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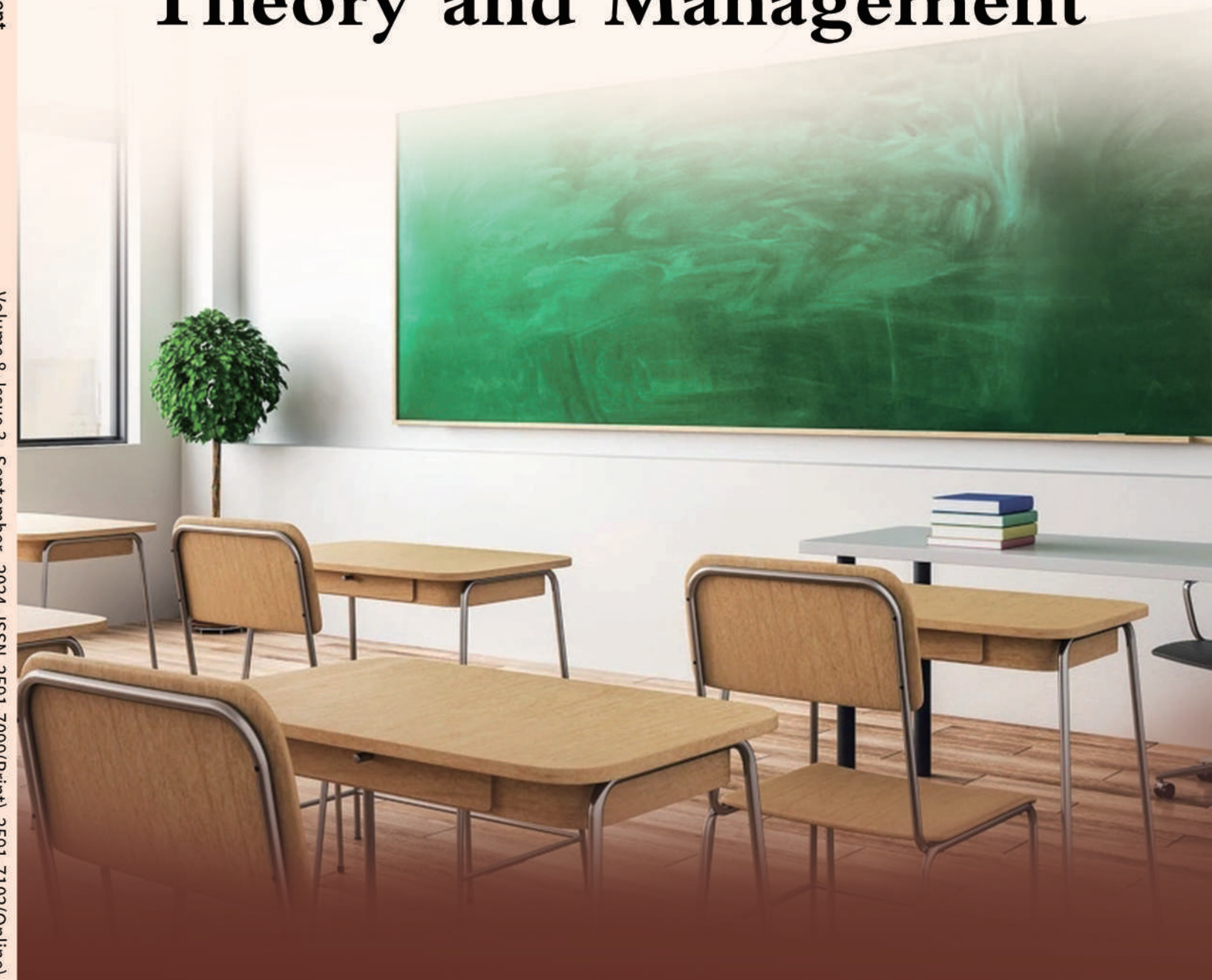
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Editor-in-Chief

Huimin Feng, Wuhan University

CONTENTS

- 1 **A Small-scale Study of Conceptual Metaphors in Casino Advertising**
Lei Pei
- 8 **Construction And Innovation of Ideological and Political Curriculum System in Colleges and Universities Based on Ideological and Political Education**
Yu Ge
- 15 **Research on the Relationship between Elementary School Moral and Legal Education and the Formation of Students' Behavioral Habits**
Suzhen Wang
- 19 **A Brief Discussion on the Impact of New Social Media on College Students' Behavioral Habits and Guidance Strategies**
Mingyang Wu Suhaidah Binti Tahir
- 22 **Research on the Effective Path of Cultivating Students' Independent Learning Ability by Analyzing Blended Teaching**
Xiaona Li Kway Eng Hock
- 28 **Exploration and Practice of Intelligent Teaching Mode of “Integration of Class and Competition” under OBE Concept**
Yun Yu Fanghua Liu Shuanghua Yang Jie Han Han Shao
- 33 **Exploration of “Electrical and Electronic Technology” Course-based Ideological and Political Education (IPE) Integration in Technical Colleges**
Yongchao Luo Ju Huang Zhenjuan Su Yang Xu Jingjing Qiao Guoxiao Li
- 36 **Analysis of Reform Strategies for Marxist Philosophy Teaching in Higher Education Institutions**
Yijia Guo
- 41 **Strategy Analysis of Data Science and Artificial Intelligence to Promote Educational Equity**
Tianhang Zhang
- 44 **The Research on Influencing Factors and Countermeasures of Teacher Career Development in Private Undergraduate Institutions**
Na Li Chao Liu Yi Zhai Tong Bu
- 52 **Reserch on Diversified Teaching Organization Forms——Everyone Is Talented and Everyone Is Wonderful**
Zhende Yang
- 56 **Research on Innovative Approaches of AI-Enabled Interdisciplinary Teaching in *English Writing***
Xue Zhao Fengtao Hao
- 60 **The Role of Education Guidance in Enhancing the Intelligence and Motivation of Village Residents**
Lei Zhang Nan Zhang

A Small-scale Study of Conceptual Metaphors in Casino Advertising

Lei Pei*

Guangdong Vocational Institute of Public Administration, 510545, China

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ABSTRACT

In contrast to traditional linguistics, which views metaphor primarily as a rhetorical device, cognitive linguistics sees it as a fundamental cognitive process inherent to human thoughts. The conceptual metaphor theory, proposed by Lakoff and Johnson, continues to be a subject of intense scholarly debate. Numerous studies have examined conceptual metaphor from various perspectives, but research specifically focusing on advertising discourse is still limited. Advertising is constantly present in our lives, whether we are conscious of it or not. It holds a significant influence in our daily lives and communication. As we know that advertisers tend to make use of metaphors, and an analysis of their usages can provide valuable insights into their role in advertising discourse. The purpose of this paper is to extend the application of conceptual metaphor theory to the unique context of Macau's casino advertising. Through a small-scale study, the author aims to identify types of metaphors used in casino advertising and gain an understanding of how they are strategically employed to attract customers.

1. Introduction

When walking on the streets of Macau, one cannot help but notice the abundance of casino advertisements. Have you ever taken note of the language used in these advertisements or considered how they manage to stand out in such a competitive environment? This is indeed an intriguing topic. Metaphor is a common phenomenon in our life. As Lakoff and Johnson (1980, p.3) putted, "metaphor is pervasive in everyday life, not just in language but in thought and action. Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature"^[4]. In advertising, advertisers inevitably and unconsciously employ plenty of metaphors. Therefore, conducting a study on conceptual metaphors in casino advertisements can enhance our understanding of types of conceptual metaphors used in these advertisements.

1.1 Previous Studies on Conceptual Metaphor in Advertising

A number of scholars abroad have conducted research on advertising, producing significant findings. The earliest study on advertisement could be traced back to 1966 when Leech published his book *English in Advertising*^[6]. This work drew the attention of scholars to the discourse of advertising. However, it was not until the publication of *Metaphors We Live by* by Lakoff and Johnson in 1980 that metaphor was no longer considered a simple rhetorical device, but rather as a mechanism for conveying metaphorical concepts^[4]. As a result, many scholars began to focus on metaphors from a cognitive perspective and applied them to advertising discourse. For example, Leiss, Kline, and Jhally (1990) explored social communication through metaphor in advertising and concluded that met-

*Corresponding Author:

Lei Pei,

Master, teaching assistant,

Research direction: discourse analysis,

Email: 1987376527@qq.com

aphors are a powerful and common strategy utilized by advertisers, serving as the foundation for basic communication forms^[7]. Other scholars have focused on the effects of using metaphors in advertising; Zaltman and Coulter (1995) explained how metaphors in advertising promote and influence consumers' behavior^[12]. Robin Coulter, Gerald Zaltman, and Leith Coulter (2001) examined consumer perceptions of advertising through the lens of metaphor and cross-case analysis, revealing that metaphors in advertising hold a positive value^[2]. Ang and Lim (2006) investigated whether metaphors in advertising have a synergistic or compensatory effect on brand personality perceptions of utilitarian and symbolic products. Their study showed that metaphors could be strategically used to influence brand personality perceptions, particularly for utilitarian products^[1].

In China, Wang Baoling (2011) carried out a comparative study of conceptual metaphors in English and Chinese public service advertisements, exploring the social-cultural factors of conceptual metaphors between Chinese and English^[10]. Yang Zhishang (2017) demonstrated the effectiveness of conceptual integration theory in analyzing metaphorical elements within English advertisements. This essay contributed to the field by proposing a new visual metaphor category and expanding our understanding of conceptual integration in advertising communication^[11]. In her research, Liu Yixuan (2024) explored the cognitive phenomenon of metaphor in the context of English cosmetics advertising. The research analyzed the use of structural, orientational, and ontological metaphors in cosmetics advertisements from European and American brands. The findings revealed that structural metaphor was the most commonly used type, particularly in mapping concrete concepts such as war and journey onto abstract concepts like "repair", "anti-aging" and "whitening"^[8].

1.2 Aim of Study

Although there are a number of articles regarding conceptual metaphors in advertising discourse, there is limited attention given to casino advertising, which remains underexplored. Metaphorical language in advertising is particularly persuasive in conveying the advertisers' sales concepts. Through this small-scale study, the author aims to identify the types of metaphors used in casino advertising and explore how these metaphors convey the message of attracting customers. This will enable customers to gain a better understanding of casino advertisements and develop an informed attitude towards them. Additionally, it may serve as an inspiration and reference for advertising planners, helping them to come up with more creative advertisements in accordance with consumer psychology.

1.3 Research Methodology and Data

As metaphors are commonly utilized in language, the author takes a qualitative approach. This essay assumes that the process of metaphorical thinking involves mappings from the source domain to the target domain. All the examples used in this study have been sourced from two magazines, namely *Macau Essential* and *Macau Business*, as well as from the official websites of the casinos related.

2. Theory of Conceptual Metaphor

2.1 Definition of Conceptual Metaphor

Metaphors are commonly used in our daily lives, such as the saying "knowledge is power" or "customer is king", and even in popular songs like Taylor Swift's lyrics in the song *Cardigan* where she sings "and I feel like when I was an old cardigan". According to Lakoff and Johnson (1980), metaphor is conceptualized as a strictly directional phenomenon that involves thinking of one concept in terms of another. And we tend to comprehend a more abstract and illusive concept in terms of a less abstract and more concrete concept^[4].

2.2 Working Mechanism of Conceptual Metaphor

Semantic conflict serves as the fundamental prerequisite for metaphor. This conflict arises from the juxtaposition of two conceptually distinct domains, creating a tension that is resolved through the comprehension of the metaphor. In other words, the understanding of metaphor involves a cognitive process that reconciles this semantic conflict. In the context of conceptual metaphor theory, mappings refer to the systematic correspondences between the source domain and the target domain. The source domain, rich in structure and associated features, is mapped onto the target domain, thereby imparting new meanings and interpretations. This mapping process is central to the working of metaphor, as it allows us to view the target domain through the lens of the source domain. In simpler terms, mappings serve as bridges that connect a more concrete concept (source domain) to a more abstract concept (target domain). For example, in the metaphor "customer is king", there are mappings from the attributes of a king (authority, privilege, respect, power) to those of a customer. This suggests that customers should be treated with utmost respect and importance.

On the other hand, constraints in mappings refer to the limitations and rules that govern how these mappings are constructed and interpreted. Not all attributes of the source domain can or should be mapped onto the target domain. Constraints ensure that the mappings remain coherent

and meaningful. For instance, while a king has many attributes, only those relevant to understanding “customer” metaphorically are mapped. Attributes like “wearing a crown” or “living in a castle” might not be relevant in this context. Let’s use a conceptual metaphor— “Here, you are royalty” in our data as an example, to analyze the precise mappings between customers and royals.

Table 1. Mappings between You (Customer) and Royalty

Royalty	You
Royals	Customers
Palace	Ordinary Hotel
Supreme Power	Little Power
VIP Service	Common Service
Luxury	Economy
Abandon the Palace	Give up Your Abode

Galaxy Macau (opened in May 2011) is portrayed as a lavish royal palace where customers are treated like royals. They are provided with premium services and luxurious experiences that go beyond mere gambling activities. In the conceptual metaphor “you are royalty,” the idea is to elevate the status of customers by comparing them to royalty, thereby implying a certain level of importance, privilege, respect and power. The mapping between “customer” and “royalty” operates by projecting certain aspects of royalty onto the concept of customers.

Royals to Customers: This analogy puts customers as the central focus, emphasizing that customers should be regarded as the most important figures in the business transaction.

Palace to Ordinary Hotel: This mapping contrasts the luxurious and exclusive atmosphere of a palace with that of an ordinary hotel.

Supreme Power to Little Power: Royals have absolute power. This mapping highlights the asymmetry in power but also emphasizes the need to respect and cater to the customer’s wishes, even if their actual power is limited.

VIP Service to Common Service: This comparison implies that all customers should receive service equivalent to VIP treatment.

Luxury to Economy: The royal lifestyle is often associated with luxury. And this comparison serves as a reminder that even customers on a budget deserve to be treated like royalty.

Abandon the Palace to Give up Your Abode: In a more metaphorical sense, this analogy suggests that when a customer leaves or switches brands/services, it’s comparable to a royal abandoning their palace—a significant and noteworthy event. It emphasizes the importance of entertaining customers and ensuring their satisfaction. As

customers play a crucial role in business activities, they are the ones who support the continuous operation of the business by paying the bill.

Therefore, attracting potential customers and satisfying their needs are essential for the prosperity of businesses.

3. Analysis of Metaphor in Casino Advertising

3.1 Journey Metaphor

Journey metaphors are used frequently in the data collected. The journey metaphor can be seen as a purposeful activity which travels along a path towards a destination, according to Lakoff (1993)^[5]. As the aim of Casino advertisements is to attract potential customers, the advertising itself is a highly goal-oriented activity. Arousing people’s interests in coming to the casino for gambling or for fun is the ultimate goal. Therefore, some certain elements of journey, such as the starting point, destination, traveling speed are quite salient in the following examples.

Table 2. Metaphorical Expressions of Journey Metaphor

METAPHORS OF JOURNEY	
Metaphorical Expressions	journey, start, destination, embark on, discovery, quest, expressway

A. The Starting Point and Destination

When we begin a journey, it is necessary to be clear that where we are heading to. As mentioned before, journey is a goal-oriented activity. Each advertiser sets its target and takes all kinds of ways to appeal to people to leave for the casino. It is clear that, “gamble activity is a journey” and “gamblers are travelers”. For example,

(1) Embark on an alluring journey of fascination that transcends time. (MGM)

In this example, the verb “embark” suggests beginning a trip or a journey. The journey is described as “alluring” and “fascinating”, which are adjectives that evoke a sense of excitement and adventure, encouraging potential gamblers to start this journey. The metaphor implies that going to the casino is like starting a thrilling and captivating journey, where the gambler is the traveler.

(2) Embark on the enthralling journey of discovery that goes beyond time. (MGM)

Similar to the first example, this sentence also uses “embark on a journey” to mean that a journey is about to begin. The journey is described as “enthralling” and a “journey of discovery”, which suggests that going to the casino is not just about gambling but also about exploring and finding something new and exciting. The metaphor implies that the casino offers a journey of exploration and discovery, where the gambler is the explorer or traveler seeking new experiences.

(3) Start on a shining star journey to win. Make your move in the glittering Star World “\$5-million Quest” for fun and prizes. (Star World)

The journey is described as a “shining star journey to win”, which creates an image of a glamorous and rewarding journey. The phrase “5-million Quest” also contributes to the journey metaphor by using the word “quest”, which implies a purposeful journey or expedition in search of something, in this case, the “5-million” prize. The metaphor implies that going to the casino is like embarking on a glittering and rewarding quest or journey, where the gambler is the traveler seeking to win prizes and have fun.

B. Means of Transportation or the Traveling Speed

On the way to the destination, the speed of travelers varies from person to person. Generally speaking, travelers not only desire to arrive at the destination as fast as they can, but also they are in hope of saving strengths and efforts. Based on that, some advertisers promote their speedy service for customers. Such is the case of the advertisement of Grand Lisboa.

(4) Your expressway to the real Macau. (Grand Lisboa)

In this example, the phrase “your expressway” uses the word “expressway”, which is a type of highway designed for fast and efficient travel. By using this term, the advertiser is suggesting that going to the casino (the destination) is like taking an expressway, implying a quick and efficient journey. The metaphor implies that the casino (Grand Lisboa) offers speedy and efficient shuttle buses to reach the destination (the real Macau experience). The use of “expressway” also creates an image of a smooth and effortless journey, which appeals to potential gamblers who may want to enjoy the casino experience without any delays or obstacles.

3.2 Container Metaphor

Table 3. Metaphorical Expressions of Container Metaphor

METAPHORS OF CONTAINER	
Metaphorical Expressions	open, in the details, immerse in, to the heart’s content

People often use metaphors to conceptualize abstract ideas, emotions, and states by associating them with concrete entities, substances, and containers (Mohammed & Jawad, 2023) ^[9]. This cognitive mapping process helps individuals better understand and communicate complex concepts. Ontologically, we humans are independent of the outside world. The body itself is a container which has inside, outside and a boundary. Therefore, we often project this concept into other objects that have in-out

orientation and bounded surfaces, such as houses, palace, and resorts. Even some abstract things like wish, action, romance or beauty are applicable. For instance,

(1) Make all your wishes come true, at the world’s most fantastic destination resort—Galaxy Macau. Now open. (Galaxy Macau)

This advertisement uses the term “open” to describe the casino, which suggests that it is a container that can be opened or accessed. The phrase “now open” emphasizes the idea that the container is available for customers to enter and experience.

