodology of music education". On this basis, the scientific and systematic research of this paper is carried out.

Results

According to the questionnaire survey, there are some problems in the teaching of piano courses and related basic music courses in our school's music and dance major:

The piano course of dance major and related basic music course basically follow the teaching materials and teaching content of music major. In piano teaching, the textbooks mostly used in piano basic courses involve relatively little music works related to dance. Most of the basic music theory courses in the planning stage are elective courses with less content and less class hours.

For students majoring in dance, without sufficient learning and playing of dance music works, they cannot have a good understanding of the relationship between dance and music, which is not conducive to the development and inheritance of music culture with Chinese national characteristics. For the mastery of piano skills and skills is only calculated from a few teaching hours should be difficult to make a breakthrough in a short period of time. The result is that students with special requirements can understand, have simple visual playing ability, have a certain degree of knowledge and music appreciation, Is teaching should focus on strengthening the genre on the choice of a teacher in the piano teaching should not be used by professional piano music professional training, mutatis mutandis, the textbook but through these learning experience, so that the students know more about the knowledge related to dance faster to improve their own quality, the purpose of forming students' mastering many skills while specializing in music quality on music foundation course The content of the teaching material is too specialized, which is difficult for students to understand because they do not have a professional music learning background. In the selection of teaching materials and teaching content, we should choose more practical teaching content close to the dance itself, while the professional theoretical content should be deleted and the appreciation and analysis of dance piano accompaniment

music should be added. In piano teaching, the cultivation of impromptu accompaniment ability with practical nature has not received sufficient attention from teachers. However, the lack of these contents is likely to have a great negative impact on them when they enter the society and face great difficulties in teaching. Due to the disunity of teaching materials, the lack of standardization of teaching content and other objective reasons, students' ability to improvise accompaniment has not been properly cultivated and improved.

The common problem of dance majors in normal universities is that the foundation of students' cultural quality is weak. In college life, many students do not pay attention to the study of cultural courses and never consider the impact of their own cultural quality on their future work. For the lack of professional student quality dance to dance performance and dance at a deeper level understanding far-reaching impact currently open courses related to shoulder some of the students did not consider, be late for class, absence from class often happened in class and can't devote to it from for the learned knowledge in the later work and study is not much use, often attitude to deal with Treat. This questionnaire is mainly aimed at sophomores and juniors majoring in dance in Music and Dance College of Honghe University, and 90 students from two grades are selected to conduct a questionnaire survey. The table analysis report of the questionnaire survey on the basic music courses of dance normal major in colleges and universities is as follows:

Table 1: Student Results

	Subtotal	Scale
Freshman	2	2.22%
Sophomore	1	1.11%
Junior	50	55.56%
Senior	37	41.11%

Table 2: Dancing Years

Years	Subtotal	Scale
1-3 Years	28	31.11%
Four to six years	53	58.89%
Seven to nine years	6	6.67%
More than 10 years	3	3.33%

Table 3: Dance Major Reasons

Items	Subtotal	Scale
Love dance, has a dance foundation	41	45.56%
The cultural courses are not ideal, so it is easier to go to college in the art examination	59	65.56%
Opinions of the teachers and the parents	24	26.67%
Dance major has good prospects and is easy to work	9	10%
Personal supplement	2	2.22%

Discussion

It is very important for students majoring in dance to learn music theory. As this major is relatively special, teachers should be more aware of the role of music theory knowledge in dance teaching. In most cases, physical training is the focus of teaching, which is actually a kind of skill training. Therefore, teachers should attach importance to practicability in imparting knowledge of music theory. According to the different types of music theory knowledge, taking into account the needs and characteristics of dance learning, this difficult knowledge is simplified.

In the process of rhythm training, if the effect is good, it can help students better understand music. And students' understanding of a musical work will also affect the final dance training effect. Therefore, students must be guided to grasp the rhythm of music, and accurately understand and grasp. In the process of music theory teaching, rhythm training is a very important content and an indispensable teaching link. Because of the different rhythm of the music, the dance pieces may show different styles and the emotions they interpret may also change. For example, music with sad or indifferent feelings, you can choose some longer rhythm dance; When the music is light or intense, you can choose to dance with a shorter rhythm. Rhythm training focuses on students' sensory understanding, not just imitation or memorization. Therefore, the focus of rhythm training is to let students better understand music, grasp the rhythm, and master the beat. From the perspective of traditional rhythm training, teachers will adopt dictation training, which pays more attention to imitation than to understanding. In fact, rhythm training is the difficulty and focus of students' study. If only a single repetition of listening training, it is easy to let students feel tired, but also cannot achieve the ideal teaching effect. Therefore, teachers can combine theory and practice together to carry out some practical teaching, so as to achieve better teaching results. Taking music audio-visual as an example, students can be encouraged to follow the rhythm of music and stomp, dance, clap and so on, so that students can feel the rhythm of music with different body movements, so that students can feel emotion while improving the coordination ability of the body.

Because of the unique characteristics of normal universities, students majoring in dance in normal universities are more inclined to be teachers after graduation. The dance major in normal universities requires students not only to master the theoretical knowledge of dance, but also to have comprehensive skills in the analysis, writing, commentary, performance and choreography of dance types. At present, there are still some problems to be solved in the training of students majoring in dance in normal colleges.

At present, in the teaching of dance specialty in normal colleges, teachers mainly use the teaching method of movement demonstration and language explanation to carry out teaching. In the teaching process, the teacher is more in explaining how to make the movement conform to the standard, so that the dance movement to meet the requirements of the specification. In the process of language

explanation, teachers usually mechanically let students remember each movement of dance, often ignoring the internal relationship between music and dance. The teaching of dance major in normal colleges has its own teaching methods. On the premise of respecting scientific principles, teachers should create a good classroom atmosphere for students and guide students to study purposefully and independently with tasks. In the process of dance teaching, teachers should realize that students are the main body of learning, not only pay attention to stimulate students' interest in learning dance, but also pay attention to students' learning situation and give students teaching guidance in time.

Conclusions

Dance major students must have a certain musical quality, and the training of dance major students' musical quality is an indispensable important content in dance teaching, the training of students should not only be limited to dance movement skills, skills, performance, quality of these aspects, but also must pay attention to the cultivation of students' musical accomplishment, In order to improve the ability of dance students to appreciate music, the ability to understand the connotation of music and artistic expression. In students' ballet and classical dance training courses, the reason why we use piano accompaniment is to bring into the mood of music, so that students can really express dance through music, so it is very necessary to discuss the role of music quality in dance art. The cultivation of music quality cannot be ignored, but also is particularly important. In the past dance teaching found that good music quality has a positive effect on the training of dance major students, good music quality can improve the music appreciation and artistic expression of dance major students.

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THE IMPACT OF VOCATIONAL VALUES ON THE TEACHING INNOVATION: A CASE STUDY FROM FINE ARTS DESIGN CURRICULUM CORE COURSES IN GUIZHOU UNIVERSITY

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Abstract: The objective of explore the research on teachers' professional values, career beliefs, and teaching innovation in the design profession. The research objectives are as follows: 1. The current status of teachers' professional values, career beliefs, and teaching innovation. 2. The difference between professional values, professional career beliefs, and teaching innovation. 3. The professional values, career beliefs, and teaching innovation of Lecturer of design courses teachers with different backgrounds. 4. The joint predictive power of professional values and professional career beliefs on teaching innovation. 5. The intermediary model of professional values and career beliefs in teaching innovation and the causal relationship with gender. Finding to the questionnaire constructed the "Teacher's Professional Values, Career Beliefs and Teaching Innovation Scale" through pre-test item analysis, exploratory factor analysis, and reliability analysis as a research tool for research. The study was randomly sampled according to the population. A total of 530 questionnaires were sent, and 358 valid questionnaires were returned. Data analysis adopts SPSS statistical package software for data analysis and hypothesis testing. It is processed by statistical methods such as t-test, single-factor variance analysis, product difference correlation, hierarchical multiple regression, and path analysis. The results of this study are as follows: the current performance of "professional values" is at an upper-middle level, "career beliefs" are at an intermediate level, and the perception of "teaching innovation" is at an upper-middle level.

Keywords: Career Values, Career Beliefs, Teaching Innovation, Correlation Analysis.

Introduction

The spirit of students being able to choose their own courses has impacted teachers' original workplace style, which is a great challenge to teachers. Since the opening of China, especially after China's accession to the World Trade Organization, the awareness of diversified needs in China has increased, resulting in rapid social changes. In the past, teachers were mostly trained by the education

departments of teacher training colleges and universities; however, design courses must introduce the more practical experience to enhance students' participation in the classroom. General university graduates of the master's degree can enter the university as professional course teachers, participate in teacher training, teach diversity to change the countries past a whip, close teacher training way, and bring new blood to the university.

However, with the opening of the teacher market, many teachers do not have the same career certainty as in the publicly-funded system of teacher education institutions, and their professional values may be different from those of past teacher education. Teachers' knowledge, values, and beliefs are important influences on their thinking and actions. Teachers' values and beliefs deeply influence the basis for developing pedagogical knowledge. In the face of a changing workplace environment, teachers' professional values are an important factor influencing their attitudes and behaviors.

In recent years, the education reform trend has led to a high degree of social importance and expectation on the performance and quality of education of teachers. In order to keep up with the development of society, teachers have to develop into specialized teachers. In the area of teaching, the rapid advancement of technology is not sufficient to meet the needs of students and the expectations of society.

According to Bandura's social learning theory, beliefs are formed gradually through individual learning experiences and interactions with the environment (Bandura, 1997). Career beliefs are the assumptions about one's development in the world of work and the beliefs and inferences that one holds over a period of time during the development process of career exploration, selection, decision making, and planning. It will influence the individual's choice in his or her work career (Krumboltz, 1994; Pang, Y. & Jin, Shurin, 2009). The concept of career beliefs originated from career myths, so career beliefs were early used to assess career myths (Pang, Y. & Jin, J., 2009). If an individual's beliefs are accurate and constructive, he or she will take actions that can achieve the goal; on the contrary, if they are self-defeating beliefs, he or she may take actions that do not help the goal (Krumboltz, 1994; Zhan, 2013). systems" (1991) as a key factor in understanding individual career transitions and decision blockages, and that career decision beliefs are the source of many scholars' understanding and prediction of future job satisfaction variables (Qiu, 1999). In the face of a different workplace environment, it is necessary to continuously learn, receive various kinds of on-the-job education, and continue to self-enrich and grow.

The purpose of this study is to examine the current status and relationship between Vocational values, Career beliefs, and Teaching innovation of lecturers of design courses teachers. First, this chapter provides an overview of the study, followed by the objectives of the study, followed by a discussion of the contributions and limitations of the study, and finally, an explanation of the important terms.

With the diversification of Chinese society, changes in educational trends, and global competition, the design profession at the university level has also undergone substantial revision and change. In recent years, the design professional education reform has implemented many policies on teachers' teaching, teacher learning, etc. is a significant change. The changes in design faculty training, from master's degree, based to now based on the doctorate, while emphasizing the ability of teachers to publish papers and works, as students become more competitive for employment, the professor's social capital has become a new requirement, the closer the professor's contact with the industry, the more competitive the student's career, many students to obtain letters of recommendation from well-known professors, in the course of study, the teacher's innovative teaching Many students have improved their course of study and the level of cooperation with faculty teaching innovations to receive letters of recommendation from renowned professors.

Research Objectives

This study is expected to achieve the following objectives:

First, to explore the university design teachers' professional values, career beliefs, and teaching innovation the current situation.

Second, to explore the differences in university design teachers' professional values, career beliefs, and teaching innovation.

Third, explore design teachers' professional values, career beliefs, and teaching innovations from different backgrounds.

Fourthly, analyze university design teachers' joint predictive power, professional values, and career beliefs on teaching innovation.

Fifth, Construct a causal relationship between career values and career beliefs in the teaching innovation and gender mediation model.

Literature Reviews

Occupational value is the meaning of occupation to the subject, which embodies the attributes of occupation and the function of satisfying the subject's needs. Occupational values may vary from person to person, from time to time, and from place to place. Therefore; Vocational Values are the values that an individual reflects on a particular occupation (Wu, 1983; Sun, 2008). Occupational values are an important part of the life value system, which originates from life values and extends to the workplace. However, they may change with the social context, social value changes, different cultures, or even reflect the ideological influence of certain social groups. (Hong, R. B., and Liu, S. M., 2003; Chen, M. Z., and Liu, S. M., 199; Su, M. R., 2007; Jin & Round, 2012; Schwarte, 1999).

In the study of occupational values, Super (1970) was one of the first scholars to introduce the

concept of work values, which he believed represented one of the indicators of developmental tasks accomplished by individuals in their life maturation process and facilitated their ability to choose a career. The individual subject's perception of personal affective orientation toward occupational values, the power of the target to meet the demands of the job in meeting personal expectations, and the pursuit of attributes and properties in the work situation are in line with Rokeach's purposeful work values (Super, 1970; Zytowski, 1970; Kalleberg, 1977). The definition of occupational values by foreign scholars in the 1970s mostly considered the performance of attributes between the subject and the object; after the 1980s, many foreign studies have introduced the concept of values outside the subject and the object, such as social values. It is advocated that work values are gradually accumulated through the workplace process, a kind of socialization process. Research projects such as Protestant Work Ethic (PWE) and The Meaning of Working (MOW) have incorporated different ideologies and social value systems into the orientation of work values (Hong, R., & Liu, 2003; Hazer & Alvares, 1981; Nord, 1981; Nord, 1981). Alvares, 1981; Nord et al., 1988; Pine & Innis, 1987).

Many studies on career values in China have been developed mainly for career and career counseling needs, and are mostly concerned with the function of career choice as a predictor of behavioral assessment. The definition of occupational values is the criteria for evaluating occupations, the degree of preference for work activities, and the expectation of work conditions to understand the individual's willingness and attitude toward occupations (Tiehung Wu et al. 1996; Yuan, 1982; Hsin-Hsiang Lee, 2000; Hsiu-Chin Tung, 2002; Hsing-Tai Lin, 1987). In addition to the orientation of occupational choice to meet the purpose work values, it also emphasizes the means work values, values that are valued to achieve work goals, including cognitive, emotional, and behavioral intentions (Wang, 2005; Huang, 2003; Hung, R. B., and Liu, S. M., 2003). Wang, Tsung-Gwei (1993) found that there are chronological differences between the end-oriented and means-oriented work values of university students, and that social structure lifestyle also affect occupational values. Researchers of the recorded differences proposed their "collective work values" for each chronological period

Robbins (1933) summarized that workers in the Western world had been divided into four eras: 50s-60s, 60s-70s, 80s-90s, and after 90s, which is a collective occupational value that varies with the change of eras. Ho (1990) studied the influence of social impact on adolescents and formed a culture through peer interaction, forming a special set of values, attitudes, and behavioral patterns as a collective value, which is called subculture. In the face of work, "collective occupational values" are also formed that differ from generation to generation. From this, we can understand that occupational values are part of personal values and may vary from one era to another. Yang (1993) argues that values are the core of an individual's personality structure and respond to the social patterns of the time, which in turn influence the choice of different things or goals in one's daily life, forming a "modal personality" and bringing out the research perspective of collective work values. Occupational values are similar to

"work values" in many academic arguments, and both occupational values and work values are value systems that manifest in the work process. Therefore, this study examines the occupational values of teachers in a single occupational category.

In summary, the "occupational values" in this study are the attitudes and behaviors of individuals who adjust their life values, the occupational culture formed in the workplace, and the influence of social trends in the face of their chosen occupations.

To accurately grasp the concept of leadership, we must first distinguish the basic connotations of leadership and management. Generally speaking, management is a dynamic creative activity to effectively integrate the organization's resources to achieve the organization's established goals and responsibilities. At the same time, leadership is the goal and direction of an organization. Leaders should concentrate on their vision and attract others to pursue the strategic goals of the organization actively. Leadership is the art or process that affects people's willingness and enthusiasm to achieve the group's goals. It can be seen that leadership is a kind of influence, and it is a process that makes its followers constantly pursue common goals. (Jun, 2015)

Psychology behavior refers to people's activities. As the name implies, leadership behavior is the leader's activities in the process of leadership. Foreign scholars believe that leadership behavior is the specific action of leaders in directing and coordinating group members' work. It can include establishing a working relationship, praising and criticizing group members, caring for the welfare and emotion of group members, etc. However, Chinese domestic scholars understand leadership behavior as the leadership characteristics, qualities, ways, styles, and tendencies shown by the main body of leadership activities in a specific organization or group in the process of implementing leadership, which is formed and shown in the leadership practice activities of the main body of leadership. Although the understanding of leadership behavior at home and abroad is not completely consistent, its essence refers to how the leading subject acts on the leading object of the leading object, and this study holds that leadership behavior refers to a behavior in which leaders influence and guide people to work hard to achieve common goals and visions. (Yuefen, 2009)

The director of curriculum leadership behavior defined in this study is a behavior or behavior process in which the curriculum director. Exerts influence teachers or other staff to achieve the school's development goal, such as encouraging teachers and winning social resources for school development. Here, the definition of director of curriculum leadership behavior includes the following characteristics: First, director of curriculum leadership behavior occurs in the school organization situation; Second, the director of curriculum leadership behavior is guided by educational goals. (Mingze, 2019).

The study of occupational values has many different viewpoints, and with the evolution of the times, various orientations have been developed. The following is an analysis of demand satisfaction, personality trait orientation, motivation theory, emphasis on the interaction with the environment, and

basic hypothesis theory.

1. Personality Trait Theory

Occupational values are a part of the personal value system. (The connotation of the individual value system is the core of the personality structure of an individual and makes the characteristics of personality more dynamic (Wu, 1983). Studies that consider occupational values as a manifestation of personality traits at work generally advocate the grouping of occupational values (Shen, 2014; Huang, 2008), for example, Holland (1985) classified personality into realistic, investigative, artistic, social, and enterprising. For example, Holland (1985) classified personality into six types: realistic, investigative, artistic, social, enterprising, and conventional; and Yang (1993) considered that values are the core of an individual's personality structure with cognitive, emotional, and behavioral components. Related studies also point out that workers' personal traits affect the direction of work values and career choices, and therefore the personality traits of an individual have an impact on the orientation of his or her occupational values (Wang, 1993; Cugin, 2012).

2. Motivation Theory

Sagie et al. (1996) also suggested that work motivation and attitude and occupational values are Sagie et al. (1996) also suggested that motivation, attitude and occupational values are parallel positions and interact with each other (Hong, R. B., Liu, S. M., 2003). In other words, the motivation viewpoint emphasizes the importance of an individual's intrinsic motivation in the formation of his or her occupational values, and the scope of influence includes individual work attitudes, work engagement, and other occupational behaviors.

3. Demand Satisfaction Theory

Occupational values embody the attributes of the occupation and the function of satisfying the subject's needs, and are the values reflected by the individual for a particular occupation, which is regarded as the basic concept of occupational values. According to Maslow's hierarchy of needs theory, the needs of an individual will motivate him/her to produce a certain behavior to satisfy his/her needs, and the hierarchy of needs from low to high can roughly include low-level physical needs, and high-level psychological needs, spiritual needs, etc. Blood (1969), Zytowski (1970), Kalleberg (1977), Brown (2002), Florencia & Angela & Katariina (2015), and others have studied the relationship between individuals' occupational values and job satisfaction. The relationship between individuals' occupational values and job satisfaction has been studied by Florencia & Angela & Katariina (2015), and the view of occupational values as a kind of job satisfaction (Shen, Shuo-Bin, 2014; Huang, Chen-Gong, 2008). This view forms the difference between high and low occupational values, which may affect their work attitudes or exit factors (Florencia & Angela & Katariina, 2015). It is also in line with Super (1970) who proposed that "the intrinsic needs of the individual and the job characteristics or attributes pursued when engaging in work activities" are the basic connotations of occupational values.

4. Environmental Interaction Theory

Holland's (1985) view that "values emerge gradually through the interaction of the individual with the work environment" breaks down the individual level and focuses on the process of interaction between the individual and the environment. Robbins (1993) summarizes the four generations of collective occupational values in the Western world as arising from the interaction between people and the environment.

Methodology

The teacher career values questionnaire assesses teachers' subjective value judgments about their teaching work. Teachers' beliefs about satisfying their personal needs and preferences and the criteria for judging the meaning of their careers when engaging in workplace jobs and activities drive their internal motivation to form work motivation and are compatible with the unique organizational culture of their workplace in order to guide the direction and goals of their own professional behaviors. In this study, we integrated the contents of Robbins (1991), Huang (2008), Lee (2008), and Kuo (2013), and considered the direction of innovative teaching in this study, and identified five dimensions of high school teachers' professional values: development and innovation, achievement and prestige, material reward, organizational safety, and interpersonal leisure. Specifically, development and innovation and prestige can be classified as purpose values (intrinsic values). Material reward and organizational safety can be classified as means values (extrinsic values). The value of means can also be classified as subsidiary value using the three-dimensional approach.

The questionnaire was scored on a 5-point Likert-type scale, which was divided into the following categories: very unimportant, unimportant, somewhat important, important, and very important, with scores ranging from 1 to 5, and the sum of the scores for each question was used as the score for that dimension. The higher the score, the clearer the occupational value.

The meaning of each dimension in this questionnaire is discussed as follows.

1. Development and Innovation: Teaching provides a space for individuals to be independent, to develop their own abilities and creativity, to try new ideas, and to grow in the school where they teach. There are six questions in this subscale. 2. Prestige of Achievement: Teachers see concrete results in their work that provide them with spiritual satisfaction and enhance their social prestige and the respect of others. There are five questions in this subscale in which teachers can see concrete results from their work. 3. Material Compensation: Teachers receive reasonable financial compensation, a sound system, and good benefits from their work. There were four questions in this subscale. 4. Safety: The organization provides a safe working environment, and protects the individual's job opportunities and stable living needs. There are four questions in this subscale. 5. Interpersonal leisure: Individuals are able to build good interpersonal relationships with others through good social interactions at work

and are able to take care of both life and leisure. There are 5 questions in this subscale.

In the core spirit of curriculum reform, Tseng Chi-Long (2001) emphasized "innovative teaching", hoping that through continuous innovation in education, students would be equipped with the creative abilities required in the new century. In this study, the "Teaching Innovation Checklist" was developed with reference to the research on teaching innovation and the researcher's own conception of teaching innovation, and the meaning of each component is discussed as follows. Innovative thinking in teaching: teachers' willingness to reflect on and reform the curriculum. Teachers need to have the motivation to teach creatively, forward-looking ideas and thinking skills to transform their creativity into teaching strategies. There are four questions in this component. The teaching process is diversified, lively, and rich in content. The teaching process is diverse, lively, and varied, encouraging students to take the initiative in thinking and learning. There are four topics in this component. The teacher should take into account students' individual differences and multiple intelligences, and develop the curriculum content, flexible teaching objectives, and the teaching of the students. The teacher should take into account students' individual differences and multiple intelligences, develop course content, flexible teaching objectives, and diversified assessment methods. There are four questions in this subscale. Use of Instructional Support: The use of school and community software and hardware support to assist teaching and learning. Adjust and control the learning process to improve learning efficiency. There are 4 questions in this subscale.

The questionnaire was scored on a 5-point Likert-type scale, which was divided into the following categories: very unimportant, unimportant, somewhat important, important, and very important, with scores of 1, 2, 3, 4, and 5 respectively, and the sum of the scores of each question was used as the score of the component. The higher the score, the better the teaching innovation ability.

This study uses a random sampling method to draw 346 samples from 800 people. The study population is based on the list of courses announced by the Guizhou Provincial Department of Education.

Results

Table 1: Gender Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	154	50.2	50.2	50.2
	F	153	49.8	49.8	100.0
	Total	307	100.0	100.0	

Table 2: Education Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	119	38.8	38.8	38.8
	Bachelor in Fine Design Art	77	25.1	25.1	63.8
	Master	83	27.0	27.0	90.9
	Doctor	28	9.1	9.1	100.0
	Total	307	100.0	100.0	

Table 3: Correlations

		C Total	D Total
Vocational Values	Pearson Correlation	1	.829**
	Sig. (2-tailed)		0.000
	N	307	307
Teaching Innovation	Pearson Correlation	.829**	1
	Sig. (2-tailed)	0.000	
	N	307	307

The above tables show that there is a positive relationship between teachers' Vocational beliefs and educational innovation.

Table 4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-7.179E-17	0.041		0.000	1.000
Safe and Stable	0.542	0.041	0.542	13.228	0.000
Prestige	0.431	0.041	0.431	10.518	0.000
Altruism	0.107	0.041	0.107	2.609	0.010

Among teachers' professional beliefs, prestige and status have the strongest explanatory power for teachers' innovative teaching behavior, reaching 54%, while altruism is weaker, accounting for only 10%.

Discussion

In terms of the professional values of design teachers by age, seniors valued "creative development," "material reward," "interpersonal leisure," and "overall professional values" in that

order. Seniors, on the other hand, valued "achievement and prestige" and "security". The comparison of the above differences revealed that the design teachers had consistent and good occupational values, and age did not affect the level of commitment and dedication to teaching, and there was no significant difference in occupational values among design teachers of different ages. The study revealed that the quality and operation of the teacher formation process and campus workplace culture were stable and a phenomenon of collective values.

The lower-aged design teachers were teachers who were trained in the Teacher Formation Method and had to go through the education program, teacher certification, and many county and city teacher auditions to become teachers. Young teachers' physical strength, enthusiasm, and enthusiasm to be both teachers and friends with students strengthen their willingness to engage in their work. Research shows that young teachers are willing to work, while older teachers value their professional role and may be influenced by others in their professional behaviors.

In the study of occupational values, female design teachers outperformed male teachers in the areas of "overall", "material reward", "security", and "interpersonal leisure", "self-efficacy" and "work engagement" in career beliefs, and "overall", "innovative thinking", and "classroom diversity" in teaching innovation. Traditionally, it is believed that women have the patience to teach. In fact, 57.9% of design teachers in China are women, with little difference between men and women. Women teachers want to be able to teach in a way that provides them with the opportunity to secure their careers and basic needs, as well as health, leisure, and interpersonal communication. They have stronger self-efficacy beliefs and are willing to actively engage in their work, and they have confidence in the new direction of teaching innovation in education. The study revealed that female teachers performed better than male teachers in all aspects of teaching, indicating that females have good attitudes toward teaching. In addition, male design teacher teachers had higher "self-worth" than female design teacher teachers, indicating that male teachers valued the self-worth given to them by their profession.

Conclusions

Design teacher-teachers performed well in terms of their career values, career beliefs, and innovative teaching performance. Design teachers' perceptions of career values were in the middle to upper level, and design teachers attached the most importance to basic life security and safety considerations.

The overall occupational values of design teachers were in the middle to upper range. The ranking of "security", "material reward", "innovation and development", "achievement and prestige", and "interpersonal leisure" were in descending order. The study revealed that design teachers valued pragmatic occupational functions most in line with the theory of occupational value needs satisfaction, with the pursuit of stability, security, and salary and benefits as the first priority. With sufficient stability

in their lives and families, they have further motivation to pursue "innovation and development" in their occupational values.

The performance of design teachers' career beliefs was moderate, and design teachers had the highest belief that their work could enhance their self-worth. The design teachers were in the middle to upper strata of innovation in teaching and learning, and were most supportive of diversified and differentiated teaching, indicating that student learning was the focus of teachers' work.

The overall teaching innovation of the sample design teachers was in the middle to upper level. The teachers in the design category were in the upper and lower categories of "differentiated instruction for students," "multiple instruction in the classroom," "innovative teaching ideas," and "using teaching support. The design teachers have gradually changed their traditional teaching mode and have responded to the diverse teaching environment.

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CURRICULUM INNOVATION FOR THE EDUCATION OF STUDENTS WITH AUTISM: TAKING HEBEI AS AN EXAMPLE

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Abstract: With the rapid development of Internet + education, micro-video teaching has been widely practiced under the education concept of combining rehabilitation and education for autistic children. The emergence of micro-video makes it easier to attract the attention of children autism. Through micro-video learning, children autism can not only improve their observation skills, but also learn through video, conduct behavioral imitation and improve various cognitive and behavioral skills, etc. Teaching, through video images, can put students in a contextual teaching environment, which can increase autistic children's interest in learning and make autistic children enjoy the classroom environment more. At the completion of the thesis, it is hoped that our research will contribute to the theoretical study of micro-video teaching resources for children autism and to the enrichment and development of micro-video teaching resources.

Keywords: Children Autism, Micro-Video, Innovation.

Introduction

Children autism have many difficulties in acquiring relevant learning outcomes due to cognitive, emotional and motor factors. The need to improve the learning abilities of children autism is a major focus of teaching. Video demonstrations are used in teaching children autism because they are based on social learning theory and incorporate the characteristics of children autism. With the advent of the "Internet+" information age, children autism is expected to acquire modern information knowledge and skills in order to become self-sufficient or semi-sufficient workers in the future. Information technology in education is affecting the learning styles and learning needs of children autism. From the perspective of survival education, modern information technology application and operation skills are essential for them to learn. The times are calling for autistic children's rehabilitation education to enter the "Internet+" era, which uses a combination of online and offline education methods to promote innovation in educational programs for children autism.

In recent years, the number of children autism in special schools is increasing day by day. Traditional learning styles are far from being able to adapt to the learning needs of students with autism,

and changes in learning styles are of even greater significance to them. Due to the time and space constraints in the classroom, there are many things that children autism need to master, which cannot be explained clearly with a piece of chalk or a mouth in the classroom, and many knowledge skills need to be learned with the help of vivid video images, animations or game trivia to help children autism better understand and remember, otherwise what is simple for normal children is Otherwise, things that are simple for normal children are difficult for them to learn and understand. Using visuals to motivate them and to "tailor" the lessons to different autistic children is exactly what micro-video lessons can do, but not what other traditional teaching can do.

Facing the rapid development of the Internet information age, multimedia teaching in the letter age is an effective aid for special education and extends the resources of modern special education teaching. Teachers should reasonably use modern educational technologies such as film, radio and internet, which are more common in students' lives, as powerful tools for autistic students to learn and strive to master modern information technology for teaching and learning according to students' individual differences. Micro videos should be used creatively and reasonably in special school autism classrooms to optimize the effect of autism classroom teaching and effectively improve the efficiency of autism rehabilitation classroom teaching in special schools. The ability to take care of oneself is a concrete manifestation of the most basic life skills and the ability to survive, and it is the beginning of the individual's ability to adapt to the environment and develop independently. The purpose of special education in China is to meet the requirements of society and the needs of special children to the maximum extent possible, to explore their potential, to compensate for their physical and mental defects, and to create conditions for their better adaptation to society.

In general, ordinary children can learn a lot of self-care skills at home, and the good self-care skills they acquire at home lay a solid foundation for their maximum independence and adaptation to the environment later on. However, children with physical and mental disabilities, especially those with autism, face many difficulties in learning these basic self-care skills due to their cognitive, motor, or emotional-behavioral impairments. These difficulties not only place a heavy burden on the parents and teachers of children autism, but also severely reduce the ability of children autism to survive and adapt to society. Therefore, there is an urgent need to enhance the autistic children's self-care skills in order to prepare them for social adjustment.

Literature Reviews

Video modeling, formerly known as videotape modeling, was first developed by Buggey and is based on Bandura's theory of observational learning, which suggests that many behaviors are learned through the observation of others' behavior. Cooperx Heron and Heward (2006) argue that imitation is effective in facilitating the acquisition of behabehavioran intervention that triggers the emergence of

new behaviors. Nikopoulos & Keenan's (2004) video models have planned demonstrations, which are predetermined pre-stimuli that can correctly model. It teaches learners what to do to acquire new skills or enhance existing ones. Other researchers have suggested that video demonstration is a visual teaching tool that allows learners to develop skills such as memorization, imitation, and generalization by videotaping the target behavior as the learners watch the video. In Taiwan, Liu Yujun (2010) defines video modeling as a series of data obtained by the researcher through direct observation and interviews and then designs the content of the video according to the learners' abilities to produce an instructional video that meets the learners' relevant skill goals.