(2) Here, you are royalty. Dine to your heart’s content. Savor a stunning selection of pan-Asian and international cuisine. (Galaxy Macau)

This advertisement suggests that the casino is a container that offers no mere dining experiences. The phrase “to your heart’s content” implies that customers can dine within the container of the casino until they are satisfied or content.

(3) Perfection is in the details. Romance is in the details. (MGM)

This advertisement skillfully uses the phrase “in the details” to convey a sense of meticulous attention to every aspect of the casino experience. By presenting perfection and romance offered by MGM, the advertisement invites customers to imagine an environment where even the smallest details have been carefully designed to enhance their enjoyment and satisfaction. The use of “in” not only indicates that these details are a component of the casino experience but also implies a sense of depth and complexity, suggesting that there is much to discover and appreciate beyond the initial impression. Customers are encouraged to seek out its hidden gems and immerse themselves in a truly perfect and romantic experience.

(4) The mirage of Gold. Immerse in the beauty of a legacy. (MGM)

The phrase “immerse in” suggests that the customer is entering or being fully engaged in golden vibe of the casino. Similarly, the term “beauty of a legacy” conveys that the casino offers a captivating and perhaps historically unforgettable experience for customers to completely involve themselves in.

3.3 Human Metaphor

Table 4. Metaphorical Expressions of Human Metaphor

METAPHORS OF HUMAN	
Metaphorical Expressions	embrace, touch, enchant, take...breath away, embolden, performance

Humans are intelligent beings capable of thinking and acting. Our understanding of the world around us is de-

rived from our physical bodies, which serve as tools for perceiving and comprehending the surrounding environment. As Kovecses (2002, p.157) puts, “abstract complex systems are conceptualized metaphorically as persons”^[3]. Therefore, products or services in advertisements could be portrayed as human beings. Human beings serve as the source domain, while products or services represent the target domain. The use of human metaphors allows us to attribute human characteristics to non-animated products or services, making it easier for us to comprehend them. The data collected suggest that there are a number of examples of human metaphors present in advertising. Here are two of the most typical ones.

(1) An opera for your eyes. A drama of colors to embrace your soul and petals to touch your heart. (MGM)

This advertisement uses the phrases “embrace your soul” and “touch your heart” to suggest that the product or service is like a human being that can provide emotional comfort or connection. The verbs “embrace” and “touch” imply physical contact or intimacy, which is typically associated with human relationships.

(2) The glory of gold. Spectacle to take your breath away. Colors to enchant you. Drama to embolden your spirit. (MGM)

This advertisement uses the phrases “take your breath away”, “enchant you”, and “embolden your spirit” to convey the idea that the product or service has a human-like ability to evoke strong emotions and inspire confidence. The terms “take your breath away” and “enchant” suggest a feeling of wonder or fascination, while “embolden” implies a sense of courage or bravery.

3.4 War Metaphor

Table 5. Metaphorical Expressions of War Metaphor

METAPHORS OF WAR	
Metaphorical Expressions	escape, irresistible, win, prize

Although the majority of individuals in today’s society have not directly experienced the harsh war, exposure to television programs, movies, and news coverage has made us familiar with the concept of warfare. It is therefore not surprising that certain metaphorical expressions of war are strategically employed by advertising planners as a means to achieve success. Through advertising tactics, various casinos use distinct marketing strategies in order to attract customers and outshine their competitors. By doing so, they aim to establish themselves as the preferred choice for consumers. This parallel between war and advertising activities becomes evident when considering that a war necessitates at least two opposing parties. In this case, dif-

ferent casino advertisers represent the different parties involved in a “battle” of advertising tactics; and each striving to outperform their opponents using strategic methods similar to those employed during war.

A. Strategies of War

Strategies play a crucial role in achieving victory in war. Similarly, advertisers must carry out appropriate strategies to accomplish their advertising goals. In today’s market, consumers are more discerning and careful when selecting products or services, which compels advertisers to make every effort to meet the needs and demands of customers.

(1) Escape to Asia’s newest and most spectacular resort... With three world class hotels, over 50 irresistible dining venues... (Galaxy Macau)

This advertisement uses the phrase “escape to Asia’s newest and most spectacular resort” to suggest that the resort is a place where customers can escape from their daily routine and enjoy a peaceful moment. The verb “escape” implies a sense of fleeing or avoiding something undesirable, which is a common strategy in war. The phrase “irresistible dining venues” implies that the resort has an advantage over its competitors, which is similar to having a strategic advantage in war.

(2) More than just a company that makes casino machines, KONAMI creates escape, joy and delight. (KONAMI)

Similar to the first example, it uses the phrase “creates escape, joy and delight” to suggest that KONAMI’s products provide customers with a sense of relief or escape from their daily chores. The advertising process is conceptualized as a war in which the advertiser must use strategies to defeat competitors and capture the attention and loyalty of customers. Sometimes escape can be a good strategy to defeat rivals, as the thirty-sixth stratum in *Sun Tzu’s Art of War*—“decamping being the best; running away as the best choice”. Advertisers rely on persuasive language and appealing imagery to differentiate themselves from competitors to gain the upper hand, similar to the way a military commander uses strategies to gain an advantage over enemy forces.

B. Results of War

As in a war, it is certain that there will be winners and losers. It is also true for gambling activities: the winner takes all. In ancient time, spoils of war are the trophies of victory; while in gambling activity, prizes or rewards are awarded to those who achieve the best results. The following examples would serve to show that:

(3) Start on a shining star journey to win. Make your

move in the glittering Star World “\$5-million Quest” for fun and prizes. (Star World)

This advertisement uses the phrase “start on a shining star journey” to suggest that the competition or gambling activity is an exciting quest in which participants have the opportunity to win prizes. The term “win” conveys a sense of triumph and achievement, which is a common outcome in warfare. As mentioned earlier, the phrase “\$5-million Quest” implies that the competition or gambling activity is a historic event with a valuable prize, similar to a war with valuable treasures or spoils.

(4) Spending of Mop 500 or above to play instant draw, and have a chance to win 5 nights free stay at Sofitel Bangkok, Shanghai & Macau. (Ponte16 Resort Macau)

Like the previous example, this advertisement uses “have a chance to win” to indicate a prize for the winner. “Win” suggests victory or success and the “5 nights free stay” prize signifies a valuable reward.

3.5 Star Metaphor

Stars always appear in the dark clear sky, lighting up the night sky and providing guidance for human beings. In advertising, the metaphorical use of “star” represents something that can bring luck, hope, and direction to customers. This metaphor is rooted in the cultural association of stars with positive qualities such as luck, brightness and beauty. For instance, a lottery advertisement might utilize the phrase “your lucky star is shining” to imply that playing the lottery can lead to good fortune.

Table 6. Metaphorical Expressions of Star Metaphor

METAPHORS OF STAR	
Metaphorical Expressions	star, shine, shining, glittering

(1) Star World, my shining star. When I step into the Star World, I shine like a star. (Star World)

This example uses the metaphorical expression “shining star” to suggest that the “Star World” is a place where people can feel special, important, and successful, just like a shining star in the sky. The phrase “I shine like a star” implies that being in the Star World gives the attendee a sense of confidence, self-worth, and recognition, just like a star or celebrity that is visible and admired by many. This example uses the conceptual metaphor of a star to convey the idea of success, recognition, and personal fulfillment.

(2) Make your move in the glittering Star World “\$5-million Quest” for fun and prizes. (Star World)

In this example, the metaphorical expression “glittering Star World” is used to convey the idea that the “Star World” is a place filled with excitement, glamour, and

wealth, much like a bright and sparkling star. The phrase “\$5-million Quest” suggests that there is a precious reward or prize to be obtained in the Star World, similar to how a star representing a valuable and desirable goal.

3.6 Nature Metaphor

Table 7. Metaphorical Expressions of Nature Metaphor

METAPHORS OF NATURE	
Metaphorical Expressions	tropical oasis, smell

With the concept of harmonious coexistence between humans and nature gaining attention, there is an increasing awareness of the significance of nature. A tranquil place with stunning scenery and picturesque surroundings is preferable to other places. In the following examples, the image of “tropical oasis” is used.

(1) Escape to Asia’s newest and most spectacular resort and experience the unforgettable pleasures of a tropical oasis. (Galaxy Macau)

It is known that Macau is located in a tropical area, and the weather can be burning hot in summer. In this example, the metaphorical expression “tropical oasis” is used to suggest that Galaxy Macau is a place for relaxation, coolness, and escape from the daily stresses of life, just like a tropical oasis in the desert. The image of a tropical oasis is associated with pleasant weather, lush greenery, and a sense of relaxation, which is what Galaxy Macau is striving to provide for its guests.

(2) Asia’s biggest slot jackpot. Starting at HK\$50,000,000. Life-changing jackpots. I love the smell of money. (Megabucks)

This example uses the metaphorical expression “money is a plant/flower” to suggest that money has a certain fragrance or scent that is desirable and alluring, just like a fragrant plant or flower. The sentence “I love the smell of money” implies that the speaker finds money to be beautiful and desirable, just like a pleasant scent that is enjoyable to breathe in.

3.7 Family Metaphor

Table 8. Metaphorical Expressions of Family Metaphor

METAPHORS OF FAMILY	
Metaphorical Expressions	home

As the age-old saying goes, “there’s no place like home.” Home is where the heart finds peace, a place that holds a piece of heart, a sanctuary where each person can find coziness amidst the hustle and bustle of daily life. The example below would serve to show that:

Come home with us to Macau. (Grand Lisboa)

This example uses the metaphorical expression “home” to convey the idea that Macau Grand Lisboa is a place of comfort, warmth, and familiarity, much like one’s own home. It seems to stand as a beacon of hospitality, inviting travelers from near and far to for a homey sleepover. The phrase “come home with us” convey the idea that Macau Grand Lisboa is more than a common hotel—it is a place where customers can feel connected and part of a community, like being with their own family. This metaphorical expression helps to create a sense of emotional connection between the hotel and its customers, making it more appealing and inviting to potential customers.

4. Conclusion

After a thorough examination and analysis of conceptual metaphors in casino advertising, this study reveals that metaphors are widely used in this genre of advertising. The majority of advertisements feature at least one conceptual metaphor, with some even containing multiple metaphors. These metaphors are strategically employed in various contexts to effectively communicate complex ideas and emotions in an engaging manner. The analysis emphasizes the effectiveness of conceptual metaphors as a means of establishing emotional connections between speakers and their audience, as well as between products or services and potential customers. Prominent conceptual metaphors employed by casino advertisers include the journey metaphor, container metaphor, war metaphor, human metaphor, star metaphor, nature metaphor, and family metaphor. It is noteworthy that the first three metaphors constitute a significant portion of those metaphors used. Additionally, the study highlights the utility of mappings in cultivating positive perceptions of casinos. Advertisers apply these inherent mappings to our cognition during the interpretation of advertisements to attract potential customers to casinos. However, it is reasonable to acknowledge the limitations of this study. Firstly, the quantity and diversity of the data collected were not extensive enough, as all advertisements were sourced either from magazines or the official websites of the studied casinos. Secondly, there may have been a small amount of subjectivity involved in data analysis. Furthermore, this study solely relied on Lakoff and Johnson’s conceptual metaphor theory. However, adopting a four-space blending model instead of two-domain mappings in the conceptual blending theory might offer a deeper insight into the audience’s cognitive

processing of casino advertisements. Future research could explore a combination of these two theories for a more comprehensive analysis. Despite these limitations, it is hoped that this study provides valuable insights into casino advertising and may stimulate further scholars’ interest in this specific discourse.

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Construction And Innovation of Ideological and Political Curriculum System in Colleges and Universities Based on Ideological and Political Education

Yu Ge*

Beijing Institute of Fashion Technology, Beijing, 100029, China

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ABSTRACT

The aim of this research is to delve into the development and refinement of a curriculum focused on ideological and political education, rooted in the principles of Party-building. The study underscores the importance of merging theoretical knowledge with practical application, guided by innovative pedagogical approaches aimed at producing individuals with robust political consciousness and moral integrity, who are poised to become the next generation of socialist leaders and inheritors. This paper scrutinizes the strategies employed by higher education institutions to develop a curriculum system that places Party-building and ideological education at its core. By instituting a multi-layered and all-encompassing curriculum, the emphasis is on the synthesis of theory with practice. Students are motivated to integrate their academic insights through the examination of case studies and engagement with practical scenarios, thereby narrowing the divide between theoretical understanding and its practical application. In addition, educational institutions are increasingly incorporating cutting-edge technologies to invigorate teaching methods, thereby heightening student involvement and the efficacy of the courses. Concurrently, a comprehensive evaluation framework is being formulated to gauge students' proficiency in ideological and political realms, which is instrumental in nurturing their holistic development. The discoveries of this research yield significant insights and propose strategies for the ongoing enhancement of ideological and political education at the university level. It advocates for the continuous evolution of educational practices to meet the evolving needs of cultivating socially responsible and politically astute leaders.

1. Introduction

The significance of ideological and political education in universities cannot be overstated, as it plays a crucial role in molding the ideological and political insights of students. The development and innovation of this subject

are essential for maintaining educational excellence and cultivating top-tier talent. Despite its importance, the current curriculum is confronted with several obstacles, including obsolete content and teaching strategies that do not align with modern expectations, highlighting the need for immediate transformation and creative approaches.

*Corresponding Author:

Yu Ge,

Female, lecturer, Master student, master of Law,

Research direction: Ideological and political education,

Email: 20140026@bift.edu.cn

Higher education establishments are urged to explore the concept of Party-building within the context of ideological and political education to carve out fresh avenues for curriculum development and innovation. This exploration entails the rejuvenation of course material, the integration of novel pedagogical techniques, and the strengthening of the educational workforce. Such initiatives are designed to increase the allure and impact of ideological and political education, while also fostering students' capacity for innovative and practical thinking, which is in sync with the evolving demands of society. Innovation in practice stands as a fundamental element in the establishment of a strong ideological and political curriculum within tertiary institutions. Universities should be at the forefront of trying out innovative teaching methodologies and tools to encourage ongoing enhancement and adaptation of the curriculum. Through these efforts, educational institutions can ensure that their ideological and political education stays current and adaptive to the shifting landscape, thereby aiding in the holistic growth of students.

2. The basic concepts and principles of ideological and political education in Party building

2.1 Adhere the leadership core of the Party and lead the ideological and political direction

The core of Party ideological education is to affirm the leadership of the Communist Party of China, a principle that solidifies its ideological authority. This foundational aspect of education ensures the Party's political direction is consistently upheld throughout the educational journey, ensuring that educational content, methods, and goals are in harmony with the Party's principles. This harmony is not only a political necessity for ideological education but also an essential factor for its effectiveness.

Enhancing ideological guidance requires guiding students to deeply understand and master the Party's innovative theories, instilling correct values and solidifying political convictions. This is achieved through thorough theoretical interpretation and practical guidance. The synergy between the Party's leadership and ideological guidance propels the comprehensive development of ideological and political education, offering strong support for the growth of new generations ready to take on the responsibility of national rejuvenation.

In essence, the Party's ideological education is about reinforcing its thought leadership as the fundamental principle of its educational strategy. It is about ensuring that the educational process is guided by the Party's political direction, which is vital for both the political integrity and the effectiveness of the education provided. By deeply

integrating the Party's leadership with the educational mission, ideological education is not only able to advance comprehensively but also to prepare a new generation with the necessary ideological and political fortitude to contribute to the nation's revival.

2.2 Integration of theory and practice to strengthen the effectiveness of education

The integration of theory and practice is a cornerstone of party-building within the realm of ideological and political education. This approach is committed to transforming the Party's theoretical advancements into tangible skills for addressing real-world issues. When crafting the curriculum for ideological and political studies, it is crucial to balance the genuine requirements of students with the evolving needs of society. This balance ensures that the curriculum is both theoretically rich and practically instructive.

Incorporating case studies, social engagement, and a variety of pedagogical techniques allows students to explore the Party's theoretical innovations deeply. This exploration enhances their ability to apply theoretical insights to practical situations. Such educational strategies not only stimulate students' passion and initiative for learning but also prepare them to be innovative thinkers and skilled practitioners within the socialist framework.

In the ongoing development of the ideological and political curriculum, it is vital to adhere to the principle of combining theory with practice. This adherence is key to propelling the continuous innovation of ideological and political education. By doing so, the curriculum remains dynamic and relevant, fostering a generation of socialist builders and successors who are adept at applying theoretical knowledge to solve contemporary challenges effectively. This commitment to innovation ensures that the education system remains responsive to both the theoretical and practical dimensions of societal progress.

2.3 Innovate ideological and political education methods and enhance the charm of education

In response to the changing needs of the era and to align with students' educational inclinations, the approach to ideological and political education within the framework of party building is in dire need of ongoing innovation. By harnessing the power of contemporary information technology, educators are empowered to employ online educational platforms and a variety of multimedia resources. This allows them to transform intricate theoretical knowledge into captivating audio-visual content, thereby enriching the substance and presentation of teach-

ing materials, and making ideological education more relatable to the everyday lives of students.

Moreover, it is imperative to emphasize the importance of student involvement and active participation. The incorporation of interactive teaching strategies, including group discussions and role-playing activities, provides students with a direct encounter with the charm of ideological education, sparking their interest in learning. Such innovative measures not only elevate the attractiveness and efficacy of ideological education but also cultivate a new generation of socialist constructors and inheritors. These individuals are characterized by an enhanced political consciousness and a spirit of innovation. This approach ensures that the education remains relevant and engaging, preparing students to contribute effectively to the development of socialism with a modern perspective.

3. Analysis of the current situation of the ideological and political curriculum system in colleges and universities

3.1 The course content lags behind the era, and the demand matching degree is low

In today's universities, a significant concern arises from the entrenched and unchanging nature of educational programs. The curriculum often remains within the confines of established political doctrines, insufficiently capturing the evolution of contemporary society or meeting the authentic demands of students and the strategic imperatives for national advancement. This gap between academic teachings and practical life experiences diminishes students' engagement and interest, thereby undermining the educational process's efficacy.

In our globalized era, characterized by a complex and ever-shifting international environment, the role of university education is to cultivate students' global outlook and their skills in cross-cultural dialogue. Regrettably, the existing curriculum is deficient in these critical areas, lacking the essential scope and depth. There is an immediate necessity for the educational content to be revitalized and broadened to encompass subjects that resonate with contemporary times, resonate with student interests, and align with the developmental aspirations of the nation. Through such an approach, institutions of higher learning can equip their students with a cosmopolitan mindset and the competencies to thrive and make meaningful contributions in our multifaceted, interconnected global community.

3.2 Lack of innovation in teaching methods and outdated methods

In the realm of higher education, the prevailing educa-

tional strategies for ideological and political instruction are often rooted in conventional, one-dimensional formats, predominantly featuring a teacher-centric pedagogy. Such an approach frequently falls short in terms of interactivity and creativity, leading to a passive educational experience that does not stimulate students' interest in the subject.

The rapid progress in information technology and the rising popularity of innovative teaching methods, such as multimedia and online platforms, have not been swiftly embraced by these ideological and political courses. These modern tools have the capacity to greatly enrich the learning experience by expanding the range of educational material and enhancing teaching efficacy. Yet, their incorporation into the curriculum for ideological and political education is still quite restricted.

To tackle this challenge, there is an immediate necessity to concentrate on the investigation and implementation of innovative teaching strategies that are more in tune with the goals of ideological and political education. These strategies should aim to pique student interest and elevate the caliber of teaching.

Moving forward, it is essential for academic institutions to make the innovation and transformation of teaching methods in ideological and political courses a priority. They must fully utilize the capabilities of contemporary educational technologies to develop interactive and captivating learning environments. This approach will enable them to more effectively nurture students with critical thinking and innovation skills, preparing them with the competencies required to succeed in a dynamically changing world.

3.3 Practical teaching link is weak, and the practical operation ability is weak

The essence of ideological and political education is not confined to the dissemination of theoretical concepts; it aims for the comprehensive enhancement of students' abilities and overall personal development. Despite this, the practical dimension of such education in many universities is often inadequate. The lack of adequate facilities and skilled educators impedes students from bridging the gap between academic learning and its practical application in real-world scenarios and professional settings. Even when some institutions attempt to integrate practical elements into their curriculum, these efforts frequently lack the necessary depth and substance, thereby failing to significantly improve students' practical competencies.

The integration of practical teaching is vital for the ideological education process, as it enables the translation of theoretical insights into tangible skills and contributes to the overall quality of students. To bridge the existing gap, it is imperative for universities to elevate the status

of practical teaching within their ideological courses. This requires a strategic increase in financial resources, the refinement of the practical teaching framework, and the creation of diverse opportunities and platforms for students to engage in practical experiences. The goal is to ensure that ideological education is thorough and impactful, with the ultimate aim of nurturing individuals who are not only politically conscious but also possess robust practical skills, ready to serve as the next generation of socialist contributors and leaders.

3.4 The evaluation system is still less scientific and less perfect

The university's ideological and political course assessment system is critical for improving educational effectiveness, yet it has its shortcomings. Predominantly, it leans on a single evaluation approach that disproportionately values written test scores, potentially neglecting the assessment of students' critical thinking, creativity, and other essential competencies. Additionally, the evaluation metrics lack the required clarity and precision, which can diminish the scientific integrity and impartiality of the process, thus making it difficult for the outcomes to genuinely represent the students' abilities and the quality of their education.

The prevailing assessment model in these university courses often prioritizes theoretical knowledge assessment, while the application of knowledge in practice and the evaluation of overall quality are not given as much importance. This method can lead students to concentrate more on exam-taking tactics instead of thoroughly grasping the ideology's content and its practical significance. To tackle these challenges, the evaluation system needs to be more standardized and objective to reduce the influence of subjectivity and unpredictability on the outcomes.

4. Construction mode of ideological and political curriculum system of ideological and political education in colleges and universities

4.1 Establish the ideological and political core of the Party building and build the teaching system

Incorporating the party's educational philosophy at the heart of college curriculum development is vital for shaping the academic offerings. A deep comprehension of the party's ideological education's foundational theories, key concepts, and value goals is imperative. These principles must underpin the curriculum's framework, guaranteeing that each subject matter reflects the spirit and aims of the party's ideological teachings.

Ensuring that the course material is in harmony with

the party's progressive theories, guidelines, and the core values of socialism is of paramount importance. The curriculum should also be reflective of the present age and anticipate future developments, integrating the latest theoretical insights and practical lessons from the party's experience into the educational process. This strategy ensures that the content remains relevant and synchronized with the evolving times, creating a curriculum that is both in tune with the party's educational directives and responsive to the current challenges faced by students.

The ultimate goal is to construct a comprehensive and era-relevant suite of college courses that lay a solid groundwork for nurturing individuals with a profound sense of political responsibility and exemplary qualities, who are poised to become the next generation of socialist contributors and leaders.

4.2 Strengthen the combination of theory and practice, and deepen the teaching methods

Integrating theory with practice is crucial in crafting the ideological and political curriculum in universities. Educators should connect academic ideas with practical applications through the use of case studies, sociological research, and practical activities. Such an educational method not only deepens students' understanding of theory through hands-on experiences but also stimulates their educational interest and their ability to engage practically and think innovatively.

Encouraging active engagement in practical exercises allows students to identify, analyze, and solve problems, which in turn strengthens their understanding of theoretical concepts. There is also a need to develop students' comprehensive skills, including their ability to collaborate, communicate, and think critically, to produce well-rounded individuals.

By adopting a teaching approach that combines theory with practice, educational institutions can create a curriculum that focuses on both knowledge transfer and skill development. This comprehensive educational model is key to producing outstanding talents who are ready to face the challenges of the contemporary world.

4.3 Innovate ideological and political teaching methods and enrich teaching methods

Transforming the educational strategies for ideological and political education is essential to improve the quality of courses. Higher education institutions should actively adopt modern teaching techniques, including online learning and the use of multimedia, to broaden the scope of instruction and deepen the educational experience. The shift

to digital education transcends the limitations of time and space, providing students with the flexibility to engage with ideological and political materials at their leisure. Multimedia in education brings theoretical concepts to life through visual and auditory means, making them more relatable and understandable.

Moreover, colleges and universities should leverage Internet technology to create a blended learning environment that combines online and offline teaching. Online classrooms provide a plethora of resources and interactive platforms that are user-friendly, while in-person classes ensure immediate interaction and personalized guidance between teachers and students. This mixed methodology not only enhances the effectiveness of teaching but also encourages self-directed learning and the development of collaborative skills among students.

By persistently exploring and trying new teaching methods, educational institutions can offer more impactful and efficient ideological and political education. This approach is designed to cultivate individuals with a keen political consciousness and well-rounded capabilities.

4.4 Build a multiple evaluation system to improve the teaching quality

Crafting a comprehensive and unbiased assessment model for ideological and political education is imperative to uphold curriculum integrity. It is vital for higher education institutions to devise a fair and multi-dimensional evaluation system that gauges students' academic performance and overall development. This system should span various aspects, including class participation, assignment completion, and practical engagement, to offer a true reflection of students' learning experiences and growth.

Throughout the assessment, it is crucial to emphasize the scientific and rational basis of the evaluation criteria to ensure the results are objective and equitable. Moreover, transparency in the process is essential, giving students insight into the standards and methods used, which helps them concentrate on improving their educational achievements.

By implementing a holistic evaluation mechanism for ideological and political courses, universities can more accurately measure student performance, offering tailored guidance and support. This strategy not only elevates the educational experience but also cultivates students' independent learning abilities and overall proficiency, establishing a solid platform for their future pursuits.

4.5 Strengthen the construction of teachers and strengthen the teaching level

To develop an effective educational curriculum, the

proficiency and excellence of educators are crucial. As key figures in shaping students' beliefs, it is essential to focus on their comprehensive development. This includes ongoing professional development for current educators and continuous learning to improve their understanding of political theory, enhance their professional skills, and refine their teaching techniques. The aim is to enable them to convey educational material in a manner that is both clear and captivating.

In parallel, higher education establishments must actively seek out educators who are experienced in ideological and political instruction and possess strong academic backgrounds. By doing so, they can diversify and elevate the quality of their teaching staff, which in turn, strengthens the institution's educational prowess.

Additionally, instituting a well-structured and rational incentive system is essential. By offering rewards for teaching excellence and support for scholarly research, educators are motivated to participate actively in curriculum development and to innovate in the field of ideological and political education. They are encouraged to persistently seek out fresh teaching strategies and methodologies. A robust incentive system not only invigorates educators' enthusiasm for their work but also supports the evolution of ideological and political education. Ultimately, this process aims to nurture a generation of individuals with high moral standards and unwavering beliefs, contributing positively to society.

5. Innovative practice of ideological and political curriculum system in colleges and universities

5.1 Optimize the course content and strengthen the era and practicality

In the realm of higher education, the evolution of the ideological and political curriculum is paramount, and it should be initiated by invigorating the content of the course. It is crucial to keep the curriculum current with the inclusion of the most recent theoretical developments and the policies of the Party. This practice ensures that the curriculum remains pertinent and lively. Simultaneously, establishing robust connections between academic study and practical situations is vital. This can be achieved through the use of case studies and fieldwork, which can lead to a more direct and in-depth understanding of the application of ideological and political theories.

Furthermore, the curriculum must focus on the integration of knowledge from various disciplines, tapping into the latest research and insights from other fields. This strategy expands the intellectual vistas of students and

deepens the breadth and depth of their thinking. These innovative measures not only add richness to the content of ideological and political education but also improve the quality of teaching. They lay a solid groundwork for nurturing individuals who are well-rounded and of high quality.

5.2 Innovate teaching methods and means to stimulate students' initiative

Innovation in the realm of ideological and political education is not just about enriching the curriculum; it's about a fundamental shift in teaching strategies. It's imperative for higher education to move beyond traditional, uniform teaching methods and embrace a diverse and interactive approach to instruction. This involves stimulating students to take an active role in their educational experience, encouraging them to engage in collaborative dialogues, role-playing exercises, and simulations based on real-world scenarios. Such activities are designed to spark their initiative and foster their creative thinking.

Simultaneously, the integration of modern information technology is essential for creating an educational setting that is both immersive and vibrant. Utilizing digital learning platforms and a variety of multimedia tools can significantly boost student participation and interest, thereby improving the effectiveness of ideological education. This method not only makes learning more engaging but also strengthens the educational impact.

Furthermore, this innovative educational model cultivates students' abilities in teamwork and innovation, laying a solid groundwork for their all-around growth. By transitioning to a more dynamic and inclusive teaching style, higher education can better prepare students for the challenges of the future, equipping them with the skills necessary to thrive in a rapidly evolving world.

5.3 Expand the practical teaching links, and deepen the theory and practice

In the realm of educational innovation, the integration of practical teaching within academic curricula is of paramount importance. It is imperative for institutions of higher learning to recognize and embrace this significance, leading to a strategic enhancement of practical teaching components within their programs. To achieve this, a well-crafted array of practice projects must be developed, aimed at fostering a range of skills and experiences, including social research, volunteer work, and innovation endeavors. Such initiatives are designed to offer students a wealth of hands-on opportunities that extend beyond the classroom.

Engaging in these practical activities allows students to immerse themselves in the realities of society, thereby enriching their understanding and application of ideological and political theories. These experiences are not just academic exercises; they serve to deepen the students' comprehension of theoretical concepts and how they can be applied in real-world scenarios.

Moreover, educators have the responsibility to seamlessly integrate practical teaching with theoretical instruction. This integration ensures that both aspects of learning are not only harmonized but also mutually reinforcing. By doing so, students are not only equipped with a solid foundation of theoretical knowledge but are also given the chance to hone their skills and elevate their competencies through practical application.

The ultimate goal is to create an educational environment where the interplay between theory and practice is not only acknowledged but actively promoted. This symbiotic relationship between learning and doing is essential for the holistic development of students, enabling them to emerge as well-rounded individuals who are capable of contributing meaningfully to society. Through this approach, the educational system can cultivate a new generation of thinkers and doers who are adept at applying their knowledge to effect positive change in the world.

5.4 Build a multiple evaluation system to comprehensively evaluate students' quality

Innovation in the evaluation system is essential for enhancing the practical components of ideological courses. Traditional evaluation methods, which predominantly rely on test scores, often fall short in capturing the full spectrum of a student's comprehensive qualities and capabilities. To address this, it is imperative to construct a more varied and nuanced evaluation framework.

This new system should take into account a range of factors, including classroom participation, the quality of homework submissions, engagement in practical activities, and the demonstration of innovative skills. By incorporating these elements, the evaluation process can offer a more holistic and unbiased assessment of a student's learning outcomes and developmental progress.

The adoption of such an evaluation system serves a dual purpose. It not only motivates students to pursue well-rounded development but also furnishes educational institutions with precise and dependable data on student performance. This data is invaluable for informing and driving educational reforms that are both effective and responsive to the evolving needs of students.

Furthermore, it is critical to ensure that the evaluation process upholds principles of fairness and objectivity. This

is essential for maintaining the integrity and trustworthiness of the evaluation outcomes. By doing so, the system provides a robust foundation for the ongoing evolution and advancement of ideological and political education.

In essence, a diversified evaluation system is not just a tool for measuring student performance; it is a catalyst for educational innovation. It encourages a culture of learning that values not just academic achievement, but also personal growth and the development of critical skills. By focusing on these broader aspects of education, institutions can better prepare students for the challenges of the future and contribute to the cultivation of a more informed and capable society.

5.5 Strengthen the construction of the teaching staff and improve the level of ideological and political education

The advancement of innovative practices within ideological and political courses is inextricably linked to the expertise of a distinguished faculty. It is imperative for academic institutions to prioritize the professional growth of educators in these fields, ensuring their ongoing enhancement in political acumen, pedagogical proficiency, and overall teaching competence through consistent training and educational initiatives.

Simultaneously, there is a call for educators to engage proactively in the development and reform of the curriculum, harnessing their initiative and creativity to infuse the curriculum with fresh energy and innovative approaches. This active involvement is key to revitalizing the educational experience and fostering a dynamic learning environment.

Furthermore, the recruitment of skilled professionals is a strategic move for colleges and universities. By enriching the pool of educators and refining the composition of the teaching staff, these institutions can bolster their collective instructional capabilities. These measures are designed to fortify the foundation of talent necessary for the innovative practice of ideological courses, thereby propelling the ongoing evolution of ideological education.

The emphasis on faculty development and the strategic acquisition of talent are not isolated efforts but are part of a comprehensive strategy to ensure that the ideological curriculum remains vibrant, relevant, and effective. By investing in the professional development of educators and augmenting the teaching staff with diverse expertise, academic institutions can provide a robust support system for the innovation of ideological courses. This, in turn,

lays a solid groundwork for the continuous enhancement and advancement of ideological education, ensuring that it remains a dynamic and influential force in the academic landscape.

6. Conclusion

The development and innovation of university-level ideological and political curricula, grounded in the principles of party-building ideological and political education, are crucial for enhancing the caliber and impact of such educational initiatives. Historically, the integration of party-building into ideological and political education has yielded significant achievements within the higher education sector. However, challenges persist, underscoring the necessity for ongoing curriculum innovation.

In this context, educators play a pivotal role, drawing on the guidance of party-building ideologies to deepen their comprehension of the subject matter. They must emphasize the interplay between theoretical knowledge and practical application, thereby fortifying the relevance and efficacy of their teachings. Concurrently, there is a pressing need to bolster the faculty's development, aiming to elevate the pedagogical proficiency and innovative capabilities of instructors.

The ultimate goal is to cultivate a high-caliber ideological and political curriculum that serves as a robust foundation for nurturing well-rounded socialist builders and successors. This involves the comprehensive development of moral, intellectual, physical, aesthetic, and labor education. With sustained dedication, the creation of contemporary, scientifically sound, and impactful curricula can be realized, offering formidable support for the holistic development of future generations.

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Research on the Relationship between Elementary School Moral and Legal Education and the Formation of Students' Behavioral Habits

Suzhen Wang*

Tsinghua University Affiliated Primary School, Beijing, 100084, China

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ABSTRACT

This study focuses on the practical effects of moral and legal education in elementary schools, examining its role in shaping students' behavioral habits and how optimizing educational methods and content can more effectively promote students' holistic development. The article systematically analyzes the goals, methods, and outcomes of moral and legal education, delving into the interaction mechanisms between education and behavioral habits. Additionally, it proposes further optimization strategies. This research not only deepens our understanding of the essence of moral and legal education but also provides valuable insights for policymakers, teachers, and parents. It aims to drive the reform and innovation of moral and legal education, ultimately enhancing the overall quality of students.

1. Introduction

In today's rapidly changing society, elementary education bears the responsibility of cultivating future citizens. Among its various aspects, moral and legal education (MLE) has gained unprecedented significance. This form of education is crucial for shaping students' values, sense of norms, and social responsibility, which are fundamental to the development of good behavioral habits. However, the intrinsic connection and mechanisms between MLE and the formation of students' behavioral habits remain a topic worthy of deep exploration in the field of education. Thus, an in-depth exploration of the relationship between elementary school MLE and the cultivation of students' behavioral habits is of profound importance.

2. The Essence and Objectives of Moral and Legal Education

2.1 Conceptual Analysis of Moral and Legal Education

As a crucial component of the basic education system, moral and legal education (MLE) integrates both moral and legal instruction with the goal of cultivating students' moral qualities and legal awareness^[4]. Unlike traditional subject knowledge, MLE emphasizes interactive teaching methods, such as scenario simulations and role-playing. These methods enable students to experience and internalize values like justice, responsibility, and respect, ultimately transforming these values into personal behavioral norms.

*Corresponding Author:

Suzhen Wang,

Female, master's degree,

Research direction: Primary school moral education research,

Email: 928789837@qq.com

2.2 Educational Objectives

At the elementary school stage, MLE aims to shape students' behavioral habits and foster their comprehensive development. The specific educational objectives are as follows:

Establishing Correct Values: MLE seeks to cultivate students' understanding of social ethics, family values, and personal character. It aims to teach students to respect others, be honest and trustworthy, and work collaboratively.

Enhancing Legal Awareness: The goal is to familiarize students with basic laws and regulations, helping them understand the importance of legal rules in maintaining social order. This involves developing an awareness of the need to adhere to the law and uphold fairness and justice.

Developing Critical Thinking: MLE encourages students to think independently and analyze problems from multiple perspectives. It aims to cultivate their ability to discern right from wrong and to develop a sense of independent judgment.

Promoting Social Adaptability: Through team activities and social practices, MLE aims to enhance students' abilities to interact with others and solve problems. This objective is intended to facilitate their social integration and adaptability.

2.3 Theoretical Foundations

Albert Bandura's social learning theory underscores the role of observational learning and imitation in behavior formation. According to Bandura, individuals can learn new behaviors by observing others and their consequences, without direct personal experience^[1]. In the context of MLE, teachers often act as role models by demonstrating positive behaviors such as honesty and tolerance. This approach guides students to emulate these behaviors, fostering the development of good habits.