It can be seen that although scholars differ in their connotations, the content is similar in that it involves the acquisition of skill by watching a video recording of someone performing a behavior. In simple terms, videotape demonstrations allow children autism to develop skills by watching videos. Depending on the model in the video, there are different types: self-modeling, adult-modeling, peer-modeling, viewpoint video-modeling, and mixed-modeling.

Methodology

This study used a questionnaire research method with a cross-behavioural multidimensional experimental design to explore the impact of micro-video demonstration instruction on the effectiveness of life course learning for children autism. The study selected a special education teacher in Hebei region to fill in the questionnaire at the end of the experiment by watching a collection of subjects of the video. Thirty-six questionnaires were distributed, 201 questionnaires were returned, 201 valid questionnaires were returned, and the effective rate of the questionnaire was 100%. The questionnaires were mainly distributed in the form of Questionnaire Star for mobile phones, and then the research design, overall sampling, sampling method, sample size and analysis method of this study were analysed through SPSS. The main research methods used in this study were questionnaire, literature and experimental methods.

Many scholars strongly advocate the use of a single discipline experimental design in special education research: firstly, because this experimental design is applicable to most case studies and is an important tool in special education research, and secondly, because this experimental design changes the previous situation where case studies only developed their findings through descriptive narratives. Therefore, the main research dimensions used in this experiment are as follows.

Results

The purpose of this study was to explore the impact of micro-video instruction on teaching innovation in life lessons to children autism in the lower grades. In future studies, subjects with similar levels of impairment, age and learning needs could be identified as a control group to increase the

external validity of the study. In addition, the type of subjects in this study were children with moderate to severe developmental disabilities with autism, while the effectiveness of teaching children with other levels of autism remains to be studied.

Table 1: Descriptive Analysis of Variables

Evaluation list	Evaluation		
	μ	σ	Results
1. Innovative behavior in teaching	3.419	1.032	Quite high
2. Learning outcomes	3.394	1.022	High

Discussion

Innovation in the education of children autism can be a worldwide topic that knows no boundaries. In the study, it was found that the younger children were not as receptive to micro-video as the older children. According to the questionnaire survey, there are two reasons for this: firstly, the children are slightly older and more receptive compared to the younger age groups; secondly, the older children have already received relevant interventions and have slightly better cognitive and behavioral skills. If children autism are to be integrated into normal school classes, it is recommended that a period of intervention be given to children autism, so that they can be better integrated into the classroom atmosphere once they have received some training in all their abilities. Based on the findings of this study, the researcher offers the following recommendations for teachers in Thailand from both a research and teaching perspective.

Use a combination of teaching strategies. Through the findings of this study, the combination of prompted micro-video instruction was found to be more effective than micro-video instruction alone. Therefore, in practice, the combination of prompting strategies can be considered depending on the natural time and manpower available. In addition, numerous studies have shown that interventions are more effective when multiple interventions or strategies are used in combination when working with children autism. Examples include reinforcement strategies, as well as other visual cueing strategies. However, in practice, care should be taken to use a combination of strategies including the application of behavioral analysis, visual cues, and reinforcement to maximize learning outcomes for students.

A small number of interventions, combined with the attentional characteristics of children autism, should be used as much as possible to ensure interest while also achieving good results. To the effectiveness of the teaching, the number of learners can be increased when conducting micro-video demonstrations, while arranging for a larger number of students to watch and learn. Based on the findings of this study, the following recommendations are made for future interventions for children autism spectrum disorders using video demonstrations.

The video should be shown a certain number of times, and it is best to have a detailed schedule for the video, with the researcher guiding the students to watch the video better when it is shown, with some textual explanation to help the subjects understand the target behavior in the video.

In the intervention environment, participants need to work together to create a good and pleasant environment to reduce the tension and stress of the subjects during the intervention; the classroom layout should be as simple as possible, with a small number of tables, chairs, and benches to avoid distraction or safety hazards during the intervention. At the same time, participants should dress as simply as possible during the intervention to avoid unnecessary unintentional attention from the subjects, which may affect the effectiveness of the intervention.

During the actual peer interaction intervention interactions, it is important to communicate closely with parents to motivate them to cooperate and draw their attention to the target behavior so that they can better cooperate with the researcher in the investigation and foster the learning outcomes of children autism spectrum disorders. For example, children's target behaviors are also carefully observed in the home or community setting, and prompt attention and praise are given to correct behaviors so that children can achieve positive outcomes through the learning of the behaviors.

The video demonstration method is recommended to be used in conjunction with other complementary methods for better results. In this study, the first intervention period using only video modeling included that using video model modeling may have limitations on the effectiveness of the intervention, so adding reinforcers and social storytelling as an adjunct to the intervention resulted in a significant change in the frequency of the target behavior and some maintenance and generalization effects, which helped to achieve the final intervention goals.

The videos are not set in stone and the content needs to be modified according to the actual situation to better results. In addition, it is recommended that the research process be divided into several stages, with each stage having clear milestones in the initial planning, and each milestone reaching a stable level before moving on to the next stage of the intervention so that the objectives of the intervention are more operational and relevant.

Conclusions

Some of the problems in the experiment were attributed to the subjects' incompetence and emotional problems at the time of the experiment. The subjects were young and normal children sometimes do not hold chopsticks well until after the age of three. The use of chopsticks is in itself a very fine motor skill, and the subject's ability to perform fine motor skills was limited, so the subject's skills did not show much improvement at the beginning. However, overall, the micro-video curriculum innovation has been very effective in teaching children autism, easy to use, and very implementable.

The feasibility of micro-video teaching is still relatively high if it is incorporated into Thai

classrooms. Micro-videos can engage children's sensory organs and capture their attention. Before using it, we need to fully consider the design and application of micro-video curriculum innovations, assess the abilities of the study participants and the match between their abilities and the experimental environment, and where appropriate and can use this as a basis for making appropriate adjustments to the environment and activity design.

It is evident from both the research process and the results that the overall learning outcomes of subject B were lower than those of subject A. The researcher believes that this is mainly because subject B had a lower learning outcome than subject A. The researcher believes that the main reason for this phenomenon is the difference in ability between the two subjects. The basic information on the subjects showed that subject A outperformed subject B in terms of cognition, communication, self-care, and attention imitation. The combined effect of subject B's emotional and behavioral problems resulted in a lower overall learning outcome than that of subject A.

In addition, after careful analysis, it can be seen that the skill of using chopsticks in the three activities of subject A rose the least after the first experiment, by only 10%, and the rate of increase was highest in the first few days of the experiment. The participants did not show a significant improvement in their skills at the beginning. The reason for this is that, although some adjustments were made to the experimental materials and procedures, such as replacing the towel with a small towel and changing the twist to a two-handed grip, the subjects were still limited by the movement of their hands. However, the results were not particularly satisfactory due to the limitations of the hands.

This suggests that the design and application of video demonstrations need to take into account and assess the abilities of the subjects and the matching of their abilities to the experimental environment, and where appropriate, make appropriate adjustments to the environment and activity design.

The demonstration video, as the independent variable in the experiment, is the most important factor influencing the outcome of the experiment. The standard production of demonstration videos is a fundamental prerequisite for their effectiveness. The production of a standardized demonstration video should include: assessment of the subject's ability to determine the target behavior, analysis of the target behavior, selection of a suitable teaching demonstrator, recording of the video based on the steps of behavioral analysis, initial viewing, and re-tuning of the video, etc. A good video should also include features such as not being too long, no noise or visual distractions, and natural, accurate, and smooth movements of the demonstrator.

In this study, after assessing the subjects' abilities as fully as possible to determine the target behavior the final demonstration video was recorded by selecting a suitable demonstrator in strict accordance with the steps of the target behavior work analysis and went through two stages of pre-recording and adjustment.

It is known from previous studies that there is no definitive research or established criteria or principles for determining the frequency and duration of instruction. The frequency and duration of teaching vary from one study to another. For example, in Rebecca MacDonald's (2007) study, the frequency of instruction was two times per day without mentioning the length of the video and the time required to watch it twice, while Kara A. Reagon, et al. 2006 used three minutes for each scene and Christos K. Nikopoulos (2003) (2003) mentions a video duration of only 15 seconds and the number of viewings. The relationship between the number of views and frequency and duration has not been clearly explained in many studies. The main objective of this study was to find the best results with the least amount of resources, so the researcher initially limited the duration of the activity to 10 minutes, with 5 minutes of repetition of the demonstration video and 5 minutes of execution of the activity. However, during the experimental phase, the researcher observed that after watching the video demonstration for 5 minutes as a whole, any problems that may have occurred during the execution of the movement needed to be corrected the next day when the video was re-watched, resulting in the same problems occurring for several days in a row. There is a certain delay in correcting the child's misbehavior. So from this point of view, it is necessary to correct the learner's behavior through a process of repetitive viewing and repetitive execution over some time.

However, according to psychological studies on the stability of children's attention, the attention span of normal 3-4 year old 4-year-olds is 3-5 minutes, while that of normal 4-year-olds is about 10 minutes and that of 5-6-year-olds is 10-15 minutes. The attention span of children with autism is over-selected by their sensory stimuli, resulting in the characteristic selective nature of their attention. The researcher needs to consider the impact of attentional length on the experimental study, as the duration of attention in the activity of interest is long but the attentional focus in the general activity is low. This means that each study should be conducted within the subject's attention span.

Therefore, taking into account the timeliness of the correction of errors and the length of attention maintained by the participants, the researcher should design the experiment a small number of sessions at different times to achieve the best effect.

It is clear from looking at previous video demonstration teaching materials that in the previous video demonstration teaching experiments, researchers have generally used a combination of reinforcement, cu, being or some other method to intervene on the subject's behavior. Therefore, users have some doubts about the effectiveness of the video demonstration itself. Therefore, this experiment was designed to eliminate any other intervention factors in Phase B of the intervention period and to examine the effect of the video demonstration alone. The analysis of the data results showed that the use of video demonstrations alone was also immediately effective.

However, the researcher found that there was some delay in correcting the inappropriate behavior of the participants because of the time and frequency of viewing, for example, the

inappropriate behavior that emerged during the day could only be corrected by adjusting the video demonstration on the following day. In practice, to correct inappropriate behavior in a more timely manner and to achieve better teaching outcomes, consideration could be given to helping learners establish correct learning connections through prompting or assistance strategies when inappropriate behavior occurs.

Pre-intake inhibition is a phenomenon whereby material learned first interferes with the recognition and recall of material learned later. This means that people generally acquire, remember and recall the first material better than the later material.

In the course of the present study, it was found that the effect of pre-recall inhibition had a good immediate effect on the change in the subjects' behavior. Subbehavior had problems acting the previous day and repeatedly watched the video the next day from the beginning of the problematic step improved their performance at the corresponding step in the subsequent performance. For example, if the participant was unable to put the toothbrush in the mouth automatically at the beginning of the brushing activity, by watching the step where the toothbrush entered the mouth repeatedly at the beginning, the participant showed that he or she consciously put the toothbrush in and brushed the teeth. However, during repetitive viewing of the later toothbrush-cleaning movements, the subjects showed repeated toothbrush-cleaning behavior due to pre-camera inhibition. While this suggests that the amount of pre-inhibition should be controlled according to the actual situation, it also suggests that pre-inhibition is important for behavior acquisition and modification in video demonstrations and that the sequence of playback should be adjusted according to the learner's ability.

The anodisationilarity between the classing context and the experimental intervention setting greatly influenced the degree of classing of the acquired behavior. That is, the more similar it is to the demonstration video and the intervention completion environment, the more likely it is that the behavior will be classed. In this study, however, the anodization effect was poor because the analogization environment for the chopstick use, tooth brushing, and handwashing activities differed significantly from the experimental environment, revealing that the conditions most similar to the environment in the video should be created to promote the anodization of the behavior.

In the course of the experiment, the researcher found that the video demonstration reduced the inappropriate behavior of the study participants during the execution of the activity steps to a great extent. For example, after the video demonstration, there was a significant reduction in the subjects' behavior when playing with chopsticks and toothbrushes. This was mainly because the subjects learned about the essential function of these objects by watching the demonstration videos and increased their functional use when interacting with the objects. The finding that video demonstration instruction reduces inappropriate behavior is similar to other researchers such as Sarah Dettmer (2000) who demonstrated that visual cues helped to reduce the occurrence of inappropriate behavior in both

behaviors of children autism and reduced movement completion time, as well as reducing the teacher's motor and verbal cueing trigger and Lasater & Brady (1995) and Zhang and Rui (2010) concluded that video modeling could enhance task completion fluency and reduce the frequency of irrelevant behaviors.

The researchers concluded that the main reasons why video demonstrations taught learners the correct behavior and reduced the occurrence of inappropriate behavior were that learners were taught the essential functions of the objects and the correct ways to use them and that they were able to deepen their understanding of the functions of the objects by creating situations in which they could functionally use the objects.

In addition, the researcher found that inappropriate application of the videotape demonstrations in some sessions may have increased the frequency of inappropriate behavior in the subjects. For behavior, the application of pre-camera inhibition, and single-step repetition strategies may also create too much of an impression on the subject to perform the step repeatedly during the activity, thus making the appropriate step behavior inappropriate instead. This suggests, therefore, that we should be aware of the rules of video demonstration when teaching video demonstrations.

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THE IMPACT OF COMPOSITION CURRICULUM INNOVATION ON TAO XINGZHI'S LIFE EDUCATION THEORY: A CASE STUDY FROM JIANGSU

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Abstract: Mr. Tao Xingzhi was a pioneer of modern education in China. His thinking on life education overturned traditional educational thinking and is an integral part of modern Chinese educational theory, which has been of guiding significance to the reform and development of education. The great people's educator Tao Xingzhi's life education ideas of "life are education," "society is school," and "teaching and doing in unity" have long provided the main problems of educational reform and life education "life is education" solved the main problem of neglecting real life in composition classroom teaching, and profoundly clarified the close relationship between life and education. This paper systematically illustrates the significance of Tao Xingzhi's idea of "life education" in guiding innovation in primary school composition teaching and improving students' learning satisfaction. It provides an in-depth analysis of the problems and reasons for the teaching of composition in first-grade primary schools in Suqian City. It focuses on the implementation strategies for teaching composition in primary schools in Suqian City to bring new vitality to the reform of composition teaching in primary schools in Suqian City.

Keywords: Innovation in Composition Teaching, Learning Satisfaction, Tao Xingzhi.

Introduction

Tao Xingzhi was a first-class educator who explored new paths and found a ray of hope for the reform of Chinese education. His methodological views of "life as education," "society as school," and "teaching as practice" built a multi-layered, multi-dimensional and open system of thought that still plays a vital role in Chinese education today. He emphasized that emphasized should be centered on life". He emphasized that "education should be life-centered," that schools and society should break down barriers, that "doing" is central to teaching and learning, and that the "six emancipations" of children's creativity should be emphasized." His personal and practical insights are essential in guiding students to greater learning satisfaction today.

Mr. Tao Xingzhi was a pioneer of modern education in China. His idea of life education has overturned traditional educational thinking and is an integral part of modern Chinese educational theory.

This study summarizes the problems in teaching primary school language composition. According to the idea of life education, the guiding ideology of primary school teaching is proposed: cultivating and accumulating awareness, cultivating and getting self-consciousness, based on the broad category of life, focusing on individual perception, and returning to the original heart. Then the primary school composition teaching strategies are proposed, including the development and accumulation of living materials, the construction of living classroom teaching, and the renewal of a diversified evaluation system.

Research Objectives

1. Optimize the classroom teaching of primary school students to enhance the satisfaction of academic doctors.
2. Cultivate primary school students' interest in various forms of writing.

Literature Reviews

Tao Xingzhi was a first-class educator who explored new paths and found a ray of hope for the reform of Chinese education. The relevant literature on "Tao Xingzhi's theory of life education" and "learning satisfaction" is searched, and the background of the current theoretical and practical research topics is closely sorted out. The current situation and development trend of the research topics are analyzed, and the shortcomings of the present application of Tao Xingzhi's theory of life education on learning satisfaction are pointed out, so as the overall design framework of this study. This paper sorts out relevant concepts such as "life education theory" and "learning satisfaction",,," analyses the connotation and basic features of life education theory, and examines in depth the application value of Tao Xingchi's life education theory to provide a theoretical basis for the development of extra-curricular science and technology activities in primary schools.

1. Survey of The Current Situation

Firstly, teachers' feedback on extra-curricular science and technology activities in case schools was investigated through face-to-face interviews to understand the current situation of extra-curricular science and technology activities. Then by developing a student satisfaction questionnaire, a random sample of students who had participated in extra-curricular science and technology activities from Year 4 to Year 6 in the case school was selected to understand students' feedback on their satisfaction with their learning from the students' perspective.

2. Identifying Problems

The survey was conducted according to the questionnaire and interview outline, and the data

collected from the questionnaire was processed using Excel. The interview transcripts were analyzed in depth to deeply understand the current situation of learning satisfaction and to find out the problems that need to be improved.

3. Countermeasures and Recommendations

Finally, given five shortcomings in the development of case study learning satisfaction, Tao Xingzhi's theory of life education was used as a guide to propose corresponding solutions, design relevant application principles and strategies, and then create relevant cases according to the principles and techniques, and evaluate and analyse the issues.

4. Satisfaction with Creative Learning in Writing

Satisfaction with creative education in writing and satisfaction with explicit learning definition is the same; they both examine students' subjective feelings about the decisions of the teachers and, in turn, those of the learning environment as a way of assessing satisfaction with learning. Unlike satisfaction with education, satisfaction with creative education in writing needs to be evaluated in terms of how primary school students think about writing and the particularities of learning to write. In addition to considering students' subjective feelings of satisfaction, it is also necessary to consider whether students are achieving the desired outcomes in terms of knowledge construction and mind expansion.

Learning satisfaction, an essential indicator of the quality of innovative learning in writing; students are with their writing learning; the higher the learner's satisfaction, the higher the quality of writing learning. The development and measurement of a writing innovation learning satisfaction scale is needed for measuring student satisfaction with writing learning.

Methodology

Over the years, many front-line language teachers in Suqian, as well as local educators, have worked to improve the quality of primary school composition teaching, exploring and concluding new practices and models. The initial questionnaire was subjected to standard method deviation tests, confirmatory factor analysis, reliability, and local educators validity tests, resulting in a revised formal career satisfaction questionnaire used in the main study.

The primary study examined Tao Xingzhi's theory of life education, differences in learning satisfaction, learning engagement by gender, age and profession. A model of the relationship between educational innovation, and learning satisfaction was developed to verify the role of educational innovation in promoting learning satisfaction.

Through the study and collation of relevant literature, the leading indicators of educational

innovation in writing that affect learning satisfaction were identified, including significant major factors: student teachers, environment the environs based on one of the interviews survey, secondary indicators under the main factors were identified and corresponding measurement indicators were developed in conjunction with the secondary hands. Among them, the student factor includes active learning and learning power; the teacher factor includes teacher professionalism, writing teaching strategy, and teaching commitment; the environmental factor has technological environment and learning situations, and two secondary indicators are set under the learning satisfaction dimension, namely persistence intention and, satisfaction. Each secondary hand corresponds to at least two measures and a survey of basic student information. For the question design, reference was made to the five-point Likert scale, which categorized the question into five levels of conformity: strongly disagree, relatively disagree, average, somewhat agree, and strongly agree. Based on the above, the survey was launched. The questionnaires were mainly distributed in the form of Questionnaire Star, a collection site via responses on the internet. The total number of valid questionnaires was 209.

Results

The impact of innovation in teaching composition to primary school students on learning satisfaction through a quantitative analysis of the questionnaire. The analysis, summary of path coefficients, and summary table of hypothesis testing in this chapter showed that student factors, teacher factors, and environmental factors all had positive and significant effects on learning satisfaction. The effects of each variable on the latent variables were also positively correlated, which verified that the structural equation model developed in this chapter was valid and meaningful. Looking at the effect values of each variable on the latent variables, it was found that under the environmental factor dimension, the path coefficient value for the technological environment was 0.759, the highest value for the environmental factor; under the teacher factor dimension, the path coefficient value for instructional strategies was 0.626, the highest value for the teacher factor; and under the student factor dimension, the path coefficient value for active learning was 0.731, the highest value for the student factor. Looking at the effect values between the latent variables, it was found that for creative writing learning, environmental factors (0.376) > teacher factors (0.329) > student factors (0.256). Therefore, the environmental factor had the greatest effect on satisfaction with creative writing learning, but the path coefficient values for the environmental and teacher factors did not differ significantly, so the teacher factor was considered equally important.

Discussion

Tao Xingzhi points out that "life and education are indistinguishable fusions; in the end, education and life are the same things". Since education should be consistent with life, the language of

composition correction should also be close to life. Teachers should read essays with their eyes and hearts when they are assessing them. Living essays require students to write about the world of life in living language and likewise require teachers to use living language to assess living essays in the context of their life experiences. Teachers should include emotional infiltration in their composition comments, encouraging students with words of affirmation and understanding so that the emotions of teachers and students resonate. Specifically point out students' shortcomings and make targeted suggestions so that students know exactly where their problems lie and where they are going. The teacher's language of composition criticism should be down-to-earth, using more life-like language and less lofty language. This will make it easier for students to accept and adopt the emotional colors of life, and they will be more willing to open up to their teachers and express their true thoughts in their future writing.

Tao Xingzhi sees "teaching people to seek truth and learning to be true" as the ultimate goal of education. In reality, many teachers take literary quality as the main basis for judging essays, but, in addition to the content and expression of students' essays, the emotions, attitudes, and values reflected in students' essays are equally important. Students' writing skills can be gradually improved through daily practice and accumulation, and as a teacher, you cannot just ask students to write essays that are full of meaning. Writing is about conveying one's meaning and true emotions. Teachers should take whether students present real-life scenes, reveal their true inner thoughts, and have a positive attitude towards life as the criteria for judging whether their life writing is good or bad. Innovative forms of life writing to stimulate students' interest in writing about education aims to make students "know how to do and be able to do", or even "create how to do". The forms of life-based writing have to change creatively as society develops. Here, the author introduces several forms of lifelike writing.

The education advocated by Tao Xingzhi is an educational need and a practical education that promotes the development of life. Writing should be taught from the needs of life so that students can learn to master life-based writing skills. The most common genre used in student composition is narrative, mainly narrative descriptions, with some discussion. Most of the texts in primary school language textbooks are narratives, and essays in language examinations are largely narrative genres. Teachers often assign essays on people, events, objects, and scenes to students to improve their narrative writing skills. However, teachers rarely assign students writing tasks in other genres, and even when they are mentioned in textbooks, they only involve some specific exercises that students rarely practice however, in real life, explanatory and applied texts such as instructions, letters, and notices are very common and widely used because they are practical, timely and make it easier for students to communicate with others. In teaching lifestyle composition, teachers should use a variety of genres, lead students in writing exercises, focus on teaching lifestyle composition, guide students in the format and techniques of writing in different genres, and promote the overall development of students' writing skills.

Conclusions

Tao Xingchi's theory of life education has been recognized by the majority of primary school teachers in China. The author attempts to summarize the philosophy of Tao Xingzhi's life education theory in teaching composition in primary schools. Share her experience with her Thai counterparts to improve students' satisfaction with their composition learning.

1. Make Good Use of Multimedia Resources

In the context of the information age, teachers in the new era should keep up with social trends, make use of advanced multimedia technology and actively exploit its advantages to help themselves create a lively and efficient composition teaching classroom that is close to life. For example, in the process of teaching picture composition in the lower grades, teachers can record students' inspirations in class, convert them into words in rehearsal-time rough media software and present them on the big screen.

2. Display Students' Outstanding Work

Zernov says: "Only in an atmosphere where students are in high spirits and constantly want to express their unique ideas will colorful be produced". This shows the important role that interest plays in students' learning of composition. Teachers should actively recommend students' excellent work to mobilize their interest. For example, read aloud in class, post displays, and share students' excellent compositions.

3. Organize Various Activities

By taking turns writing in small groups, some students are relieved of the writing burden, each child is encouraged to express themselves and to communicate, share and learn from their peers, and the whole group can improve their language skills and ability to evaluate their compositions. In addition to school life, family life and social life outside of school can be a source of inspiration for students' writing.

4. Develop Students' Writing Skills from Multiple Perspectives

The development of students' observation skills can be infused in classroom teaching. When students point out the mistakes of their classmates and teachers, teachers should seize the opportunity to educate them, praise them in time and encourage other students to learn from them and develop the good habit of careful observation.

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A STUDY ON THE INFLUENCE OF CAREER STATUS PERCEPTIONS ON STUDENTS' ENTREPRENEURIAL MOTIVATION IN COLLEGE STUDENTS' ENTREPRENEURSHIP EDUCATION: A CASE STUDY FROM TSINGHUA UNIVERSITY, BEIJING

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Abstract: In this article, we study the influence of career status perception on students' entrepreneurial motivation in college students' entrepreneurship education and discuss the related findings. Firstly, entrepreneurship education directly and positively and significantly affects entrepreneurial motivation; secondly, the perception of career status affects students' entrepreneurial direction and choice, and college entrepreneurs are the main force for the development of the new era and also the main force for the future development of the country. It can be seen that the cognition of career status in entrepreneurship education has a key role in the entrepreneurial motivation of college students. In the cognition of occupational status, college students have conservative occupational concepts about career selection and employment subjects. The most serious one is that they still hold the backward concept of occupational status cognition, which is misaligned with modern society's cognition of occupational status, making college students' choice of employment orientation very single and narrow. The more professional and systematic entrepreneurship education college students have attended, the stronger their perception of career status perception, entrepreneurial motivation, and other variables.

Keywords: Entrepreneurship Education, Entrepreneurial Motivation, Career Status Perceptions.

Introduction

With the implementation of the "double reduction" policy on education in 2021, many college students are facing the dilemma of difficult employment. Before the implementation of the policy, many college students choose institutions to sink two years before starting their own business or improving themselves, or taking the preparation work, but with the implementation of the "double reduction" policy in 2021, many college students are facing the situation of not knowing what to do. Since 2013, the employment situation of college students has been tense, and entrepreneurship has become the choice of many college students. According to the study of related reports, the proportion of college

students who start their own business from 2013 is 2.3%, which is much lower than the proportion of developed countries, and the success rate of college students' business is also much lower than the success rate of society. However, the rate of college students' entrepreneurship has been growing every year since 2013, and with the development of China's network in a sequential manner in these two years, the Internet dividend has surged, and more and more college students are starting their own businesses. In this paper, according to the current development of the mainstream form of the country, based on the implementation of the national policy, through the definition of the concept of entrepreneurship education, entrepreneurial motivation, entrepreneurial resources, and digging deeper into the influence of entrepreneurship education on college students' entrepreneurship, and through the study of the influence of the perception of career status in entrepreneurship education on students' entrepreneurial motivation, we explore the current development of college students' entrepreneurship education and the factors of the influence of career status on college students' entrepreneurial motivation. Thus, the study will help college students to improve their entrepreneurial motivation and drive, and to find their own suitable position in the flood of entrepreneurship. Through this research, we hope to provide some theoretical guidance for college students' entrepreneurship, combine the research on entrepreneurship education at home and abroad, synthesize the results of the survey on college students' perception of career status and the influence on entrepreneurial motivation, and analyze the influence of career status on college students' entrepreneurial motivation in the light of the current national conditions and policies.

Research Objectives

Through a combination of theory and practice, this paper explores the concepts related to entrepreneurship education, career status perceptions, and college entrepreneurial motivation through database literature research and library book reading, and interprets the current status of research related to this topic in the context of domestic and international literature. Through questionnaires and interviews, combined with the analysis of the computational measurement tool of spass, we create a questionnaire that is in line with the perception of career status of college students in contemporary entrepreneurship education. In this paper, we adopt longitudinal and horizontal dimensions to conduct research, national policy, development situation, surrounding environment, job treatment, and the state they want all affect students' entrepreneurial motivation, so we explore college students' perception of career status through five horizontal dimensions of career status cognition such as salary, treatment, environment, policy, and state. Students study more professional classifications and work fields are also intricate, but students in majors like chemical experimental and aerospace have lower motivation to start their own business, so the professional factor is set as a horizontal dimension, and the influence of career status cognition on college students' entrepreneurial motivation is explored through four

dimensions of scientific research, medical chemical, teacher's literature, and financial and electric business. The data calculation and result analysis were conducted by using the SPASS computational measurement tool by synthesizing the above explorations. Through the data study, we provide some reference to current college students to help their choice and understanding of entrepreneurial direction.

Literature Reviews

Based on the research questions and contents in Chapter 1, this chapter conducts a systematic and in-depth literature review of the relevant theoretical foundations and research results related to entrepreneurship education and its influencing factors, aiming to review, sort out, clarify and review the core theories and key variables involved in this study, and lay a solid and broad theoretical foundation for the subsequent research. This chapter is divided into three parts: the first part clarifies and compares the evolution of the theory of planned behavior, which is the core concept of the article; the second part is the theory, which mainly reviews and compares the research results of entrepreneurship education and its influencing factors and their correlations, and then clarifies the shortcomings of the research related to entrepreneurship education and its influencing factors and the revelations of this study; the third part is the Chinese The third part is the research of Chinese scholars.

Career cognition is the foundation of career awareness and career behavior, and plays an important role in guiding individuals' career development. With the continuous research, career cognition has received more and more attention from academics. However, in general, there are still relatively few studies on career cognition. From the perspective of research, these studies mainly focus on education, medical science, sociology, management and other disciplines. In terms of the research subjects, they mainly focus on secondary school students, college students, teachers, nurses, civil servants, and other groups. In terms of research methods, scholars generally use questionnaires supplemented by interviews to conduct research. Some valuable theories have been derived from the contents of the studies.

Combining the previous research results and the content, object and background of this paper, this study considers entrepreneurial motivation as the spontaneous subjective beliefs of potential entrepreneurs who intend to start their own business, develop themselves and achieve their social values based on their own factors and external environmental factors as well as their future goal pursuits. Reputation pursuit, social contribution and economic pursuit, and other dimensions

Li, Jingwei (2013) pointed out that entrepreneurship education can be theoretically divided into two aspects: student attitude factor and school teaching factor. Among them, the student attitude factor can be specifically subdivided into entrepreneurship education participation, entrepreneurship education content satisfaction and entrepreneurship education learning effect; the school teaching factor can be divided into four aspects such as classroom teaching, entrepreneurship simulation training,

entrepreneurship practice and teacher quality. Entrepreneurship education focuses on helping individuals to improve their knowledge skills, professional skills and self-management skills; entrepreneurship refers to the innovative ideas, concepts, personality, will, style and qualities that individuals have, which are the spiritual pillars of individual entrepreneurship and cannot be ignored in entrepreneurship education.

Methodology

Reliability analysis, alias reliability testing, is used to test the consistency of the results of the data collected by the questionnaire, not to test the design of the questionnaire itself. Reliability is affected by random error and is negatively correlated with it. The test method adopted in this paper was proposed by Lee Kronbach in the middle of last century. Cronbach's Alpha coefficient (Cronbach's coefficient), which was proposed by Cronbach in the middle of the last century. It is currently a more common method for scholars to test whether the reliability meets the standard. Generally Cronbach's Alpha coefficient is above 0.9, which means that the data results of the questionnaire have good consistency; if the reliability coefficient of the scale is between 0.8 and 0.9, it means that the reliability of the scale is acceptable; if the reliability coefficient of the scale is between 0.7 and 0.8, it means that some items of the scale need to be revised; if the reliability coefficient of the scale is below 0.7, it means that some items of the scale need to be discarded. indicates that some items of the scale need to be discarded. In this study, the software SPSS was used to test the reliability of the questionnaire data.