Jean Piaget's theory of cognitive development provides another important perspective, noting that children exhibit different cognitive characteristics at various developmental stages. For elementary school students, MLE should focus on activities that align with their concrete operational stage. Engaging in intuitive and participatory activities, such as role-playing and situational dramas, helps reinforce their understanding and application of moral and legal concepts, leading to their internalization and practical application.

3. The Impact of Moral and Legal Education on Student Behavioral Habits

3.1 The Formation of Moral Cognition and Behavioral Habits

Systematic moral education plays a crucial role in developing students' moral cognition, which involves

understanding and embracing core values such as good and evil, justice, and responsibility. Through interactive methods such as storytelling, role-playing, and moral discussions, students not only grasp abstract moral concepts but also translate these concepts into practical behavioral guidelines. For instance, by examining the actions of moral role models from various historical and contemporary contexts, students learn to differentiate between right and wrong and adopt behaviors such as honesty and helpfulness in their daily lives. This gradual process fosters the development of an intrinsic moral behavior pattern.

3.2 Enhancement of Legal Awareness and Rule Adherence

Legal education constitutes a vital aspect of MLE, focusing on strengthening students' legal awareness and their understanding of the importance of legal rules in maintaining social order and protecting individual rights. MLE provides students with fundamental legal knowledge, helps them comprehend the consequences of unlawful behavior, and makes them aware of their rights and responsibilities as citizens^[2]. This understanding encourages students to adhere to laws and regulations, reflecting respect for legal norms and a commitment to the rule of law.

Beyond merely imparting legal knowledge, legal education emphasizes the underlying principles of fairness, justice, and order. Schools frequently organize mock trials and legal seminars, allowing students to learn basic legal concepts while experiencing the procedural rigor and fairness of the legal system. These activities not only enhance students' legal awareness but also foster respect for the law through exposure to real-life legal scenarios and the potential severe consequences of illegal actions.

3.3 Development of Social Emotions and Interpersonal Skills

MLE extends beyond individual moral and legal literacy to focus on the cultivation of social emotions and interpersonal skills. Through participation in team projects and community service activities, students acquire essential skills such as communication, sharing, collaboration, and empathy. These experiences strengthen students' sense of responsibility and belonging within their community. Consequently, students display more mature and considerate behaviors in their interactions, such as proactively assisting peers and actively participating in class activities. This reflects the positive impact of MLE on enhancing social and emotional development.

3.4 Cultivation of Self-Discipline and Self-Motivation

MLE also aims to foster students' self-discipline and

self-motivation. By establishing moral and legal standards, MLE encourages students to engage in self-reflection, recognize discrepancies between their behavior and societal expectations, and implement corrective measures. This process of self-regulation and continuous improvement helps students make ethical choices when facing temptations and challenges, demonstrating significant self-discipline. Positive reinforcement mechanisms, such as awards for “Virtue Star” and “Progress Prize,” are essential. These rewards provide recognition and encouragement, further enhancing students’ self-motivation. Such positive feedback not only consolidates their behavioral habits but also promotes perseverance and a pursuit of excellence, highlighting the critical role of MLE in supporting self-improvement.

4. The Reciprocal Impact of Student Behavioral Habits on Moral and Legal Education

4.1 The Feedback Mechanism of Behavioral Habits

Student behavioral habits are not only shaped by moral and legal education (MLE) but also exert a reciprocal influence on the educational process itself. Positive behavioral habits, such as attentive listening and active participation, contribute to a well-ordered classroom environment, enhance learning efficiency, and foster a more conducive setting for MLE. For example, when students consistently engage in active listening and contribute meaningfully to discussions, educators can more effectively impart MLE content and have better opportunities to gauge students’ comprehension and adjust instructional strategies. This reciprocal influence extends beyond the maintenance of classroom order; it also affects educators’ evaluations and modifications of their teaching approaches. When students demonstrate positive behaviors, such as respecting others’ speaking turns and providing constructive feedback, educators receive immediate insights into students’ understanding and engagement with MLE content. This feedback allows educators to fine-tune their teaching methods, ensuring that educational content is more closely aligned with students’ needs.

4.2 The Mutual Reinforcement Between Behavioral Habits and Educational Outcomes

Behavioral habits displayed by students, such as respect for others, adherence to rules, and honesty, effectively serve as indicators of the success of MLE. When students apply the moral and legal principles they have learned and exhibit positive behavior patterns, it reflects the effectiveness of the education provided and offers educators valuable positive reinforcement. This, in turn, encourages con-

tinued enhancement of educational content and methods. Moreover, students’ exemplary behaviors can generate a model effect both within the school and in the broader community, influencing their peers and creating a virtuous cycle. This positive reinforcement further enriches the educational environment, making MLE more engaging and effective, and contributing to an overall improvement in educational outcomes. The observed behaviors of students also provide practical case studies for educators, enriching the application of MLE in practice. Teachers can use these positive behaviors as illustrative examples to facilitate discussion and reflection among other students.

4.3 The Interactive Influence of Family and Social Environment

Students’ behavioral habits are influenced by their family and social environment, which subsequently impacts the effectiveness of MLE. A family environment characterized by respect, fairness, and responsibility can enhance the impact of school-based education. Conversely, negative social conditions may undermine the effectiveness of MLE. Therefore, the success of moral and legal education requires the collaborative support and coordination of families and the wider social context, creating a unified educational effort that promotes the development of positive behavioral habits in students.

5. Optimization Strategies and Recommendations

5.1 Challenges Faced by Moral and Legal Education

Although moral and legal education (MLE) plays a crucial role in shaping student behavioral habits, several pressing issues remain in its implementation. For instance, the curriculum sometimes leans towards theoretical content that lacks practical relevance to students’ everyday lives, making it difficult for students to translate knowledge into action. Additionally, there is a shortage of adequate professional training for educators, particularly in the realm of legal education, often due to insufficient resources and guidance, which impacts the quality of education^[3]. Another significant challenge is the lack of effective collaboration between home and school, resulting in a disconnection between family education and school-based instruction.

5.2 Strategies for Enhancing the Effectiveness of Moral and Legal Education

To address these challenges, schools need to implement targeted improvement measures. Curriculum design

should be more closely aligned with students' life experiences, incorporating interactive teaching methods such as case studies and role-playing to facilitate learning and application of MLE concepts in real-life contexts. Furthermore, there should be an emphasis on enhancing teacher professional development through regular training programs, particularly focused on legal education, to improve educators' instructional skills and expertise. Additionally, establishing a triadic educational network involving home, school, and community is essential. This can be achieved through regular parent meetings, home visits, and online platforms to strengthen communication between families and schools, creating a supportive environment for the development of students' behavioral habits.

5.3 Future Outlook

Looking ahead, the advancement of MLE requires not only continuous innovation in content and methods but also a focus on building an educational ecosystem. It is important to promote societal recognition of the value of children's moral and legal education through government policy support, active involvement of social organizations, and positive media coverage. Moreover, leveraging modern information technologies, such as online education platforms and virtual reality, can expand the spatial and temporal boundaries of MLE, offering students a diverse range of learning resources and practical experiences.

6. Conclusion

This research reveals that systematic and sustained moral and legal education (MLE) can significantly promote the development of positive behavioral habits in students, thereby providing a robust foundation for their

comprehensive growth. At the same time, students' behavioral habits reciprocally influence the effectiveness of MLE, creating a dynamic interplay that fosters mutual enhancement. In light of the profound impact of MLE on shaping student behavior, this research advocates for the active involvement of educators, parents, and the broader community in elementary moral and legal education. By establishing a cohesive educational framework that integrates home, school, and community efforts, we can cultivate an environment that supports students' healthy development. Such collaborative engagement is essential for nurturing a new generation of citizens who possess both exemplary moral character and a strong sense of legal consciousness, thereby contributing to the establishment of a harmonious society.

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A Brief Discussion on the Impact of New Social Media on College Students' Behavioral Habits and Guidance Strategies

Mingyang Wu^{1,2*} Suhaidah Binti Tahir¹

1. City University Malaysia, Malaysia

2. ZhongShan Vocational College, Nanjing, Jiangsu, 210049, China

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ABSTRACT

The widespread popularity of new social media has a huge impact on college students' life, study, social behavior, and physical and mental health, and has also posed new challenges to the ideological and political education work in colleges and universities. By analyzing the impact of new social media on college students' behavioral habits, this paper explores and proposes strategies to guide college students to form correct new social media behavioral habits.

1. Introduction

Relying on the rapid development of network technology and digital technology, new social media represented by Weibo and WeChat have become the main carriers for the public to obtain information and achieve social interaction. As the main force of the use of new social media, college students, on the one hand, enjoy the convenience and speed brought by it, enriching their learning and social life; on the other hand, they are also affected by the negative impact of new social media, which brings troubles to their own learning and life, and even affects the formation of college students' outlook on life and values, bringing new challenges to the ideological and political work of colleges and universities. Therefore, objectively and comprehensively analyzing the impact of new social

media on college students' behavioral habits, using new media to actively carry out media literacy education, creating a good network media environment, and cultivating college students to form correct new social media behavioral habits are new challenges facing the ideological and political work of colleges and universities.

2. Overview of New Social Media

Social media, also known as social media, refers to a website and technology that allows users to communicate, share, freely discuss and evaluate, and other social interactive activities with the help of such tools and platforms. With the rapid development of media technology, the form of social media has evolved from traditional forms such as social networks, forums, and blogs to new forms

*Corresponding Author:

Mingyang Wu,

Email: 302918774@qq.com

of social media such as Weibo and WeChat, changing and influencing people's lives and ways of communication. It has the characteristics of extensiveness and convenience, interactivity and functionality, timeliness and originality.

3. The impact of new social media on college students' behavior habits

3.1 Positive Impact

(1) Convenient access to all kinds of information is conducive to enhancing personal knowledge reserves. College students can obtain information about current political and social hot spots, laws and regulations, cutting-edge knowledge in academic fields, and campus life through the Weibo and WeChat public accounts of governments at all levels, enterprises, institutions, universities, social groups, etc., as well as the personal Weibo and WeChat accounts of celebrities, scientists, professors, and university teachers in various fields of society. They can also use new media technology to obtain various MOOC resources through the Internet and clients to help consolidate the professional knowledge they have learned, enhance their personal knowledge reserves, and improve their scientific and cultural literacy.

(2) Broaden the social circle and improve social interaction skills. The low cost of using new social media, convenience, wide influence, and fast transmission speed have greatly reduced the cost and threshold for college students to participate in social interaction, and built a convenient and efficient platform for college students to make friends. Especially in social media such as WeChat, various functional APP clients, and QQ, college students do not need to consider differences in gender, age, and status, and can easily achieve the purpose of making friends and expanding their social circle.^[2-1]

(3) Providing a display platform for personalized development and enriching campus culture. The virtuality of the Internet and the diversity, flexibility, and convenience of new media provide college students with a personalized platform for diversified self-display. College students can use WeChat Moments to post pictures, texts, audio, and videos that record their personal lives, show their life dynamics, express their personal views, and explain their attitudes towards life, society, learning, and life. Colleges and universities can open various WeChat public accounts to timely release information on scientific research, teaching, cultural and sports activities, innovation and entrepreneurship, psychological counseling, etc., provide various fresh information, enrich the connotation and form of campus culture, integrate ideological and political work

throughout, cultivate and practice the core socialist values, and achieve full-process education, full-staff education, and all-round education.

3.2 Negative impact

(1) The tendency to rely on social media is serious, which affects academic performance. If college students use new social media improperly, it will have a negative impact. On the one hand, when they encounter problems in their studies, they no longer think actively, but rely too much on the Internet to find answers, which reduces their initiative in learning. On the other hand, college students pay too much attention to fragmented and meaningless information on online media platforms. At the same time, in order to gain more attention, they spend and occupy their spare time and even class time to update their personal dynamics and circle of friends, which seriously affects their personal studies.

(2) Excessive exposure of personal information and false information that harms college students. Since most new social media require real-name authentication or registration of personal information, when network security technology or network supervision measures are not in place, college students' personal privacy and personal information are easily leaked, providing criminals with opportunities to commit crimes. In addition, college students are inexperienced and lack personal and social experience, so false information, online fraud, and other incidents that harm the personal and property safety of college students occur frequently.

(3) Excessive addiction to the Internet affects the healthy development of one's physical and mental health and interpersonal relationships. "Head-down tribe" and "mobile phone tribe" have become the norm on university campuses.

It is a common phenomenon that students can be seen playing with their mobile phones in classrooms, campuses, and dormitories. This not only takes up a lot of study time, but also affects students' normal routines. Playing with mobile phones for a long time will cause various health problems. At the same time, various negative information in online media will also have a negative impact on college students' mental health. In addition, the development of online virtual dating platforms has caused some college students to have conflicts between their real self and virtual personality, and their interpersonal communication skills in real life have declined, and they have interpersonal communication barriers.^[5]

4. Guiding strategies for college students to use new social media

4.1 Further establish and improve relevant laws and regulations, and increase publicity and education efforts

In order to more effectively strengthen the supervision of online media and protect the vital interests of college students, we should further establish and improve laws and regulations, and create a good network environment and social order through legal and institutional construction. On the premise of existing laws and regulations such as the "Regulations on the Protection of Information Network Communication Rights" and the "Information Purification Law", we should establish and improve relevant new social media security regulations for college students, increase publicity and education efforts, enhance college students' legal awareness, self-discipline awareness and sense of responsibility on social media, resist all kinds of interference from bad information, and protect the legitimate rights and interests of college students with the authority of the law.

4.2 Focus on campus cultural construction and enrich the campus cultural life of college students

The campus culture of colleges and universities is the manifestation and condensation of the unique spiritual temperament of colleges and universities. A good campus cultural environment is conducive to the healthy growth of college students and the cultivation of good social qualities. First, colleges and universities should make full use of various new media resources to promote network security knowledge to college students through campus radio, Weibo, and WeChat platforms. At the same time, they should strengthen the construction and supervision of campus new media platforms, strengthen public opinion monitoring, purify the campus network environment, and provide college students with a healthy and positive network information dissemination environment. Second, carry out a variety of cultural and sports, scientific research competitions, innovation and entrepreneurship, psychological education and other activities to create a healthy and harmonious campus atmosphere, cultivate the physical and mental health of college students, and build a platform for healthy social interaction.

4.3 Give full play to the main channel role of classroom teaching, guide college students to actively enhance their network ethics awareness and improve their media literacy level

First, we should strengthen the construction of ideo-

logical and political theory courses, organically combine media literacy education with ideological and political education, and offer media social literacy courses and special lectures to help college students systematically, normatively and scientifically receive media literacy education, and further improve their cognitive level and moral cultivation.^[8] Second, we should guide college students to actively participate in the study and practice of media knowledge, continuously improve their ability to use media, use new media as a platform to acquire and increase knowledge, and consciously resist bad information in the process of using new media information, continuously improve their ability to identify information, cultivate good social character, and improve their level of media literacy.

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Research on the Effective Path of Cultivating Students' Independent Learning Ability by Analyzing Blended Teaching

Xiaona Li^{1*} Kway Eng Hock²

1. Faculty of Education & Liberal Sciences, City University Malaysia, Malaysia

2. Faculty of Human Development, Sultan Idris Education University, Malaysia

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ABSTRACT

Blended teaching in colleges and universities can realize the effective cultivation of students' independent learning ability on the basis of respecting the students' subjective status and demonstrating the concept of human-centered teaching, and then drive the curriculum teaching to realize innovative changes. However, in the current environment, colleges and universities are still facing obstacles such as traditional teachers' concepts, insufficient students' motivation, irrational settings of online and offline teaching, and backward teaching evaluation system, which seriously affect the enhancement of students' independent learning ability. Therefore, colleges and universities should update the teaching concepts of teachers, improve the comprehensive quality of teachers, cultivate the interest of students in participating in blended teaching, and scientifically arrange the online and offline teaching and the integration of both sides in blended teaching to ensure the effective implementation of blended teaching. At the same time, we should pay attention to the innovation of the evaluation system of blended teaching, fully examine the cultivation effect of students' independent learning ability under the perspective of blended teaching, and provide assistance for improving students' independent learning ability.

Preface:

The rapid development of Internet information technology and its in-depth promotion in the education industry have brought development opportunities for the use of on-line and offline blended teaching (hereinafter referred to as "blended teaching") mode. Under the background of the new era, it is both feasible and necessary for colleges and universities to carry out blended teaching. Only by fully integrating the advantages of on-line and off-line teaching, and providing diversified learning experiences for the student body, can we enhance the enthusiasm of students to participate in the teaching of the courses and give full play to their subjective initiative in the process, so as to

better enhance the effect of the teaching of the courses. Since this teaching mode is closely related to students' independent learning ability, placing the cultivation of students' independent learning ability in this perspective can fully demonstrate the importance attached to students' subjective status and the human-oriented teaching concept in this teaching mode, and further strengthen the teaching effect on the basis of this mode, deepen the influence of the course content on the students, and show the comprehensiveness and systematicity of the course teaching. However, the cultivation of students' independent learning ability is closely related to a number of subjects. At present, due to the traditional teaching concepts of college teachers, the lack of students' interest, and the problems

*Corresponding Author:

Xiaona Li,

Email: 101081048@qq.com

in the arrangement and evaluation of the teaching mode, the cultivation of students' independent learning ability under the perspective of this teaching mode is still facing a series of obstacles, which makes it impossible to be promoted efficiently. Therefore, colleges and universities and teachers should pay close attention to the relationship between the two, analyze the reasons for the obstacles, and actively explore effective ways to cultivate students' independent learning ability.

1. Important value of cultivating students' independent learning ability under the perspective of blended teaching

There is an inevitable correlation between blended teaching and students' independent learning ability, and placing the cultivation of students' independent learning ability under the perspective of this teaching mode can effectively reflect the students' subjective position and fully stimulate students' interest in learning, and improve the effectiveness of teaching on the basis of practicing the concept of human-centered parenting, and continue to deepen the influence of curriculum parenting while changing the teaching mode of the curriculum, thus enhancing the teaching effect while strengthening the comprehensive quality of students. Strengthen the comprehensive quality of students.

1.1 Respect the student's main position, reflecting the concept of human-centeredness

In the blended teaching mode, students are in the main position, whether online independent learning or offline face-to-face discussions with teachers, the independent learning ability of the student body has an important impact on the teaching effect^[1]. On the one hand, cultivating students' independent learning ability in this perspective requires that attention be paid to the main position of students. In this teaching mode, teachers use information technology to design pre-course teaching videos for students to watch, and then carry out offline face-to-face teaching in combination with the content of the course and the effect of students' independent learning, to find out the problems encountered by the students in the process of independent learning before the class, and cooperate with the students to explore and come up with solutions to complete the teaching task in the process of taking students as the main body, and at the same time, this is an effective way of enhancing the ability of independent learning, only by adhering to the students' due rights and responsibilities, can we enhance the ability of independent learning. This is also an effective way to promote inde-

pendent learning ability. Only by insisting on the students' due status can we get effective references for the implementation of the teaching mode, so that we can effectively improve the pertinence of the teaching of the courses, purposefully examine the effect of students' independent learning and find out the problems, so that we can come up with specific and effective cultivation strategies to precisely promote the students' independent learning ability. On the other hand, cultivating students' learning ability in this perspective is also an important way to reflect the concept of human-centeredness in college curriculum teaching. Human-centeredness requires that the selection and design of teaching objectives, contents and methods should be based on the actual learning situation of students, and that the nurturing value of curriculum teaching should be demonstrated in the process of fully displaying students' characteristics and meeting their learning needs, and that blended teaching should be implemented under the guidance of the human-centeredness concept. In this way, college curriculum teaching can realize innovative development.

1.2 Enhance students' learning ability and increase the effectiveness of course teaching

Under the perspective of blended teaching, college curriculum teaching can improve students' learning ability from the students' main body, and on this basis, realize the effective enhancement of the teaching effect of the curriculum, show the important value of college curriculum teaching, and at the same time, realize the high level development of the curriculum teaching in the interaction and cooperation between teachers and students. First of all, the implementation of this teaching mode can fully demonstrate the status of the main body of the students, and rich teaching content and diverse forms of teaching can enhance the enthusiasm of students to learn, and lead students to actively participate in relevant activities on the basis of showing a strong interest in learning, whether it is in the independent study of micro-teaching video, or in the class teachers and students face-to-face exchanges, which require the student body to spend more energy, and thus in the Demonstrate its strong participation on the basis of helping college curriculum teaching to achieve a wider range of expansion, but also to further broaden their horizons, enrich the learning experience, maximize the enhancement of their independent learning ability. Secondly, with blended teaching as the basis, teachers can use diversified teaching support and guidance, enhance student participation in the teaching process, give full play to their subjective initiative, and in the collaboration of teachers and students to realize the full grasp of students

on the theoretical knowledge and practical skills, and then show the high quality of course teaching^[2].

1.3 Changing the teaching mode of the course, deepening the influence of the course on human education

Blended teaching courses in the teaching content, teaching methods, teaching evaluation and other aspects are different from the traditional model, and in this perspective to cultivate students' independent learning ability, but also from the student body, continue to deepen the teaching mode change is an important way to deepen the teaching process, the teaching effect of the course will be greatly enhanced, enabling students to deepen the understanding of the course content, and in their daily learning and life. It enables students to deepen their understanding of the content of the course, identify with the content of the course, use the theoretical knowledge of the course to solve practical problems, and then achieve the goal of all-round education. On the one hand, to improve students' independent learning ability in this perspective, we can fully reflect the students' subjective position in the course teaching, and select teaching contents and design teaching methods based on their learning needs and habits, so as to fully demonstrate the students' subjectivity in blended teaching. In this process, the traditional teacher-oriented teaching mode can be fully transformed, and the innovation of the teaching mode can be demonstrated, which will also bring positive impact on the enhancement of teaching quality. On the other hand, if we put the cultivation of students' independent learning ability in this perspective, we can emphasize more on students' subjectivity, adjust the teaching mode in a targeted way, and deepen students' understanding and recognition of the teaching content on the basis of adapting to the characteristics of students' subjectivity.

2. Obstacles to the cultivation of students' independent learning ability under the perspective of blended teaching

Cultivating students' independent learning ability in this perspective is closely related to teachers' teaching concepts, students' motivation to participate, curriculum and teaching evaluation system, etc. Problems in any of them will have an important impact on the cultivation effect.

2.1 Teachers' teaching concepts are more traditional, and there is a lack of guiding force to cultivate students' independent learning ability by blended teaching.

At present, teachers in colleges and universities carry out teaching in the traditional mode, and there is a gap

between the teacher-student relationship and the status of both parties and the requirements of the teaching mode. In the traditional mode of teaching, the students' subjective initiative can not be given full play to, and their interest in course teaching is difficult to enhance, so it is even more difficult to promote students' independent learning ability in course teaching. For example, the program design foundation course in Guangdong Institute of Industry and Trade Vocational and Technical College has the problem of traditional teaching mode, the course is mostly based on the teaching content and experimental teaching guidance as the main teaching mode, teachers are guided by traditional concepts, in the classroom subject position, while students are in a passive position, unable to play their own subjective initiative, the effect of teaching is also affected^[4]. The reason for this is that the traditional teaching concepts and comprehensive quality of college teachers to improve the quality of teaching and learning. The reasons for this are that college teachers' more traditional teaching concepts and comprehensive qualities that need to be improved have become obstacles to the cultivation of students' independent student ability under the perspective of blended teaching. On the one hand, colleges and universities have not yet formed a training system for teachers' teaching concepts and comprehensive quality improvement, and teachers lack a systematic way to understand the requirements of blended teaching and new teaching concepts, so they only use theoretical knowledge of curriculum teaching and traditional teaching experience to carry out teaching, which can't really achieve the goal of educating people, and can't agree with the importance of blended teaching and the implementation path of blended teaching in cultivating students' abilities. On the other hand, college teachers in the daily teaching work, there are also scientific research and other tasks, in addition to the completion of many college work, teachers self-study and research related theoretical knowledge and practical skills, coupled with the lack of self-consciousness of part of the college teachers to improve their comprehensive quality of education, also limits its important role in the cultivation of the process of the effective play of the cultivation of the effect of a serious impact.

2.2 The enthusiasm of students to participate in blended teaching is not enough to enhance the independent learning ability of students with blended teaching lack of effective ways blended teaching requirements to respect the student's main position, but also emphasizes the active participation of students in the teaching process, but the current colleges and universities and teachers in the implementation of this teaching mode of the actual grasp of the actual learning of the students, can not accurately

docking the students' actual learning needs, which seriously affects the enthusiasm of their participation in this teaching mode, and in this case, the students' ability to participate in the teaching process. This seriously affects the enthusiasm of students to participate in this teaching mode, and the cultivation of students' independent learning ability cannot be effectively promoted under this perspective. On the one hand, when designing blended teaching, college teachers lack a comprehensive survey of the actual situation of students, and there is no effective basis for setting teaching objectives, selecting teaching content and designing teaching methods. In this context, blended teaching cannot accurately meet the needs of students, and the relevant teaching methods do not meet the learning habits of contemporary college students, which limits the enthusiasm of the main body of the students to participate in this teaching mode, and the effect of teaching is also affected. The teaching effect is also affected. On the other hand, contemporary college students grow up in the era of rapid development of information technology, and they are used to obtaining information and learning knowledge from the Internet, so they are not interested in the traditional single-teacher teaching mode, and they are unable to fully communicate and cooperate with teachers. For example, in a survey on the English independent learning ability of higher vocational students, it is found that 61% of the students think that the current problem of improving their English independent learning ability is that "the interest and confidence in English learning cannot be maintained for a long time", and only 34% of the students think that they very much want to "have the ability to learn English independently". Only 34% of the students think that they want to have the ability to learn English independently, which indicates that the interest of college students in learning English independently is low^[5]. In the blended teaching mode, although colleges and teachers pay attention to the students' subject position and emphasize the cultivation of students' interest in learning, they cannot accurately match the actual learning situation of the students and the learning habits of the contemporary college students, so the affinity of blended teaching will be affected, and the enthusiasm of the students to participate in the blended teaching will be affected, and the cultivation of students' independent learning ability is even more lacking in effective ways in this viewpoint. Effective ways are also lacking.

2.3 Unreasonable arrangement of blended teaching structure affects students' subjective initiative.

When implementing the blended teaching mode, colleges and universities still have some problems in the process of online teaching, offline teaching design and the

integration of the two, which affects the effect of fostering students' independent learning ability and fails to fully demonstrate the important value of blended teaching. On the one hand, when designing online teaching videos, some college teachers overuse online resources and adapt to the habits of contemporary college students, resulting in the phenomenon of excessive entertainment, which makes online teaching videos unable to comprehensively and effectively reflect the teaching content of the courses.

3. Effective Path to Cultivate Students' Independent Learning Ability under the Perspective of Blended Learning

In order to effectively break through the above obstacles and solve all kinds of problems, colleges and universities should deeply analyze the reasons for the emergence of various obstacles, and purposefully study the solution strategies, starting from updating teachers' teaching concepts, mobilizing students' enthusiasm, reasonably arranging the curriculum and optimizing the evaluation mode, etc., to accurately break through all kinds of obstacles, and to ensure that the cultivation of students' ability to learn independently is carried out effectively in blended teaching perspectives.

3.1 Renewing teachers' teaching concepts and utilizing blended teaching to cultivate students' independent learning ability

Teachers are the main implementers of blended teaching in colleges and universities, and their own teaching concepts have an important impact on the teaching effect. Whether or not they respect and agree with the student's main position directly determines the results of cultivating students' learning ability under this teaching perspective, so colleges and universities should actively update the teaching concepts of teachers, improve the comprehensive quality of teachers, and promote teachers to agree with and actively practice the concept of blended teaching, so as to truly become a part of cultivating students' learning ability under this perspective. Therefore, colleges and universities should actively update teachers' teaching concepts and improve their comprehensive quality, so as to encourage them to agree with and actively practice the blended teaching concept, and make them truly become leaders in cultivating students' learning ability under this perspective. On the one hand, colleges and universities should provide training for course teachers to help them systematically grasp the relevant requirements, identify their own problems, and actively study and research the relevant training content, so as to lay a foundation for the

effective cultivation of students' independent learning ability. In the training, colleges and universities should incorporate the macro and micro contents of blended teaching to help teachers fully understand blended teaching and the requirements of blended teaching for themselves. At the same time, colleges and universities should also focus on integrating the concept of student-oriented teaching into the training to help teachers fully realize the importance of student-oriented teaching in this teaching mode, and explore the feasibility and necessity of fostering students' independent learning ability in this perspective. In addition, colleges and universities should provide teachers with a variety of training experiences and innovative forms of training to attract teachers' attention, so that the content of the training can be fully delivered in the interaction between teachers and trainers, and teachers can actively practice blended teaching skills during the training. On the other hand, college teachers should consciously study the relationship between this teaching mode and the cultivation of learning ability, identify the gaps between themselves and excellent teachers, and actively explore teaching methods and change their teaching concepts, so as to truly lead blended teaching and enhance students' learning ability. In this process, teachers should actively participate in the training organized by the school, innovate teaching concepts, improve comprehensive quality, actively use their spare time to study and research the blended teaching system, fully understand the importance of fostering students' independent learning ability in the current era, and always take the blended teaching model as the designer, the guide of independent learning and the model of lifelong learning to demand themselves^[8], based on the transformation of their own concepts. With the help of daily study and inquiry to improve the comprehensive quality, we can truly grow into a leader in cultivating students' independent learning ability under the perspective of blended teaching. (b) Stimulate students' strong interest in blended teaching and enhance students' independent learning ability in a comprehensive and human-centered way To cultivate students' independent learning ability, students must effectively participate in the teaching of the curriculum, give full play to their subjective initiative, and fully interact and cooperate with teachers to complete the learning tasks and achieve the teaching goals, and then get the enhancement of personal independent learning ability. In the perspective of blended learning, colleges and universities also need to pay attention to the status of students, and fulfill the teaching tasks with the active participation of students in both online and offline teaching. Therefore, on the basis of respecting the students' status as the main body, colleges and teachers should start

from the students' point of view to stimulate their interest in participating in blended teaching, and improve their learning ability in the process of reflecting the human-centeredness of curriculum teaching. First of all, colleges and teachers should make clear the concept of human-centered teaching, fully respect the students' main position in the process, and fully consider the learning needs and characteristics of the students in the process of setting teaching objectives, selecting teaching contents and designing teaching methods. In this process, colleges and universities and teachers should carry out surveys on students' learning conditions under the guidance of the human-centered teaching concept, so as to fully grasp the actual situation of students' learning, and clarify students' learning abilities, needs and habits at the current stage, so as to provide an effective basis for the design of the teaching mode in the following stages. Secondly, when designing the blended teaching mode, university teachers should fully integrate the results of the survey into the actual learning situation, and set up a targeted blended teaching mode. Universities should provide training for course teachers to help them systematically grasp the relevant requirements, identify their own problems, and actively study and research the content of the relevant training, so as to lay a foundation for effectively cultivating students' independent learning ability. In the training, universities should incorporate the macro and micro contents of blended teaching to help teachers fully understand blended teaching and the requirements of blended teaching for themselves. At the same time, colleges and universities should also focus on incorporating the concept of student-oriented teaching into the training to help teachers fully realize the role of student-oriented teaching.

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Exploration and Practice of Intelligent Teaching Mode of “Integration of Class and Competition” under OBE Concept

Yun Yu Fanghua Liu Shuanghua Yang Jie Han Han Shao*

Qingdao Binhai University, Qingdao, Shandong, 266555, China

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ABSTRACT

In view of the requirements of “China Education Modernization 2035” undergraduate education and teaching reform, such as adhering to moral education, focusing on students’ business and getting practical results, and the popularization of intelligent technology, the curriculum teaching reform in colleges and universities presents the characteristics of digitalization, networking and intelligence with students as the center. Internal medicine nursing tries to construct a student-centered intelligent teaching model framework of “integration of class and competition” This class adopts BOPPPS teaching mode, take OBE as teaching concept, uses intelligent teaching platform, embeds competition and ideological and political elements into teaching content, innovates teaching methods, organically integrates knowledge, skills and humanities to enhance the “Two-property and One-degree” of the course, and cultivates students’ comprehensive ability. Through the design, implementation and application effect analysis of innovative classroom, this paper finds that this classroom teaching mode can make the classroom more active, students’ learning effect better and teaching satisfaction higher.

1. Introduction

The course teaching of nursing specialty not only carries the goal of cultivating students’ basic nursing skills, but also carries the goal of cultivating students’ nursing professionalism and the goal of clinical comprehensive thinking ability^[1]. With the integration and infiltration of Internet technology in the field of education, the era of intelligent teaching has come^[2]. The ideological and political construction of curriculum is the key link to implement the fundamental task of cultivating people by virtue of curriculum^[3]. In recent years, the national and provincial nursing skill competitions guided by the National Nursing Teaching Committee have paid more attention to students’ post competence, such as teamwork and compre-

hensive clinical thinking ability^[4-5]. Curriculum construction is an important part of specialty construction, and the focus of curriculum construction is to optimize curriculum mode and teaching mode. Therefore, aiming at the teaching concept of “OBE”, the internal medicine nursing has constructed a student-centered intelligent teaching model framework of “integration of lessons and competitions”.

2. The “integration of classes and competitions” intelligent teaching mode and innovative classroom design

Use the means of wisdom teaching to integrate the course ideological and political and skill competition into classroom teaching, and design the classroom around “one gender”. See Table 1 for the design path.

*Corresponding Author:

Han Shao,

Email: 1978961221@qq.com

Table 1. Classroom Teaching Design

design standards	Principles of classroom design	Classroom implementation path
Higher order	The teaching goal is the integration of ability, knowledge and quality.	Deep integration of intelligent autonomous learning, ideological and political education and project-based teaching content of competition
	The teaching content reflects the integration of disciplines.	Online and offline mixed teaching and project-based teaching
novelty	Teaching content reflects the clinical frontier.	Follow closely the assessment mode of skill competition and design project-based practical teaching cases.
	Innovation of teaching concept	OBE teaching concept
Challenge degree	Innovation of teaching methods and means	Using learning to integrate wisdom teaching platform and project-based teaching
	The teaching content is comprehensive, speculative and teamwork.	Wisdom teaching, the combination of ideological and political education and skill competition, and the integration of theory and practice
	Organic integration of process assessment and result assessment	Smart teaching platform combined with OSCE assessment

2.1 to enhance the classroom order

2.1.1 Based on “OBE teaching philosophy”, set high-order teaching objectives

According to the basic idea of “OBE teaching philosophy”, the goal of classroom teaching is to take students as the center and focus on cultivating students’ comprehensive ability, especially the ability to find and solve clinical problems. Therefore, the goal of classroom teaching guides students to apply what they have learned, think and speculate on the basis of learning knowledge, and cultivate students’ comprehensive clinical thinking ability.

2.1.2 Promoting the higher order of teaching content by interdisciplinary integration and intersection

Information technology is a powerful tool to realize the integration and intersection of disciplines. Using intelligent teaching platform to carry out mixed teaching, realize resource sharing and interactive learning. By skillfully designing project-based cases, integrating multi-disciplinary knowledge and cooperative learning, we can improve the high-order of teaching content and cultivate students’ comprehensive literacy and innovation ability.

2.2 highlight the classroom innovation

2.2.1 The teaching content reflects the frontier and the times

The teaching content reflects the latest medical research achievements, the development trends of medical technology, innovative cases of clinical practice, interdisciplinary integration and other contents, so that students can feel the update of knowledge and the impact of clinical technology innovation.

2.2.2 Adopt OBE teaching philosophy

Classroom teaching embodies student-centered, learning achievement-oriented^[5], student-oriented and teach-

er-assisted. Combined with BOPPPS teaching mode, we pay attention to students’ learning process and learning effect and design the teaching content in reverse in time to ensure that the teaching content is highly consistent with the learning objectives.

2.2.3 Adopt the project-based teaching mode of class-competition integration

The core of the project-based teaching mode of class-competition integration lies in the close combination of teaching content and competition activities. Integrating competition cases and OSCE assessment into course teaching will help students master competition skills in the learning process, stimulate their interest and motivation, and improve the teaching effect.

2.3 increase the challenge of the classroom

2.3.1 Moderately improve the difficulty and depth of the course

Based on the intelligent teaching method, the course and competition are integrated with project-based teaching, challenging teaching objectives are set, and more profound and extensive knowledge points are introduced to ensure that the course content is closely related to clinical needs. Through students’ autonomous learning and cooperative learning, students’ autonomous learning ability and teamwork ability are cultivated.

2.3.2 Reform the course assessment methods

Course assessment includes two forms: process assessment and result assessment, in which the process assessment accounts for 60%, including learning records, classroom performance, homework and practical achievements of smart teaching platform, and the result assessment accounts for 40%, and the theoretical closed-book assessment is adopted. The effective combination of the two course assessment methods improves the course challenge.