Validity analysis refers to whether the measurement instrument can actually measure the question that the researcher wants to measure. Specifically, the purpose of validity analysis is to determine whether the research questions can effectively measure the variables, i.e., whether the measurement questionnaire items are accurate and valid. Validity analysis includes content validity and structural validity. Content validity refers to the applicability of the questionnaire items to the measurement of the relevant concepts, and is generally described in two ways: first, expert judgment; second, questionnaire pre-test. In this study, the questionnaire items were set with reference to the established research quantities and pre-tested, so the formal questionnaire of this study has good content validity. The structural validity refers to the correspondence between the measured question items and the measured variables, and exploratory factor analysis was used.

Descriptive statistics are activities that describe the characteristics of data using tabulation and classification, graphs, and calculation of generalized data. Descriptive statistical analysis should be conducted to statistically describe the data related to all variables of the survey overall, mainly including frequency analysis, concentration trend analysis, dispersion analysis, distribution and some basic statistical graphics of the data.

Results

Through the analysis of the studies in this chapter, it can be seen that college students' entrepreneurial motivation is closely related to salary, treatment, policy, environment, and status, and that entrepreneurship education has an important predictive role in the success of college students' entrepreneurship. Based on the research analysis, it can be concluded that college students have different perceptions of their career status, which in turn affects their entrepreneurial motivation to a certain extent.

The questionnaires were collected and calculated through the distribution of the above 800 questionnaires and interviews. A total of eight hundred questionnaires were distributed, two hundred in each of the four professional faculties of research, medical and chemical, teacher training and literature, finance and e-commerce. A total of 800 copies were returned, and the total number of valid questionnaires was 791. Among them, 199 questionnaires were valid for scientific research, 198 questionnaires were valid for medical and chemical, 198 questionnaires were valid for teacher training, and 196 questionnaires were valid for finance and e-commerce.

Through the data statistics of 791 valid questionnaires, the above statistics were divided into 1-5 coefficients according to the degree of answers to their questions in the questionnaires, and the average value was calculated according to the total parameter values, so as to obtain the above data differences, and the accurate data of the above options were obtained through repeated research projections.

Through the above analysis, we can see that the five dimensions of salary, treatment, policy, environment, and status selected in the questionnaire design are positively correlated with the effects of entrepreneurial motivation and career status perceptions, and the effects of entrepreneurial motivation and career status perceptions fluctuate positively with these five variables. In this way, we can understand that changes in these five dimensions and related content affect students' judgment of career status perceptions and influence entrepreneurial motivation, and these five factors, if all of them can be improved well, will also play a certain optimal role in entrepreneurial motivation and career status perceptions.

Discussion

Research shows that entrepreneurship education for college students has a significant impact on college students' entrepreneurial motivation. Colleges and universities are the last stop for college students to receive education in their careers, and they are the place where college students develop their values, outlook on life and entrepreneurship, etc. Previous studies have proved that colleges and universities are of great help to the improvement of college students' entrepreneurial ability. At present, most colleges and universities attach great importance to the cultivation of entrepreneurial talents and support for entrepreneurship on campus, and various independent entrepreneurship competitions,

independent entrepreneurship incubation bases, science and technology parks, independent entrepreneurship parks, internship practice bases, etc. can help college students improve their entrepreneurial ability, and can play a guiding role in making correct decisions on entrepreneurship, as well as guiding college students to actively analyze and respond to complex external environments like the epidemic. We should also guide college students to actively analyze and respond to the complex external environment like the epidemic to help college students avoid or mitigate risks. After the epidemic, the Ministry of Education issued the "Notice on Doing a Good Job and Entrepreneurship Work for the 2020 Graduates of National Ordinary Higher Education Institutions in Response to the New Coronary Pneumonia Epidemic", which shows that both the government and universities are taking some initiatives to improve the confidence of college students in entrepreneurship and employment. The university, together with relevant departments, has implemented preferential policies for college students' entrepreneurship, strengthened the construction of its entrepreneurial service platform, organized "Internet +" innovative entrepreneurial activities for Chinese college students, and encouraged and supported more graduates to participate in them. Take Beijing universities as an example, under the guidance of the Municipal Education Commission, Beijing universities have built a system of entrepreneurship education and incubation services in Beijing, with the guidance of accelerating innovative entrepreneurship education activities, the goal and focus of cultivating better employment and creator brands, and the foundation and guarantee of accelerating and strengthening the construction of institutional mechanisms. The project of "One Street, Three Gardens and More Points", as its symbol, has built three municipal-level college students' independent entrepreneurship parks, including Liangxiang Park, Software Park and Polytechnic Park, through the modular way of cooperation and co-construction with government, enterprises and colleges, with the total area of incubation projects reaching more than 21,500 square meters. The total area of incubated projects reached more than 21,500 square meters, and the size and capacity of teams were more than 300. The entrepreneurial park for college students in China is considered not only a platform for incubation but also a platform for education. Under the conditions of epidemic prevention and control, it promotes the sharing of online entrepreneurship education resources and carries out live classes of online entrepreneurship education. Universities strengthen entrepreneurship support measures and entrepreneurship education to guarantee the innovation and entrepreneurship of college students in the post-epidemic era. Provide a solid foundation for college students' entrepreneurial choice behavior.

This study has achieved some results to a certain extent, but due to the limitation of ability as well as the constraint and limitation of access to relevant information, there are inevitably many shortcomings, and at the same time, new outlooks are generated.

Conclusions

The study shows that the coefficient of entrepreneurship education on entrepreneurial motivation reaches a significant level, and entrepreneurship education can enhance individuals' entrepreneurial motivation, such as the pursuit of self-actualization and economic independence, and the two have a positive influence relationship; after some studies empirical data analysis shows that the coefficient of entrepreneurship education on entrepreneurial motivation reaches a significant level, and entrepreneurship education positively and significantly affects entrepreneurial motivation; entrepreneurship education -career status perception-entrepreneurial motivation showed theoretically driven promotion. This paper verifies the linkage effect with entrepreneurial motivation in the mechanism of the influence of entrepreneurship education on career status cognition, and shows that entrepreneurship education can directly and significantly influence entrepreneurial motivation through the effect of career status cognition. Entrepreneurship education should integrate resources, form synergies, and give joint efforts to build an "eight-in-one" ecosystem of basic education, higher education, continuing education, government, society, enterprises, families, and individuals to effectively enrich students' entrepreneurship theories and enrich their practical experiences of entrepreneurial activities, gain " It will enhance their entrepreneurial ability, passion, intention, motivation, consciousness, self-efficacy, knowledge of entrepreneurial elements, innovative thinking and entrepreneurship, and thus stimulate their entrepreneurial behavior.

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THE IMPACT OF INNOVATIVE TEACHING BEHAVIORS IN YOGA TRAINING COURSES ON STUDENTS' LEARNING OUTCOMES: A CASE STUDY FROM BEIJING

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Abstract: In recent years, "innovation" has gradually become the focus of the country's attention, and this focus has led the country to attach great importance to various areas of innovation, relying on innovation to continuously promote the progress of society. enrich and strengthen the country, and promote the construction of an innovative country, etc. With the enrichment of people's spiritual life, yoga, as one of the popular sports in society, has been incorporated into the physical education curriculum of many universities and is very popular among students. Therefore, teachers must follow the objectives of physical education in the new situation, reform and innovate teaching methods to help students improve their physical quality and at the same time, make them more compatible with society. The article discusses the impact of teaching behavior on students' learning outcomes in the new context of yoga training courses.

Keywords: Innovative Teaching Behaviors, Learning Outcomes, Yoga Course.

Introduction

With the development of science and technology, the fourth industrial revolution has had a systemic impact on the world. In the face of ever-changing technology, educators must cultivate students' various vital skills to help children "adapt to the future" and "shape the future." Schwab (2017), the founder of the World Economic Forum, believes that from ubiquitous mobile networks to smaller, cheaper, and more powerful sensors to artificial intelligence and machine learning, all kinds of new technologies are constantly evolving, disrupting, and integrating. The new wave of the industrial revolution will come like a tsunami. With the advent of this era of the knowledge economy, educators have begun to realize that people are not machines or products. A large number of copies of the same teaching content will lead to many cases of teaching failure and learning difficulties. modern teachers need to push the boundaries of learning, consider current trends, change their approaches, apply new knowledge in the classroom, and create a framework that considers student autonomy so that each child

can reach their natural potential and succeed. Learning and open-ended, diverse situations guide students to think systematically and then cultivate their problem-solving skills, achieve success for every child (Ministry of Education, 2014), and improve student learning performance. Based on the above, this research period can explore the relationship between the principal's flipping leadership, teachers' instructional innovation, and students' learning achievement.

In the face of the ever-changing teaching situation, teachers should focus on student learning and courageously face the problems of teaching to ensure the quality of teaching. School teaching should arouse students' learning motivation and enthusiasm, guide students to develop various interactive skills properly, and help students apply and practice what they have learned and seek mutual benefit and enrichment.

Christensen, Horn, and Johnson (2008) suggest that leaders should consider the influence of organizational structure on innovation. Through teachers' pedagogical innovation, they can increase students' enthusiasm for learning and improve their ability to learn. Wagner and Dintersmith (2015) suggest that teachers can use pedagogical innovation to enhance students' ability to think systematically and strategically to master the future. Hsieh, Yen, and Kuan (2014) suggest that pedagogical innovation is changing teachers' mastery of learning, using lively methods and exciting learning content, stimulating students' learning motivation, and improving students' learning ability. Zheng Yuanquan and Cai Yaru (2012) found that teachers can design open and integrated course content and adopt innovative teaching strategies to guide students' thinking to develop the ability to discover and solve problems and create multiple assessment tools or ways to understand students' learning outcomes.

Research Objectives

Objective 1: Determine how respondents perceive innovation in teacher education.

Objective 2: Determine how respondents perceive learning outcomes.

Literature Reviews

1. Innovation in The Teaching Profession

Pedagogical innovation means thinking more about students with different abilities, using other resources to create learning situations, and using diverse and innovative teaching activities that meet instructional objectives to improve student learning and achieve effective teaching.

Teachers' teaching innovation is divided into four dimensions: "teaching concept innovation," "teaching content innovation," "teaching method innovation," and "teaching assessment innovation," which are as below:

1.1 Conceptual Innovation

Through self-reflection and professional development, teachers can identify emerging trends in education today, redesign pedagogical approaches to solve instructional problems and guide students toward meaningful learning.

1.2 Content Innovation

Teachers can incorporate innovative thinking and design rich and diverse instructional materials that meet students' various intelligence so that content meets individual student needs and students learn effectively.

1.3 Innovative Methods

Teachers can be flexible in instructional principles, strategies, and methods and use appropriate materials or media to create diverse conditions that stimulate students' motivation to learn, improving their learning performance.

1.4 Measure Innovation

Teachers can develop various assessment methods to meet learning conditions. Learning content, reflecting on teaching based on students' assessment results, and constantly correcting and improving education.

2. Student Learning Outcomes

The term "learning outcome" refers to the student's learning attitude and behavior in life after a long learning process and the learning outcomes achieved in academic assessment, which include the three aspects of cognition, aptitude, and ability—learning to Change.

Student learning outcomes are divided into three levels: Student learning attitudes, Student learning behaviors, and Student academic performance.

3. Literature Review About Teaching Innovation

In the ever-changing information age, the world is changing rapidly. The myths of science and technology, once considered fantasy, have become commonplace. In the face of breathtaking change, attitude and constant motivation are needed as systematic thinking to solve problems. Teachers should adopt an innovative perspective and diverse teaching strategies, create a free and open atmosphere in the classroom, and encourage students to think critically and publish innovatively (Fan Chiwen and Chen Huihua, 2016). Wu Qingshan (2016) also suggested that the future education system, management, curriculum, teaching, and assessment must be more flexible, flexible and autonomous, and Only active and innovative measures can effectively fulfill the function of cultivating talents; in other words, teachers must master the trend and correct pedagogical thinking, make good use of various resources, and design diverse teaching activities that meet teaching goals and are different from the past. Considering the learning needs of children with different abilities, the teaching effectiveness is

checked by the current teaching situation and students' reactions to make learning happy and effective (Xie Chuanchong, Xiao Wenzhi, Guan Liuyan, 2016).

Educators should innovate teaching and utilize students' multiple intelligences in language, logic, mathematics, space, body, kinesthetic, music, interpersonal relationships, self-observation, and nature observation so that students can use their superior intelligence and improve their learning efficiency. This has implications for Taiwan's education system. Therefore, Wu Wudian (2015) suggested that we as educators should take the opportunity of the 12-year reorganization of the national curriculum and focus on "cultivating talents" rather than "selecting talents" because there is no reorganization of curriculum and teaching. Innovation makes it difficult to adapt and cultivate talents. Therefore, teachers should think critically about learning content, processes, strategies, and methods, pay attention to meaningful learning, and use the conflict between new situations and old experiences to create new learning (Lin Zhicheng, 2012). Daft (2015) believes that creating an appropriate space for innovation can increase the value of an organization and is the key to successful innovation and maintaining competitiveness; Nie, Tan, Liao, Lau, and Chua (2013) also pointed out that if school policies allow teachers to innovate their teaching, teachers' effectiveness can be improved, and so can students' learning effectiveness; Simola (1998) suggested that the essence of teaching is based on students' confidence in learning. Only when students actively learn and understand the value of knowledge can they achieve lifelong learning. The promise of learning means that teachers must show commitment and can promote the change of students' learning journey through systematic guidance and teaching innovation; Hsieh, Yen, and Kuan (2014) believe that teaching innovation refers to teachers' mastery of the learning ecology. Change the trend, use lively teaching methods and design interesting learning content to stimulate students' intrinsic motivation to learn, thus improving students' learning ability in the teaching process. In addition, teachers with high professional skills need to use various creative teaching methods flexibly and contingently. The method embodies the educational philosophy of "teaching openness with openness, teaching people with humanism, teaching diversity with diversity, and teaching creativity with creativity" (Chen Meiyu, 2000). The future is full of hope. It enables teachers to flexibly derive a variety of curriculum models and teaching methods through "thinking, feeling, acting and hoping" to achieve creative teaching (Wen Mingli, 2000) and then help students have the ability to solve problems and continue to explore knowledge, passion, courage to take risks and the courage to pursue dreams.

"Innovation" is not an immutable quantity. Those who teach innovatively should interpret "teaching innovation" and design "innovation" itself in the process of learning and applying new concepts (Wang Zhengzhong, 2015). Quaglia and Corso (2014) also believe that teachers can reach their full potential if they adopt a teaching method that thinks outside the box, guides students to ask the right questions, understand how to construct knowledge from answers, and involves students in

making decisions and improving related learning processes. Therefore, Xie Chuanchong and Li Mengxue (2017) believe that teachers' teaching innovation refers to the process of introducing new teaching methods or practices to break through the old thinking and add value. Zheng Yuanquan (2006) suggested that assessment methods should also be open and innovative to cooperate with teachers' teaching innovation, and flexible assessment should be used instead of uniform standards. Both openness and thinking should be emphasized and integration strengthened. After synthesizing various arguments, Dai Hongjun (2016) concluded that although teaching innovation is different from traditional teaching methods, it is not necessarily original. Design, class management, teaching aids and materials, technological media, etc., make teaching creative and inspiring, thus enhancing students' motivation to learn and promoting their ability to cope with social changes.

Shi Meihuan (2004) believes that the goal of teaching innovation is not only to promote education, but teachers engaged in innovative teaching should be able to go beyond teaching and go beyond the content of knowledge-based teaching, that is, through knowledge-based learning objectives, simultaneously achieve the cultivation of students' learning ability and capacity. Zhang Meiyu (2012) suggested that teachers' attitude and values towards teaching innovation and students' learning efficiency will influence teachers' teaching behavior. Sometimes it is the decision of teaching sequence, or it may be the choice of assessment method. Since the teaching content is related to the curriculum and the way to achieve effective teaching is related to the assessment, teachers who carry out innovative teaching should choose the appropriate teaching method according to the teaching objectives. Zheng Yuanquan and Cai Yaru (2012) believe that teachers' innovative teaching behavior means that they have forward-looking teaching approaches. In the teaching process, teachers can actively use novel teaching strategies and teaching aids to adapt to students' intellectual development and make good teaching. In order to cultivate students' atmosphere, active learning attitude and problem-solving ability, teachers' curricula and teaching approach must be designed away from the traditional teacher-centered system to a form of students' creative learning with an innovative attitude and diverse teaching strategies to create a free and open teaching atmosphere in the classroom and encourage students to think critically, publish innovatively and carry out special research (Wu Qingshan, 2016).

When teachers carry out innovative teaching, they not only need to design innovative teaching activities and courses with students as the main component, but also consider students' individual differences to achieve the goal of effective teaching; teachers should have the ability to reflect and improve their professional knowledge at any time. Provide students with opportunities for diverse development. Some studies also emphasize that teachers should pay attention to the results of various assessments and systematically develop various instructional activities according to students' different needs.

In a rapidly changing society, schools should systematically guide students to develop their

judgment and thinking skills to cope with life's problems (Delors, 2013). Carneiro and Draxler (2008) believe that planned curriculum design can guide students to learn how to live together, which can promote students' sustainability. The Organization for Economic Cooperation and Development (2015) also suggests preparing children for the future through teacher professional development and school assessment. To prepare students for employability, Wenjie (2014) suggests that "core competence" refers to the knowledge, ability, and attitude a person should have to adapt to current life and meet future challenges. He emphasizes that learning should not be limited to subject knowledge and skills, but should focus on the combination of learning and life to show the development of the learner's whole person through practice.

Teachers create an environment for students to learn and design correct and flexible courses. When students have more choices, they can find learning methods that meet their individual needs, and then actively improve their learning performance (Anderson, 2016); Xie Chuanchong, Li Shangru (2011) point out that students' learning outcomes are students' academic achievements, learning attitudes and behaviors after a series of systematic and professional teaching processes by teachers; Formal courses, learning relevant knowledge or skills and showing learning outcomes in terms of cognition, inclination and ability; Xie Chuanchong and Xiao Wenzhi (2013) believe that student learning outcomes are the learning outcomes of students in daily life after a long learning process. The specific learning attitudes and behaviors and academic performance achieved in academic assessment include the learning outcomes in the three aspects of cognition, inclination and ability.

The performance of grades and the performance of tests and perceptions take students as the main body of learning at the same time (Lin Mingdi and Chen Weiliang, 2010). In addition, Xu Cuijun (2014) proposed that the so-called learning effect refers to the learning effect of students, that is, the behavioral changes of students before and after receiving education include the three dimensions of "cognition, affect and ability"; Xie Chuanchong, Xiao Wenzhi and Wang Yumei (2015) pointed out that the learning results of students are the learning results of students after a long learning process. The test scores obtained in assessment, learning attitude and behavioral performance shown in daily life include the three aspects of cognition, emotion and ability.

4. Literature Review About Student's Learning Outcome

Given the rapidly changing information age, we must be aware of change and guide students to develop their personal talents through learning and acquire the ability to respond to and lead change.

Delors (2013) points out that in the face of the challenges of globalization, education is a means to guide students to gain knowledge, control over their lives, and confidence in their future. Carneiro and Draxler (2008) focus not only on students learning to acquire knowledge, learning to do, and learning to succeed, but also on the concept and practice of learning to live with others.

Lin and Chen (2010) point out that student learning outcomes include three dimensions: student learning attitudes, student learning behaviors, and academic achievement. (1) Student learning attitudes: attitudes toward teachers, classmates, and learning, awards in extracurricular competitions, and participation in extracurricular activities. (2) Students' learning behaviors: enrollment rate, routine and order, adjustment to life, and frequency of campus violence; (3) Academic performance: students' test scores in mathematics and Mandarin.

Li, An-Ming, Cheng, Tsai-Pei, and Liu, Chi-Yun (2011) divided the content of students' learning performance into three components: cognitive, affective, and ability, which were described as follows: (a) Cognitive level: students' performance in knowledge, understanding, application, analysis, synthesis, and evaluation after learning. (b) Affective level: the students' performance in emotion, attitude, motivation, value and character after learning. (C) Skill level: refers to students' performance in behavioral aspects after learning, such as Priming Response, Machine Response, Complex Response, Skill Adaptation, and Creative Power.

Hsieh, Chuan-Chung and Wang, Qiong-Man (2011) proposed that the three components of students' academic performance, their learning attitude in participating in school activities and their behavioral performance in daily life are more complete to represent students' learning outcomes, and their meanings are as follows. (1) School performance: refers to students' learning performance in the major subjects of Mandarin and mathematics. (2) Students' learning attitude: includes motivation, attitude towards learning and participation in internal and external competitive activities. (3) Student behavior: includes daily routine, unexcused absenteeism, regularity and order, adjustment to school life, and frequency of incidents of violence or bullying in school.

In addition to intellectual ability, it is also necessary to develop a good self-concept and attitude and behavior in dealing with others. In addition, students' academic performance, students' learning attitude and students' learning behavior have the following three meanings. (1) Students' academic performance: this refers to students' performance in reading and writing in Mandarin and their performance in arithmetic and problem solving in mathematics. (2) Student learning behavior: students abide by school rules, strive to perform well, and have few unexcused absences and violent bullying incidents. (3) Students' learning behaviors: it refers to students' active and positive learning attitude, their high motivation to learn in class, and their active participation in external competitions.

Huang (2015) classified "student learning performance" into three dimensions: cognitive, affective, and ability. (1) Cognitive learning: refers to students' learning performance in terms of academic achievement, knowledge comprehension, creative thinking, and analytical application. (2) Affective learning: refers to students' learning performance in terms of learning motivation, character attitude, emotional expression and mental health. (3) Skill learning: refers to students' learning performance in terms of competition results, creative performance, interpersonal interaction, and skill

validation.

Chuan-Chung Hsieh, Wen-Chi Hsiao, and Yu-Mei Wang (2015) defined the importance of student learning outcomes in terms of learning attitude, learning behavior, and learning performance as follows. (1) Student learning attitude: refers to students' motivation to learn in class, their learning attitude, and their participation in competitions and activities inside and outside school. (2) Student behavior: students' daily routine, their adjustment to school life, and the occurrence of violence and bullying in school. (3) Student Academic Performance: refers to student achievement in key learning areas and measures student academic success.

Student Learning Performance: refers to student achievement in key learning areas and measures student academic success. In addition, the three components of attitude toward learning, behavior in learning, and performance in learning can more comprehensively cover the definition of the variable "student learning outcomes". To summarize the above, this study summarizes the literature, refers to the connotations proposed by scholars, and concludes that student learning outcomes can be divided into three main dimensions: "student learning attitude", "student learning behavior", and "student academic achievement", as follows. (1) Student learning attitude. Students' motivation, learning attitude and participation in internal and external competitions and activities. (2) student learning attitude performance. Students' daily work and dropout rate, school routine and adjustment to campus life, occurrence of violence or bullying on campus, and awareness. (3) student academic achievement. Student achievement and success in key learning areas.

5. Review of Literature on The Impact of Teacher Innovation on Student Learning Outcomes

In this study, teacher innovation was divided into four levels: 'teaching philosophy innovation', 'teaching content innovation', 'teaching method innovation' and 'teaching assessment innovation'; and student learning outcomes were divided into three levels: 'student learning behaviors', 'student learning behaviors' and 'student academic achievement'. Therefore, this study attempts to analyze the concept of teacher innovation and student learning outcomes through the research on teacher innovation, and then discuss the relationship between teacher innovation and student learning outcomes as follows.

Teachers who take the time to address students' learning needs and design learning activities outside the usual framework will meaningfully engage students in their own learning, leading to academic success and creating a win-win situation between teachers and students (Quaglia & Corso, 2014); Simola (1998) suggests that the essence of teaching is based on students' confidence in learning and that teachers can help students learn by systematically guiding them. Wagner and Dintersmith (2015) suggest that teachers can innovate to develop students' ability to think systematically and strategically for the future and make student learning central to instruction through novelty, creativity, and aggressiveness. From the literature cited above, teachers can improve student learning outcomes by

incorporating innovative thinking and guiding students' independent learning through systematically designed instructional experiences.

Sahlberg (2012) found that teachers who are knowledgeable in their subject and boldly implement curriculum reform, planning, and professional innovation in the classroom have developed pedagogies and assessment methods that are tailored to each individual student, thereby improving students' basic academic skills, increasing their readiness to continue learning, and enabling them to perform well. In addition, professional development can encourage teachers to use game-based innovative instructional strategies to improve student learning outcomes. Teachers can improve student learning outcomes by supporting differentiated instruction through student feedback, teaching innovations, and improving daily teaching and learning in academic programs to develop student-centered approaches (Anderson, 2016). Therefore, teachers should support students' multiple intelligences through innovative teaching strategies with their knowledge of the subject area to improve student learning.

Christensen et al. (2008) suggest that leaders should focus on the impact of organizational structures on innovation and tailor their instruction to students' needs through teacher innovation because traditional instructional frameworks are too rigid and do not provide students from diverse backgrounds with the learning experiences they need; Bergman and Sams (2014) Bergman and Sams (2014) argue that teachers can develop critical thinking skills through innovative classroom management, tailored learning experiences, and student-led decision making.

Teachers can offer interesting and innovative strategies to guide students in diverse learning, engage in creative systems thinking, and encourage students to take responsibility for demonstrating their learning (Sahlberg, 2014) after gaining insight into school structures. In summary, teachers who think beyond the traditional framework of instructional

Methodology

Sudman (1976) suggested that the average sample size of a regional study should be between 500 and 1000. To assess the adequacy of the questionnaire, stratification was based on all students attending yoga classes.

Teacher Innovation in Teaching as follow:

Innovation in Teaching Philosophy", "Innovation in Teaching Content," "Innovation in Teaching Methods," and "Innovation in Teaching Evaluation." "The higher the total score, the higher the respondent's awareness of innovation in teaching and the lower the score. Student learning outcomes include "student learning attitude performance," "student learning behavior performance," and "student learning assignment performance" and are measured by the respondents' scores on the Student Learning Outcomes Scale.

Results

In this study, the Likert five-point scale was used as the instrument for scoring, and "strongly disagree" was given a score of 1, "disagree" was given a score of 2, "average" was given a score of 3, "agree" was given a score of 4, and "strongly agree" was given a score of 5. In this study, the mean score of each question in the questionnaire was used as the basis for analysis, and the absolute standard was used to classify the questions into four levels: low, medium-low, medium-high, and high. levels. Since a five-point scale was used in this study, a score of less than 2 was considered low performance, a score of 2 to 3 was considered medium-low performance, a score of 3 to 4 was considered medium-high performance, and a score of more than 4 was considered high performance. The results of the questionnaire were used to investigate the current situation of teachers' teaching innovation and students' learning performance by means of descriptive statistics such as mean and standard deviation to understand the perceptions of the respondents on the variables.

Table 1: Current Status of Teacher Innovation in Teaching

Factors	Items	Mean	SD
Innovation in Teaching Philosophy	4	3.876	0.526
Teaching Content Innovation	4	4.267	0.484
Innovation in Teaching Methodology	4	4.193	0.496
Innovation in Teaching Evaluation	4	4.054	0.461
Innovation in overall teacher teaching	16	4.095	0.399

Regarding respondents' perceptions of teaching innovation, the overall mean score was 4.095 (SD = 0.399) and ranged from "strongly agree" to "agree," indicating that respondents' perceptions of teaching innovation were quite high. In terms of sub-levels, the mean score of all levels was higher than 3.867 (SD = 0.526), indicating that teachers were aware of the medium to high level of development at all levels of teacher innovation. Teachers are able to understand the new trend of teaching and learning by adopting a student-centered approach, considering the learning needs of students with different abilities, and using resources to create diverse learning situations that meet instructional objectives to enhance student learning and achieve effective teaching.

In analyzing teachers' teaching innovation, the items "innovation in teaching content" (M = 4.267, SD = 0.484), "innovation in teaching methods" (M = 4.193, SD = 0.496), "innovation in teaching assessment" (M = 3.867, SD = 0.526), and "innovation in teaching philosophy" (M = 3.867, SD = 0.526) were evaluated. This shows that elementary teachers generally believe that their teaching contents, methods, and assessments are constantly innovative, and that they design rich teaching materials according to students' multiple intelligences, use teaching methods flexibly to meet students' individual

learning needs, and use appropriate teaching aids or instructional media to motivate students to learn. However, it is worth mentioning that teachers are less informed about the innovation of teaching concepts as the 12-year national basic education will be implemented soon and teachers need to understand the new trend of teaching and related concepts (including: the importance of core competencies; spontaneous, interactive and collaborative mind...), and how to spend time on transforming teaching concepts to solve teaching problems is now an important issue for teachers.

The mean scores of the 16 questions are all above 3.764, indicating that teachers perceive a medium to high level of development on the questions related to student learning. ($M = 4.274$, $SD = 0.626$) and "I can incorporate current events and emerging social issues to guide students to connect learning to life experiences" ($M = 4.271$, $SD = 0.620$) were close with mean scores between "strongly agree" and "agree." In other words, teachers' professionalism in designing lesson plans that are interconnected and stimulate students' intelligence will increase students' interest in learning, achieve effective instructional goals, and promote students' independent learning when used in the classroom.

Table 2: Current Status of Student's Learning Outcomes

Factors	Items	Mean	SD
Learning Attitude	4	3.934	0.610
Learning Behavior	4	4.250	0.501
Academic Performance	5	3.792	0.602
Student Learning Outcomes	13	3.977	0.476

In terms of perception of performance, the overall mean score was 3.977 ($SD = 0.476$), which is between "agree" and "average," indicating that respondents' perception of learning outcomes was quite high. This indicates that after a long period of learning, students are able to demonstrate their learning attitudes and behaviors in their lives as well as their learning outcomes in academic assessments. In the analysis of student learning performance, the scores for "student learning behaviors" ($M = 4.250$, $SD = 0.501$), "student learning attitudes" ($M = 3.934$, $SD = 0.610$), and "student learning tasks" ($M = 3.792$, $SD = 0.602$) are in the order of "student learning attitudes" ($M = 4.250$, $SD = 0.501$), "student learning attitudes" ($M = 3.934$, $SD = 0.610$), and "student learning tasks" ($M = 3.792$, $SD = 0.602$). In terms of student academic achievement, teachers felt that student ability or quality was weaker in the area of teacher-delivered mathematics instruction than in other areas and that there was room for improvement.

Discussion

The research results show that the respondents' perception of "overall teacher teaching

innovation" in the five-point scale has an average score of 4.095; overall, the respondents' perception of teachers' teaching innovation is highly developed. In the performance of each level, the "teaching content innovation" level is the best; followed by "teaching method innovation", "teaching evaluation innovation", and the lowest score is "teaching concept innovation", and the scores of all levels are highly developed ; This means that the current respondents perceive teachers' teaching innovation in a good state, which shows that teachers generally believe that their teaching content, strategies and assessments can be continuously innovated. By designing a variety of teaching materials, they can use teaching flexibly to meet students' individual learning needs. methods, and use appropriate teaching aids to motivate students to learn.

The results of the study showed that the mean score of the respondents on the five-point scale of "Overall Student Learning Performance" was 3.977; overall, teachers' perceptions of student learning performance were moderately to highly developed. Among the various levels of performance, "student learning behavior performance" was the best, followed by "student learning attitude performance" and "student learning assignment performance", which indicated that the respondents' perceptions of student learning performance were good, in addition to their daily work in school and their attitudes related to participation in activities, and their ability to demonstrate their achievements in school life.

Conclusions

In addition to constructing flexible teaching spaces and facilities, teachers of Yoga courses can also guide teachers to take into account the learning needs of students with different abilities and to make good use of resources to create contexts to enhance overall student learning performance with innovative teaching that is diverse and consistent with teaching goals.

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THE IMPACT OF THE EFFECT OF TEACHING INNOVATION ON LEARNING EFFECTIVENESS: A CASE STUDY FROM CHINESE FOLK- DANCE COURSE IN HONGHE COLLEGE

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Abstract: With the development of China's economy and information technology, new media elements have been used in dance performance forms and stage creation, as well as in the recording and preservation of dance. However, in the field of dance education, most of the dance teaching is mainly based on the traditional "oral teaching method", and new media elements are not reasonably integrated into dance teaching. The author takes the pedagogical principles of teaching as the starting point, combines the literature review method, experimental research method, comparative research method and survey research method, tries to propose the integration of new media elements into dance teaching practice, designs and implements its teaching experiment, and conducts a questionnaire survey on the experimental subjects, and investigates the effect and significance of the integration of new media elements into dance teaching practice through the analysis of experimental results.

Keywords: Teaching Innovation Research, Traditional Chinese Dance, New Media.

Introduction

The reform and innovation of classroom teaching mode has always been the focus of research in the field of higher education and using information technology to promote the reform and innovation of classroom teaching mode in colleges and universities is an important breakthrough. Information technology will have a series of effects on teaching methods and teaching contents, so it is important to use information technology to explore classroom teaching mode in depth. Under the background of education informatization, this study explores the reform and innovation process of information technology for college classroom teaching based on the teaching practice of Honghe College, from which some problems and resistance are found and corresponding countermeasures are found, which have certain value significance for the construction of new college classroom teaching in other schools.

New media art comes from the progress of media art. At first, the emergence of media art changed the form of art, which is different from traditional art created by hand, but combines art, life

and consumption through mechanical, printing, optical and photographic means, and then with the help of commodities and media. Compared to other disciplines of art, dance art has been much more hesitant to get involved in new media art, and it was only in the 1990s that dance used new media technology in creation, education, dissemination and preservation. As a performing art based on the four elements of people, time, place and interaction, and with "life" as the core of communication, dance has undergone a long period of aesthetic acceptance and innovative practice in combination with new media technology. "In the field of new media dance/performing arts, the BBC New Media Arts Experiment, the University of California Dance and Media Technology Research Project, and the ZKM Media and Performing Arts Experiment in Germany are among the most successful projects in the field. The interaction between performing arts and technology is further promoted by specialized creative or research projects." Driven by the guidance of professional research organizations and the constant advancement of new media technology, new media art has gradually influenced artists to reflect on the relationship between creation and interaction in the artistic language formed by scientific technologies such as image information and network technology.

As dance art develops in the context of new media art, some artists question the priority of "human" and "machine", i.e., which is more important: the "performer" or the "science and technology"? "While others are optimistic, saying that new ways bring new possibilities and that art is not monolithic but inclusive and diverse. The combination of dance, a traditional form of performance, and new media technology is one way to form new media dance art, and it also includes a new way to spread and preserve dance art with the help of new media technology, in which the combination of dance art with other art forms such as visual, network, film and television across borders becomes an inevitable result. Various art disciplines in the vision of new media art, through the collision with digitalization and with the rapid development of information technology, continue to innovate in content and form, thus the definition of art forms is also relative. In the case of dance art, the concept of new media dance art can be defined in two directions: the first is the practice of combining mainly dance performance art with new media technology; the second is the form of dance art creation and dissemination transformed through new media technology. The former combines dance art with motion capture, virtual images, interactive devices, multimedia art and other scientific technologies to produce new forms of dance performance; the latter is to revolutionize the way dance works are created with information software, and dance art is created in the form of "fifth media" and disseminated through media such as network television, digital movies and self-media clients. The latter is to innovate the way of creating dance works with information software, and to disseminate dance art in the form of the "fifth media" through the media of network television, digital film, and self-media clients. Dance art has the characteristics of physical beauty, which requires artists to enter the era of new media dance art, while avoiding to deviate from the purpose of "human" oriented, and to solve new problems with new

ways and new thinking.

Research Objectives

1. Teaching innovation concept tends to be diversified development trend
2. Teaching innovation methods tend to diversify development trend
3. Innovative forms of teaching tend to be novel development trend
4. Change the concept of dance teaching innovation

Literature Reviews

To truly integrate new media tools into today's teaching, we must first establish the concept of new media plus dance in our minds. The so-called new media + is the carrier of information dissemination through the new media to carry a lot of content in the past work, the biggest advantage of new media is that it has a wide range of communication, the form of communication is new, and at the same time can be accurate communication for the target group. New media and dance form, is the past innovative dance process, into the new media, the innovative dance content using new media for dissemination, so as to obtain better communication effect. But also to conceptually recognize the effect of new media dissemination, will not only make the original dance teaching innovation to be further spread on a large scale, before the nature of dance teaching can be changed according to this form of information dissemination.

Want to really make good use of new media for teaching, but also more in-depth understanding of new media, as teachers, but also must have a good new media teaching literacy. Teachers should have a deeper understanding of how new media works and how to use this tool. Combining new media literacy with teaching involves not only professional working literacy in new media, but also more pedagogical theories. In fact, the combination of new media and teaching is not new today. Many new media accounts opened by professional educators can be found on new media platforms such as WeChat public platform or Jitterbug Express and Today's Headline. Therefore, if you want to combine new media with dance teaching innovation, you must also find the fitting point between dance teaching innovation and new media communication, so that you can form a good new media teaching literacy.

With the continuous progress of education reform, teachers should keep up with the times in guiding students in the process of dance teaching innovation, constantly update teaching methods, and effectively tap the educational advantages of new media to create a relaxed and interesting teaching atmosphere, so as to obtain high-quality teaching effects. The correct use of new media and management of new media to carry out dance teaching innovation, continue to provide value to the target users, and actively create new media to enhance the effect of dance education can effectively highlight the main position of students, make dance teaching innovation more effective, and thus contribute to the better

development of the education industry. New media has an open teaching space. By connecting to big data, students can use new media platforms such as QQ, WeChat, Weibo, teaching-related APPs and applets to collect rich dance resources, including image resources, audio resources and so on. After watching and learning from other people's dance performances, students can take the essence of them, absorb the beneficial parts, and incorporate them into their own dance movements. By experiencing and learning from rich dance resources, students can effectively increase their interest in learning dance, expand their ideas about dance innovation, and make the process of dance innovation more scientific.

Methodology

The integration of new media elements into traditional Chinese dance teaching is conducive to promoting teaching democracy and advancing the transformation of the teaching center, effectively turning students into the main body of teaching and teachers into guides, organizers and evaluators in the classroom and after-school hours. The visual images, intuitive videos and vivid explanations brought by the new media elements can stimulate students' senses visually and aurally in order to arouse their thirst for knowledge and guide them to think about and discuss what they have learned and seek answers in different ways, effectively mobilizing their initiative and enthusiasm for learning and letting them be the masters of learning.

In traditional dance teaching, dance movement practice often takes up most of the time in new classes, so that the teaching content has to be limited to the dance movement itself, while the culture of dance, the spiritual connotation of dance, can only be passed by in new classes. Using the high efficiency, interactivity, and large amount of information of new media technology, it can effectively transfer part of the classroom practice time to after class. At the same time, through the new media communication platform, the communication between students and teachers is facilitated, helping teachers to guide each student, which can significantly reduce the practice time in the classroom. As a result, the surplus time can be used to play videos, texts, pictures and other materials related to the content learned in the classroom, which is conducive to enriching the teaching content, conveying the cultural and spiritual connotation of dance, and promoting the unity of science and ideology in teaching.

The integration of new media elements into the teaching of traditional Chinese dance can effectively separate the teaching materials from the teacher, so that the materials can be presented visually to the students in other ways. At the same time, abstract verbal descriptions and verbal cues are concretely displayed in new media devices such as videos and pictures, enabling students to understand what they are learning intuitively, quickly and clearly. Conversely, students' mastery of the learned material can be understood by teachers through new media devices. The new media elements provide a convenient teaching strategy for dance teaching, effectively promote the teaching process, and make the relationship between "teaching" and "learning" closer.

The use of new media elements to split classroom content, assist students in understanding the classroom, consolidate the material learned, effectively improve the teaching efficiency, so that students can review the classroom content at any time and anywhere, and when they encounter problems, they can communicate with classmates, teachers, or use new media search engines to obtain answers. At the same time, the penetration of new media elements helps to highlight the teaching focus, strengthen the communication and discussion between teachers and students, help students master the process and method of learning knowledge while mastering the knowledge, and achieve the effect of knowing what they know and knowing why they know it, in order to improve the quality of teaching.

In traditional dance teaching, one teacher faces a class of many students, and rarely can really understand the learning situation of each student. The intervention of new media elements can help teachers understand the learning situation of each student, and provide guidance for each student to make a personalized teaching plan that meets the development of that student. At the same time, according to the overall learning situation of the class, timely and appropriate adjustments are made to the teaching and learning, and teaching programs that are conducive to the overall development of the class are implemented to achieve the standard of teaching according to the needs of the students as much as possible.

Results

The integration of new media elements into the traditional dance teaching at Honghe College has certainly provided many methods and strategies for dance teaching that are beneficial to.

Because of the special nature of dance has a composite art, can not be separated from the traditional teaching methods, so the new media elements can only be used as a supplementary teaching strategy into dance teaching, to help teachers better improve teaching activities, in the new media elements and traditional dance teaching in the main grasp, should be adjusted in a timely manner according to different teaching situations.

The series of convenient, rich and efficient information brought by new media is indeed beneficial to people's understanding of the world, but for students whose value judgments are not fully formed, the overly rich amount of information sometimes has side effects on students' learning. At the same time, students' self-control is generally low and they do not grasp the timing of using new media elements properly, and the rich online world tends to attract students to indulge in it.

There are few new media resources related to dance teaching that can be used in classroom teaching. A small amount of resources can be directly used for dance teaching, and most of them need to be re-processed and re-decorated by teachers with the actual teaching situation before they can enter the classroom, and there are still many dance teaching resources that cannot be searched or are not available due to the restricted status of searchers.

This questionnaire is mainly for the freshman, sophomore and junior students of Honghe College. The graphical analysis report of the questionnaire survey on the innovation of Chinese traditional dance teaching is attached to Annex I after the thesis, and the survey report is true and valid.

Discussion

Contemporary Chinese traditional dance is influenced by China's specific national conditions, and its concept and nature have essentially produced a great difference from the traditional, original traditional dance. Coupled with the teaching of traditional dance in the classrooms of institutions has formed it into a unique paradigm, making Chinese traditional dance tend to theatricalize and work, and develop into an independent form of dance genre innovation. Chinese traditional dance is influenced by the concept of social and cultural inclusiveness and pluralism, and also by the atmosphere of freedom of innovation, the works it presents often have the problem of dilution and blurring of dance genre attributes. The creative thinking and technical language based on new media dance art can provide corresponding solutions for it, so that Chinese traditional dance, on the basis of retaining the characteristics of traditional dance, breaks through the inertial mode of traditional choreography and creates a non-linear and innovative thinking, which can not only protect the phenomenon of Chinese traditional dance, but also realize the way of spreading Chinese traditional dance.

Many Chinese traditional dances have already adopted digital preservation measures regarding intangible cultural heritage, which are applied by motion capture data collection, then building skeletal models and binding them with the data after motion capture, and finally building motion libraries. "Laban Writer" is one of the dance recording software. "Laban Writer is a software that prints dance notation, which can be accompanied by a number of comments to help illustrate the relationship between movement and music. The recording of dance works in the digital era has gradually formed a complete system of images, pictures, three-dimensional database and contents of works, from conservation awareness to practical operation. Traditional Chinese dance is the crystallization of the wisdom of traditional Chinese people's life, humanistic spirit and traditional culture, which will show its color and vitality more and more with the precipitation of the years, and the protection of traditional Chinese dance is the protection of the diversity of traditional Chinese culture and the treasure of traditional Chinese culture.

In 2013, China introduced the American dance TV program "Dance", which has a mature creation concept and commercial operation, and has rekindled the audience's enthusiasm for the art of dance. The program contains different dance contestants from all over the country, and each episode can be enjoyed from the same screen, which is arguably the most sensational and successful dissemination of Chinese dance art to the public in recent years. Chinese traditional dance needs to be disseminated through various media in the new era, rather it is the traditional Chinese culture that needs

to be disseminated to the public through the media of film, television, internet and theater, so that the public can form a sense of respect and inheritance of traditional culture.

Conclusions

The use of new media elements to assist in the teaching process of the dance discipline is in line with the trend of the times. The diverse and integrated cultural and visual orientation of the new media era has led to many changes in traditional Chinese dance, a traditional Chinese art form. The development of traditional Chinese dance before and after the application of new media dance art shows different characteristics. Traditional dance art teaching compared to traditional Chinese dance teaching using new media technology innovation limits the possibility of maximizing the audience's understanding of the connotation of the work in terms of teaching content, aesthetic experience, and learning experience. The application of new media dance art, however, has realized the need for diversified development of overall artistic value for traditional Chinese dance from multiple perspectives such as creativity, expression, innovative thinking, and spatial awareness. Because some regions have long been in a state of cultural disadvantage and do not have the right to speak, making some traditional dances not well known by the public. Network technology has changed the way some regions receive information and knowledge, realizing the development characteristics of online and offline interaction with the outside world. Traditional dances are usually taught to the public by regular folk artists or through traditional rituals or festivals, and although this "flesh and blood" method of inheritance can directly convey the emotions involved, it also reveals the problem of not being able to preserve them intact. With the participation of new media technology, motion capture technology can establish a database of movements by capturing dance movements, which provides a more systematic way of transmission.

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THE IMPACT OF KNOWLEDGE MANAGEMENT ON TEACHING INNOVATION: A CASE STUDY FROM MIDDLE SCHOOL MATHEMATICS COURSE IN GUIZHOU

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Abstract: This study investigates the relationship between primary school teachers' knowledge management and teaching innovation in Guizhou province. The researchers used the questionnaire survey method with 470 valid samples. According to the current situation, middle school teachers' knowledge management and teaching innovation questionnaire were used to collect data. The data were analyzed using descriptive statistics, t-test, one-way ANOVA, Pearson's product-difference correlation, and multiple regression analysis. The study results show that: (1) The knowledge management of middle school teachers in Guizhou Province has reached a medium and high level, with "knowledge acquisition" showing the best performance. (2) The teaching innovation of middle school teachers in Guizhou has reached a medium and high level, with "classroom management" showing the best performance. (3) There are significant differences in teachers' knowledge management regarding teachers' age, education, and other variables. (4) There are significant differences in teaching innovation about variables such as teachers' age and current jobs. (5) There is a high positive correlation between knowledge management and teaching innovation among middle school teachers in Guizhou province. (6) Teachers' knowledge management can effectively predict teachers' teaching innovation. Knowledge innovation of knowledge management has a significant predictive effect on teaching innovation.

Keywords: Knowledge Management, Teaching Innovation, Mathematics Course, Correlation Analysis.

Introduction

With the advent of the knowledge economy era, knowledge is a force and gradually replaced labor, energy, and natural resources and has become an essential key to organizational success. If you want to maintain a competitive advantage, you must know how to manage knowledge and continue to innovate knowledge to expand the capital of knowledge. The smooth promotion of knowledge has a mutually beneficial effect on constructing the knowledge learning environment and acquiring competitive organizational advantages. For school education to adapt to the trend and not stay in place,

education development must follow this trend of knowledge management and modify the management style.

Nowadays, education scholars and experts actively promote knowledge management to drive educational innovation to maintain the advantages of school education development and not become a "traditional industry" that has been eliminated. In particular, teachers, as knowledge transfer and producers, should become the pioneers of knowledge management. In the vast knowledge jungle, they can effectively acquire, store, transfer, share, and innovate knowledge and effectively use them in teaching. In this rapidly changing and complex environment, education reform is in full swing around the world. This strong driving force for reform has inspired countries worldwide to use education and innovation to develop human potential and promote social progress, thereby enhancing national competitive advantages. The Chinese government has also continuously emphasized the importance of creativity in various education policies in recent years. For example, the Chinese Ministry of Education mentioned that creativity education focuses on future education work: while the Ministry of Education believes that mathematics education is to conduct logical thinking, analysis, and analysis. Important support for the ability to integrate and innovate. Therefore, we believe that innovation in mathematics education and its teaching process is the key to the success or failure of students in the 21st century.

Mathematics teaching is prevalent. To maintain the quality of teaching, mathematics teachers need to absorb a large amount of mathematics teaching knowledge to meet the needs of students. Good knowledge management is even more urgent for mathematics teachers. With the emphasis on teaching innovation by the Chinese Ministry of Education, the key issue now is how teachers teach and guide students to learn so that students can learn by themselves. At present, the core of teaching innovation is the instructor. Traditional education methods have long been unable to meet their needs, and creative teaching methods are indispensable for teachers.

Especially for mathematics teachers, students can get answers in the shortest possible time through the APP. Therefore, it needs more diversified and innovative teaching methods to respond to the various teaching methods of cram schools and online media.

Research Objectives

The specific objectives of this study are as follows:

1. Explore the current status of knowledge management for primary school mathematics teachers.
2. Discuss the current situation of innovation in primary school mathematics teaching.
3. Analyze the differences in knowledge management of mathematics teachers with different background variables.
4. Analyze the differences in mathematics teaching innovation of variable mathematics teachers

from different backgrounds.

5. Explore the relationship between knowledge management and teaching innovation for mathematics teachers.

Literature Reviews

Knowledge is power and wealth, it represents the most important source of the twenty-first century, and knowledge is built up gradually and will not decrease when used. Knowledge management is the framework of organizational language integration, and organization members can effectively achieve organizational goals through the knowledge management process (Dalal, 2014). In response to the rapidly changing industrial environment, the traditional learning methods are difficult to effectively improve personal competitiveness, the key point lies in how to put new knowledge into the brain and how to use knowledge and create new knowledge, that is, the right way to develop brain power, let the mind activate, in order to access and absorb more competitive knowledge, know how to use knowledge management, in order to smooth use of mental resources, in order to become the winner of a new era (Zhuang Qiming, 2006). Knowledge economy and knowledge management refer to new business models with knowledge and management as the core, combining science and technology, innovation, entrepreneurship, Internet, globalization, competition and other factors. In the next 50 years, it will be the countries and enterprises that will lead the global economy in successfully increasing the productivity of knowledge workers (Drucker, 1999). As can be seen from the above, knowledge management in recent years has gradually been regarded as one of the main core competitive advantages of the organization, so if an organization can effectively use, disseminate the existing knowledge within the organization, and prevent and avoid the use of knowledge within the organization by competitors, so that the organization will have its unique competitive advantage, which in both highlights the importance of the organization to manage knowledge resources.

Knowledge management was regarded by many organizations as an important source of competitive advantage from 1992 to 1994, when Dawenport and Prusak provided their first public meeting on knowledge management, when few people understood what knowledge management meant; But by 2000, more than 50 knowledge management conferences (Ichij and Nonaka, 2006) were held around the world during the year. Knowledge management is the organization in order to enhance competitive advantage, the organization inside and outside the individual or group of valuable knowledge, to do a systematic acquisition, storage, sharing, utilization and evaluation (Lin Dongqing, 2003). Wang Ruzhe (2005) believes that knowledge management refers to managing different types of knowledge, including explicit knowledge such as documents, asset management and information, as well as very personalized implicit knowledge. Peter Drucker has also pointed out that knowledge development and application are of great importance in the modern era of knowledge economy, so

knowledge management can be described as a management revolution (management revolution) (Wang Ruzhe, 2000). In addition, Peter Senge (1994), a master of management for learning organizations, has pointed out that the knowledge that organizations have will be the only source of competitive advantage in the future, and that organizations will be more competitive than their competitors. From an educational point of view, knowledge management efforts can help teachers or students share valuable insights, reduce repetitive work, practice self-paced learning, and attempt to conduct research in other archival data to promote the development of personal or professional introspective internships, especially in the relationship between teaching and learning systems.

Most of the above researchers regard the appropriate management and recognition of intelligent assets as an important part of knowledge management, which emphasizes the hidden and explicit knowledge of management organizations as an important subject. The knowledge management defined in this study refers to the continuous process of knowledge acquisition, knowledge storage, knowledge innovation and knowledge sharing to enhance the value of self-knowledge and enhance organizational competitiveness in order to achieve sustainable development.

Knowledge management covers the interaction of information processing, process reengineering, strengthening mechanism, decision-making, etc., the main functions are in acquiring, integrating and spreading the knowledge resources of the organization, and helping the organization to bring practical experience and knowledge to the organization through the appropriate management process and sharing mechanism to achieve sustainable development goals (Raghu and Vinze, 2007). Baran believes that knowledge management is a systematic and integrated approach to identifying, managing and sharing documents, databases, professional knowledge and experience within the organization, and knowledge management has gradually gained attention in the education community (Baran and Cagiltay, 2006); In the era of knowledge economy, teachers' good knowledge management ability should include information ability, lifelong learning ability and knowledge sharing ability. That is to say, teachers should continue to use information technology, collect teaching-related information, generalization and give meaning, and share with colleagues, so as to enrich self-knowledge and strengthen the professional ability of teachers (Wu Qingshan, 2001)

Domestic experts and scholars have different views on the connotation of knowledge management, the following is to explain the experts and scholars of the discussion: Zhai Guohua (2002) points out that knowledge management in educational organizations refers to the organization of information and personnel as an effective management and integration of a strategy; From the teacher's point of view, individual intentional integration, transformation, classification and storage of information, and with colleagues to learn from each other, share knowledge strategies.

Innovation is often confused with invention (invention) or creativity (creativity). Creativity is creativity, and creativity is embodied as innovation (Ministry of Education, 2002). Invention usually

refers to original concepts, and innovation has the meaning of introducing new ideas (Ministry of Education Chinese Implementation Committee, 1998). Innovation was first proposed by the American economist Schumpeter, whose main concept was to rearrange the factors of production into new modes of production to increase efficiency and reduce costs (Ho, Easy, 2001). At the same time, he defines innovation as transforming what has been invented into an acceptable and commercially valuable activity (Jubo Chung, 1999). Innovation is a gradual change from the adjustment of the status quo to create better products, ideas, processes and technologies that can be accepted by the market or community, and to innovate in a positive direction to produce better results (Wu Qingshan, Lin Tianxuan, 2012). Robbins and Coulter (2002) define the process of creating a new product, working method, or service using creative ideas (Wu Qingshan, 2004) < in other words, innovation can bring new ideas, new thinking and new systems that drive economic growth.

The formula "Innovations - Theoretical Concepts (Theoretical Concepts) and Technology Development (Technology Inventions) and Commercial Development (Commercial Development)" was proposed by Trott (2008), explaining the difference between invention and innovation, and transforming the original concept into something concrete, which is "invention"; "Innovation" is a process from concept to invention to commercial development. In short, innovation is the commercialization and practical application of an idea or invention.

Wietze and Elfring (2002) believe that innovation is the idea of having a new idea, practice, or object in an organization or environment, and that it does not need to be completely new in the world, as long as it is new in an industry.

In 2004, the OECD presented the idea of innovation-driven tanks and four pumps in its "Knowledge Economy Innovation" report (Chen Yonglong, Wang Qiwei, Huang Xiaoxin, 2010). First, science-based innovation. Second, the synergy between the user and the performer. Third, the process of innovation is free, but the results of innovation are integrated. Fourth, the application of information and communication.

In this comprehensive, innovation in this study refers to the teacher using personal creative ideas to design novel and valuable courses, and actually teach in the teaching site, triggering students' motivation and interest in learning.

Define "teaching innovation" as the introduction or application of new teaching concepts, methods or tools according to Eric Thesaurus. Teachers break the existing teaching methods, change teaching strategies and methods to improve students' interest in learning, inspire students' creative thinking ability, adapt to individual differences. Zhang Shizhong (2002) and Lin Jiaxuan (1997) argue that teaching innovation refers to new ideas that teachers will come up with or change from others, not only to encourage others to participate, but also to promote in a planned manner, and to seek the support of resources, but also to inject new behavior into the teaching situation at every step. In addition, Lu

Shuping (2003), Huang Mingzong (2005) and Huang Qi (2005) all believe that teaching innovation can use a variety of rich teaching content and lively teaching methods.

This study holds that teacher innovation is the teacher's ability and teaching skills to constantly refine his personal professional knowledge and teaching skills, change the old ideas and techniques from the realistic teaching environment, and encourage others to participate together, and introduce innovative knowledge and behavior into the teaching situation.

From the above-synthesize of scholars at home and abroad, we can learn that teaching innovation is to improve old ideas, or to quote new ideas or tools in teaching, in order to effectively achieve teaching objectives. This study holds that teacher innovation is the teacher's ability and teaching skill to constantly refine personal professional knowledge and teaching skills, change the old ideas and techniques from the realistic teaching environment, teachers will integrate personal creative thinking into the curriculum, adopt multiple teaching methods and rich teaching content, consider individual differences, introduce innovative knowledge and behavior into the teaching situation, encourage students to participate together, inspire thinking ability, so that students achieve meaningful and effective learning.

In the era of knowledge economy, science and technology have developed new ideas, and the production and elimination of knowledge have advanced at an alarming rate. In recent years, the focus of education has gradually moved towards doing a good job in knowledge management, teaching and innovation, in order to provide people with the opportunity to equip themselves and prepare their own lifelong learning, thick planting the competitive force of cultivating talents.

Facing the rapid change of environment in the new century, the education system should think about how to use the idea of knowledge management and pass on experience in order to strengthen knowledge and innovation knowledge. Effective knowledge management can help within the organization. The members of the Acute Dialysis External Environment Change, through continuous self-correction, can enhance the competitiveness of individuals and the whole organization, but also maintain good adaptability (Cepeda and Vera, 2007).

And to have a higher teaching innovation behavior, can be integrated into the team of different professionals, such as specially designed IDEA company, in each project team has adopted a variety of professionals (Kelly, 2002, 2005), the main purpose is also to hope that through the exchange of different views of the middle and good hands in various fields, to generate new thinking and creativity.

Therefore, the research on knowledge management and teaching innovation has been paid much attention to. This section will explore the research on the knowledge management and teaching innovation of primary school teachers as a basis for exploring knowledge management and teaching innovation in primary schools.

There are a lot of researches on teachers' knowledge management and teaching innovation in

China, but there are a limited number of researches on teachers' knowledge management and teaching innovation. According to the above-mentioned research on teacher knowledge management and teaching innovation, teachers' knowledge management and teaching innovation are closely related, and it is summarized as follows:

First, in terms of knowledge management, as far as teaching seniority is concerned, Chen Liangjun (2005) believes that the overall knowledge management ability of senior teachers serving "more than 21 years" is significantly better than that of senior teachers serving "less than 5 years". Lin Jingyi (2006) found significant differences in knowledge management capabilities between different seniority services.

Second, in terms of teaching innovation, as far as position is concerned, Chen Liangjun (2005) believes that there is no significant difference in the overall performance of teaching innovation between different positions. Lin Jingyi (2006) found that teachers in different positions performed significantly differently in creative teaching effectiveness. However, Xie Baoyi (2008) found that different jobs in the overall level of teaching innovation to reach significant differences.

Third, the above six studies have been consistent results: primary school teachers knowledge management ability and teaching innovation has a significant positive correlation, that is, the higher the primary school teachers perceived knowledge management score, teaching creation.

Methodology

Based on the research motivation, purpose and research problems, the researchers discussed and analyzed the literature to draw up the research structure of this study. The research structure is divided into background variables, knowledge management variables and teaching innovation variables. Background variations include gender, age, seniority, highest education, current position and school size of primary school teachers; Knowledge management includes knowledge acquisition, knowledge storage, knowledge sharing, knowledge application and knowledge innovation. Teaching innovation includes teaching material content, teaching strategy, evaluation method and class management four degrees.

According to the Guizhou Municipal Government Information Open Platform compiled by the 102-school year Guizhou City public primary schools a total of 230 schools, taking a fifth of its proportion, random sampling of 40 schools, a total of 492 teachers as test samples.

If the mother population is small, the smallest sample size is preferably 20% of the mother population, while the average sample size should be 500 to 1000 when conducting regional studies, which is more indicative than the sample (Wu Minglong, 2007). Therefore, taking into account the representativeness and economy of the sample, the sampling method takes the stratification ratio of random sampling. The first stage takes stratification random sampling, and the second stage takes the

school size as the class size as the sampling method.

The researchers divided 230 public primary schools in Guizhou into three models according to the size of the school (total class), which were 12 or less, 13 to 24, and more than 25 classes. According to the ratio of the total number of schools in Guizhou City, Hai, Tuen and Central District (formerly Guizhou City) to the ratio of school size, a stratification random sample was taken of 40 primary school teachers in Guizhou City as the subject of the study, including primary school teachers and administrators, grade teachers and science teachers.

Results

The basic data of this study include gender, age, teaching years, current position, highest education, and school scale. In terms of gender, among the 470 teachers interviewed, 32.8% were male and 67.2% were female. In terms of age, 41-50 years old is the most, accounting for 47.4%. In terms of teaching seniority, most of them have 11-20 years, accounting for 45.5%, and the least is 17% less than 10 years. In terms of current positions, grade teachers account for 41.5%, followed by teachers, administrators, and subject teachers, accounting for 41.3% and 17.2% respectively. In terms of the highest educational background, graduate school graduates account for 54.3%, followed by normal university and normal college graduates, accounting for 24.7%, and general university graduates account for 21.1%. In terms of school scale, classes above 25 account for 67.4%, followed by classes 13 to 24, accounting for 17.2%, and classes below 12 account for 15.3%.

The knowledge management part of this study includes five aspects: knowledge acquisition, knowledge storage, knowledge sharing, knowledge application, and knowledge innovation. The current situation of knowledge management of primary school teachers was analyzed according to the subjects' answers.

The scale of elementary school teachers' knowledge management has 24 questions. In terms of the current situation of elementary school teachers' overall knowledge management, the average number of elementary school teachers' knowledge management is 4.06 and the standard deviation is 0.44. This data standard belongs to the "upper-middle" level, indicating that the current situation of elementary school teachers' knowledge management is upper middle. The average scores of each question at all levels from high to low are: the average score of "knowledge acquisition" is 4.29, the average score of "knowledge application" is 4.25, the average score of "knowledge innovation" is 4.13, the average score of "knowledge sharing" is 3.99, and the average score of "knowledge storage" is 3.77. The performance of "knowledge application" and "knowledge innovation" at all levels belongs to the upper-middle level. It can be seen from the above that Guizhou elementary school teachers perform well in knowledge management.

The "teaching innovation" part of this study includes four aspects: textbook content, teaching

strategies, evaluation methods, and class management. The current situation of primary school teaching innovation was analyzed according to the subjects' answers.

There are 20 questions in the scale of primary school teachers' teaching innovation in this study. In terms of the current situation of primary school teachers' overall teaching innovation, the average number of primary school teachers' teaching innovation is 4.14 and the standard deviation is 0.45, which belongs to the upper-middle level and the situation is good. The average scores of each question at all levels from high to low are: the average score of "class management" is 4.34, the average score of "teaching strategy" is 4.23, the average score of "teaching material content" is 4.12, and the average score of "evaluation method" is 4.01, which shows that primary school teachers in Guizhou are in "teaching material content", "teaching strategy", "evaluation method" and "class management". The performance at all levels belongs to the upper-middle level. This shows that primary school teachers in Guizhou have performed well in teaching innovation, which is commendable.

This study divides teacher knowledge management into five levels: knowledge acquisition, knowledge storage, knowledge sharing, knowledge application, and knowledge innovation. To explore the differences of overall teacher knowledge management and the above five levels in different gender, ages, teaching years, current position, highest education, and school scale.

As for knowledge management as a whole, there is no significant difference in the performance of knowledge management between primary school teachers of different genders, that is, there is no significant difference in the performance of overall knowledge management between primary school teachers of different genders.