3. The concrete implementation of the intelligent teaching mode of “integration of class and competition”

The orientation of the training program for nursing professionals in our school is to cultivate high-quality applied talents with post competence. Internal medicine nursing is the core course of nursing specialty, and the teaching object is the third-year undergraduate students. Through the study

of the previous courses, the students can gradually connect the basic medical knowledge with the knowledge of clinical diseases, but the ability to find clinical problems and solve clinical problems by using nursing procedures needs to be strengthened, and the comprehensive clinical thinking ability has not yet been formed. This paper chooses “heart failure” in the third section of the third chapter of the course to show the concrete implementation of the intelligent teaching mode of “class-competition integration”.

3.1 Teaching content

Table 2. Teaching Contents of Heart Failure

Content classification	Specific content	Difficult point
theory	Chronic heart failure, acute heart failure	Judgment and nursing of heart failure
practice	Heart failure nursing (general nursing, special nursing)	Give correct and timely nursing measures according to the case scenario.
Ideological and political education	Scientific exploration spirit, feelings of home and country, social responsibility, humanistic quality and scientific thinking.	
Extended extension	The difficult problem in the stage of home treatment-the importance of disease self-management	Limitation of heart failure treatment and nursing-integrated care

3.2 Teaching objectives and ways to achieve them (see table 3)

Table 3. “Heart Failure” Teaching Goal and Realization Way

general objective for	concrete objectives	Ways and methods of realization
knowledge	To master the etiology and inducement, treatment, clinical manifestations, nursing problems and nursing measures of heart failure.	Online self-study materials push, discussion, pre-class test and classroom explanation in Rain Classroom.
	Learning and research ability	Online autonomous learning, project-based case group cooperation, classroom discussion
competence	Ability to apply what you have learned	Project-based case handling training
	Clinical comprehensive thinking ability	Problem-oriented heuristic teaching, situational progressive project case analysis and problem solving.
quality	Understand the importance of scientific and technological innovation, humanistic care and disease prevention.	Course Ideological and Political Education (using medical insurance negotiation examples, visual video teaching of heart failure patients’ mental journey, pathophysiology exploration of heart failure diseases)

3.3 Teaching management and evaluation (see Table 4)

Table 4. Detailed Rules for Teaching Evaluation of Internal Medicine Nursing Course

Assessment method	Assessment content	Scoring basis
Process assessment (60%)	Smart platform learning (10%)	Learning duration and discussion topic participation of smart platform
	Classroom performance (10%)	Comprehensive performance such as attendance, classroom interaction data of smart platform and classroom discussion.
	Unit test (10%)	Smart platform test scores
	Experimental results (10%)	Practice class performance (60%)+OSCE assessment (40%)
	Reading notes (10%)	Literature reading and reflection notes
Results assessment (40%)	Homework after class (10%)	Homework performance
	Closed book theory assessment (40%)	Test paper score

3.4 Teaching summary and reflection

The class line is divided into 2 class hours, the preview time is about 4 hours, the review and homework time is about 2 hours, and the total study time is about 8 hours. Students need to pay more time and energy to complete the above tasks, which is challenging to some extent. Based on the “OBE concept” and “one gender at a time”, through the design and implementation of “class-competition integration” intelligent teaching classroom, the course has realized the teaching objectives of improving students’ ability by using intelligent teaching methods and integrating theory with practice, and at the same time, embedding skills competition and ideological and political education to promote students’ literacy. The aspects that need to be improved include enriching the online teaching resources

of courses, strengthening the follow-up of the difficulties encountered by students in completing project-based case tasks in the process of autonomous learning, and the scientific design of training cases.

4. the application effect and discussion

The intelligent teaching class of “class-competition integration” was first implemented in the course of internal medicine nursing for the nursing specialty of grade 2020 in our school. Taking the nursing specialty of grade 2019 as the control grade, the teaching reform effect was verified by comparing the teaching effect (see Table 6) and teaching satisfaction (see Table 7). The teachers of grade two students are the same, and there is no significant difference in learning foundation and learning ability.

Table 5. Comparison of students’ usual grades

group	N	minimal value	max.	average value	standard deviation
Research group	51	45	96	76.28	16.06
control group	55	60	99	89.03	9.12

Table 6. Comparison of teaching satisfaction (n(%))

group	N	Very satisfied	be satisfied	Dissatisfied	Total satisfaction rate
Research group	51	28(54.9)	20(39.2)	3(5.8)	48(94.2)
control group	55	21(38.2)	26(47.3)	8(14.5)	47(85.5)
<i>χ² value</i>					4.253
<i>P value</i>					0.041

The results show that the average score of students in grade 2020 is lower than that of students in grade 2019, but the standard deviation is significantly higher than that of students in grade 2019, which shows that the average score of students in grade 2020 is more differentiated after teaching reform. The grade 2020 students’ final theoretical assessment score was (87.55±3.35), and the grade 2019 students’ final theoretical assessment score was (83.26±4.32), with statistical significance (P < 0.05). It shows that compared with the traditional teaching mode, the application of “class-competition integration” intelligent teaching classroom in the teaching of internal medicine nursing can improve students’ comprehensive ability and teaching quality. The reason is that the intelligent teaching classroom of “integration of class and competition” takes students as the main body of learning, and it can attract students’ attention by designing the teaching content of participatory and project-based case tasks. Accurately evaluate the problems existing in students’ autonomous learning through the information platform before class, and explain them accurately in class to improve teachers’ teaching efficiency; The classroom fully

mobilizes students’ learning enthusiasm and participation by means of information technology and ideological and political content, and helps students to further consolidate their mastery of relevant knowledge and improve their comprehensive ability through hierarchical homework after class^[6]. The study also showed that the teaching satisfaction of the research group was higher than that of the control group, with statistical significance (P < 0.05). This also shows that the intelligent teaching classroom of “integration of class and competition” has close communication between teachers and students and fair evaluation, which is more conducive to building a harmonious relationship between teachers and students and improving teaching satisfaction.

To sum up, the intelligent teaching classroom of “integration of class and competition” can make the classroom more active, the teaching management more efficient, the evaluation more scientific and the students’ learning effect better.

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Exploration of “Electrical and Electronic Technology” Course-based Ideological and Political Education (IPE) Integration in Technical Colleges

Yongchao Luo* Ju Huang Zhenjuan Su Yang Xu Jingjing Qiao Guoxiao Li

Jiangsu Province Nantong Industry and Trade Technician College, Nantong, Jiangsu, 226010, China

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ABSTRACT

On the basis of combining the characteristics of “Electrical and Electronic Technology” course, this paper gives seven ideological and political connection points of the course, proposes to improve the ability of Integrated engineering teacher, dig into the core competencies in IPE deeply, and adopt diversified teaching ideas to improve students’ understanding of the core competencies in IPE. It also gives the IPE method of Electrical and Electronic Technology, which integrates both online and offline, due to the problems of IPE ability of existing teachers in the course of “Electrical and Electronic Technology” in technical colleges, the depth of core competencies in IPE is not enough, and the way of integrating core competencies in IPE into professional courses is single.

1. Introduction

In 2020, the Chinese Ministry of Education promulgated the ‘Standards for Ideological and Political Courses in Secondary Vocational Schools’, which specify that core competencies in Ideological and Political Education(IPE) are one of the key capabilities in technical colleges^[1]. It offers guidance for IPE in technical schools. The learning period in technical colleges is a crucial stage for the development of students in technical colleges. Compared with students in regular high schools, students in technical colleges may have accumulated less cultural knowledge, their learning motivation may not be so strong, and their learning skills and academic performance may also be

relatively at a disadvantage. It is found that the integration of core competencies in IPE into professional courses can cultivate and shape students’ ideas, personal accomplishment and values. “Electrical and Electronic Technology,” as a course for the mechanical and electrical specialties in technical colleges^[2], aims to cultivate students’ professional skills in the field of electrical and electronic engineering, and enable them to apply these skills to solve practical electrical and electronic problems in production^{[3][4]}. The course contains a large number of practical operation sessions, embodying a wealth of IPE resources. An increasing number of engineering integration teachers have recognized the necessity of implementing curriculum-based IPE, actively promoting the integration and implementation of

*Corresponding Author:

Yongchao Luo,

Male, Engineer,

Research direction: electrical engineering and EMC,

Email: 258194362@qq.com

curriculum-based IPE in electrical and electronic courses, and have achieved remarkable results, although research, exploration, and promotion by experts and scholars in recent years. However, there are still some problems, specifically manifested in the insufficient connection points of core competencies in IPE, and the single way of integrating core competencies in IPE into professional courses. However, there are still some problems, specifically manifested in the insufficient connection points for core competencies in IPE, and the single way of integrating core competencies in IPE into professional courses.

2. Difficulties in Integrating IPE into the ‘Electrical and Electronic Technology’ Course

2.1 Insufficient Connection Points for Core competencies in IPE

There are two insufficient in connection points for core competencies in IPE. On the one hand, some teachers overlook the self-excitation and development of core competencies in IPE in the curriculum. It is undeniable that some teachers may excessively rely on the IPE elements provided in the textbooks, or directly draw on existing resources from the internet. Furthermore, some teachers may only conduct superficial explorations into the core competencies in IPE of the course, and the resources they choose are mostly outdated, disconnected from the current latest knowledge system and contemporary context, although there is a continuous emergence of research on integrating IPE into the ‘Electrical and Electronic Technology’ course at present^[5]. On the other hand, the regional role of core competencies in IPE in the curriculum is often overlooked. Generally speaking, core competencies in IPE related to the city, region, or school where they are located are more likely to broaden students’ horizons and are more easily recognized and understood by them. Taking Nantong as an example, this city, as the ‘first modern city in China’, is rich in core competencies in IPE. For instance, Nantong has 4 national patriotic education demonstration bases, 23 party history education bases, and has built the first normal school, the first museum, and many other ‘firsts’ in China. But these elements are rarely reflected in professional courses.

2.2 The method of integrating core competencies in IPE into professional courses is monotonous

Currently, in the teaching of the ‘Electrical and Electronic Technology’ course, the traditional teacher-centered teaching method is mostly adopted, which may involve excessive teacher explanations or unchanging video playback, etc. This educational model might restrict students’

active exploration and creative thinking. Some teachers may not have adequately engaged in learning and reflecting on curriculum-based IPE, leading to their inability to organically integrate core competencies in IPE with professional knowledge. As a result, they can only mechanically ‘stack’ the two together. For instance, during the explanation of professional courses, only some knowledge points related to IPE are mentioned. As a result, it often fails to achieve deeper-level teaching objectives. This approach not only lacks the design of ideological and political teaching objectives but also does not reconstruct the methods for introducing core competencies in IPE and teaching strategies. Consequently, it often cannot achieve deeper-level teaching objectives.

3. The plan for integrating core competencies in IPE into the ‘Electrical and Electronic Technology’ course

3.1 Explore the connection points of core competencies in IPE according to the characteristics of the course

The research team has summarized six ideological and political connection points for the ‘Electrical and Electronic Technology’ course, as well as IPE content for these course connection points, based on the course content, combined with teaching practice, and referring to the research results of other scholars^[6], as shown in Table 1.

3.2 Improving the IPE capability of professional course teachers

Teachers of electrical and electronic engineering integration can fully utilize various educational resources, such as national quality courses, online open courses, social practice bases, etc. At the same time, according to the course objectives, they can integrate the core competencies in IPE from educational resources into the teaching process, providing students with rich learning materials and improving the integration level of them. Besides, they should also combine the actual situation of the school and students, focus on the innovation of core competencies in IPE, and integrate the upper education resources and cases that are suitable for their major, making them more relevant to needs of the students. Meanwhile, professional course teachers and ideological and political courses teachers can establish together an IPE resource library that includes both general and specialized resources. As the education resources in the library are continuously updated, and the increase of various factors in favor of the integration of ideological and political in courses, the IPE capabilities of teachers will be improved also.

Table 1. Ideological and Political Connection Points and IPE Content in the ‘Electrical and Electronic Technology’ Course

Course connection points	IPE content
Emphasize scientific methods and a rigorous attitude in the process of learning electronic components, circuit analysis, and design.	Scientific spirit and innovative consciousness
The process of experimental operations and electronic fabrication will enable students to experience the journey from failure to success.	The spirit of hard work and craftsmanship
Team projects and collaborative problem-solving are important components of learning electronic technology.	Teamwork and social responsibility
Introduce achievements and development process of China in the field of electrical engineering and electronics.	Patriotism
emphasize the importance of professional ethics in the process of learning the standards and specifications of electrical and electronic technology	Professional ethics and laws and regulations
environmental protection design and energy-saving technologies in electronic technology	Environmental protection and sustainable development
The latest developments and trends in electrical and electronic technology	International perspective and exchange cooperation

3.3 Blended teaching enhances the connection between IPE and the course of Electrical and Electronic Technology

The ‘online + offline’ blended teaching model is favored by teachers, as it can give students more time for reflection and interaction, which helps to improve their learning of both professional knowledge and core competencies in IPE simultaneously. So, our research group has integrated core competencies in IPE into three stages: before class, during class, and after class. Before class, teachers integrate teaching materials, select materials, explore core competencies in IPE, and send them to students online; during class, teachers encourage students thinking independently and convey the well-designed teaching segments to students; after class, teachers also need to design online survey questionnaires and offline assignments to understand the learning situation of students’ professional course knowledge and ideological and political knowledge, and to reflect on their teaching.

4. Conclusion

Addressing the insufficient connection points between core competencies in IPE and the ‘Electrical and Electronic Technology’ course in technical colleges, this article proposes six connection points for the ‘Electrical and Electronic Technology’ course, as well as the corresponding IPE content for these contact points. It also suggests methods to improve the capabilities of integrated engineering teachers and presents a dual-directional integration method for education throughout the ‘Electrical and Electronic Technology’ course, both online and offline.

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Analysis of Reform Strategies for Marxist Philosophy Teaching in Higher Education Institutions

Yijia Guo*

Luohe Vocational and Technical College, Luohe, Henan, 462000, China

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ABSTRACT

Marxist philosophy is an important indicator of human thought in the process of modern social development, and it is also the theoretical and spiritual support of socialism with Chinese characteristics. With the development and progress of the times, Marxist philosophical theory has gradually integrated the ideas and thinking of the new era, becoming a good medicine to guide the spiritual development of college students. So, as an important political philosophy course offered by higher education institutions, how to effectively achieve the reform and development of Marxist philosophy teaching courses has become a key entry point for higher education institutions to achieve high-quality talent cultivation and implement the goal of moral education and talent development. This article mainly analyzes the curriculum connotation and characteristics of Marxist philosophy in higher education institutions, and explores the teaching reform path of Marxist philosophy in higher education institutions, hoping to provide reference opinions for promoting the improvement of talent education level in higher education institutions.

1. Introduction

Marxist philosophy is an important compulsory course component in China's higher education system. The main goal of the course is to help contemporary college students establish correct life concepts in the process of development and understand the responsibilities and missions they shoulder in the new era. Against the backdrop of accelerating economic globalization, the domestic market is gradually aligning with the international market, and foreign ideas have become a new wave, bringing tremendous impact to traditional thinking. At present, many students in higher education institutions face various problems when studying Marxist philosophy, such as a lack of enthusiasm for courses, only focusing on passing ex-

ams, mechanized memory and memorization, which also makes it difficult to achieve the effectiveness of Marxist philosophical teachings. Even many students believe that knowledge of Marxist philosophy is irrelevant, which has led to the marginalization of Marxist philosophy education. Therefore, further exploration of effective paths for the reform and development of Marxist philosophy education in universities is of great significance.

2. The Connotation and Characteristics of Marxist Philosophy in Education

2.1 The Educational Connotation of Marxist Philosophy

At present, there is still no clear consensus in the aca-

*Corresponding Author:

Yijia Guo,

Female, lecturer;

Research direction: philosophy, ideological and political education, and party history

Email: 174168448@qq.com

democratic community on the educational concept of Marxist philosophy. Multiple academic schools have been competing for a long time, but there is no relatively unified understanding of the educational concept. This also means that Marxist philosophy needs to integrate new concepts and methods in different historical contexts, and the definition criteria for its educational concept connotation are relatively vague. But overall, it cannot be denied that Marxist philosophy education is a new model of transferring and integrating philosophical concepts into the concept of educating people. It is not a single concept of educating people. Specifically, the philosophical education concept of Marxism is also the experience and rational thinking summarized by Chinese higher education institutions in the long-term practice of offering this course. All the requirements and spiritual values condensed in the end cannot be described in a single language, which is also determined by different educators' subjective judgments and rational cognition of Marxist philosophy education. Moreover, the influence of philosophical education concepts on students cannot be formed in a short period of time, but requires long-term knowledge and experience accumulation in order to truly exert its philosophical educational function and ultimately form a closed loop of education.

2.2 Characteristics of the Educational Concept in Marxist Philosophy

On the one hand, the educational concept of Marxist philosophy has unique characteristics in different historical contexts, which also means that it has distinct characteristics of the times. It can be said that China's society has grown through gradual changes and evolution, and in different social backgrounds, any thing and the concept of viewing things will also migrate accordingly. As a conclusion of observing society, Marxist philosophy will inevitably change with the development of the times, so as to continuously update Marxist philosophy and more effectively guide students' philosophical education. Not only that, Marxist philosophy also promotes the spirit of advancing with the times, and the extension of its connotation always maintains an inseparable internal connection with the development of the times. It is a criterion for measuring the development of modern society and a conclusion for judging the laws of social development. It needs to be maximally combined with the real life and needs of the social masses. It can be seen that the educational concept of Marxist philosophy is not static, but rather aims to accumulate new experiences and leave a distinct mark of the times as they change.

On the other hand, the educational concept of Marxist

philosophy has significant dialectical characteristics. The term dialectics is believed to be the most common vocabulary used by many students when they come into contact with philosophy courses. Dialectical philosophy has the characteristics of self reflection and critical thinking. This reflection and criticism is not only a questioning of the external world by humans, but also a reflection and criticism of oneself in the process of human growth. From this dimension, it is evident that the critical characteristics of Marxist philosophical theory are essential, and this dialectical criticism is the most indispensable educational nature in its educational process.

3. The Important Value of Reforming Marxist Philosophy Education in Higher Education Institutions

3.1 Being able to draw students' attention to real-life needs based on social practice

At present, in the process of offering Marxist philosophy education courses in domestic higher education institutions, problems and loopholes in educational levels and concepts are not uncommon. For example, many schools confuse Marxist philosophy education with general political education, which leads to students being trapped by rigid thinking in the learning process and lacking a pair of dynamic eyes, unable to truly observe the current situation and needs of society. Over time, the enthusiasm and vitality of this subject are lost. Philosophy is an educational thinking, not simply theoretical knowledge. If only one-sided knowledge transmission is carried out, the education of philosophy deviates from its essence and ultimately forms a dogmatism. At present, philosophy education in Chinese universities is shifting towards utilitarianism, emphasizing specialized skills and knowledge-based education, and taking the cultivation of students' livelihood skills and employability as the main focus. This has also caused Marxist philosophy education to lose its own characteristics. Therefore, the educational reform of Marxism should focus more on the real needs of students and closely integrate them. At present, students' needs and social practices in society are essential in order to conform to the essence of philosophy, pay attention to real problems, and guide students to deeply understand the current social situation. Only then can students have the ability to change the social situation and solve social problems from an internal perspective. This is also an endogenous driving force for promoting comprehensive social progress and talent development.