At all levels, there were no significant differences in knowledge acquisition ($t = -1.13$, $P > 0.05$), knowledge storage ($t = 0.56$, $P > 0.05$), "knowledge sharing" ($t = 0.13$, $P > 0.05$), "knowledge application" ($t = 0.002$, $P > 0.05$), "knowledge innovation" ($t = 0.56$, $P > 0.05$) and overall knowledge management performance ($t = 0.12$, $P > 0.05$).

This study uses one-way ANOVA to explore the differences of elementary school teachers of different ages in overall knowledge management and at all levels. The statistical analysis results show that in terms of overall knowledge management, elementary school teachers of different ages reach a significant level of difference in knowledge management. Further post hoc comparison is carried out. Due to the assumption of the same variance, Scheffe is used for post hoc comparison, No difference was found between the groups. But on average, teachers aged 31-40 have a higher degree of perception. Because the number of samples is too small, some of them are compared with Scheffell's method in one-way ANOVA. If the number of samples is enough, we can see which two groups are different. It reached a significant level in knowledge application ($F = 3.30$, $P < 0.05$). After comparison, it was found that teachers aged 31-40 were higher than teachers aged 41-50 in knowledge application. "Knowledge innovation" ($F = 3.32$, $P < 0.05$) reached a significant level. Because Levene's variance homogeneity

test reached a significant level, that is, it violated the hypothesis of the same variance. After comparison with the method, it was found that teachers aged 31-40 were higher than teachers aged 41-50 in knowledge innovation. There was no significant level in "knowledge acquisition" ($F = 1.33, P > 0.05$), "knowledge storage" ($F = 1.16, P > 0.05$) and "knowledge sharing" ($F = 1.72, P > 0.05$). Therefore, hypotheses 1-2: "there are significant differences in knowledge management among teachers of different ages" is partially supported.

This study uses one-way ANOVA to explore the differences of overall knowledge management and all levels of primary school teachers with different teaching years and statistically analyze the results. In terms of overall knowledge management, there is no significant difference in knowledge management among elementary school teachers with different teaching years. The values of knowledge acquisition ($P > 0.05$), "knowledge storage" ($P > 0.05$), "knowledge sharing" ($P > 0.05$), "knowledge application" ($P > 0.05$) and "knowledge innovation" ($P > 0.05$) are not significant. Therefore, the research hypothesis that teachers with different teaching years have significant differences in knowledge management is not supported.

This study uses one-way ANOVA to explore the differences between primary school teachers in different current positions in overall knowledge management and all levels, and statistically analyze the results. As can be seen from table 4-7, in terms of overall knowledge management, there is no significant difference in knowledge management among elementary school teachers with different current positions. The values of knowledge acquisition ($F = 1.27, P > 0.05$), "knowledge preservation" ($P > 0.05$), "knowledge sharing" ($P > 0.05$), "knowledge application" ($P > 0.05$) and knowledge innovation ($P > 0.05$) did not reach a significant level. Therefore, the research hypothesis 1-4: "there are significant differences in knowledge management among teachers in different current positions" was not supported.

In this study, one-way ANOVA was used to explore the overall performance of primary school teachers with the different highest education. The differences between physical knowledge management and all levels, and the results of statistical analysis. In terms of overall knowledge management, there is no significant difference in knowledge management among elementary school teachers with different highest qualifications. At the level of knowledge sharing ($F = 3.54, P < 0.05$). The F values of knowledge acquisition ($F = 1.34, P > 0.05$), knowledge storage ($F = 1.32, P > 0.05$), "knowledge application" ($F = 1.18, P > 0.05$) and "knowledge innovation" ($F = 2.06, P > 0.05$) did not reach a significant level. Therefore, hypotheses 1 - 5: "there are significant differences in knowledge management among teachers with different highest qualifications" are partially supported. Further post comparison, because it meets the hypothesis of the same variance, Scheffe is used for post comparison. It is found that the average number of teachers with "graduate school or above" is higher than that of teachers with "general university", which means that teachers with "graduate school or above" perform

better than teachers with "general university" in knowledge sharing.

This study uses one-way ANOVA to explore the differences of overall knowledge management and all levels of primary school teachers in different school sizes, and statistically analyze the results. In terms of overall knowledge management, elementary school teachers of different school sizes do not reach a significant difference in knowledge management. The F values of "knowledge acquisition" ($F = 2.23, P > 0.05$), "knowledge storage" ($F = 1.66, P > 0.05$), "knowledge sharing" ($F = 1.50, P > 0.05$), "knowledge application" ($F = 0.91, P > 0.05$) and "knowledge innovation" ($F = 0.43, P > 0.05$) did not reach a significant level. Therefore, hypotheses 1-6: "there are significant differences in knowledge management among teachers of different school sizes" are not supported.

According to the summary table of poor performance correlation between teachers' knowledge management and teaching innovation, it is found that the correlation coefficient between knowledge management and teaching innovation at all levels and the whole is between 43 -80, with a significant positive correlation, while the correlation coefficient between overall knowledge management and overall teaching innovation is as high as 80, indicating a significant positive correlation between knowledge management and teaching innovation. In other words, the higher the knowledge management perception of elementary school teachers in Guizhou, the better the situation of teaching innovation. On the contrary, the better the teaching innovation of primary school teachers in Guizhou, the better the situation of knowledge management. This result is similar to the research discussion of Xie Baoyi (2008) and Wu Meiling (2013): the better teachers' cognition in knowledge management, the better their performance in teaching innovation, and the two are highly positively correlated.

Among all levels, the correlation between "knowledge innovation" of knowledge management and "teaching material content" of teaching innovation is the highest, with a correlation coefficient of 70, while the correlation between "knowledge storage" and "class management" is the lowest, with a correlation coefficient of 43, which is considered to be a moderate correlation. The researchers speculate that primary school teachers in Guizhou are doing well in knowledge innovation, The more innovative the content of teaching materials is. Teachers with a good ability to absorb and store knowledge should be commended for their performance in connecting and integrating the absorbed knowledge into class management. Therefore, hypothesis 3: "there is a significant correlation between knowledge management and teaching innovation of primary school teachers in Guizhou" is supported.

Discussion

According to the results of this study, it is found that the performance of knowledge storage in Teachers' knowledge management needs to be improved, indicating that elementary school teachers still need to make efforts in knowledge storage. Elementary school teachers should absorb relevant teaching professional knowledge through further study or community discussion, establish teaching

files, sort, classify and store them from time to time, and do effective classified management, to facilitate the search and application in the future, to maximize the benefits of teaching professional knowledge.

According to the results of this study, the "evaluation methods" of teaching innovation are not as good as expected. In recent years, many schools have advocated multi wisdom learning, and the evaluation methods of students also tend to skip the traditional paper and pencil test. Teachers can enrich the diversified methods and use time of multi evaluation by teaching observation, class observation, professional dialogue, study, or various teaching blogs on the Internet. Through the evaluation results, teachers can also modify their teaching, it can also help students carry out remedial teaching in time, diagnose the parts that students need to strengthen, and help improve their learning situation.

learning to enhance the willingness of knowledge sharing according to the results of this study, it is found that teachers with the highest education of "graduate school or above" perform better than teachers in "general universities" in the level of knowledge sharing in teacher knowledge management. From this point of view, teachers should adhere to the concept of lifelong learning, continuously study through the channel of In-service Learning, enrich their professional knowledge and quality, and then be willing to share what they have learned and knowledge with others. In this way, they can not only expand what they have learned but also make an in-depth inspection on whether they absorb what they have learned.

Conclusions

The results of this study show that there are significant differences in teaching innovation among elementary school teachers in different positions. Among them, teachers and administrative teachers are better than grade teachers in the innovation of textbook content. The reason may be that teachers who are also administrative work have more opportunities to plan and implement relevant innovative activities, so they can integrate more innovative ideas into the content of teaching materials. It is suggested that the school can implement the job rotation system to allow every teacher to participate in teaching innovation activities.

According to the results of this study, the current situation of primary school teachers in Guizhou in teaching innovation is medium to high, and the performance of "teaching material content" and "evaluation method" is slightly insufficient. The school administrative unit can regularly arrange field teaching research meetings and multi evaluation-related research activities, regularly carry out teaching material discussion and innovation in this field, through discussion and sharing, Encourage to upload the developed teaching materials and activity designs to Guizhou teaching resources network, which can not only increase teachers' sense of honor, but also become a model for other teachers to

learn, and help drive a new model of campus teamwork and teaching innovation.

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THE INFLUENCE OF DIFFERENT INDEPENDENT TEACHING MODE INNOVATION BASED ON SPORTS ON STUDENTS' LEARNING MOTIVATION AND LEARNING EFFECT

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Abstract: In this study, 120 vocational college students from Beijing Vocational College of Finance and Trade were selected as experimental subjects, including 64 male students and 56 female students, with an average age of 18.14 years. First of all, four classes with the same configuration were screened out from the pre-test of learning motivation scale for adolescent PHYSICAL education for experiment. Divided into the experimental group A is based on the theory of humanism (flip type independent teaching mode), the experimental group B based on constructivism theory (program teachers' independent teaching mode), the experimental group C is based on information processing theory (cognitive type teachers' independent teaching mode) and control group (no teachers' independent teaching mode). In this study, a total of 4 weeks of football classes were involved, 3 classes per week, 45 minutes per class, a total of 12 classes. After each PE class, the motivation and effect of PE participation in learning scale were investigated, and the results were analyzed by one-way ANOVA. The results showed that: after the intervention of four different autonomous teaching modes, the motivation and effect of participating in learning changed significantly except for the control group. Then, through the implementation analysis of different autonomous teaching modes and the impact of different autonomous teaching modes on the motivation and effect of participating in learning are analyzed. The results showed that the influence of the control group on the motivation and effect of participating in learning did not reach A significant degree. The teaching mode of experimental group A, B and C all had A significant influence on the motivation and effect of participating in learning, and the teaching mode of experimental group A had the greatest influence on the motivation of participating in learning. The conclusion of this study is that providing appropriate teaching modes is helpful to improve the motivation and effect of students' participation in learning, but when teachers give students too many teaching modes, it may not help the development of the motivation and effect of students' participation in learning.

Keywords: Independent Teaching Mode, Higher Vocational Education, Motivation.

Introduction

The main objectives of the Opinions are, "By 2022, Complete and strong physical education teachers, Open all the physical education class, The conditions for running schools have been improved in an all-round way, the system and mechanism of school physical education have been improved, the teaching, training and competition systems have been generally established, the quality of education and teaching has been improved in an all-round way, the effectiveness of educating people has been significantly enhanced, the physical quality and comprehensive quality of students have been significantly improved to 2035, and a diversified, modern and high-quality school physical education system has basically taken shape, which requires continuous deepening of teaching reform. " Then we higher vocational college students are required to actively and effectively participate in the basic higher vocational sports courses. Learning other professional competitive sports needs to be based on basic sports courses, Then students' learning motivation and learning effect become the evaluation elements of our sports model innovation, When making sports courses for college students in higher vocational colleges, we should take students as the leaders, realize the basic idea of people-oriented, and then put forward an innovative teaching mode of autonomous learning, so as to maximize the learning motivation and learning effect of higher vocational students' autonomous learning sports courses. Taking quality education as the basic training goal, we should carry out the innovative reform of educational mode.

Research Objectives

- 1 Through research, combined with the subject characteristics of sports and physical education, accurately grasp the definition, characteristics, structure and function of autonomous learning of physical education for higher vocational college students, and further improve and optimize its theoretical system from the perspective of constructivism theory;
- 2 Designing and validating the experimental method of self-learning teaching, probing into whether college students' self-learning in physical education can affect the learning motivation of higher vocational students, practicing and popularizing the self-learning teaching method, and deepening the reform of college physical education teaching;
- 3 Through a series of experimental research and case analysis, to explore the effect of college students' autonomous learning on higher vocational students' physical education learning. Expected benefits.

Literature Reviews

1 Literature Review of Physical Education Teaching Mode

The innovation of physical education teaching mode should also follow the context of the times, in 2018, Sang Zhigang said in "Research on the Development and Innovation of Physical Education Class Teaching Mode in Higher Vocational Colleges". (Sang Zhigang,2018) that "physical education class in higher vocational colleges is an important part of higher vocational education, which undertakes the important responsibility of improving students' physical fitness, cultivating students' sports spirit and promoting students' all-round development, so physical education class should be highly valued by higher vocational colleges." The society has developed and the economy has taken off. Corresponding to the continuous improvement of the basic quality of the people, As an important bridge to undertake people's lifelong physical education, There is also a need to improve the educational model, To meet the psychological and physiological needs of students and the needs of talents, It is necessary to innovate the teaching mode of sports, Eliminate the essence of traditional physical education mode and develop continuously, so as to provide a new mode of optimizing personnel training for physical education class in higher vocational colleges, and then internalize students' learning motivation and satisfy the school effect. At the same time, it can also promote the good development of physical education in higher vocational colleges and lay a good foundation for "lifelong physical education" and "healthy China"

The topic of sports and physical education mode was put forward as early as 1968. Twenty-nine years later, Mr. Sidentop mentioned in his research that sports and physical education mode is a process of learning movements and showing self-ability in competitions, but the education circles at that time did not attach great importance to it. (D Sidentop, Herkowitz J, Rink J,1984) As early as 1982, at the Australian Teaching Model Research Conference, In order to enhance students' learning motivation and increase the number of sports, This paper focuses on the concept, theory and implementation policy of sports education mode, Since then, the problem of sports mode has attracted much attention, In 1986, three research scholars re-summarized and put forward the physical education mode of sports physical education, "Finally, Sidentop put forward a complete sports education model theory after unification in 1994, and after experimenting with many primary and middle school teaching experiments, many schools in North America, New Zealand and other countries have adopted the physical education curriculum. Sidentop (1994) pointed out that the sports education model can be either a teaching course or a teaching plan. Through this teaching model, students can learn the complete face of sports in their studies. "

Traditional physical education teaching groups are generally divided into high school and low school according to students' sports level or according to gender, Too single, after the optimization of sports education mode, the important way of role-playing is applied to the classroom, and students can

play many roles in classroom practice, such as coach, captain, scorer, referee, team member and other important roles, so as to achieve the effect of everyone participating in the class. The key point is to give each student the opportunity to participate in the new curriculum, and to learn the key points and difficulties of the curriculum in multiple dimensions.

Curriculum objectives are closely related to social culture, personal development and learning content. These three levels are also the basis of curriculum value orientation. The results and effects of students' participation in the course also describe the course objectives. In addition, through the presentation of learning results and effects, curriculum objectives, teaching methods and learning evaluation can also be revised, so as to improve students' learning results and effects in a cycle. The curriculum objectives of sports education teaching mode are as follows: teach students skills and enhance their physical fitness through the actual operation of physical education courses; And be able to exercise perfectly in sports competitions; Cooperate with the development of students and let students take the initiative to participate in the course; Teachers and students can communicate in time and share experiences and opinions with each other during sports; Cultivate students' active participation and responsible attitude; Able to make concerted efforts and selfless dedication to team goals; Be able to feel the sense of honor of the celebration ceremony of competition victory; Cultivate students' determination to do things; Cultivate multi-role, multi-dimensional, diversified, independent, spontaneous and active learning of various sports in the curriculum. We can find that the sports education mode not only pays attention to students' learning sports skills in class, but also focuses on training students to play multi-role sports participants, giving them multiple happy sports experiences and knowing how to share and communicate with teachers or classmates, so as to achieve the sports goal of full participation.

2 Literature Reviews of Autonomous Learning Sports Teaching Mode

Although there is no unified definition of the reasons for the complexity of autonomous learning in physical education at present. However, modern researchers have explained autonomous learning in physical education from different dimensions and angles. Mainly include: Skating (2013) explains the connotation of autonomous teaching, after years of research by educational experts, we have a clearer understanding of autonomous teaching. It is generally believed that the teaching purpose of teachers' autonomous teaching is to strengthen students' autonomous learning ability and change the learning consciousness of passive learning and mechanical learning in traditional teaching mode. If students can pre-learn the contents of class through a pre-class platform, Find the key difficulties and teaching objectives of the course, prepare for the homework, study deeply in class, complete the teaching objectives through self-mediation and supervision, and improve and summarize self-evaluation, self-practice and self-evaluation after class. Then these students have achieved the true sense of autonomous

learning, and teachers have successfully interpreted the meaning of autonomous teaching. Wu Benlian and Ji Liu (2004) pointed out that autonomous learning in physical education refers to "under the guidance of physical education teachers, students set their own learning goals, choose their own practice contents and methods, and finally achieve their learning goals by self-monitoring the practice process and evaluating the practice results in time". (Wu Benlian and Ji Liu, 2008) Pan Shaowei (2005) 's definition of autonomous learning in physical education, He pointed out from the perspective of teaching theory: Under the guidance of physical education teachers, autonomous learners choose their own learning contents, learning methods and learning objectives and monitor their autonomous learning activities to finally complete their physical education learning objectives. (Pan Shaowei, 2005) Thus, autonomous learning is not only a teaching method in the hands of teachers, but also a learning method in students' learning. From the perspective of the learning purpose of autonomous learning, autonomous learning in physical education mainly teaches students to learn to learn under the guidance of teachers; Achieve independent choice of teaching skills and teaching objectives at the same level to learn and improve.

The above-mentioned different scholars have made different explanations on the definition of sports autonomous learning, which is rich and complex, and also shows that the definition of sports autonomous learning needs to be further discussed and clarified. According to the research results of combining the theory of autonomous learning with the characteristics of physical education, The definition of "autonomous learning" in physical education class refers to: under the careful organization of the classroom by physical education teachers, students are guided, students set learning methods and learning goals according to their own actual situation, and finally realize the established learning goals by self-monitoring the training process and timely self-evaluation of achievements.

3 Literature Reviews of Research on The Application of Self-Determination Theory (SDT) in Physical Education Class

In recent years, most of the researches on learning motivation in physical education class use SDT as the theoretical basis. It mainly focuses on students' internal and external motives, why they do this and why they have such behaviors (KhanAR et al., 2013). This process is a dynamic and continuous self-determination process (FrieDeRichs S AH, 2016). From the content of SDT, participation motivation can be divided into three levels, the highest level is intrinsic motivation, the lowest level is unmotivated, and the one between intrinsic motivation and unmotivated is extrinsic motivation. Intrinsic motivation refers to completely autonomous behavior, self-regulating behavior (for example, interest or fun) that is not disturbed by external emergencies. (Khan A R, Riaz M, Abdulhak A A B, et, 2013.8) The other end of the individual's continuous self-determination process is external motivation, which contains many forms and its relative autonomy varies. From high autonomy to low autonomy, these

forms of regulation include identity regulation, integration regulation, injective regulation and external regulation. Deci and Ryan suggest that the type of motivation or self-regulation will depend on the attitudes and choices that affect individuals. The principle of SDT also indicates that individuals have basic psychological satisfaction with autonomy, competence and relationship, which can be transformed into intrinsic motivation (Deci & Ryan, 1985). Further, it indicates that the degree of self-determination or intrinsic motivation may be affected by environmental factors, and even affect the satisfaction of autonomy, competence and relationship needs (Chen Fuliang, 2014). The need for autonomy has gained considerable attention in the literature, especially in exploring the relationship between the basic psychological prediction of self-determination and social factors and satisfaction (Su Yu, 2011). In view of the viewpoint of teaching mode and the choice of teaching mode environment, these two factors have been paid more and more attention, discussed and tested (Cao Fang, 2010). Teaching mode environment refers to providing self-oriented choices and opportunities, giving less stress assessment, and taking on the set goals and needs. In other words, when students' environment feels greater teaching mode, students' satisfaction with their basic psychological needs will be satisfied, which means that it is useful for teachers to provide better positive feedback.

In the context of physical education class, some researchers have explored students' views on perceptual teacher teaching mode, because it involves various contexts of results. The results consistently show that students' perceived learning environment of teaching mode can positively predict autonomy. Competency and relationship are three basic psychological needs, which lead to more self-determination and sports participation motivation (Ryan, & Deci, 2017). In addition, in the teaching mode environment provided in physical education class, studies have shown that students have more self-determination motivation in their environment, and increase students' physical activity in physical education class, which can also increase stronger physical activity intention during non-physical education class (Cuevas, & Garda-L6pez, 2016;). It is considered that the activities that a person freely chooses to participate in (intrinsic motivation and identity regulation) are related to positive behavior, cognition and emotional experience. The same in the environment of physical education class, also have the same discovery. Pangrazi (2004) put forward the idea that the intrinsic motivation, self-determination, and the teaching mode environment can increase students' motivation in choosing learning activities. In view of this, Erwin (2013) provides teachers with the degree of teaching mode and gives students a task-grouped curriculum type (students are divided into four groups), so that teenagers can use the concept of self-decision and physical activities to conduct related research. It is assumed that the change of students' physical education class performance, motivation to participate in self-determination, actual physical activities are related to whether the daily physical education class content is team sports or individual sports, and whether they are allowed to choose or not. However, the results show that there is no significant difference in participation motivation and physical activity

among the four groups (team project selectable, team project non-selectable, individual project selectable and individual project non-selectable). In addition, Xu Wanlin (2016) also discussed the influence of autonomous physical education curriculum on students' intrinsic motivation and learning effectiveness in China and found that when teachers provide students with teaching mode environment, the degree of students' motivation internalization will increase, but under different levels of teaching mode conditions, there is no obvious increasing phenomenon of motivation internalization. However, its different support environment is defined in the five elements of autonomy support, The five elements are: providing meaningful rational information, empathy, providing choice, providing intrinsic motivation nourishment and using uncontrolled language. It is found that there is no obvious difference in motivation internalization among the first three elements, which is the same as the concept of providing choice in Erwin's research. Interesting phenomena are found from the relevant results in the past two years. Although the theory holds that providing teaching models can enhance students' motivation, there are different interpretations from these two empirical studies, which arouse great concern in this study.

4 Theory of Literature Research on Learning Motivation

Nowadays, there are too many theories to study learning motivation, such as psychoanalysis, behavior theory, self-efficacy theory and modern achievement motivation theory. It is common in western academic circles that learning motivation is based on the construction of independent self. Richard and Edward's theoretical research shows that "there are a class of concepts in learning motivation, such as self-efficacy, self-concept, self-esteem, possible self, etc., all of which emphasize internal psychological and emotional experiences independent of the outside world. Self-determination theory also holds that if individuals can make choices according to their own will, express their opinions freely and take the initiative to take actions, they will experience strong and lasting driving force from the inner world. Most of the previous researches on PE learning motivation are activity context research, while ranger needs to study the motivation theory of teaching interaction, participation in evaluation and course change. Under the influence of Chinese traditional thoughts, it is often against teachers' ethics to accept students' thoughts, behaviors and feelings. The innovation of modern teaching mode requires teachers to accept students' inner thinking and emotion. Students are the main body in the classroom to guide the improvement of students' autonomous learning ability. "Teacher-student interaction is not only centered on students' learning behavior, but also extends and improves students' intrinsic motivation for learning (Jin Hongyu, 2021)". Learning motivation is to make students realize the significance of participation and interaction in the course, and drive students to pursue academic and skill growth independently. "Three characteristics are put forward for motivation: motivation can explain behavioral goal orientation; Motivation can determine activity time; Motivation can be an end

or a means (Wang Tian et al., 2021)". It is also very important for teachers to improve students' learning motivation in teaching activities. Learning motivation directly affects students' learning behavior and learning effect, so that they can continuously achieve activity goals and improve their skills in teaching activities, which is the focus of teachers' teaching tasks.

Among them, the function of learning motivation has the following three main contents: Learning motivation determines the goal of learning behavior. Motivation originates from interest and has significant selectivity to learning goals. For example, a person has motivation to learn basketball, so he will pay attention to NBA and CBA basketball games and some issues related to basketball. May not care about other fields.

Methodology

This study through consulting the domestic and foreign about the independent sports teaching mode innovation on students' motivation and effect. Self-directed teaching mode, participation motivation, and related literature are summarized and studied. Questionnaire survey is a method of research by asking subjects to fill out questionnaires and obtain relevant quantitative data. In this paper, the questionnaire survey is distributed before and during teaching intervention. Important data sets are used to study the questionnaire filling in teaching intervention. The experimental method is to collect the experimental data of the control group and the experimental group, and carry out differentiation analysis, so as to get the innovative independent teaching mode more scientific and effective. Mathematical statistics refers to the method of using scientific and professional statistical analysis software to analyze the data in the research.

Results

The research object of this experiment is the students who participate in physical education class in higher vocational colleges, but the school physical education curriculum at this stage is a compulsory course revised according to the national standard of physical education curriculum training scheme for college students. Therefore, in the process of choosing curriculum activity design independently, some autonomy characteristics will be lost. In the experiment, even if the teacher provides the students with a high degree of autonomy in the teaching environment, However, when advanced equipment, unfamiliar activities and uncontrollable external factors appear in students' curriculum activities or design activities, It is bound to bring bad experience to participating students, which are all places we should consider. Considering that these make students not only feel autonomous in curriculum learning, but also further enhance students' learning motivation, which is an indispensable positive factor in physical education curriculum design and learning

Discussion

The researchers found that after the subjects participated in the four-week teacher teaching mode environment course through experimental design, According to the analysis results of the scale, It is found that students have high and low feelings about their motivation and effect of participating in physical education courses under different levels of teachers' teaching mode environment, However, there is no significant improvement in the motivation and effect of participating in physical education courses in experimental group B and experimental group C, which have high teaching mode environment. Therefore, it is doubtful whether students' motivation and effect of participating in physical education courses will be influenced by teachers' teaching mode and students' cognition of sports, which deserves further discussion.

Because the subjects in this study are higher vocational students, This group of students has entered a mature stage in mental development, The difference between one's own experience and knowledge cognition is also a very important consideration factor. Therefore, whether the teaching mode of different teachers' teaching mode environment has different motivation and effect on students' participation in physical education curriculum due to one's own experience and knowledge cognition is also worthy of further consideration.

Because the choice of curriculum activities is mainly based on the same sports curriculum, We can't help but wonder, Even if the freedom of teaching mode is given in the curriculum, Whether it will also be because I have never had the experience of learning related sports knowledge before, Or in the past physical education curriculum had a bad learning experience of this sport, and then produced the phenomenon of low motivation. Therefore, it is proposed that the choice of variety in physical education curriculum content and the existence and quality of students' past learning experience will also be one of the reasons that affect the motivation and effect of participating in physical education curriculum.

To sum up, We know that, The movement of teachers' different teaching modes has certain influence on students in higher vocational colleges, And it turns out that, It is necessary to give students proper autonomy in the curriculum, But for different teachers' teaching modes, The degree of autonomy affects them differently, Flipping the classroom-style independent teaching mode will have an obvious upward trend on the motivation and effect of students' participation in physical education courses, Procedural teachers' autonomous teaching mode and cognitive teachers' autonomous teaching mode have different influences on students' motivation and effect of participating in physical education courses, but their influences on students' motivation and effect of participating in physical education courses have obviously declined. And whether the motivation and effect of students' participation in physical education courses will be influenced by teachers' teaching mode and students' cognition of sports, Whether the motivation and effect of different independent teaching modes on students' participation in physical education courses will be different due to different experiences or the choice

of various kinds of curriculum contents is also worthy of our in-depth thinking and exploration.

Conclusions

After intervening in four different teaching modes, we found that the motivation and effect of participating in physical education curriculum changed significantly except the control group.

1 Experimental Group A is an independent teaching mode of humanistic theory: Let students arrange their activities (flip the classroom-style autonomous teaching mode); Teachers mainly design course content in advance, The teaching environment supplemented by students' independent participation in learning, Teachers issue design lesson plans before class according to the set teaching tasks and goals, Guide students to participate in learning courses independently in class, Teachers design basketball teaching plans according to the unit names and teaching objectives of each week. From the graph of motivation and effect of participating in physical education class of each group, it declined at the beginning, but gradually increased in the later period. On the whole, the motivation and effect curve of participating in physical education class increased significantly one by one.

2 Experiment B is an independent teaching mode for constructivism theory: Make an arrangement for students to choose available tools and data (programmed teacher independent teaching mode): students design physical education class content, teacher-assisted teaching environment, students design teaching objectives and tasks, carry out course study, teacher-assisted, students design basketball activity course content according to weekly unit names and teaching objectives.

3 Experiment Group C: The teaching mode of information processing theory is self-taught: The leader is students and learns independently (cognitive teacher's self-taught mode): the teaching environment designed by students themselves, and the design elements are aerobic exercise for 30 minutes; Comprehensive whole body exercise; Moderate intensity training; Teachers monitor in real time, students design courses according to four elements, and students must design individualized physical exercise content according to the four conditions on the left. Although experimental group B and experimental group C have more autonomy in the degree of teachers' teaching mode, they show an average downward trend in the data of motivation and effect curve of participating in physical education courses, and the downward trend is more obvious in experimental group B than in experimental group C.

Therefore, this study believes that moderate teaching mode can improve students' motivation and effect of participating in physical education curriculum, but when teachers give students too much and too free teaching mode, it may also hinder the development of students' motivation and effect of participating in physical education curriculum.

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THE IMPACT OF EDUCATIONAL INNOVATION ON STUDENT LEARNING OUTCOMES: A CASE STUDY FROM HEBEI MIDDLE SCHOOL PHYSICAL COURSES

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Abstract: According to the educational philosophy of the Chinese Ministry of Education on the physical education curriculum of full-time compulsory education, the core of current physical education and health curriculum is to meet the needs of students and emphasize the emotional experience of students and promote the growth of students in the new era of comprehensive development. From the design to the evaluation, the initiative and comprehensive development of students is always the priority. This requires physical education teachers to break away from the existing deep-rooted traditional physical education model, and research innovative physical education models based on the new concepts of the new physical and health curriculum standards. This study uses the literature method, questionnaire survey method for students in school and other research methods, and the preliminary conclusion is that the conversion rate of the innovation achievements of the current physical education model is low. Therefore, a mechanism for transforming the innovation achievements of the physical education model is proposed to solve the problem that the current teaching innovation results are many, but the actual application rate is very low.

Keywords: Physical Education, Innovative Curriculum, Student Engagement.

Introduction

Physical Education (Peterson) is both a discipline and a profession. As a curricular discipline, it promotes an understanding of the centrality of movement in daily life, in all its forms. Since the reform and opening up in 1978 until now the pursuit of sports teaching reform by the education and sports circles has not stopped, a lot of progress has been made in the reform of physical education, teachers still pay more attention to the systematic sports skills, yet insufficient attention is paid to the cultivation of students' abilities and emotional experience. According to the results of the National Student Physical Fitness and Health Survey in 2014 students' physical fitness and health shows a downward trend. These conditions indicate that the traditional physical education model needs to be

changed and improving the conversion rate of the innovative achievements of the physical education model is one of the effective methods to improve the quality of teaching and the health of students. Although the majority of teachers have both subjective and objective desires and actions for reform, the results of reform are not ideal due to the limitations of various factors. Among them, an institutionalized and effective transformation mechanism is the key to solving the problem. Under this premise, in order to solve the above-mentioned problems and obstacles, promote the reform of China's physical education teaching model and improve students' learning enthusiasm, improve students' physical fitness, and promote the cultivation of lifelong sports, this thesis was born accordingly.

Research Objectives

1. To study whether the innovation on curriculum has a positive influence on student engagement.
2. To study whether the innovation on faculty and instruction has a positive influence on student engagement.
3. To study whether student engagement can be converted into an increase in students' actual exercise time.

Literature Reviews

To improve the status of physical education, physical educators must first continue to promote and implement the curricular and instructional innovations that exist (Cariaga, 2014). Second, physical educators should explore ways to develop more community-based support for their programs.