3.2 More conducive to highlighting social and humanistic care, driving students' comprehensive development

Essentially, the teaching of Marxist philosophy does not belong to the realm of theoretical knowledge, but rather to anthropology, and the underlying humanistic spirit is unfathomable. Therefore, as philosophy educators in higher education institutions, we should also have a clear understanding that the core essence of Marxist philosophy, no matter how the times change, is to discuss a series of topics that extend from the core of human value, human existence, and the essence of human development. However, in the current teaching of Marxist philosophy in higher education institutions, the essence of humanistic education is easily overlooked. Many educators simply regard it as a scientific theory without highlighting its characteristic of exploring the origin of humanity. This educational model also deviates from the essence of human education and instead makes it a tool and carrier for promoting political ideas. Therefore, the education reform in the new era needs to pay more attention to how to demonstrate the humanistic spirit contained in Marxist philosophy education, abandon the secularism in the educational process, better integrate Marxist philosophy with the real society, and enable students to learn to observe the value of the world and life through philosophical theory. Only in this way can the humanistic care of Marxist philosophy education continue to be highlighted and drive students to think more comprehensively about problems.

3.3 More conducive to cultivating students' questioning spirit, learning to reflect through criticism

The spirit of questioning is the most important educational connotation in the development of philosophy education activities. It helps students to cultivate their reflective and critical abilities, recognize social issues and the essence of development, and better explore and investigate learning content. Furthermore, it enables students to engage in a series of reflections on philosophical issues and enhance their analytical skills from both internal and external perspectives. In fact, the spirit of criticism and reflection is highly advocated in Marxist philosophy. Only by learning to question can we avoid being rigid and dogmatic, and only by learning to question and reflect can we make progress. However, this critical education does not negate everything, nor does it blindly doubt things. It is a rational reflection based on practice, and more importantly, an introspection of the problem. In the reform of Marxist philosophy education in higher education institutions, the goal is to transform the previous education situation

where teachers were the sole transmission subject, truly highlight the status of students, cultivate students' critical and reflective spirit in the learning process, and enable them to discover and solve problems through introspection of themselves and the appearance of society.

4. The Reform and Development Path of Marxist Philosophy Education in Higher Education Institutions

4.1 Enhance the importance of education issues

Based on the various types of problems that have existed in the education of Marxist philosophy in China in the past, the most significant one is the emphasis on imparting conclusions, but neglecting the close relationship between Marxist philosophy and real social problems. Some social hot topics and concentrated issues are not introduced in the classroom, and the focus is relatively narrow. This is the culprit that has led to the gradual development of Marxist philosophy education towards dogmatism and utilitarianism. At present, there are numerous versions of textbooks on Marxist philosophy in Chinese higher education institutions, and the vast majority of classroom textbooks are based on translated versions of the original Marxist philosophy content from the Soviet Union. However, the translations of these textbooks can only intuitively reflect the connotation of Marxist philosophy at that time, but cannot demonstrate the collision between Marxist philosophy and the current economic and social situation of the times, nor do they delve into the new connotation of Marxist philosophy in the context of the changing times. From the perspective of the development of the times, focusing on the current situation and problems of society and solving these problems is the voice of the broad masses of the people. Therefore, the content learned by college students in the classroom should be based on the theory of Marxist philosophy and the innovative development and integration of the new era. How to face social problems, focus on social hotspots, quickly solve and find methods is the teaching focus of Marxist philosophy courses. This requires Marxist philosophy teachers in higher education institutions to discover the main contradictions and problems in long-term teaching practice, integrate new social cutting-edge topics and thinking into the teaching classroom, thereby increasing the correlation between Marxist philosophy teaching and the current social situation, helping students find confidence and enthusiasm for learning, and continuously extending the breadth and depth of Marxist philosophy education through the integration of teaching texts and optimization of textbook issues, thus better deepening the

correlation between Marxist philosophy text textbooks and social practice issues.

4.2 Introduce life oriented educational content in the classroom

At the symposium on the work of philosophy and social sciences, General Secretary Xi Jinping pointed out that “we must adhere to Marxism as guidance and accelerate the construction of philosophy and social sciences with Chinese characteristics.” This also means that the integration between philosophy and social practice has become an inevitable trend for the future development of this discipline. As the backbone of the development of philosophy and social sciences in China, higher education institutions should not only teach and educate students, but also deeply understand the spirit of General Secretary Xi Jinping’s speech, and use philosophy to guide students’ life practice. Essentially, the teaching of Marxist philosophy is a true feedback of social reality problems. As described above, the most fundamental feature of Marxist philosophy is its critical and reflective nature. In other words, the teaching of Marxism needs to be based on life practice, allowing students to learn how to think about life problems. There are huge class contradictions in the current Chinese society, especially under the erosion of Western capitalism and other ideologies. Egoism and utilitarianism have also destroyed Deng Ying’s joyful spiritual world of the people. In this context, as higher education institutions, it is even more important to conduct in-depth discussions on Marxist philosophy for the new generation of socialist successors, and gradually explore the origin and path of human spiritual liberation. The core of Marxist philosophy is actually anthropology, which ultimately explores the survival and development of humanity. How to liberate human thought and spirit is the central issue of Marxist philosophy. However, currently in the education work of higher education institutions in China, there is an excessive focus on the laws of movement teaching in Marxist philosophy, and the essence of teaching always revolves around material changes as the core. This teaching direction and focus have clearly deviated. In response to such issues, the education of Marxist philosophy in higher education institutions should be closely linked to the content of life oriented education, guiding students to use the ideas of Marxist philosophy to face the essence of life. Through the introduction of hot topics, students can use philosophical thinking to explore a series of issues such as what freedom and survival value are, how to liberate and justice, etc. Only through such educational methods can we maximize the connection between Marxist philosophy education and the real social life of college students.

4.3 Cultivate critical thinking and reflective awareness among college students

Critical thinking and reflective consciousness are the most important driving forces and endogenous forces for promoting the development and progress of social revolution. Raising and solving problems is a realistic topic that social development should face in every period. The connotation and tone of Marxist philosophy revolve around critical materialist thinking, which also means that contemporary college students should not only focus on internal self-criticism in their development process, but also learn to examine external social conditions, continuously improve their lives through innovation, and establish a critical worldview. Marxist philosophy is not static, but evolves with the passage and development of the times. Only by incorporating innovative construction ideas can society avoid being trapped in old theories and constantly move forward and develop through criticism. Therefore, as a higher education institution, in the process of teaching Marxist philosophy, we should not gradually turn this subject into dogmatism. Instead, we should learn to liberate students’ minds in teaching, help them establish a consciousness of reflection and criticism, and liberate their cognition and views on society and things through more active thinking logic. Only in this way can students generate creativity through continuous reflection, gradually dare to face problems, and establish sound values.

For example, a course teaching team from a certain university in China has created high-quality MOOC videos on philosophy and social sciences, which has driven the digital transformation and development of philosophy and social science teaching. They have also launched the “Lingyun Plan” through online teaching. In the teaching process, they tell social stories well in online classrooms and explore new elements of ideological and political education as the theme. In this course, representative theme characters about “Advancing into the New Era” have been selected, leading students to use micro course videos as a starting point to understand the current social situation, industry contradictions, and so on, so that students can learn to reflect and learn from them.

5. Conclusion

In summary, Marxist philosophy education is an important component of the higher education system, and it is also an important discipline that helps college students establish critical thinking, improve their personality, and construct correct values. Therefore, in the process of reforming and innovating Marxist philosophy education in higher education institutions, it is necessary to continu-

ously enhance the attention to existing educational issues, strengthen the correlation between Marxist philosophy education content and social practice life, help students establish critical thinking and reflective consciousness, and promote their innovative development through multiple measures, in order to better play the educational function of Marxist philosophy courses.

Project

Research on ideological and Political Theory course in Philosophy and Social Science Planning of Henan Province in 2022

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Strategy Analysis of Data Science and Artificial Intelligence to Promote Educational Equity

Tianhang Zhang*

Shanwei Institute of Technology, Shanwei, Guangdong, 516600, China

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ABSTRACT

With the rapid development of data science and artificial intelligence technology, its application in education in the field of extensive, which is of great significance to promote educational equity. By collecting and analyzing students' data, personalized learning provides customized learning path; the intelligent auxiliary education system provides personalized guidance to reduce the burden of teachers. This paper discusses the strategies of data science and artificial intelligence in promoting educational equity, including the establishment of a comprehensive student data collection and analysis system and the promotion of intelligent auxiliary education system, aiming to realize the optimal allocation of educational resources, so that every student can enjoy fair and high-quality education.

1. Introduction

Educational equity is an important issue around the world. Due to regional, economic, social and other factors, educational resources are evenly distributed around the world, leading many students to receive quality education. However, the development of data science and artificial intelligence has provided new possibilities to solve this problem. They can intelligently allocate educational resources and provide personalized learning programs, thus effectively promoting educational equity.

2. The Application of Data Science and Artificial Intelligence in Education

2.1 Personalized learning

Personalized learning is a compelling trend in the mod-

ern education field, emphasizing student-centered, respecting and meeting the unique learning needs of each student. In this process, data science plays a vital role. Through well-designed algorithms and powerful data analysis capabilities, data science can comprehensively and deeply collect students' learning data, including their learning progress, knowledge mastery, learning preferences, and difficulties encountered. These data not only provide a clear learning trajectory for students, but also provide valuable reference information for teachers and educational institutions. After collecting these data, the Data Science Society conducts a refined analysis to reveal the students' learning characteristics and potential needs. For example, by analyzing the learning progress, students can find out which knowledge points students master better and have difficulties; By analyzing students' learning preferences,

*Corresponding Author:

Tianhang Zhang,

Research direction: pedagogy, educational management, educational psychology,

Email: 10930327@qq.com

students can understand what types of learning resources and learning methods students prefer. The results of these data analysis provide a strong support for personalized learning. The introduction of artificial intelligence has further promoted the in-depth development of personalized learning. Based on the learning data and analysis results provided by data science, AI can intelligently recommend the learning resources and teaching methods most suitable for students^[1]. It can push students with corresponding difficult learning materials according to their learning progress and knowledge level; provide students with different types of learning resources, such as video tutorials and interactive games, and even customize personalized learning plans and teaching methods for students according to their learning style and habits. This personalized learning method based on data science and artificial intelligence can not only meet the personalized needs of students, improve their learning effect, but also stimulate their interest and motivation in learning. Students are no longer passive recipients, but become active explorers and learners. They can freely choose the content and way of learning according to their own interests and needs, so as to master knowledge more efficiently and improve their ability.

2.2 Intelligent-assisted education

Intelligent assisted education is playing an increasingly important role in the field of modern education, which provides students with a brand-new learning experience in its unique way. As the core driving force of this field, artificial intelligence can serve as an intelligent tutoring system to penetrate into students' extracurricular study and life, and provide them with personalized guidance and support. In this intelligent tutoring system, artificial intelligence not only has strong knowledge base and data processing capabilities, but also can simulate the teaching model of human teachers and provide immediate and accurate feedback for students. When students encounter difficult problems in the process of autonomous learning, they can ask questions through this system, and the system will quickly analyze and give detailed answers. This not only solves the confusion that students may encounter in extracurricular learning, but also stimulates their interest in actively exploring knowledge. In addition, the intelligent tutoring system can also recommend suitable learning resources and exercises for students according to their learning progress and knowledge level. These resources include video tutorials, online courses, and interactive games, aiming to help students consolidate their learned knowledge and expand their knowledge horizons. Through this personalized learning method, students can learn according to their own pace and interests, so as to

improve the learning efficiency and learning effect. The advantage of intelligent auxiliary education lies in that it can make up for the deficiency of traditional classroom education. In the traditional classroom, teachers often find it difficult to pay attention to the individual differences and learning needs of each student, while the intelligent tutoring system can provide personalized tutoring according to the characteristics of each student. This allows each student to receive sufficient attention and help to receive appropriate guidance and support regardless of their learning level. Intelligent assisted education provides students with a more flexible and personalized learning platform, so that they can get full guidance and support in their extracurricular time^[2]. This way of education not only improves the learning effect of students, but also cultivates their independent learning ability and innovative spirit, which lays a solid foundation for their future development.

3. Data science and AI for strategies to promote educational equity

3.1 Establish a comprehensive student data collection and analysis system

To effectively promote educational equity, establishing a comprehensive student data collection and analysis system is a crucial strategy. This system not only forms the basis for personalized learning, but is also the key to ensuring that each student has access to educational resources that best suit their individual needs. In this system, the collection of the data is the first step. By integrating various learning platforms, operating systems, test scores and other channels, students can systematically collect data at different learning stages and scenarios. These data include students' participation in class, homework completion, test scores, learning progress, etc., providing teachers with a comprehensive understanding of students' learning conditions. Data analysis is the key link in transforming data into valuable information. Using the methods and techniques of data science, we can deeply dig and analyze the collected data to reveal the students' learning characteristics, learning preferences, learning difficulties and so on. Through the in-depth analysis of the students' learning data, we can more accurately understand the students' learning needs, and provide powerful data support for personalized learning. With a comprehensive student data collection and analysis system, we can better understand the learning status of each student, and provide them with tailored educational resources and learning paths. This can not only improve the learning effect of students, but also enhance their learning motivation and self-confidence, and

further promote the realization of educational equity.

3.2 We will promote intelligent auxiliary education systems

The promotion of intelligent auxiliary education system has far-reaching significance for the future development of the education field. With its unique intelligent characteristics, this system can bring personalized tutoring to students, so as to more effectively solve their difficulties in the learning process and significantly improve the learning effect. Intelligent auxiliary education system is not only a powerful learning tool, it can also provide students with customized learning content and practice questions according to their learning habits, ability level and interest preferences. This means that each student can get learning resources to match their own situation, thus becoming more comfortable in the learning process. In addition to providing personalized tutoring for students, the intelligent auxiliary education system can also greatly reduce the burden of teachers. In the traditional teaching mode, teachers often need to spend a lot of time and energy to pay attention to each student's learning situation and provide personalized tutoring. However, with the help of the intelligent auxiliary education system, teachers can manage students' learning process more efficiently and devote more energy to teaching research and innovation^[3]. Specifically, the intelligent assisted education system can automatically collect students' learning data, analyze their learning status and learning difficulties, and provide intuitive data support for teachers. At the same time, it can also provide teachers with intelligent teaching suggestions and strategies to help them better guide students to learn. These functions not only improve the work efficiency of teachers, but also enable them to have a more comprehensive understanding of the students' learning situation, and to provide more accurate help for each student. The promotion of intelligent auxiliary education system not only

helps to improve the learning effect of students, but also helps to optimize the teaching experience of teachers and realize the rational allocation and utilization of educational resources. This is of great significance for promoting education equity and improving the quality of education.

4. Epilogue

The application of data science and artificial intelligence in the field of education provides a strong technical support for personalized learning and intelligent assisted education. Through the establishment of a comprehensive student data collection and analysis system, it can more accurately grasp the learning needs of students, and provide students with tailored educational resources. At the same time, the promotion of intelligent auxiliary education system will further improve the efficiency of education, so that every student can get full attention and help. Looking ahead, data science and artificial intelligence will continue to play an important role in the field of education equity and help to build a fairer and more efficient education system.

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The Research on Influencing Factors and Countermeasures of Teacher Career Development in Private Undergraduate Institutions

Na Li* Chao Liu Yi Zhai Tong Bu

QingDao Binhai University Qingdao, Shandong Province, 266555, China

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ABSTRACT

Based on the Theory of Reasoned Action, this paper explores the influencing factors and countermeasures of teacher career development in private undergraduate institutions through questionnaire surveys. The study finds that teachers generally experience heavy workloads and time pressures, but most believe that the academic atmosphere and research activities at the school have a positive impact on their career development. The evaluation mechanisms and promotion channels are considered fair and effective, but there is still room for improvement. Teachers hold a positive attitude towards career development opportunities and promotion channels, but they perceive limited development space and promotion opportunities. Teachers' personal comprehensive qualities and abilities, as well as the development opportunities and support provided by the school, are considered key factors for career development. Disciplinary professional background, academic accumulation, research capabilities, and teacher collaboration and exchange have significant impacts on career development. Based on the findings, the following strategies are proposed: 1) optimizing the work environment and reducing work pressure; 2) fostering a positive academic atmosphere; 3) improving evaluation mechanisms and promotion channels; 4) providing continuous professional training and development support; and 5) strengthening the construction of disciplinary professional background and research capabilities.

1. Background

With the continuous advancement of educational system reforms and economic development, private applied undergraduate institutions are playing an increasingly important role in talent cultivation. However, as the backbone of the educational enterprise, teachers' career development is influenced by numerous factors. This study aims to explore the influencing factors and countermeasures of teacher career development in private applied

undergraduate institutions, providing theoretical support and practical guidance for enhancing teachers' professional development levels.

1.1 Theoretical Foundation

The Theory of Reasoned Action (TRA), proposed by Fishbein and Ajzen, is a social psychology theory used to explain individual behavior. The theory posits that an individual's behavioral intention is influenced by two

*Corresponding Author:

Na Li,

Female, Ph.D., Professor;

Research interests: Nursing Education;

Address: Dazhushan Campus, Qingdao Binhai University, No. 1568 Shanchuan Road, West Coast New District, Qingdao, Shandong Province, 266555, China;

Email: 893981586@qq.com

primary factors: attitude and subjective norm ^[1]. In the context of teacher career development in private applied undergraduate institutions, the Theory of Reasoned Action can be employed to analyze teachers' attitudes towards career development and their subjective norms regarding what constitutes the correct behavior. By measuring teachers' attitudes and subjective norms, it is possible to predict their behavioral intentions, thereby uncovering the influencing factors and countermeasures for teacher career development. The Theory of Reasoned Action will provide a robust theoretical foundation for the study, enhancing the understanding of the underlying motivations behind teachers' career development decisions.