With the continuous deepening of the concept of quality education, the importance of physical education and teaching has been widely valued. The innovation of high school physical education is a systematic project. First, innovate the student-oriented physical education content design, strengthen the student's dominant position in the classroom, and stimulate students' enthusiasm and initiative to participate in physical education. Yang Xiuqing, Ren Jing, and Yu Hongbo's First, innovate the student-oriented physical education content design, strengthen the student's dominant position in the classroom, and stimulate students' enthusiasm and initiative to participate in physical education. Finally, strengthen the innovation literacy of physical education teachers. Physical education teachers are direct participants in the innovation of physical education teaching in high schools.

In order to enable students to have a better learning atmosphere and enable them to gain more in their learning, schools must carry out teaching management related work in the specific teaching process. In the education process, teaching management personnel, as the main body of the implementation of management work, need to effectively manage related links such as teaching plans, teaching organization, and teaching quality, so as to create a good teaching atmosphere and improve

the teaching quality of the entire school (Qin Haiquan, Li Ruijie 2018). With the continuous development of society, the past teaching management methods can no longer meet the current social needs. There are some problems in the teaching management of high schools.

In order to improve the teaching management level of high schools Lucas, (2011), relevant staff must break the traditional ideas of the past, learn advanced teaching management concepts, establish clear management goals, constantly innovate the management system, improve their professional qualities, and serve as teachers. Create a good teaching and learning environment with students.

Curriculum holds an outstanding place when seeking to promote innovation in education, as it reflects the vision for education by indicating knowledge, skills and values to be taught to students. It may express not only what should be taught to students, but also how the students should be taught. Curriculum innovations can include new subjects, combinations of old subjects or cross-cutting learning objectives. CEN Yixuan, Zhang Shouwei They may also take a form of new content, concepts, sequencing, time allocation or pedagogy. Education systems need to become more innovative in their quest to improve quality, access and equity in a cost-effective manner.

Effective measurement and monitoring of the educational process has become a new model for evaluating the quality of higher education globally. Liu Yang (2019) Student participation connects students' study and life process at high school with the results of higher education, which largely affects the transition of higher education quality assessment from focusing on the outcomes of high school education to at the same time focusing on the process of high school education.

Teenagers are the future of the motherland. Adolescence is the basic stage of the formation of human physical health. It is very important to attach great importance to the development of adolescent physical health Huang Qian (2019). But the physical condition of young people in China is not optimistic. The main cause of poor physical fitness in adolescents. It is related to people's living habits and diet. Parents are more concerned about their children's academic performance and neglect physical exercise. The education sector lacks scientific and effective means of promotion. All the sports venues and equipment in the school cannot meet the daily sports needs of students. It can improve academic performance, social assimilation, relieve stress, help students focus, understand the importance of exercise, health and nutrition, and instill positive behavior.

Methodology

Research Design

Researchers study papers, articles, theories, principles, and related research to determine the scope of research and create research tools that cover research goals. The questionnaire survey method will be used for collecting data, respondents will be the individuals who are studying in the Hebei

Shijiazhuang 1st high school to represent the population, after calculate (Lamola, Yamane, & Trozzolo, 1973). A total of 650 questionnaires are randomly selected from students of different majors in the school after excluding cases with variable missing values, a total of 630 valid questionnaires are obtained, the questionnaire response rate reached 96.9%.

The first part: The questionnaire is used to investigate the personal factors of respondents: gender, the academic year of student, physical conditions, approximate exercise time per week, attitude towards exercise. This includes measures of nominal scale and sequential scale. Part 2: Evaluation of innovation in physical education Questionnaire consists of 7 items of 2 categories (innovation of curriculum, innovation of faculty and instruction), this section uses Level 5 scale (Likert Scale) Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015) to measure the interval scale. Very important (5 score), importance (4 score), Medium (3 score), less (2 score), minimum (1 score).

Research Hypothesis

Hypothesis 1: The innovation on curriculum has a positive influence on student engagement.

Hypothesis 2: The innovation on faculty and instruction has a positive influence on student engagement.

Hypothesis 3: Student engagement can be converted into an increase in students' actual exercise time.

Results

The Cronbach's alpha of the questionnaire, it can be seen that the Alpha reliability reaches 0.892 and the standardized items reliability reaches 0.894 which means the reliability of the questionnaire reached a very high level. The KMO value is 0.934, and the validity test passes. Hsu et al. (2010), Burt & Encinas (2000), and Hu & Jasper (2006), and others. The survey instrument as follows tables2.

Model establishment: Student engagement was selected as the explained variable, which was recorded as Y. The variables in the above table are used as explanatory variables, and the form of the equation is multiple linear regression equation, which is set as follows $y = \beta_0 + \beta_1 x_1 + \dots + \beta_{10} x_{10}$ +where, $\beta_0, \beta_1 \dots \beta_{10}$ refers to regression coefficient refers to random error term.

Regression analysis was carried out. The following analysis results are obtained table4. R-value equals to 0.792a, and R square equal to 0. 627.The adjustment R² of Model is 0.625, and Sig.= 0.000<0.05. The equation indicating the relationship between School palatalize the importance and necessity of PE, Interdisciplinary curriculum, School management team listens and student engagement can be formulated as:

$$Y=0.328+0.353* X_3+0.318* X_2+0.156* X_1$$

Discussion

In the process of curriculum innovation, the premise to be guaranteed is that Syllabi and curriculum guide are aligned with current local, state, and national standards; school improvement plan is developed and communicated to all stakeholders.

This is because according to the curriculum concept of the “Full-time Compulsory Education Physical Education and Health Curriculum Standard (Experimental Draft)”, the core of the current physical education and health curriculum in China is to meet the needs of students and attach importance to the emotional experience of students, and promote a fully developed society the growth of the new ideology, from the design of the curriculum to the evaluation of each link, always puts students' active and comprehensive development in the first place. This requires physical education teachers to break away from the existing deep-rooted traditional physical education model and research a new physical education model based on the new concept of the new physical education and health curriculum standards. to develop the School Improvement Plan that requires the involvement of stakeholders, the negotiated decision-making process can include all stakeholders affected by the decision, so that innovation can take into account all stakeholders, maximize benefits and minimize losses as much as possible. IV5 in is the teaching staff can combine a variety of teaching methods to carry out teaching activities. Because of its $\text{sig.}=0.471>0.05$, it is excluded from the regression equation, which shows that the faculties are not complete in the school. To achieve the teaching staff, combine a variety of teaching methods to carry out teaching activities, the traditional physical education teaching model is one of the most representative physical education teaching models in our country, and has always been favored by front line physical education teachers. Affected by the educational ideology of the "intellectualism" of the former Soviet education system, the teaching of basic knowledge, basic skills and basic technical teaching is emphasized, and the concept of sports skills education is the guiding ideology. The teaching method is relatively rigid. In the next section, the researcher will give a recommendation based on the current problems in physical education in China.

Through the statistical study of student engagement and student put in exercise time, it is concluded that student engagement has a negative correlation with student put in exercise time. Although the value of coefficient is relatively small, it still reflects the current physical education in Chinese high school. Some of the current problems in the Chinese Academy of Sciences, the most important ones are the low conversion rate of the results of curriculum and teaching method innovation, and the degree to which students are encouraged and motivated to learn independently.

Conclusions

The teaching process is usually divided into the beginning part, the basic part and the end part. In classroom teaching, the teacher first puts forward the teaching tasks and goals according to the

syllabus to make students understand what to do, and makes students clear on the basis of perceptual knowledge through explanation and demonstration methods. What to do, and then use the complete method, decomposition method, and error correction method. Under the guidance of the teacher, organize students to gradually master motor skills after repeated exercises. Finally, the teacher will make a summary evaluation of the students' learning results. The traditional physical education mode is to act in a unified manner under the command of the teacher, so the teacher student relationship emphasizes that the teacher is the center, the teacher is the leader, and the student is only the receiver. It is precisely because of the leading role of the teacher that the teacher can control the classroom situation at any time, strictly control every link of the teaching in the teaching organization, strictly control the density and intensity of the exercise, which is conducive to the teaching of sports techniques and enables students to effectively master the basic knowledge and basics. The learning of skills and basic techniques has also played a positive role in improving students' physical fitness. However, this learning mode ignores the subjective initiative of students, so that students are always in a passive learning state and do not actively participate in physical education activities.

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THE EFFECT OF SELF-EFFICACY ON AUTONOMY LEARNING ABILITY OF ADULT EDUCATION INSTITUTE STUDENTS: A CASE DONGGUAN UNIVERSITY OF TECHNOLOGY

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Abstract: This research found that adult education students' overall self-efficacy and autonomous learning ability were high. Differences in gender, marital status, years of occupation, age, and field of study did not significantly affect the strength of self-efficacy of continuing education students; however, differences in grade level and weekly learning hours significantly affected the strength of self-efficacy of adult learners. Differences in marital status, years in the profession, age, and field of study did not significantly affect the strength of autonomous learning of adult education students; however, differences in gender, grade level, and weekly learning hours had significant effects on the strength of autonomous learning of adult learners. There is a significant positive relationship between self-efficacy and autonomous learning ability of adult education students, and the value of self-efficacy is predictive of autonomous learning ability.

Keywords: Self-Efficacy, Autonomous Learning Ability, Continuing Education, Correlation Analysis.

Introduction

Since the 1950s, autonomous learning has been an important topic in western educational psychology, and many educational psychologists have discussed it systematically from different perspectives. According to the operationalist theory represented by Skinner, autonomous learning should be seen as an interdependent relationship between learning and self-reinforcement. Autonomous learning is an operative behavior. The psychologists who believe in this theory have further investigated students' autonomous learning process, which consists of four main sub-processes: self-monitoring, self-direction, self-evaluation, and self-enhancement, and have developed a series of self-monitoring techniques. The social learning theory, represented by the famous American psychologist Albert Bandura, systematically discusses the mechanism of autonomous learning from the perspective of behavior, environment, and individual interaction. They believe that learning is essentially a process in which students regulate and control their learning based on the comparison between expectations, plans,

and behavioral reality. They divided autonomous learning into three processes: self-observation, self-judgment, and self-response, focusing on the role of self-efficacy and role modeling in autonomous learning. The volitional theory, represented by Kuhl and Corno, believes that there is both a motivational and a volitional component in people's learning motivation system. The motivational component motivates people to learn and the volitional component controls people's learning behavior, which they propose to enhance students' autonomous learning ability by training them in various volitional control strategies. Vygotsky is the representative of the Villeroy theory, which believes that autonomous learning is essentially verbal autonomous learning, a process in which individuals use internal speech to actively regulate their learning. They emphasize the role of egocentric speech in orienting and directing learning and have developed a series of autonomous learning models based on the rules of internalization of speech. In addition, information processing learning theory, constructivist learning theory, and humanistic learning theory are also significant research findings in this period.

Since the 1990s, research on autonomous learning in Western countries has become more in-depth and extensive, especially on the essence of autonomous learning, the inner mechanism, the acquisition of autonomous learning ability and the relationship between autonomous learning and academic performance, and other issues have gained significant progress. According to Zimmerman from the City University of New York, an American researcher on autonomous learning, "The motivation for autonomous learning should be intrinsic or self-motivated. The approach to Learning should be planned or have reached automation, independent learners are timed and effective in scheduling their learning, they are aware of the results of their learning, and are highly sensitive and adaptable to the physical and social environment in which they learn". Kaunor and Mandinach of the social cognitive theory were the first to propose a model of autonomous learning that accounts for the emergence, maintenance, and relationship of autonomous learning to academic performance. The model highlights the role of components such as self-efficacy, outcome expectations, planning, and monitoring in the autonomous learning process. On this basis, Winne and Butler proposed a more detailed model of autonomous learning as a way to explain the mechanisms involved in autonomous learning. Winne and Butler argue that self-directed learners, when faced with a learning task, first use their prior knowledge and beliefs to interpret character traits and requirements' and set learning objectives on this basis, then select and apply appropriate learning strategies according to the learning objectives. The learning task is next processed using learning strategies, and finally, the learning results are generated. One of the original underlying theoretical assumptions of the social cognitive theory mentioned above was that autonomous learning facilitates improved students' academic performance. Because the autonomous learner is an active participant in terms of metacognition, motivation, and behavior, this active involvement in the learning process should help improve the learner's academic performance. However, researchers in recent years have come to realize that the relationship between autonomous

learning and academic achievement is far more complex than initially thought and that not only is high achievement closely related to the application of autonomous learning strategies, but there is also a wide variation in the level of autonomous learning ability among high-achieving students. A study by Ablard et al. suggests that the differences between high-achieving learners, and their autonomous learning abilities, may be related to differences in their achievement goals. Different individuals among high-achieving learners may have different achievements and goals. Some researchers have also pointed out that goals that emphasize competition with others to show their ability to perform can also motivate learners to use self-directed learning strategies.

Research on autonomous learning in China has gone through three main stages: (1) Before 1920 was the stage of proposing autonomous learning in China; (2) From the 1920s to the 1970s was the stage of initial experiments on autonomous learning in China; (3) From the 1980s to the present is the stage of systematic research on autonomous learning in China. Around the 1980s, there were 11 teaching experiments in China to know students' autonomous learning, and in 1990, China's autonomous learning research developed in-depth. There has appeared a situation where theory and practice, pedagogy and psychology are working in tandem, entering a period of unprecedented prosperity. Pang Weiguo, a scholar in China, believes that autonomous learning should be defined from two perspectives: the dimension of learning and the process of learning. Defining autonomous learning in terms of the dimensions of learning means specifying the essential attributes of autonomous learning fully from all aspects of learning. Students are fully autonomous in their learning if they have conscious choice and control over all aspects of their learning. Defining autonomous learning in terms of the learning process explains the nature of autonomous learning in terms of the entire process of learning activities. A student's learning is autonomous if he or she can determine learning goals, make learning plans, prepare for independent learning before the learning activity, and self-check, self-summarize, self-evaluate, and self-deficient the learning results during the learning activity. He also summarizes autonomous learning as: "the ability to build on a sense of self-development; the desire to learn based on students having the intrinsic motivation to learn; the ability to learn based on students having mastered certain learning strategies; and the persistence to learn based on willful effort."

Research Objectives

The following objectives guide the direction of the research.

Objective 1: To study the overall perception of self-efficacy of the surveyed group.

Objective 2: To study the overall perception of autonomous learning ability of the surveyed group.

Objective 3: To study the influence of different personality traits on self-efficacy.

Objective 4: To study the influence of different personality traits on autonomous learning ability.

Objective 5: To study the influence of self-efficacy on autonomous learning ability.

Literature Reviews

Schunk's findings suggest that self-efficacy can have a positive effect on students' use of autonomous learning strategies: Self-efficacy has a positive impact on students' autonomous learning plans, behavioral performance of autonomous learning, and self-reflection (Schunk, 2000). The results of Bandura et al. showed that self-efficacy predicted the extent to which students successfully applied various autonomous learning strategies in the learning process. (Bandura, 2003). An experimental study conducted by Jin Shuangjun to explore the development of autonomous learning ability in English learning using self-efficacy as an entry point. The results of the study showed that self-efficacy can help develop and improve students' autonomous learning ability. (Jin Shuangjun, 2009). Professor Shang et al. conducted a study on the interactive effects of self-efficacy factors regarding learners' self-efficacy, on college students' autonomous learning ability in English learning. The results showed that the level of self-efficacy of college students had a direct or indirect effect on the development of college students' autonomous learning ability. (Shang, J., Kou, J. N., 2015). In his study on autonomous learning ability and self-efficacy of college students in English learning, Li Heng found that Self-efficacy was significantly and positively correlated with autonomous learning ability and all its dimensions. (Li-Heng, 2016).

Given this, this chapter is divided into six sections, the first section focuses on the conceptual development of self-efficacy, the second chapter focuses on the conceptual development of autonomous learning ability, and the third and fourth sections focus on sorting out autonomous learning theory and self-efficacy theory, to build the theoretical framework of this study. It also reviews the research findings on the effects of self-efficacy on students' learning ability through a theoretical framework, to build a core conceptual framework for this study, thus laying a solid foundation for the research design.

Self-efficacy refers to an individual's subjective judgment of whether he or she can successfully achieve a behavioral goal or whether he or she has the confidence and belief in his or her ability to operate and complete a behavior, that is, the feeling or perception of the capabilities of oneself. Simply stated, the individual believes that he or she can succeed, i.e., "I can do it". To be precise, the more confident a person is in accomplishing or achieving a certain goal, the higher self-efficacy he will have, and he will be more likely to succeed. The theory of "self-efficacy" was first introduced in the 1970s by Stanford University psychologist Albert Bandura. By the end of the 20th century, it had become a key concept in the education community. According to Bandura, self-efficacy refers to an individual's expected judgment of the outcome or effect he or she will achieve by engaging in a behavior. It consists of two parts, which are outcome expectations and effectiveness expectations. Outcome expectations are people's speculations about the expected consequences of the behavior they operate, while efficacy expectations are people's speculations about the ability to operate a behavior they have. Whether outcome expectations or efficacy expectations, they both indicate a person's beliefs about his or her

ability to behave. The stronger this belief is, the higher the self-efficacy and the higher the motivation to achieve the behavior. Self-efficacy essentially promotes autonomous learning from a psycho-cognitive perspective and changes the status quo of autonomous learning. The concept of self-efficacy refers to an individual's subjective speculation and judgment about his or her ability to operate and complete a certain behavior. Improving self-efficacy in learning can enhance students' motivation to learn, change "you want me to learn" to "I want to learn", and change exam-oriented learning to exploration learning, which also reflects the idea of "people-oriented" in the university curriculum requirements of modern society, which helps promote the overall development of students' knowledge, skills and emotions in the teaching process, and gradually promote the development of students' autonomous learning ability. It can be seen that the theory of self-efficacy, which combines human needs with subjective cognition and subjective emotion to study the generation of intrinsic motivation in human psychology, is a scientifically valid psychological theory with great practical value. The study by Bandura et al. also pointed out that self-efficacy helps learners choose to decide on appropriate learning behaviors, enhance the determination to continue learning, reduce the difficulty of learning, reduce negative emotions and attitudes in the face of difficulties, stimulate the enjoyment of learning, and increase the initiative and motivation to learn. Bandura believes that self-efficacy is an individual's subjective judgment and assessment of his or her ability to do what he or she can do behaviorally. Self-efficacy is often considered to be domain-specific, meaning that individuals' self-efficacy judgments will vary for accomplishing different tasks or achieving different specific goals. But Schwarzer, a German clinical and health psychologist, believes there is a general sense of self-efficacy, which refers to an individual's general self-confidence in coping with the challenges of different environments or in facing new things. (Schwarzer & Aristi, 1977, Schwarzer, Aristi, Iwawaki, et al., 1977). The General Self-Efficacy Scale (GSES) was developed by Schwarzer and his colleagues in 1981, and the reliability of the GSEs ranged from 0.75 to 0.90 at the beginning. Wang, Cai-Kang, Zhong-Feng Hu, and Liu, Yong (2001) examined the reliability and validity of the Chinese version of GSES with 412 college students and concluded that the psychometric characteristics of the Chinese version of GSES were satisfactory, had good reliability and validity, and was unidimensional. Shen Jiliang and Tang Dan (2004) administered the GSEs to 236 older adults aged 60-85 years and showed that the scale had good discrimination and reliability, but poor construct validity, and the items in the scale needed to be revised.

Through combing and analyzing the existing studies on self-efficacy in China and abroad, we found that the studies on self-efficacy are mainly reflected in the following aspects: According to Professor Xu Ying in his study, setting educational goals rationally, modeling, providing timely feedback, and reinforcement, and creating a learning atmosphere are four basic ways to develop and improve students' self-efficacy. (Xu Ying, 2009). Therefore, it is helpful for teachers to help students set appropriate learning goals, group students according to their learning abilities, provide more

encouragement for feedback on students' academic achievement, and create a relaxed learning environment to enhance students' self-efficacy. In Professor Han Cheng Feng's study, several suggestions were made for developing self-efficacy: developing good learning strategies, making positive attributions to students' learning, and focusing on a process-oriented approach to teaching and evaluation. Therefore, teachers should consciously help students develop some learning strategies that are suitable for them, guide them to make proper attributions for academic achievement, and evaluate them in various aspects such as attitude and emotion to enhance their self-efficacy (Han, Cheng Feng, 2009). Regarding the combination of self-efficacy and other theories, Li-Ping Chi et al. showed that individuals with high self-efficacy are likely to choose more challenging behaviors or activities, set higher goals, and have high levels of internal motivation; Individuals with lower self-efficacy, on the other hand, are more likely to choose tasks that are easy to accomplish and have weaker internal motivation (Chi, L. & Xin, Z., 2006). As a result, the level of students' self-efficacy affects their motivation to learn, which further affects their learning behaviors. Regarding the research on the factors influencing self-efficacy, Yang Guoxin's study showed that factors such as family educational climate, learning climate, learning goals, instructional functions of the classroom, and learning attributions all influence people's self-efficacy. (Guoxin Yang, 2006). In teaching, teachers should try to create a harmonious learning atmosphere, guide students to set reasonable learning goals, give full play to students' spirit of classroom participation and learning subject status, and guide students to correct attribution.

Scholars in China and abroad have given many definitions of autonomous learning. For example, autonomous learning is the ability of learners to independently make various choices, achieve various learning goals, and strive to master various kinds of knowledge in the learning process. It is a learning attitude in which learners take responsibility for their learning and are in charge of their learning process. In brief, there are the following points: (1) Autonomous learning ability is the process of developing an awareness of self-directed learning. That is, autonomous learning is based on the individual's perception of his or her learning ability. Autonomous learning becomes possible only when learners are convinced that they can learn on their own, to have the basis for continuous learning. (2) It is the process of active and autonomous learning driven by intrinsic learning motivation and interest. That is, autonomous learning is learning in which individuals take initiative when they are fully motivated. (3) It is the process of developing autonomous learning methods and strategies. That is, autonomous learning is effective learning that is planned, purposeful, and monitored by individuals through continuous practice and self-evaluation, not completely blind autonomy. (4) It is the process of testing endurance, stamina, and willpower. That is, the process of autonomous learning and the process of developing autonomous learning skills, is not an overnight process, but a continuous, evolving process. Autonomous learning is a learning process in which the learner is the main subject. In this

process, the learner himself takes the leading position, manages himself, self-monitors, independently arranges the learning content and learning steps according to his actual learning situation, and regulates the learning progress or learning plan by reflecting on his actual learning situation, i.e. he is independently responsible for his learning. Of course, the independence mentioned here is not absolute, but relative. It is a learning behavior in which the learner has mastered certain learning methods under the guidance of the teacher or others, and is prepared with the confidence needed to operate the action of autonomous learning so that he or she can operate independently. To adapt to the 21st century, an era of rapid scientific and technological development and endless new knowledge, everyone must learn how to learn on his or her own. Autonomous learning ability helps learners actively explore knowledge, ask and discover problems, and give full play to the initiative of learning. Regardless of how society develops and how knowledge is updated, the ability to learn independently makes all knowledge learning possible. The talents of the 21st century should be not only knowledgeable but also innovative, and the principle of training innovative talents is to have the ability of lifelong autonomous learning. However, the real performance of learners in the act of autonomous learning is not as satisfactory as it should be. From numerous research studies on the development of autonomous learning skills, we found that there are many problems with students' autonomous learning and that autonomous learning skills have not been sufficiently developed. Specifically, some students do not have a clear understanding of their autonomous learning ability and do not have the awareness of autonomous learning. Some students lack confidence and persistence in autonomous learning, and believe that they have no great room for development in the development of their autonomous learning ability; Lack personal subjective efforts, weak internal motivation for autonomous learning, strong dependence, no confidence to persist in learning, and no effective autonomous learning methods, poor self-discipline, and no real sense of autonomous learning ability. There are various reasons for the above problems, in general, both internal and external. The internal factors are mainly the students' lack of motivation and poor learning methods. Many students still prefer to learn under the leadership of others, and cannot independently arrange the time they need in the process of autonomous learning, the learning content they need to master, and the learning plan that meets their learning characteristics and actual level of learning. External causes are the traditional learning assessment system and the overall environment of independent learning in schools.

The main studies related to independent learning ability in China and abroad are: Xu Jinfen and Zhan Xiaohai analyzed the existing studies on independent learning ability, the characteristics of the studies, and the inspirations and future research directions brought by these studies based on the comprehensive research on independent learning ability in recent years in China and abroad. (Jinfen Xu and Xiaohai Zhan, 2004) This provides reference materials for those who research autonomous learning ability. Xu Jinfen et al. conducted an experimental study on the reform of the "three-dimensional"

teaching model to develop the autonomous learning ability of college freshmen in English learning. The experimental results show that the "three-dimensional" teaching model of small class + large class + autonomous learning center can not only develop learners' independent learning ability, but also help improve learners' performance (Xu, Jinfen, Tang Fang, and Liu, 2010). In the study of Huawei Fen on the establishment of an English Language autonomous learning center (LLC), the results of a questionnaire survey on students' language needs, learning attitudes, and resource allocation were analyzed in detail, and on this basis, the important need for the establishment of an English language autonomous learning center was proposed (Wei Fen Hua, 2003). Yan Li demonstrated through empirical research that learner development programs have a significant effect on students' learning autonomy: Learner development programs can improve the planning of autonomous learning in the classroom and can plan and monitor evaluation to maintain high levels of autonomous learning outside of the classroom in both areas (Yan Li, 2010). Pintrich's research suggests that students with mastery of learning goal attitudes use deep cognitive processing more often and apply more independent learning strategies than students with other learning goal attitudes (Pintrich, 2003).

Among the studies on the factors influencing autonomous learning ability that have been collected from existing studies, because there are relatively few studies conducted from the perspective of self-efficacy, this study has some positive effects in exploring the relationship between self-efficacy and autonomous learning ability from the perspective of self-efficacy.

From a cognitive psychology perspective, learners can only maximize the reconstructed cognitive structure if they actively participate in the process of learning. Therefore, the learning process is essentially a psychological process, influenced by many factors related to psychology. Out of these factors, self-awareness and emotional factors are particularly important and better reflect the idea of human-centeredness in learning. Learners' self-awareness, i.e., subjective perceptions of autonomous learning behavior, include perceptions of the choice of learning content, perceptions of confidence in achieving learning goals, and perceptions of whether they have perseverance and determination throughout the learning process. Learner affective factors include motivation, personality, and emotional state in learning. Self-awareness and emotions ultimately influence the effectiveness of learning behaviors. A proper self-awareness of learning and positive emotions contributes to the learning process and influences the speed and quality of learning. Self-efficacy, as an important intrinsic non-intellectual factor influencing autonomous learning behavior, directly affects whether autonomous learning behavior can be carried out successfully, and self-efficacy has a close relationship with autonomous learning. Autonomy in learning behavior is inextricably linked to students' psychological intrinsic factors, especially the intrinsic drive to learn. Self-efficacy as an intrinsic psychological factor directly influences learners' choice of learning behaviors and their will to persist in learning behaviors and determines learners' attitudes when faced with struggles in learning and emotional changes in

learning behaviors. Students with high self-confidence, that is, high self-efficacy, have clear learning goals, are motivated to learn, and can learn emotionally to the best of their ability. They will participate in learning with a positive mindset, eventually reconstructing their knowledge and cognition, gaining a sense of accomplishment and confidence in their ability to complete a task. It also lays the psychological foundation for a successful next round of autonomous learning, and the ability to learn autonomously is sustained. Self-efficacy can understand the process of learning motivation from a psycho-cognitive perspective, influencing the whole process of generating independent learning in various ways. And in the process, we gradually promote the improvement of students' autonomous learning ability. People with a high sense of self-efficacy pay more attention to their subjective efforts in the process of autonomous learning, look for reasons for themselves more often and do not complain too much about the influence of objective factors. When they encounter difficulties in their studies, they have a stronger will to face them and the strength to overcome them.

We discovered the following aspects of self-efficacy research by combing and analyzing the existing self-efficacy studies both in China and abroad: Schunk's research shows that information processing and the use of learning strategies can have an impact on students' self-efficacy. The use of learning strategies has a positive correlation with students' self-efficacy. Schunk found from existing studies that there are relatively few studies that combine self-efficacy and self-directed learning ability, so the relationship can be explored by combining the two.

In summary, the current studies on the relationship between self-efficacy and autonomous learning ability have several shortcomings. One is that most of the studies on the correlation between self-efficacy and autonomous learning ability are not empirical studies. For example, a study on the effect of English majors' self-efficacy on autonomous learning ability by Professor Lu di Liu et al. (Lu di Liu, Wenjing Zhang 2009). Second, research on the relationship between self-efficacy and autonomy focuses on one dimension of autonomy. For example, a study on the relationship between the teacher-student relationship of elementary school students' self-efficacy and self-directed learning strategies by Shan Zhiyan (Shan, Zhiyan, 2012). Third, the few existing empirical studies on self-efficacy and autonomous learning ability mostly focus on elementary school students, middle school students, and college students, which provides some space for the development of this study.

Methodology

Sample Size

In this study, adult education students of the Dongguan University of Technology were used as the sampling population. From the news announced on the website of DGUT (www.dgut.edu.cn), a total of 11,382 students, 250 classes, and 3 grades are enrolled in continuing education institute of

DGUT in 2019, 2020, and 2021. Sampling is the most common mode of survey application and is a non-comprehensive survey, which refers to the sampling of a portion of units as a sample from the total population of the research subject, and obtaining knowledge about the overall target quantity based on the survey of the sample taken. This is the concept of sampling survey in a broad sense.

With probability-based sampling methods, the sample size can be determined by the population collection process. For example, the sample size suitable for calculation, the sample size used in the study was determined using The Taro Yamane sample size formula (1973), and the sample size was determined using a 95% confidence level and allowable values. The overall sample was 11,382 individuals. When n = the number of samples used in the study. N = the size of the overall population, e = the error of the random sample was set to 0.05. To increase the accuracy and generalizability of the findings, this study was conducted on first-year, second year, and third-year college students majoring in English, Chinese language and literature, elementary education, international economics and trade, computer science, and technology, and electrical engineering and automation. A total of 438 valid questionnaires were distributed and returned.

Due to the special nature of continuing education students who cannot study full-time at school, can only study online in their spare time, so this questionnaire was distributed through the online platform "Questionnaire Star" www.wjx.cn and the participants also filled in the questionnaire and submitted it on www.wjx.cn. After collecting all the questionnaires and evaluating the validity of the questionnaires, 438 valid questionnaires were obtained and used for the research analysis.

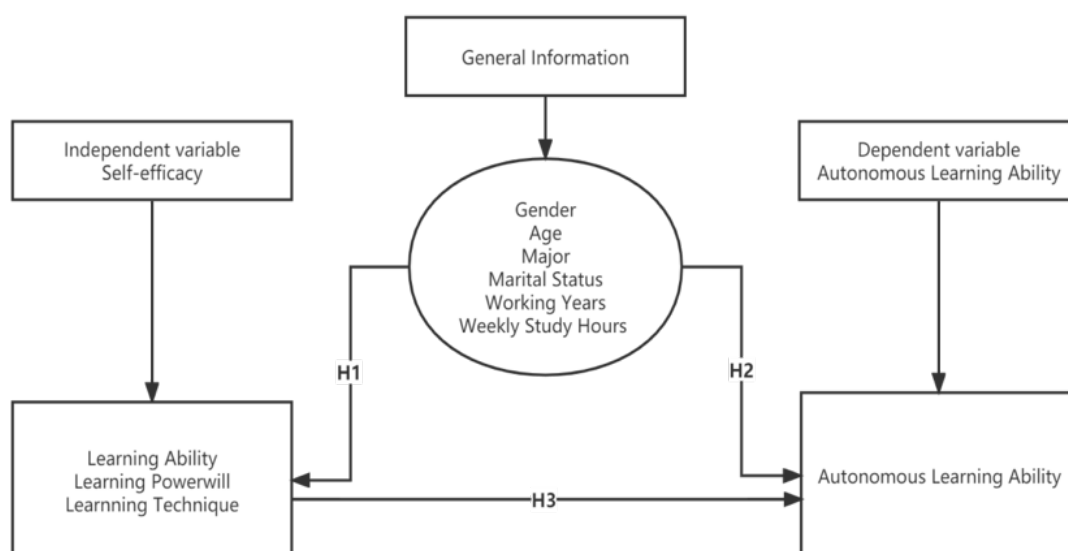


Figure 2-1: Conceptual Framework

Figure 1: Conceptual Framework

Results

Among the 438 respondents in this study, 161 (36.8%) were male adult education students and 277 (63.2%) were female adult education students, the proportion of male respondents was lower than that of female respondents. 171 (39.0%) of the 438 respondents in this study were first-year college students, 119 (27.2%) were second-year college students, and 148 (33.8%) were third-year college students. 290, or 66.2%, of the 438 respondents in this study were adult education students under the age of 25; 56, or 12.8%, were adult education students between the ages of 26 and 30; 47, or 10.7%, were adult education students between the ages of 31 and 35; 21, or 4.8%, were adult education students between the ages of 36 and 40; and 4.8%; and 24 adult education students aged 41 and above, accounting for 5.5%. The largest percentage of adult education students were under 25 years old, accounting for more than half of the respondents, or 66.2%. the number of single adult education students among the 438 respondents in this study was 333, accounting for the majority of adult education students interviewed, or 76.0%; the number of married adult education students among respondents was 105, or 24.0%.

The P-value of 0.072 for males and females tested at the overall level of self-efficacy is greater than 0.05, so it can be concluded that gender has no significant effect on adult learners' self-efficacy. However, the p-value of the test for the level of autonomous learning ability for males and females was 0.007, which was less than 0.05, so it can be concluded that there is a significant gender difference in the autonomous learning ability of adult learners.

The P-value for the test of the overall level of self-efficacy for single and married adult education students is 0.399, which is greater than 0.05, so it can be concluded that the marriage variable has no significant effect on adult learners' self-efficacy. The p-value of the test for the level of autonomous learning ability with married adult education students was 0.856, which is greater than 0.05, so it can be concluded that marital status also has no significant effect on the autonomous learning ability of adult learners.

The p-value of 0.001 for the ANOVA test of self-efficacy is less than 0.05, indicating that adult learners' self-efficacy is related to grade-level variables, and the p-value of 0.003 for autonomous learning ability is also less than 0.05, indicating that adult learners' autonomous learning ability is also related to the grade variable.

On the overall level of self-efficacy, the results of the one-way ANOVA showed that the p-value for self-efficacy of adult learners of different ages was 0.492 and the p-value for autonomous learning ability was 0.693, both of which were higher than 0.05. This indicates that the age variable of adult learners has no significant effect on either self-efficacy or autonomous learning ability.

The p-value for adult learners' self-efficacy was 0.096 and the p-value for autonomous learning ability was 0.339, both of which were higher than 0.05, which indicates that years of work did not affect

adult learners' self-efficacy and autonomous learning ability.

The mean value between autonomous learning ability and the three dimensions of self-efficacy, learning ability, learning willpower, and learning technique, is 0.00, which is lower than 0.01. This indicates that autonomous learning ability has a very significant correlation between the three dimensions of self-efficacy.

The Pearson Correlation (R-value) correlation coefficient is meaningful when the variance of both variables is not zero, and the correlation coefficient takes values in the range $[-1,1]$. When the correlation coefficient is 1, it becomes a perfectly positive correlation, and when the correlation coefficient is -1, it becomes a perfectly negative correlation. The larger the absolute value of the correlation coefficient, the stronger the correlation, and the closer the correlation coefficient is to 0, the weaker the correlation. From the correlation study in Table 4-21 above, it was found that among the self-efficacy factors, the R-value of learning ability was 0.661, the R-value of learning willpower was 0.438, and the R-value of learning technique was 0.277. All three R-values were greater than 1, which proved that all three dimensions of self-efficacy were positively correlated with autonomous learning ability. In Table 4-21, the p-value of 0.00 for learning ability, 0.00 for learning willpower, and 0.00 for learning technology are all less than 0.01. It indicates that all three dimensions of self-efficacy, learning ability, learning willpower, and learning technology have a highly significant relationship with autonomous learning ability.

Usually, when we construct a multi-factor regression model, the equation presents the unstandardized regression coefficients, which are the original regression coefficients corresponding to the different independent variables in the equation. It reflects the magnitude of the effect of each unit change in that independent variable on the dependent variable, holding other factors constant. The equations constructed from the unstandardized regression coefficients and constant terms then allow the prediction of the dependent variable and conclusions to be drawn. The standardized regression coefficients, which are obtained after standardizing both the independent and dependent variables, are used to compare the effects of different independent variables on the dependent variable because the data are standardized to eliminate the effects of differences in magnitude and order of magnitude. The larger the absolute value of the standardized coefficient, it can be assumed that his influence on the dependent variable is also greater. The unstandardized regression coefficient reflects the absolute magnitude of the effect of the change in the independent variable on the dependent variable, while the standardized regression coefficient reflects the relative magnitude of the effect of different independent variables on the dependent variable, which can show the importance of the influence of different independent variables on the dependent variables shown in Table 4-24 above, after analyzing the Coefficients we found that the unstandardized regression coefficient for learning ability was 14.104 and the standardized regression coefficient was 0.661, with a p-value of 0.00; the unstandardized regression

coefficient for learning will be 9.333 and the standardized regression coefficient was 0.438, with a p-value of 0.00; the unstandardized regression coefficient for learning skills was 5.906, the standardized regression coefficient was 0.277, and the p-value was 0.00. It shows that all three dimensions of the independent variable self-efficacy, learning ability, learning willpower, and learning technique in this study have a significant effect on the dependent variable autonomous learning ability, and are positively and significantly related, with learning ability having the highest value.

Discussion

This study conducts an exploratory factor analysis on the self-efficacy of adult students at the Dongguan University of Technology. The final self-efficacy scale for adult education students was obtained, consisting of three dimensions: learning ability, learning willpower, and learning technique, with a total of 23 question items. In this scale, the learning ability dimension and the learning willpower dimension are general dimensions, and the learning technology dimension is specific, this framework is consistent with the structure of the online learning self-efficacy scale for college students developed by Jashapara, Liaw. The results of the scale also reflect Bandura's triadic interaction theory, which is the relationship between human behavior, individual human factors, and the external environment, and brings out the role of cognitive, emotional, and physical factors in human behavior. For 438 adult students of the Dongguan University of Technology, self-efficacy was measured, and the relationship between personal background variables and self-efficacy, and the relationship between personal background variables and autonomous learning ability was investigated.

Conclusions

The following results were found by conducting a multidimensional study of the effect of personal background variables on the independent variable, the effect of personal background variables on the dependent variable, and the effect of independent variables on the dependent variable, respectively.

(1) None of the personal background variables, gender variable, marital variable, years of work variable, age variable, and professional variable, had significant effects on the overall level of self-efficacy of adult learners. In addition, the grade level variable and the weekly study time variable among the personal background variables had a significant effect on the overall level of self-efficacy of adult learners.

(2) Among the personal background variables, the marriage variable, years of work variable, age variable, and professional variable have no significant effect on the overall level of autonomous learning ability of adult learners. In addition, the personal background variables of gender variable, grade level variable, and weekly study time variable had significant effects on the overall level of adult

learners' autonomous learning ability.

(3) There was a significant correlation between self-efficacy and autonomous learning ability for each major in the School of Continuing Education.

(4) The level of self-efficacy and autonomous learning ability was generally high in all majors in the Institute of Continuing Education of DGUT.

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EMPLOYERS' SATISFACTION ON THE PERFORMANCE OF SIK COMMUNITY COLLEGE GRADUATES

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Abstract: An increase in the demand for human resources has urged employers to be more selective in the selection of employees. Among the weaknesses of graduates that can be identified include lack of hard skill and soft skills, especially generic skills as that demanded by the employers. This paper aims to examine the factors of employer satisfaction of graduates from Sik Community College. This paper focuses on three domains such as mastery of knowledge, skills and soft skills. Result of mean value obtained for the three domains are ($\mu=3.9040, 3.8485, \& 3.9710$) respectively to skills, knowledge and soft skills. The correlation strength obtained between skills and knowledge is (single 2 tailed $> 0.05=0.763$). As a conclusion, employers really satisfied with Sik College Community's graduates due to skills, knowledge and soft skills.

Keywords: Satisfaction, Employers, Knowledge, Soft Skills.

Introduction

Employer's feedback on the performance of Sik Community College (Malaysia)'s graduates is important information for reference and consideration by college administration. This data is able to determine the relationship between the curriculum design, courses offered and service delivery in producing Sik Community College graduates. This study also aims to find out the satisfaction of employers on the performance of Sik Community College graduates when they are in the industry. Respondents for this study were selected from among employers' who employed Sik Community College graduates. A total of 50 companies selected and set of questionnaires were distributed with Employer Satisfaction Survey and only 33 amongst the 50 companies returned the questionnaire.

Background of the Study

Due to the global transformation and Industrial Revolution (IR4.0), the industries have been

shifting toward advance technologies. As refer to Ministry of International Trade & Industry (2018), the technologies are rapidly evolving and converging. According to the changes, employers need to enhance the quality of the workforce of the companies to meet the order and prepare for the best. One of the roles of Community College establishment is to meet the need of industries which is to provide knowledgeable and competent workforce in the technical field and vocational through education system and quality training to support economic growth of the country (Ministry of Education Malaysia, 2018). Certificate in Food Processing and Quality Control program offered by Sik Community College has been designed base on industrial need. This programme was designed to expose students to the skills and knowledge required by the industry in becoming skilled workers.

There are four objectives of the program corresponding to the industry's goals:

- i. Apply problem solving knowledge and skills in the field.
- ii. Show the technical skills, digital technology skills and demonstrate quantitative skills in the field.
- iii. Demonstrate communication skills and interpersonal skills as well as leadership.
- iv. Cultivating self- development, entrepreneurial thinking and adherence to working ethics and professionalism in community and stakeholders.

This study was conducted to see the effectiveness of graduates on the satisfaction of employers leading to the level of industry needs, complying with the programmes designed.

Problem Statement

Graduate Tracer Studies show unemployment is due to the lack of skills needed to ensure job marketability (Esa et al., 2014). This is because they have a lack in terms of communication, self - confidence, and adapt in the workplace.

Previous studies have shown it difficult to have a clear agreement on which skills contribute to marketability (Suleman, 2016). While there are employers who make interpersonal, communication and teamwork skills as their criteria, there are also employers who give priority to information technology abilities. For Kwok et al., (2014) meanwhile, generic skills and non -generic skills play an equally important role in determining the marketability of graduates. Therefore, there is a need to identify the level of knowledge and soft skills for graduates of Sik Community College.

Research Objectives

The purpose of this study was to identify employers' perceptions on the level of skills, knowledge and soft skills of Sik Community College graduates. Therefore, specifically the purpose of this study is to:

1. Identify the skill level of Sik Community College graduates based on the perception of

- employers.
2. Identify the level of knowledge of Sik Community College graduates based on the perception of employers.
 3. Identify the level of soft skills of Sik Community College graduates based on the perception of employers.
 4. Acknowledge the strength of the relationship between skills and knowledge.

Research Framework

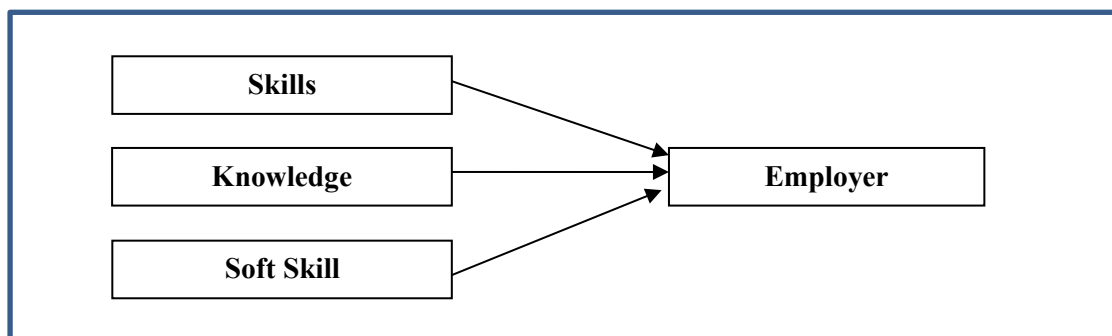


Figure 1: Research Framework

Literature Reviews

A. Community College

Community colleges under Polytechnic and Community College Education Department, Ministry of Higher Education (MOHE). Currently, there are 104 community colleges develop according to the needs of the local community. The vision of the community college is to be a leader in Technical and Vocational Education and Training (TVET) and Lifelong Learning Hub (PSH) by 2025. While the mission of the community college is to develop the local community as a knowledgeable and trained workforce to meet the demands of the world of work through TVET and PSH. TVET was introduced during the period of pre-independence and Trades School in Kuala Lumpur was the first among other technical and vocational schools (Hassan et. al., 2019). Technical and Vocational Education aims to prepare students for venture into the field of work. It is also a step to support and intensify government efforts to develop the economy and industrial based on technical and vocational knowledge. As stated by Education Department of Polytechnic and Community Colleges Malaysia (2018), TVET has been identified as a driver of change to produce skilled human capital and generate the country's economic growth as a continuation of the previous Malaysia Plan. Dawodu (2006) stated that one of the most self-sufficiency, economic prosperity and political glory of many countries is serving the technical and

vocational education.

B. Employment Rate

Employers are looking employee's character that have pleasant personality that create positive environment during working (Archer & Davison, 2008). This is due to the skills that act as contribution to the employers. Skills is a prior in selection of employee compared to academic reputation (Finch et. al, 2013). Recent years, fewer vacancies and depletion of graduates in job marketplace was affected due to the increasing the intense global competition and rapid technologies (Jackson, 2014). In 2020, the employment rate for public universities (UA) recorded was 86.7% which decreased by 1.1% in (2019: 87.8%). Meanwhile, for polytechnics and community colleges recorded in 2020 was 91.4% for polytechnics (compared to 2019: 96.7%) and 94.2% for community colleges (compared to 2019:97.8%) (Ministry of Higher Education, 2021).

C. Knowledge

Knowledge is defined as a valued state in a person which related to cognitive contact with reality. Knowledge is happened when information further processed, it has the potential to become knowledge, information is further processed when one finds existing relationship patterns between data and information, and when a person is able to recognize and understand patterns and the implication, thus the collection of data and information becomes knowledge (Filemon & Uriarte, 2008).

D. Soft Skills

Soft skill is classified as a non- specific skill that has no specific curriculum but it can be learned through all subjects with integration methods or integrated and also considered as functional and adaptive to makes an employee efficient and productive (Putih, 2001). Soft skills also can be defined as skills are used in various types of occupations include communication skills, problem solving, working as a group, technological skills information, mathematical skills (application of number) and skills in improving self -treatment. In spite of that, it is also containing items that are capable of scheduling work, diagnose work problems, manage, plan and operate work regularly (National Skill Task Force, 2000). Soft skills also depend on the sector or group of work performed by workers to do work process to get expected result like, communication skills, flexibility skills, information of technology skills, management, numeracy skills, team work and problem solving.

Methodology

The approach used in this case study was a quantitative. The sample was employers who employ graduates from Certificate in Food Processing and Quality Control Program, Sik Community

College. 33 employers participated in answering the questionnaires distributed. The research instrument used in this study was a self-completed questionnaire and all respondents were required to complete a set of questionnaires, comprising three sections. Each section contains all elements that are related to the employer's satisfaction towards the performance of Sik Community College's graduates. The language used was Malay language as to make it easier for the respondents to complete the questionnaires and the evaluation scale used was 5 points Likert scale. It is more reliable and accurate as it can provide larger scale of data compared to other types of evaluation scales, especially in measuring attitudes and opinions from different aspects (Cooper et. al., 2006).

Research Findings

The quantitative analysis conducted involved respondents consisting of employers to the graduates of Sik Community College. A total of 33 employers have responded through the survey conducted. The analysis was performed using SPSS version 23. The instrument must have a validity value to determine if a research instrument is accurate, meaningful and has high usability. Validity means an agreement between attempts to measure a trait to the maximum. Validity and reliability are method of measuring the accuracy and applicability of items to measure the variables tested.

The validity test for this study used Cronbach's alpha coefficient calculations. George & Mallery (2003) and Pallant (2011) stated that Cronbach's alpha values must exceed 0.7. The findings of the Cronbach's alpha analysis showed that the reading value for skills, knowledge and soft skills is more than 0.7 which is 0.965.

Table 1: Table of Reliability Statistics

Cronbach's Alpha	N of Items
0.965	18

Demographic analysis of the study findings showed that 33 employers are from private sector employers.

Table 2: Organisation Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	33	100.0	100.0	100.0

From Table 3, most of the graduates who are employed are from the field of Food Processing and Quality Control which is 30.3%. While 21.2% are in the Hospitality, Tourism and Food Services. The third largest number is from three other services area with 9.1%. A total of 3 employers representing 3.0 % are from the field of Education, Water Supply, Sewerage, Waste Management and Conservation Activity and Electric Supply, Gas, Steam and Air Conditioner.

Table 3: Organization Cluster

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Manufacturing	3	9.1	9.1	9.1
Construction	3	9.1	9.1	18.2
Information and Telecommunications	2	6.1	6.1	24.2
Education	1	3.0	3.0	27.3
Water Supply, Sewerage, Waste Management and Conservation Activity	1	3.0	3.0	30.3
Food Processing and Quality Control	10	30.3	30.3	60.6
Electric Supply, Gas, Steam and Air Conditioner	1	3.0	3.0	63.6
Wholesale and Retail Trading	2	6.1	6.1	69.7
Fashion and Beauty	3	9.1	9.1	78.8
Hospitality, Tourism and Food Services	7	21.2	21.2	100.0
Total	33	100.0	100.0	

The majority of the graduates of Sik Community College are given a starting salary between RM 1001 to RM 1500, which represents 69.7% showed by Table 4. However, there is a graduate of Sik Community College who received a starting salary of more than RM2000 about 3.0 %.

Table 4: Table of Gross Salary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid RM501-1000	3	9.1	9.1	9.1
RM1001-1500	23	69.7	69.7	78.8
RM1501-2000	6	18.2	18.2	97.0
RM2001-2499	1	3.0	3.0	100.0
Total	33	100.0	100.0	

To find out the skill level of community college graduates, six items of questionnaire were included in the instrument provided. The items included are on information management skills, using computers, choosing technology, thinking creatively and innovatively, decision making as well as problem solving. Items for knowledge are related to technical knowledge, management and areas of responsibility. As for soft skills, several items related to communication, discipline, cooperation, accuracy, English language skills, moral values and entrepreneurial skills were included in the questionnaire.

The mean analysis showed a mean value of 3.9040 with a standard deviation of 0.65 which represents a good or skilled value. Most of the graduates Sik Community College have been classified

as skilled by the employers. In terms of knowledge, the average graduates from Sik Community College are categorized as knowledgeable with a mean value of 3.85 and a standard deviation of 0.61. The findings of the analysis show that on average, Sik Community College graduates are categorized as having soft skills with a mean value of 3.97 and a standard deviation of 0.62. Based on the Table 5 shows that graduates of Sik Community College have higher of soft skills value compared to others domain.

Table 5: Table of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Skills	33	2.83	5.00	3.9040	0.64688
Knowledge	33	2.75	5.00	3.8485	0.60576
Soft Skills	33	3.00	5.00	3.9710	0.616212
Valid N (listwise)	33				

Based on the results obtained in Table 6, sig. 2 tailed $> 0.05 = 0.763$, then there is a high correlation in correlation strength. Therefore, the higher the knowledge, the higher the skills.

Table 6: Table of Correlations

		Skills	Knowledge
Skills	Pearson Correlation	1	0.763**
	Sig. (2-tailed)		0.000
	N	33	33
Knowledge	Pearson Correlation	0.763**	1
	Sig. (2-tailed)	0.000	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

Discussion & Conclusions

Result obtained that, most of the graduates from Sik College Community were involved in private sectors. The graduates tend towards the private sector because the pattern of learning during community colleges is more inclined towards skill-based and practical learning. Based on Tables 3.0, graduates are mostly from cluster Food Processing and Quality Control. This is due to students graduated from Sik Community College which provided with Certificate of Food Processing and Quality Control programme. The report obtained that most of the graduates has been hired with starting salary RM1001 to RM1500.

The study found that the overall satisfaction of employers on the soft skill level of graduates of Sik Community College is high with a mean value of 3.97. These findings can be concluded that

graduates who are capable of mastering the soft skills are able to obtain employment and meet the requirements of the job. In addition, the study shows that, seven soft skills that has been put forward by the Malaysian Ministry of Higher Education are significant with the employers' demand (Ibrahim et. al., 2010). Thus, the objectives of the study can be achieved. According to Khazanah Research Institute (2018), expectation of employers for the graduates' soft skills is about 50%, 31 % from working experiences and 27 % from technical skills. Moreover, according to World Economic Forum (2020), graduates need basic skills to meet employers' need such as to have problem solving skills, self - management, teamwork, application and technology development.

The items measured include the level of overall job performance, level of technical skills, technical knowledge as well as the level of quality of qualification of Sik Community College's graduates in other fields of employment at a level acceptable to their respective employers. These results also show that the efforts made by Sik Community College in improving the quality of graduates have succeed. Results from industry collaboration in programs such as invitation of lecturers that has industries experiences, lecturer attachment programs, as well as evaluation of student projects by industry have a positive impact in ensuring the quality of graduates.

The results of the analysis of the literature found that the level of employer satisfaction is generally depends to the three main things that are focused in this study, namely the mastery of knowledge, generic skills and also soft skills such as skills communication, critical thinking and problem-solving skills, working skills teamwork as well as moral and professional ethics.

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**FACTORS INFLUENCING STUDENTS' SELECTION TO THE
CERTIFICATE IN FOOD PROCESSING AND QUALITY CONTROL
PROGRAM AT SIK COMMUNITY COLLEGE, MINISTRY OF HIGHER
EDUCATION (MOHE), MALAYSIA**

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Abstract: This is a qualitative study that employs a semi-structured interview tool. The goal of this research was to identify the factors that influence students' decisions to enroll in the Certificate in Food Processing and Quality Control Certificate program at Sik Community College. The research was carried out at Sik Community College, Ministry of Higher Education Malaysia. This study's population included semester 2 students from intake session 1 2021/2022, for a total of 35 students who took the Certificate in Food Processing and Quality Control course. Five respondents were chosen at random for the interview session based on the sampling and the targeted population. Based on the results of interviews with respondents, the study's findings were recorded and reviewed. According to the study's findings, the factor of continuing their studies to a higher level is the main factor for students to choose to take this course, along with job opportunities and family influence factors that also play a role in course selection. As a result, some suggestions for improvement have been made to increase student enrollment and interest in Sik Community College's Certificate in Food Processing and Quality Control program.

Keywords: Community College, Job Opportunity, Family Influence.

Introduction

Community colleges were established to meet the training and skill needs of people of all ages. Furthermore, Community Colleges offer secondary school students the opportunity to continue their studies after completing Sijil Pelajaran Malaysia (SPM) and prepare themselves for the job market or furthering their studies to a higher level (Jasli & Siti, 2014). The establishment's history began in 2000, following approval from the Malaysian government's Cabinet at the time. The number of community

colleges established nationwide in June 2001 was 10, and after more than two decades, the current number is 104. Malaysia has been seen to be more developed and active in moving towards the formation of a competitive halal food processing industry since 2010 (Mohd Noor & Hairunnizam Wahid, 2015). As a result, the government has sought to provide fields of study based on Technical and Vocational Training Education (TVET) through various initiatives in the hope of assisting in the formation of a recognized and competitive food processing industry.

The preparation process should be highlighted when producing clean and safe food products. According to Deathrage (1975) low food hygiene quality will affect consumer safety in terms of the level of health that will be affected. This is fundamental to the significance of Community College Food Processing and Quality Control Study program. Sik Community College has provided full-time studies in the field of Food Processing and Quality Control Certificate (SPK) since 2015, in addition to short course studies held throughout the year. Students are exposed to the necessary knowledge and skills in the field of food processing technology and quality control of food products through this field of SPK. The program's primary goal is to train students to become semi-skilled workers proficient in food processing technology. During the two years of study in this course, students will be exposed to various aspects of food processing, such as raw material receipt and handling, preparation, processing, quality assurance, packaging, and product marketing. In relation to that, this research study was conducted to determine the factors that influence the course selection of Sik Community College students on certificate level Food Processing and Quality Control courses.

Literature Reviews

Community College

The Technical and Vocational Training Education (TVET) division of the Ministry of Higher Education was officially established as part of the 10th Malaysia Plan. TVET was established to address the industry's shortage of skilled labor and to raise awareness and skills in technical and vocational fields in Malaysia. According to the Bonn Declaration (2004), Sustainable Development for Technical and Vocational Education and Training (PTVL) must provide an employee with knowledge, competencies, skills, values, and attitudes to produce a responsible and productive citizen who always values quality work that is implemented, resulting in a sustainable society. In 2017, Community Colleges had a marketability percentage of 96.7 percent, according to the Polytechnic and Community College Strategic Plan (2018–2025). This indicates that community college programs of study are responsive to industry needs.

Certificate Course in Food Processing and Quality Control

Sik Community College offers a Certificate in Food Processing and Quality Control course. The course is divided into four semesters, with one semester dedicated to industrial training. Basic Food Processing Technology, Fish and Seafood Processing, Food Quality Control, Food Packaging, Confectionery Processing, Food Industry, and Food Legislation are among the subjects covered in the Certificate in Food Processing and Quality Control. The subjects taught are designed to produce graduates who are holistic, entrepreneurial, and well-rounded. Furthermore, having knowledge of this field of food will allow students to apply what they learn later in the industry (Sani & Siow, 2013).

Career Opportunity Factor

Before deciding to continue their studies, a student will research what career options are available if they continue their studies in that field. It is critical to provide young people with information about careers related to their studies so that they can prepare before entering the industry. Sharifah Alwiyah (1989) believes that students' understanding of learning, which includes practical applications, is critical because a person's perspective on a situation determines his understanding and actions in that situation. Furthermore, students can enjoy the fun of their practical (Shahabudin Hashim, 2003). This is due to their ability to see a problem's solution in a realistic manner. Furthermore, practical work can help them practice the theories they learn and give them an idea of what they will be involved in if they enter the workforce later on.

Opportunities to Pursue Higher Education

One of the factors that motivates students to enroll in community colleges is their desire to continue their education beyond the certificate program. It has been demonstrated that the position or name of an IPT itself is a motivating factor in student selection. Universities or higher education institutions that are well-known in a field that has always been the primary goal and focus of most students (Mohamad & Md Tap, 2002). The Food Processing and Quality Control Certificate is offered at the Sik Community College level, and among the institutions that students frequently choose after graduating are Sultan Haji Ahmad Shah Polytechnic, Tuanku Syed Sirajuddin Polytechnic, and Tun Syed Nasir Syed Ismail Polytechnic (PTSN) to continue their studies to diploma level, and some are even interested in connecting to a degree level. This is due to the fact that the students' desire to continue their studies is an important factor in their selection. According to Muhammad Atan (2003), deep interest against something allows one to be better prepared to learn with diligence.

Family Influence Factor

According to Joseph Sia (2010), a number of students choose to pursue higher education

because of the influence of others, such as opinions from parents and relatives. They frequently follow their parents' advice, so before making any decision, they will first listen to their parents' advice. Furthermore, for some families who own their own businesses, the children are already exposed to an entrepreneurial environment, which motivates them to continue their studies in related fields. According to studies conducted by the School Relations & Diversity Outreach Office and the Institutional Research Office (2008), family influence also plays a role in assisting students in making the decision to continue their studies at institutions of higher learning.

Methodology

This study's data were gathered using a qualitative approach method. The students of the Certificate in Food Processing and Quality Control for the intake session I 2021/2022 were used for the sampling and population for the qualitative approach in this study, which consisted of thirty-five (35) students. They were chosen because they were thought to have a general understanding of food processing and quality control after finishing their first semester at Sik Community College. Five respondents were chosen at random for the interview session based on the sampling and the targeted population.

A semi-structured interview was used as the instrument in this qualitative approach. This method is used to gather data from respondents. This interview method was carried out by asking open-ended questions that were predetermined prior to the interview, and the questions were related to the students' knowledge and interest in the field of food processing and quality control. The purpose of this interview is to evaluate the factors that influence students' choice of the Certificate in Food Processing and Quality Control course. The researcher conducted the data collection process through this group interview process, and the interview session lasted one hour. These interview sessions were also videotaped for future reference and documentation.

Findings

Profile of Respondents

The five students chosen are from semester 2 (two) of Sik Community College's Food Processing and Quality Control Certificate Program. Four of them were female students, while the fifth was male. Their biographies are as follows:

Table 1: Respondent Profile

Respondent	Gender	Age	Education Level
1	Male	19	SPM
2	Women	20	SPM
3	Women	19	SPM
4	Women	20	SPM
5	Women	22	Diploma

Respondent Feedback Based on Career Opportunity Factors

The first question asked to assess respondents' knowledge of career opportunities in food processing and quality control was, *"Did you know about career opportunities in food processing and quality control before?"* Based on the pattern of responses, it can be concluded that four out of five respondents gave nearly the same answer. They stated that they were aware of jobs in food processing and quality control prior to attending Sik Community College.

Respondent 2 stated, for example:

"Quality assurance assistant, quality control assistant, and food provider in the hospital are the job opportunities that I am aware of in the field of food processing and quality control."

Respondent 4 expressed a similar viewpoint:

"Before deciding to attend Sik Community College, I conducted internet research to learn about the various job opportunities in the food service industry and as well as a Quality Control Assistant."

Respondent 1, on the other hand, gave a different response:

"Because this field was not my first choice when applying, I had little knowledge of the job opportunities available in the field of food processing and quality control. However, I now have a clear picture of the work I want to do in the field of food processing and quality control, such as halal officer and food technology officer."

"In your opinion, to what extent can this field guarantee your career in the future?" is the second question on the factor of employment opportunities in the fields of food processing and quality control. Based on this question, every respondent gave a positive response and expressed confidence in their future prospects in the field of food processing and quality control. Respondent 3 provided the following feedback, for example:

"If I do not receive any offers from the industry after graduation, I am confident that I can afford to open my own food business by applying everything I learned during my two years at Sik Community College."

"While in college, we were exposed to a wealth of information about food processing and how

to maintain food quality. So, armed with this knowledge, I am confident that when I launch my own food company, I will be a successful entrepreneur.”

The final question for the job opportunity factor that students are asked is, "What career field do you prefer and why?" On average, most respondents expressed a desire to work as a Food Quality Control Assistant because they enjoy conducting analyses to determine the quality of food. Others express an interest in working in the field of research for the same reasons they are interested in doing analysis.

Respondent 2 stated:

"I am interested in working as a quality control assistant in the food industry because the field of quality control employs a variety of analytical methods to determine food quality."

Respondent 4 also agrees with this statement, which is as follows:

"I also want to be a quality control assistant because I'm really interested in doing analytical methods on food to determine its cleanliness and quality."

In response to respondent 1, he stated: *"I'm interested in becoming an assistant food technology officer after getting some experience at Sik Community College. This is due to the fact that the scope of duties of an assistant food technology officer includes everything I learned in college, including conducting food product analysis."*

Respondents' Feedback Based on Factors to Continue Their Studies to a Higher Level

The first question asked when studying these factors to assess the selection of students to enter the field of food processing and quality control was, *"Are you interested in continuing your studies after graduating from community college?"* Based on this question, all five respondents expressed a desire to continue their studies. Respondent 2, for example, stated his position as follows:

"I want to continue my studies after completing this certificate program but it also depends on my family's current financial situation," she says. "However, I am relieved to know that there is some funding or study loans available for anyone who wants to continue their studies to a higher level."

Respondent 3 expressed the same enthusiasm in his statement, which is as follows:

"After completing the certificate, I intend to continue my studies to the diploma level, owing to my strong interest in food processing and quality control."

The second question, based on the factor of continuing the studies, is, *"If you want to continue your studies, do you enroll in the same field, which is food processing and quality control?"* Based on this question, three respondents indicated an interest in furthering their education in the same field. While one respondent expressed a desire to stay in the field of biotechnology, the other remains undecided about whether to stay in the same field or change fields.

Respondent 2 said:

"For the time being, I am undecided about whether to stay in the same field or change careers. However, my current preference is for food processing."

Respondent 3, on the other hand, stated the following:

"Before accepting the offer to attend Sik Community College, I had already planned to further my studies in the field of food processing and quality control."

Respondent 4 shares the same viewpoint, namely:

"I'd like to stay in the same field of food processing and quality control because I'm more interested in knowing and learning more about it."

The third question was, *"How far do you want to advance in your studies?"* Based on this question, three out of five respondents expressed a desire to continue to the diploma level, while the other two intend to continue to the highest level, which is the doctor of philosophy level.

Respondent 1 explained his stance as follows:

"My goal is to continue my studies up to the diploma level, and I see the Sultan Haji Ahmad Shah Polytechnic and the Tun Syed Nasir Syed Ismail Polytechnic as viable options."

Respondent 4 also expressed similar interests:

"Tuanku Syed Sirajuddin Polytechnic is my first choice for furthering my studies in the field of halal food to the diploma level. This is due to the fact that halal food is one of the branches of food technology".

Respondent 3 stated:

"I aspire to advance my studies to the highest level, which is doctor of philosophy." That is why I believe the Food Processing and Quality Control Certificate Course offered here provides me with the opportunity and the path to realize my dreams."

Respondent 5 expressed the same enthusiasm:

"I already have a diploma in microbiology," I say. So, my goal now is to complete my studies to the bachelor's degree level and then to the doctor of philosophy level."

Respondent Feedback Based on Family Influence Factors

The first question asked to the respondents based on this factor was, *"Are any of your family members involved in food industry activities?"* Of the five respondents, only two had family members involved in the food industry.

Respondent 2 said:

"My mother works as a fried banana vendor in our family."

Respondent 3 is in a similar situation, as follows:

"My mother works as a seamstress, but she frequently receives orders to make some food products, such as traditional Malaysian kueh and local chips."

The second question asked, *"Are you interested in the field of food processing and quality control based on the experience of your family members who work in it?"* According to the questions, only two respondents had family members who worked in this field.

For example, respondent 2 said:

"Although my mother is a food entrepreneur, my interest in this field is not based on my mother's experience as a food entrepreneur."

Respondent 5 also agrees with this statement:

"My mother, like me, is a food entrepreneur, but my interest is in research, which is why I chose the field of food processing and quality control."

"What improvements can you make to help your family members who work in the food industry?" was the final question asked to conclude this interview session. The same two respondents responded to the previous question.

Respondent 2 expressed his thoughts as follows:

"Perhaps, using what I learned in college, I can assist my mother in improving the process of producing fried bananas by ensuring food hygiene and safety to ensure the food produced is safe and of high quality."

In response to respondent 5, he stated:

"In terms of improvement, perhaps I can assist my mother in increasing sales revenue from an entrepreneurial standpoint." This is because we are also exposed to the field of entrepreneurship at Sik Community College, and I am confident that I will be able to apply what I have learned to help my mother."

Discussion, Implications and Conclusions

Almost all of the respondents had similar opinions based on their responses. According to the interviews, all five respondents were pleased with their decision to continue their studies in the field of food processing and quality control at Sik Community College. They had basic knowledge of this field at first, but after seven months as Sik Community College students, their skills and knowledge improved.

According to the findings of this study, the majority of respondents have learned about the field of work in food processing and quality control. This indicates that a small number of students will research the field before deciding to pursue it. According to Borchert (2002), one of the most important decisions a student must make in order to determine their future is career choice. These outcomes will have long-term consequences for them. Davies (2003) agrees with this statement, arguing that students must be confident in the course they choose and that the course can provide good career opportunities.

Furthermore, the second factor influencing students' decision to take this course is their desire

to continue their education. Five respondents expressed a desire to continue their studies to the diploma level, and some aspired to the highest level of education, namely doctor of philosophy (PhD). This is due to the fact that by continuing their studies, students can expand their knowledge in the field of their choice. Higher education institutions are the best places for students to find authentic and reliable sources of information (Jusoh & Arshad, 2006). Furthermore, according to Joseph Sia (2010), college facilities, funding, and appealing promotions are all important factors in students' decisions to continue their studies at the next level.

The third factor that influences students' decision to take this course is family influence. According to the findings of the interviews, only two respondents have family members who work in the food industry. However, they claim that their interest in this food processing and quality control course is not based on the experience of family members who work in the food industry. However, after studying food processing and quality control subjects, the respondents are confident in their ability to assist and further develop the food industry run by their family members. According to the findings of this study, the opportunity to pursue their studies is the main factor that motivates students to choose the course certificate in Food Processing and Quality Control at Sik Community College. There is no denying that career opportunity factors and family influence factors play an important role in assisting students in making decisions about what field to pursue. In the future, various promotional methods can be used with close cooperation between government agencies and surrounding agencies to convey information on the Food Processing and Quality Control Certificate Course, and hopefully, with more students in the field, this can further improve the quality of the food industry in Malaysia, particularly the food processing and service industry.

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KEY COMPETENCY WITH ITS FACTORS OF CURRICULUM LEADERSHIP CAPABILITIES OF PRINCIPAL

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Abstract: This study mainly aimed to determine the principal curriculum leadership capabilities in basic education. In this study, the researcher used qualitative content analysis to determine the key competency of principal curriculum leadership. The researcher employs qualitative content analysis to review 153 books that were sampled from three libraries in Thailand and China, with the keywords of curriculum leadership, curriculum or leadership, leading curriculum, and curriculum development on basic education. Then the results of content analysis were presented by dendrograms and were validated by five experts. Finally, the desirable principal curriculum leadership capabilities for basic education schools were determined to 20 capabilities.

Keywords: Curriculum Leadership, Curriculum or Leadership, Leading Curriculum, Curriculum Development on Basic Education.

Introduction

The UNESCO emphasized education rights for everyone and committed to a holistic and humanistic vision of quality education worldwide. Education plays a fundamental role at the heart of a human, social and economic development. Its transformative power lights up each step in the human's journey in the world. In 1990, World Declaration on Education for All was pledged to reach the goals of all the United Nations member countries by the year 2015. Since then, all member countries of the United Nations have enthusiastically been engaged in this movement and enacted education reform. In 2000, leaders from all over the world at the United Nations Millennium Summit discussed and proposed eight international development goals, named Millennium Development Goals (MDGs). The purpose of MDGs is to facilitate growth by making social and economic conditions better. Viewed as one of the indispensable ways to achieve this aim, basic education was under the spotlight again in the world. Next, the Decade of Education for Sustainable Development Project (2005-2014) which was put forward by UNESCO had been strongly advocated for national education policies that integrated key issues of sustainable development and called for the world to take action to ensure the core status of education in all new development goals after 2015.

As one of the United Nations member countries, the government of China had made a solemn commitment to Education for All, an embodiment of education equity, which implements the strategy of revitalizing China through science and education, upholds the human-oriented quality education, and prioritizes education. Meanwhile, nine-year compulsory schooling is set as one of the three key tasks to improve the national education system as well as progressive education.

Basic education in China was faced with various sustainability challenges in terms of social, cultural, economic, and environmental development, which called for the whole secondary educational system to act in training and equipping future curriculum leaders with knowledge and expertise to improve their effectiveness and sustainability. The principals take important roles in curriculum reform and implementation. Principal curriculum leadership was described as an essential school-oriented capability to implement curriculum reform (Zhang, 2005).

Principal curriculum leadership is not only performed with the leadership aspect but is also influenced by the principal's know-how expertise as an educator. The successful possession of such leadership will undoubtedly result in the effectiveness and sustainability of the school. Building curriculum leadership capabilities of principals are essential in creating new value and progressive advantages for schools now and in the future.

This study has focuses on the curriculum leadership capabilities of principals in basic education, identifying the capabilities needed to enact current curriculum reform efficiently and creatively, and enhance the sustainability of basic education. Therefore, the study aims to determine the desirable curriculum leadership capabilities of principals for basic educational systems.

Research Objectives

- 1: To determine key competency of principal curriculum leadership.
- 2: To determine the factors of principal curriculum leadership capabilities.

Literature Reviews

Capability and Competency

In leadership and management, the subtle distinctions between the concepts “capability” and “competency” are not necessarily understood by people who have been using them. Stephenson and Yorke (1998) suggested that “capability” is a broader concept compared to “competency”. Capability encompasses competency, though both are somehow about the ability to achieve goals effectively. What competency is mostly concerned with are “current” and “local”. On the other hand, *capability* involves more foresight and tends to consider things that have potential. *Competency* cares about the appropriateness of a specific purpose. Beyond this, *capability* also further examines the appropriateness

of the purpose itself. Besides paying attention to what has been realized up to now and securing the continuous realization according to some standard determined from experience, which is more of a concern for *competency* approach with a top-down control model, *the capability* is likely to picture the future and make contributions to making possible things happen.

As Stephenson (1994) described, “capability” is an appropriate and effective integration of knowledge, skills, and personalities, which can be applied to not only familiar and stable situations where one’s expertise is focused, but more importantly, also dynamic, and uncertain environments.

“Capability” is the overall human quality, which can be observed in “purposive and sensible” actions described by Weaver (Weaver, 1994). Stephenson (1992) summarized that “capability” can be reflected in the following observable abilities: (1) taking reasonable and efficient actions; (2) explaining what they are about; (3) living and working with others in harmony; and (4) constantly learning from both one’s own and other people’s experience, to timely and accurately respond to this ever-changing society. The four above-mentioned “abilities” are among the many skills and qualities, and each of them can be related to their professional knowledge, self-awareness, and justified confidence. Scott (2008) defined “capability” as the amalgamation of attributes, qualities, skills, and knowledge that empowers one to complete a certain task with a high standard.

Scott, Coates, and Anderson (2008) also indicated that *competency* can usually be broken into separate or discrete parts, yet *capability* was a conception that was even more comprehensive, fundamental, diversified, and dynamic. Most of the concepts of *competency* are used to evaluate specific behaviors and performance, whereas *capability* is paying more attention to the energy a person has inside his or her head. Particularly, *capability* is the underlying combination of skills, knowledge, and qualities that are critical for leaders to function.

Weaver (1994) stated that “capability” is an integral part of one’s specialist expertise. He also pointed out that “capability” goes beyond pure skills and knowledge. People who are “capable”, are not only clear about their specialist areas, but also able to apply their skills and knowledge in dynamic circumstances, realize self-development in a life-long range, and behave appropriately and effectively under complex situations involving ethics, judgment, and self-confidence for taking a risk. Duignan (2004) concluded in his study that, one of the necessary qualities of capable people is the possession of the growing capacity to deal with the unsteady environment and even lead the environment in a better direction.

In 1995, the conference on “beyond competence to capability and the learning society” discussed the general notion of “capability”, which was mostly considered in the context of personalities, self-motivation, and team cooperation. The generic capabilities which were supposed to be developed include interpersonal skills, problem-solving abilities, general all-purpose communication, and team cooperation and collaboration (Holms, 1995). Harvey and Green (1994)

referred to the readiness to learn, teamwork, problem-solving, and a variety of personal qualities, such as determination, energy, motivation, self-discipline, responsibility, adaptability, analytic and logical ability, and summarizing ability as well.

Scott, Coates, and Anderson (2008) put forward that *capability* could set the boundary for how *competency* is developed and deployed properly. It also includes necessary capacities in terms of emotion and cognition to decide when and how to invoke and utilize specific competencies, as well as the ability to learn from experience.

Duignan and Marks (2003) also emphasized that it was so crucial for leaders to prepare and develop such capabilities. They believed that the key to leadership capability is the ability to influence various respects associated with organizational life, specifically the organization members and their relationships. Leadership capabilities, therefore, play a crucial role in numerous influencing processes where leaders are required not merely to be competent managers but also to be capable leaders.

The Emotional Competencies Model (Goleman, 1998)

Emotional intelligence is regarded as the capacity for identifying the individual's and other's emotional states, inspiring people, and handling ourselves well in emotions as well as in relationships. This kind of intelligence enables people to generate and have access to emotions to support opinions, comprehend sensations and emotional knowledge, and reflectively adjust attitudes to facilitate the growth of people's emotions and intellect (Mayer & Salovey, 1997). The model introduced by Goleman (1998) focused on EQ as a broad series of competencies that drove leadership performance. Goleman's model outlined five basic emotional and social competencies as follows:

1. Self-awareness: the ability to read the strengths and weaknesses of one's own emotions, recognize those emotional impacts on others, and then, lead decision-making by using gut feelings.
2. Self-regulation: controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Motivation: being driven to act or accomplish something, full of enthusiasm.
4. Empathy: thinking about other people's state of mind, particularly now of making decisions.
5. Social skills: handling emotions in relationships well and comprehending social networks and moving people forward in the expected direction for teamwork.

In the following studies, emotional intelligence is explained as the integration of personal capabilities and interpersonal capabilities by Scott (Scott, et. al., 2002, 2008, 2012).

Core Competencies (Morgan, 1988)

Morgan (1988) discovered the connotation of essential environmental trends for the future of their organizations. Core competencies are discussed under nine headings: (1) reading the environment;

(2) managing proactively; (3) sharing the vision; (4) empowering human resources; (5) promoting creativity, learning, and innovation; (6) developing skills in remote management; (7) harnessing the creative power of information technologies; (8) managing complexity and ambiguity; and (9) reframing contexts.

The research was done in the 1980s, amazingly, the findings have been increasingly suitable for coping with the environmental turbulence we meet in today's world. The core competencies, when adapted to organizational development, ordinarily refer to someone who has the essential skills and knowledge needed to make a specific job or task operate effectively to reach high performance. The core competencies were generated by alignment with a literature review of a specific position or organization (Fullan & Scott, 2009). In this study, these nine kinds of competencies were used to select the excerpts from the books on curriculum leadership in content analysis.

Curriculum Leadership

Transformative Curriculum leadership is a collaborative fundamental change process touching upon a progressive team of stakeholders, such as students, teachers, parents, administrators, and community leaders, who systematically address the overlapping reform topics, which are transformative education, transformative teaching, transformative designing, transformative planning, transformative evaluating, school development and community development. Transformative curriculum leadership is a demanding approach to systemic educational change, and the inspiration and dedication to engage in it must lie deep within each person involved (Henderson & Hawthorne, 2000).

Fidler (1997) demonstrated curriculum leadership as a concept that alludes that the principal should impact on school professional work, especially teaching and learning which happens in the classroom. He states two approaches that can be taken in instructional leadership, one which is to take a functional approach and the other which is to take a process approach. The functional approach requests leaders to delineate the school mission, manage curriculum and instruction, supervise teaching, monitor student progress and create an instructional climate. The process approach focuses on the possible ways to accomplish them.

Glatthorn and Jailall (2009) believed that curriculum leadership should put it all together. Here curriculum leadership refers to the setting up of the curriculum organization structure, building a curriculum team, making a curriculum improvement plan, adopting an incremental process in carrying out curriculum change, setting priorities of curriculum tasks, employing regular activities to hold out quality curriculum, making specific plans, and managing time. It is a challenge for plenty of principals to handle affairs with the different educational stakeholders to uphold some awareness of balancing among the competitors and usually conflicting needs from different kinds of interest groups.

Being a principal who involves a curriculum leadership role, it is not simply to be responsible

for a curriculum delivered by the nation or district; rather, he or she enthusiastically and positively engages to influence and construct the finalized curriculum that is to be implemented by the school.

Jon (2009) emphasized that curriculum leadership in schools is pretty much what the individual leader does it. He strongly believed that curriculum leadership must be more than the management of existing courses of study.

Bradley (2004) noted that curriculum leadership was not always defined by one's position. Each stakeholder may be thrust into the role of curriculum leader. Curriculum leadership is meant to engage all stakeholders in the entire curriculum process, from design to evaluation. The process of curriculum design and development is at the heart of the curriculum and what consistently presents is the planning for change (Bradley, 2004).

Burton and Brundrett (2005) didn't provide a straightforward definition of curriculum leadership, but they believed that the curriculum is underpinned by the co-constructivist model of learning. This model is identified by Carnell and Lodge. It is a dualist responsibility for learning, making the role of teachers' and learners' interconnect.

Ylimaki (2011) proposed a "critical curriculum leadership model". The description of the model indicated that curriculum leadership involves three interrelated dimensions: curriculum theories, the role of politics, and leadership identity, all of which are informed by socio-cultural and political influences, particular community contexts, and school culture.

Sorenson, Goldsmith, Mendez, and Maxwell (2011) stated that curriculum leadership is defined as "connecting curriculum, instruction, assessment, and evaluation to improve learning and understand". Curriculum leadership tries to share with all stakeholders the school's vision, mission, and to move them forward to a deeper understanding of curriculum leadership. Eventually, the collaboration with stakeholders would lead to developing a distinctive school curriculum, continuously improving teaching and learning, and sustainably developing schools collaboratively.

In this study, curriculum leadership is described as the leadership capabilities of a curriculum leader to influence, motivate, enable, and collaborate with others to contribute towards curriculum visions in the changeable society context, to achieve sustainable development of schools, even of education.

Types of Curriculums

There are many types of curricula. One classification of them presented in Figure 2.6 was the following 4 types of curricula, namely, the Formal, Informal, Actual, and Hidden Curriculum.

Curriculum refers to the formally selected and written body of knowledge that the government, through the Ministry of Education or any bodies supplying education, expects students to learn. The Informal Curriculum is characterized as curriculum-in-use. Teachers or instructors may not teach only

the shown official curriculum but may employ other aspects of knowledge coming from other sources. *The Actual Curriculum* includes the written and unwritten syllabuses from which students encounter learning experiences. Learning experiences can be selected from other sources rather than the prescribed, official and formal syllabuses. The actual curriculum is the total amount of what students learn and teachers teach from both formal and informal curricula. *The Hidden Curriculum*, or covert curriculum, is signified by the very school structure and its nature, much of what operates around daily work or established routines – the sort of learning children originates from the nature, behaviors, and attitudes of teachers and administrators (Kelly, 2004).

Curriculum Development Process

The curriculum development process can be divided into six stages: curriculum planning, curriculum design, curriculum development, curriculum implementation, curriculum evaluation, and curriculum maintenance.

Curriculum planning consists of analyzing and identifying the learning domains, learning content, and learners' needs to generate terminal goals and enact the learning objectives. Curriculum design signifies the principles of organization and the demands of that organization for the administrative conditions under which it is to operate. Curriculum development focuses on topics and content selection according to the criteria by consensus. Curriculum implementation includes pilot testing, evaluation planning, data selection, data analysis, and final implementation. Curriculum evaluation consists of two forms: one is formative evaluation, and the other is summative evaluation. The evaluation of education focuses on curriculum objectives, curriculum content, and methodology, as well as curriculum outcomes. Curriculum maintenance emphasizes monitoring and resourcing to achieve curriculum enactment well (Brady, 1990; Hass, 1993; Henson, 2010; Oliva & Gordon, 2013).

The construction of the new curriculum development comes from curriculum change and innovation. It is most significant for curriculum leaders to manage the process of curriculum change and innovation. Curriculum change and innovation usually take place, with the emergence of the need of providing more relevant education, the changes in politics, society, economy, technology, and/or environment, the quests for teaching and learning improvement, or the demands for lifelong education. Curriculum change is dominated by changes in the economic, social, and technological aspects of society. Curriculum Innovation means an intentional process to put forward desired effects and change. The creation, selection, organization, and utilization of human and material resources leads to the superior accomplishment of curriculum goals and objectives. Curriculum renewal is one of the necessary steps in the process of curriculum innovation. Curriculum alignment is the appropriate adjustment of what is taught so that the essential curriculum, the taught curriculum, and the tested curriculum could be in line with each other. Here the Essential Curriculum normally refers to the state-

mandated written curriculum, yet the test curriculum is the curriculum that is required for students to perform well on standardized courses mandated by the state (Skeel & Hagen, 1971; Parkay & Hass, 2000; Parkay, Hass & Anctil, 2010).

Methodology

This study focuses on the principal curriculum leadership capabilities in basic education. The researcher employed qualitative content analysis to determine the key competency in this study.

Results

Research Objective 1

Qualitative content analysis was employed to meet objective one. The data from available 153 books from three libraries in Thailand, were analyzed by coding. The researcher used dendrograms to present the clustering of data. The findings from qualitative content analysis were shown as one final category and its four subcategories, which were interpreted as key competencies of curriculum leadership capabilities (CLCs) of principals. The final category was defined as a key competency of CLCs of principals: skills and knowledge; its four sub-categories respectively were defined as four factors of key competency: knower for expertise; skills in the curriculum development process; building a learning school; and self-organization.

The dendrogram resulting from the qualitative content analysis and the clustering showed that skills and knowledge were key competencies of CLCs of principals as shown in Figure 1 below.

Research Objective 2

According to this presenting data in this part of the dendrogram, the final category, and its four sub-categories respectively were reported to one variable of “Skills and Knowledge”, and its four factors which were knower for expertise, skills in the curriculum development process, building a learning school, and self-organization.

1) Knower for Expertise refers to principals who are capable of being active and constructive knowers to learn continuously updated knowledge with persistence. It is a necessary competency for curriculum leaders to construct their expertise in the field of curriculum and pedagogy by updating advanced or high-level knowledge with persistence in responding to a series of curriculum reforms caused by the needs of the changeable social, cultural, and political environment.

2) Skills in Curriculum Development Process refers to competency for curriculum leaders who should know or possess and employ the specific skills to achieve all related curriculum activities in the process of curriculum development and improvement by leading a curriculum team.

3) Building a learning School is another competency needed for curriculum leaders, which refers to having and applying specific leadership skills to try to create a school with a learning culture for all.

4) Self-organization is a generic skill that makes curriculum leaders spontaneously arrange their professional development and effect teamwork in a purposeful (non-random) manner, under appropriate conditions. As noted above, the four abilities or skills involve generic and specific skills and knowledge to make the curriculum leadership role operate effectively to reach high performance. They are induced to Skills and Knowledge of curriculum leadership capabilities of principals.

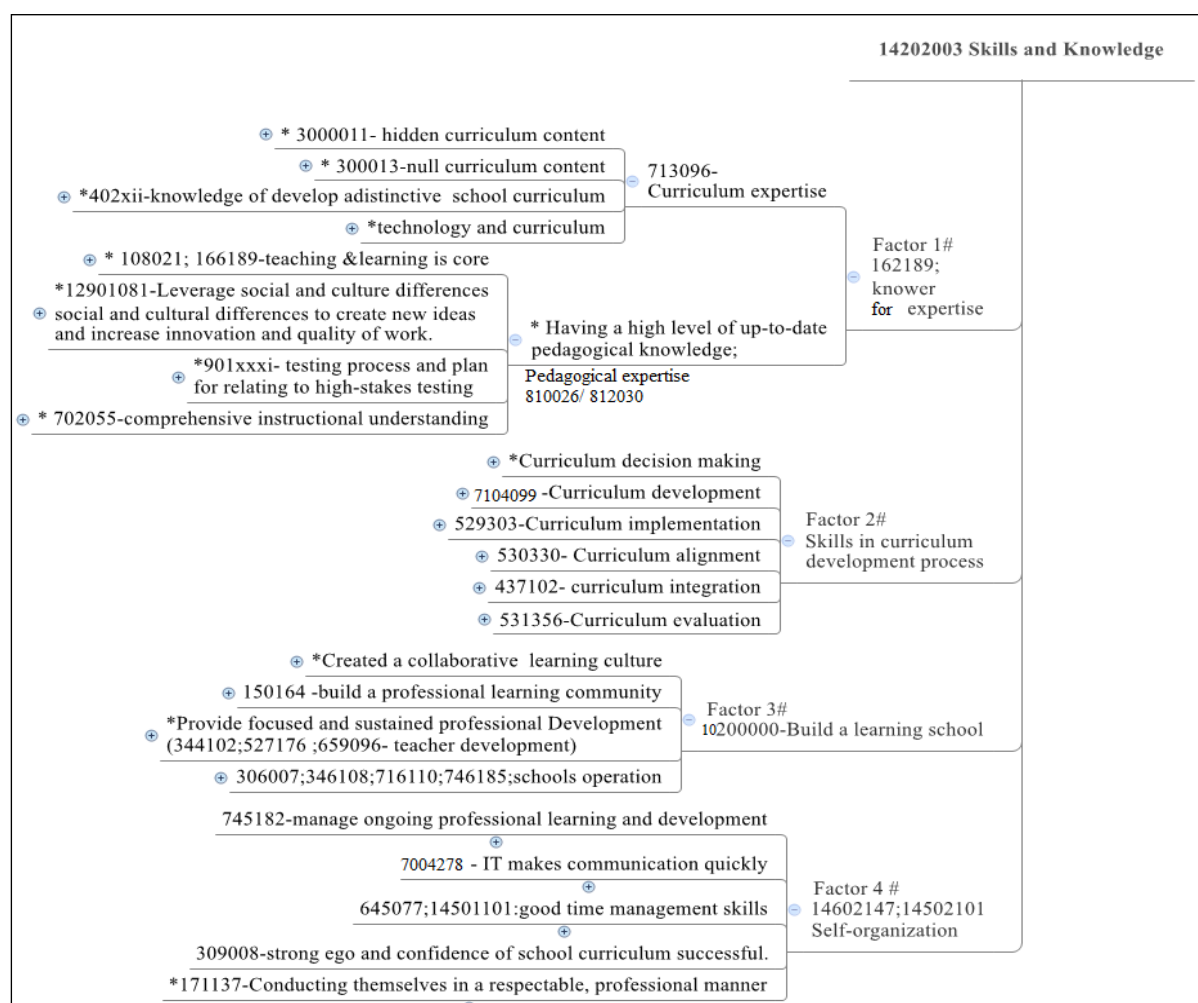


Figure 1: Dendrogram as Resulting from Clustering Key Competency

Discussion

Factor 1: Knower for Expertise

The dendrogram resulting from clustering shows that knower for expertise was the first factor of the key competency of CLCs of principals. Curriculum leaders, first and foremost, should put their

positions on truth, knowledge, and expertise. Knower for Expertise means that competent curriculum leaders should become active knowers who are on a never-ending search for truth, as well as a never-ending quest for learning, afterward, have an ability to construct their unique expertise by sorting through the updating knowledge of curriculum fields to lead schools to keep pace with the development and change of schools and curriculum in the future. Curriculum expertise for principals normally begins with curriculum and instruction, thus, principals need to have the capabilities to know or learn a high level and up-to-date knowledge in the field of curriculum and pedagogy. According to the presenting data in the dendrogram, the findings of the subcategories show that principals need to have the ability to know an up-to-date knowledge of relevant current developments in hidden curriculum content and null curriculum content, apply the advanced latest technology for the construction of school curriculum and learning environments, and understand how to develop an effective distinctive school curriculum by using up-to-date curriculum knowledge.

Meanwhile, principals need to have the abilities to have the latest pedagogical knowledge focusing on improving the teaching and learning processes, which enables principals to know that teaching and learning are the core of curriculum leadership matters, to comprehensively understand instruction, to know the testing process and testing plan for relating to high-stakes testing, and then, leverage social and cultural differences to create new ideas and increase pedagogical innovation and quality of curriculum work. All of these abilities and knowledge then require principals to be active knowers for gaining ongoing expertise in the process of curriculum leadership. All abilities explained above can be induced to Knower for Expertise in key competencies of CLCs of principals (Henderson & Hawthorne, 2000; Bradley, 2004; Glatthorn, 1987; Joseph, Bravmann, Windschitl, Mikel, & Green, 2000; Glatthorn & Jailall, 2009; Boschee & Whitehead, 2011; Ylimaki, 2011).

Factor 2: Skills in Curriculum Development Process

The dendrogram resulting from clustering indicates that skills in the curriculum development process were the second factor of the key competency of CLCs of principals. This factor is characterized by professional-specific knowledge and skills in principal curriculum leadership. In terms of the capability of knowing the relevant knowledge of curriculum development, the findings from the presenting subcategories in this part of the dendrogram show that it is a must for principals as curriculum leaders to have that capability to apply professional knowledge in the whole process of leading curriculum development. To be competent curriculum leaders, principals should be able to possess and skillfully apply these capabilities in leading teams, step by step in the curriculum development process. These capabilities make principals capable of leading curriculum decision-making, leading curriculum development, leading curriculum implementation, leading curriculum alignment, leading curriculum integration, and leading curriculum evaluation effectively and efficiently. Each kind of skill helps the

principal to know how to carry out curriculum activities successfully by leading curriculum teams in schools (Sorenson, Goldsmith, Mendez, & Maxwell, 2011).

Factor 3: Building a Learning School

The dendrogram resulting from clustering shows that building a learning school was the third factor of the key competency of CLCs of principals. Here the factor refers to a specific set of skills and knowledge related to principal curriculum leadership, which enables curriculum leaders to build a school with a learning culture for all. Learning in schools is in terms of not only students but also teachers, staff, and stakeholders of schools. According to the presenting data in this part of the dendrogram, teamed collaborative leadership is characterized by the effort to decentralize school districts and develop new responsibilities and roles for principals, teachers, and stakeholders. For achieving this, principals need to have skills in setting shared decision-making structures to increase the formal decision-making authority, and skills in leading and organizing collaborative learning in schools in different ways, such as individual learning, team learning, as well as skills in building a positive climate focusing on teaching and learning. So, the skills of carrying on teamed collaborative leadership and valuing collaborative learning can be summarized as the skills for principals to create a school collaboration culture (Hargreaves & Fullan, 2012; Hargis, 1995; Choate, Enright, Miller, Poteet, & Rakes, 1995; Henderson & Hawthorne, 2000).

Factor 4: Self-Organization

The dendrogram resulting from clustering indicates that self-organization was the fourth factor of the key competency of CLCs of principals. According to the presenting data in this part of the dendrogram, principals need to have the ability is to manage ongoing professional learning and development. As curriculum leaders, they need to recognize the reality of accountability legislation and professional skills in curriculum reform. They also need to cognize the necessity of self-development, manage themselves to continuously learn, and commit to being learning leaders. The findings also present that principal need to use IT effectively to communicate and perform key work functions, because technology is a special event, which can be a tool for instruction, as a curriculum itself, and also faces rapid changes and developments that strongly influence instruction and curriculum. Keeping pace with the change in technology and learning to use IT is important for the personal development of principals themselves. Whereas self-development or self-management can't do without good time management skills, a strong ego, and confidence in the school curriculum successful as well as to conduct their own professionally. All the above reveal that principals should have the kind of competencies to spontaneously arrange one's professional development and personal manner to work with team members effectively. They can be induced to the skill of Self-organization, regarded as one

of the key competencies of CLCs of principals (Sorenson, Goldsmith, Mendez, & Maxwell, 2011; Wiles, 2009; Ricketts & Ricketts, 2011; Henderson & Hawthorne, 2000; Brubaker, 2004).

Conclusion

Based on the reviewed literature and the qualitative content analysis from available 153 books from three libraries in Thailand, analyzed by coding. The researcher used dendrograms to present the clustering of data. Accordingly, the results of the dendrograms, the final category “skills and knowledge”, and four subcategories “*Knower for Expertise, Skill in Curriculum Development Process, Building a Learning School, and Self-organization*”, become the key competencies of principal curriculum leadership, supported by the academic curriculum leadership and the result of qualitative content analysis, the desirable principal leadership capabilities.

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