1.2 Model Construction

The TRA model primarily consists of four key components: (1) Attitude: The individual's cognitive evaluation of a specific behavior, i.e., their perceptions of the behavior's goodness, importance, etc., which can be comprehensively measured through the individual's cognition, beliefs, and emotions regarding the behavior. (2) Subjective Norm: The extent to which the individual believes that significant others expect them to engage in or refrain from a particular behavior, including the expectations and attitudes of family, friends, colleagues, etc. (3) Behavioral Intention: The individual's plans and intentions regarding a specific behavior, i.e., whether they intend to perform the behavior. (4) Behavior: The actual behavior performed by the individual, including the influence of attitude and subjective norm on behavioral intention and the ultimate behavior ^[2]. These components interact with each other, forming the Theory of Reasoned Action model, which is used to explain and predict specific individual behaviors.

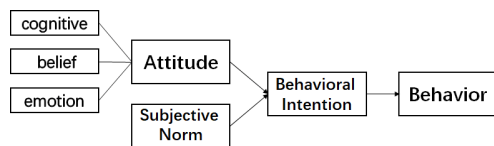


Figure 1. Theory of Reasoned Action Model Diagram

This study, based on the “Theory of Reasoned Action model”, delves into the career development of teachers in private applied undergraduate institutions. Within this model framework, teachers' attitudes toward career development encompass their overall evaluation of the education industry and their perceptions of personal abilities and career prospects. Subjective norms reflect the expectations and influences of key groups such as family, colleagues, and students on teachers' professional behaviors. Through a meticulously designed questionnaire survey, this research aims to collect data on teachers' attitudes and

subjective norms regarding career development factors, to explore their behavioral intentions, and thereby uncover the intrinsic motivations and extrinsic pressures behind teachers' career development. The questionnaire covers teachers' personal attitudes, subjective norms, career development intentions, and actual behaviors, striving for a comprehensive analysis of the key factors influencing teachers' career development. The study provides theoretical support for formulating targeted strategies to promote the professional growth and career planning of teachers in private applied undergraduate institutions.

1.3 Research Hypotheses

1.3.1 Teachers' Personal Attitudes Have a Significant Positive Impact on Their Career Development Intentions

This study hypothesizes that teachers' personal attitudes, i.e., their intrinsic beliefs and evaluations about career development, have a significant positive impact on their career development intentions. Specifically, when teachers hold a positive attitude towards career development, such as believing that it can lead to personal growth, satisfaction, and career advancement opportunities, they are more inclined to take actions to promote their own career development. Conversely, if teachers hold a negative attitude towards career development, perceiving it as challenging, uncertain, or inconsistent with their personal values, they may lack the motivation to drive their own career development ^[3]. Therefore, teachers' personal attitudes are considered a key psychological factor influencing their career development intentions. This attitude not only reflects teachers' cognitive evaluations of career development but also predicts their future career development behaviors.

1.3.2 Teachers' Subjective Norms Have a Significant Positive Impact on Their Career Development Intentions

This study hypothesizes that teachers' subjective norms, i.e., their perceptions of societal and organizational expectations regarding career development, have a significant positive impact on their career development intentions ^[4]. When teachers perceive expectations from peers, school management, and societal cultural backgrounds, believing that pursuing career development is a normative and encouraged behavior, their career development intentions are likely to be strengthened. These subjective norms may stem from collective recognition of career success, organizational support for professional growth, or general awareness of promotion paths within the education industry ^[5]. Therefore, teachers' subjective norms not only shape their social expectations of career development but also motivate their intrinsic drive to pursue career devel-

opment, thereby encouraging them to engage more actively in career development activities.

1.3.3 Teachers' Career Development Intentions Have a Significant Positive Impact on Their Career Development Behaviors

This study hypothesizes that teachers' career development intentions have a significant positive impact on their career development behaviors. Strong career development intentions drive teachers to actively seek opportunities to learn new knowledge and skills, participate in professional training, and pursue innovation in teaching and research^[6]. This intention is the intrinsic motivation for teachers to go beyond daily teaching and commit to continuous professional growth and self-improvement. Therefore, career development intentions are not only a core element of teachers' personal career planning but also a key factor that motivates them to take concrete actions to achieve their career goals.

1.3.4 Teachers' Career Development Behaviors Have a Significant Positive Impact on Their Career Development Outcomes

This study hypothesizes that teachers' career development behaviors have a significant positive impact on their career development outcomes. Actively participating in professional development activities, such as academic seminars, innovative teaching methods, research projects, and interdisciplinary collaborations, not only enhances teachers' teaching and research capabilities but also strengthens their influence and competitiveness in the academic and educational fields^[7]. Career development behaviors are the direct pathways for teachers to achieve their career goals, attain professional achievements, and enhance job satisfaction. By effectively implementing these behaviors, teachers can gradually realize their personal career visions and achieve significant career development outcomes in the education sector.

2 Research Design

This study aims to delve into the key influencing factors of teacher career development in private applied undergraduate institutions and propose corresponding countermeasures. The research design employs a combination of quantitative and qualitative methods. Initially, a questionnaire survey is conducted to collect a large amount of data for quantitative analysis of the correlations between teachers' personal attitudes, subjective norms, career development intentions, and career development behaviors. Simultaneously, typical cases are selected for in-depth interviews to reveal the intrinsic mechanisms and complex relationships of the influencing factors through

qualitative research. Specific details of the questionnaire survey are shown in Table 1.

3.1 Sample Information

The survey subjects primarily consisted of middle-aged teachers from multiple private undergraduate institutions, with a total of 200 questionnaires distributed and 198 collected. Among them, teachers aged 31-40 accounted for the highest proportion, reaching 55.77%, indicating that they are the main force in private applied undergraduate institutions. In terms of gender ratio, female teachers dominated with a proportion of 84.62%, while male teachers accounted for only 15.38%. The marital status was predominantly married with children, accounting for 51.92%, while unmarried teachers accounted for 30.77%. In terms of professional titles, the majority held the title of lecturer, with a proportion of 51.92%, followed by assistant lecturers and associate professors. The educational level was mainly master's degree graduates and those currently pursuing a master's degree, accounting for 65.38%, while doctoral degree graduates and those currently pursuing a doctoral degree accounted for 23.08%. The distribution of working years was relatively even, with the highest proportions being teachers with 6-10 years and >15 years of experience, both at 21.15%. In terms of job positions, the majority were engaged in teaching, accounting for 59.62%, followed by those who combined teaching with administrative duties, accounting for 32.69%. These sample information provides basic data on the structure and characteristics of the teacher workforce, laying the foundation for further research analysis.

3.2 Analysis of Personal Attitude Results

Figures 2a-c show that the majority of teachers (51.92%) occasionally feel that their workload is overwhelming or that there is excessive time pressure, while few teachers (13.46%) often feel that their workload is too heavy or that the pressure is too great. Regarding the balance between work and life, a certain proportion of teachers (27%) occasionally feel a lack of balance, while the proportion of teachers who often feel a lack of balance is relatively low (21.15%). For the academic atmosphere and teaching-research activities of the school, most teachers (48.08%) believe that these factors have well promoted their career development, while the remaining teachers (46.15%) believe that these activities have a certain impact on career development. Only a small number of teachers (5.77%) believe that the impact is not very noticeable. Overall, teachers generally recognize the positive role of the school's academic atmosphere and teaching-research activities in their career development.

Table 1. Survey Scale for Influencing Factors of Teacher Career Development

Dimension	Item	Reference Theory/Research Scale
Personal Attitude	Do you feel that your workload is too heavy or that you are under too much time pressure?	Work Overload and Work Stress Research/Work Stress Questionnaire - WSQ
	Do you feel a lack of balance between work and life?	Work-Life Balance Theory/Work-Life Balance Questionnaire (WLBQ)
	To what extent do the school's academic atmosphere and teaching-research activities influence teachers' career development?	Teacher Career Development Theory and Research on the Impact of Academic Environment on Teachers/Teacher Career Development Scale
Subjective Norm	Do you believe that the evaluation mechanisms and promotion channels provided by the school are fair and effective?	Research on the Fairness of Evaluation Mechanisms and Promotion Channels/Evaluation System Fairness Scale
	To what extent do you believe that teacher evaluation and promotion mechanisms promote teachers' career development?	Research on the Promotion Mechanisms of Teacher Career Development/Teacher Career Development Scale and Analysis of the Impact of Promotion Mechanisms
	How satisfied are you with the current evaluation system and promotion mechanisms?	Research on the Satisfaction with Evaluation Systems and Promotion Mechanisms/Evaluation Satisfaction Scale and Promotion Mechanism Satisfaction Assessment
Career Development Intention	Do you feel a lack of development space and promotion opportunities in your work?	Research on Career Development Space and Promotion Opportunities/Career Development Opportunities Scale
	What do you believe is the most influential factor on teachers' career development?	Research on Influencing Factors of Teacher Career Development/Analysis of Influencing Factors on Career Development
	Are you satisfied with the career development opportunities and promotion channels provided by the school?	Research on Satisfaction with Career Development Opportunities and Promotion Channels/Career Development Satisfaction Scale
Career Development Behavior	To what extent do you believe that disciplinary background and academic accumulation are important to teachers' career development?	Research on the Importance of Disciplinary Background and Academic Accumulation/Disciplinary Background Importance Scale
	What impact do you believe teachers' research capabilities have on their career development?	Research on the Impact of Teachers' Research Capabilities/Research Capability Impact Scale
	To what extent do you believe that teacher communication and collaboration influence career development?	Research on the Impact of Teacher Communication and Collaboration/Communication and Collaboration Impact Scale

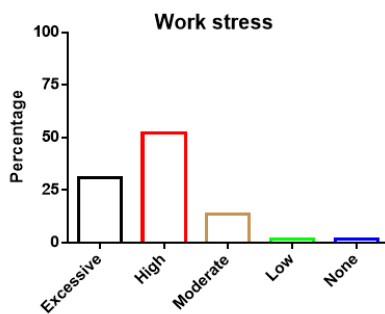


Figure 2a

Figure 2a. Whether the Workload is Overwhelming or There is Excessive Time Pressure

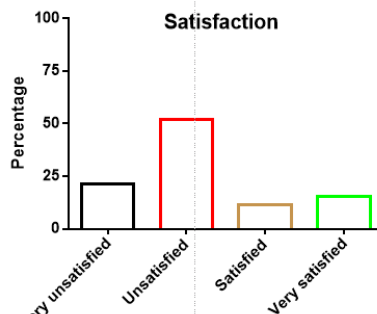


Figure 2b

Figure 2b. Whether There is a Lack of Balance Between Work and Life

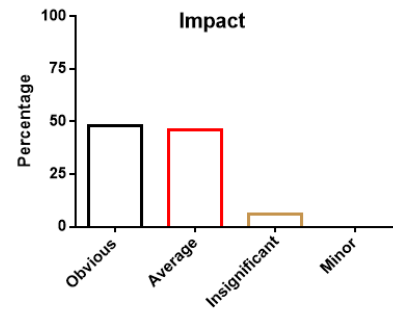


Figure 2c

Figure 2c. The Extent to Which the Academic Atmosphere and Teaching-Research Activities of the School Influence Teachers' Career Development

3.3 Analysis of Subjective Norm Results

Figures 3a-c show that the majority of teachers (69.23%) believe that the school’s evaluation mechanisms and promotion channels are fair and effective, but still need improvement. Regarding the extent to which evaluation and promotion mechanisms promote career development, most teachers (65.38%) believe that there is some promotion, while 23.08% of teachers believe that these mechanisms effectively promote career development. In terms of satisfaction, 44.23% of teachers expressed satisfaction, 23.08% of teachers were very satisfied, and 30.77% of teachers found the evaluation system and promotion mechanism to be average. Overall, teachers hold a relatively positive attitude towards the current evaluation and promotion mechanisms, but generally believe that there is room for improvement.

3.4 Analysis of Career Development Intention Results

Figures 4a-c show that the majority of teachers (57.69%) occasionally feel a lack of development space and promotion opportunities, while the proportion of teachers who often feel a lack is relatively low (11.54%). Regarding the most influential factor on teachers’ career development, teachers’ personal comprehensive qualities and abilities (32.69%) and the development opportunities and support provided by the school (30.77%) are considered the most important. For the career development opportunities and promotion channels provided by the school, 50% of teachers expressed satisfaction, 19.23% of teachers were very satisfied, and 28.85% of teachers found them to be average. Overall, teachers hold a relatively positive attitude towards career development opportunities and promotion channels, but there is still room for improvement.

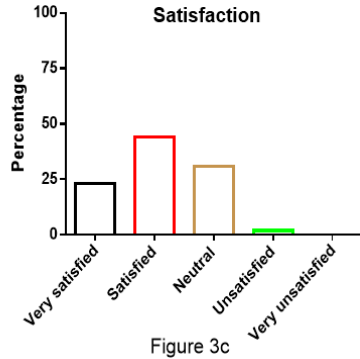
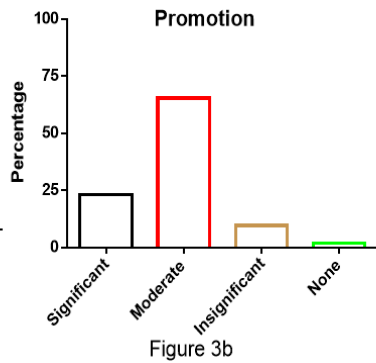
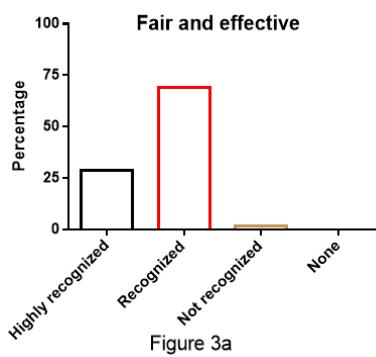


Figure 3a. Recognition of the Fairness and Effectiveness of the Evaluation Mechanisms and Promotion Channels Provided by the School

Figure 3b. The Extent to Which Teacher Evaluation and Promotion Mechanisms Promote Teachers’ Career Development

Figure 3c. Satisfaction with the Current Evaluation System and Promotion Mechanism

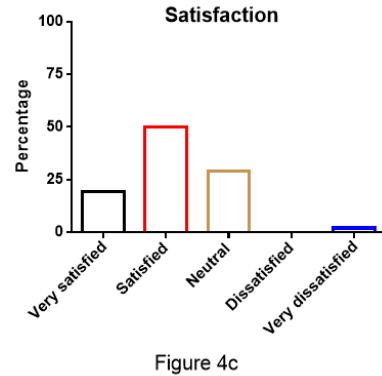
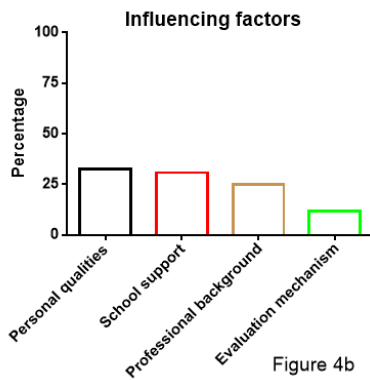
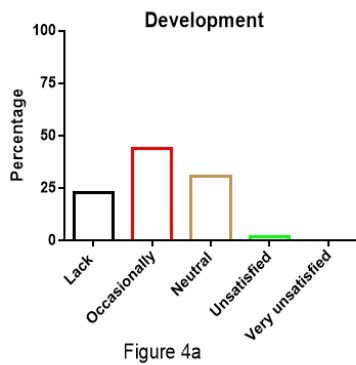


Figure 4a. Whether There is a Lack of Development Space and Promotion Opportunities in the Work

Figure 4b. The Most Influential Factor on Teachers’ Career Development

Figure 4c. Satisfaction with the Career Development Opportunities and Promotion Channels Provided by the School

3.5 Analysis of Career Development Behavior Results

Figures 5a-c show that the vast majority of teachers (51.92%) believe that disciplinary background and academic accumulation are very important to teachers' career development, serving as the foundation for their career development. Regarding teachers' research capabilities, 61.54% of teachers believe that it has some promotion,

while 32.69% of teachers believe that it greatly promotes teachers' career development. In terms of teacher communication and collaboration, 69.23% of teachers believe that it has a certain impact on career development, while 28.85% of teachers believe that it is very important for career development. These data indicate that teachers generally recognize the importance of professional background, research capabilities, and communication and collaboration for career development.

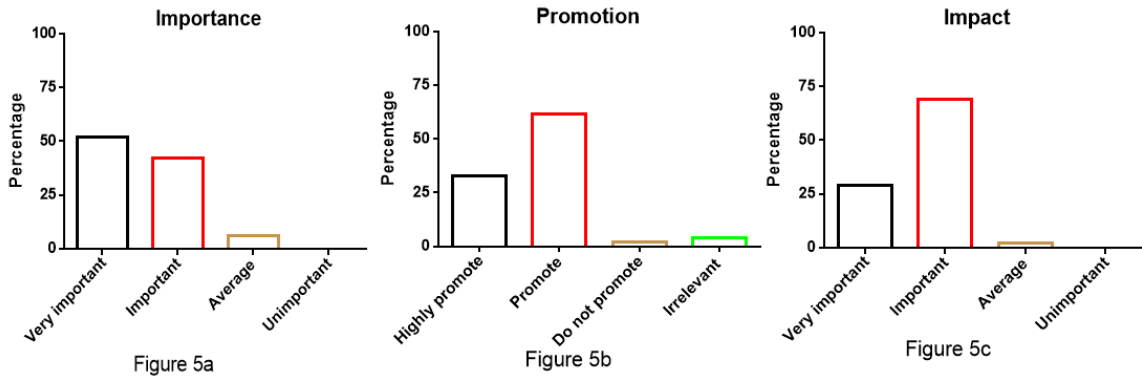


Figure 5a. The Importance of Disciplinary Background and Academic Accumulation to Teachers' Career Development

Figure 5b. The Impact of Teachers' Research Capabilities on Career Development

Figure 5c. The Extent to Which Teacher Communication and Collaboration Influence Career Development

4. Results Analysis

This study, based on the Theory of Reasoned Action, explores the influencing factors of teacher career development in private applied undergraduate institutions and their corresponding strategies. The Theory of Reasoned Action emphasizes the interplay between personal attitudes, subjective norms, career development intentions, and career development behaviors. The research results show that factors such as teachers' perceptions of workload, academic atmosphere, evaluation mechanisms, development opportunities, and professional background all significantly influence their career development attitudes and behaviors. Teachers' feelings of heavy workload and time pressure affect their attitudes towards work-life balance, which in turn may influence their career development intentions. The academic atmosphere and teaching-research activities are generally considered to have a positive effect on career development, indicating that schools should continue to foster a favorable academic environment to enhance teachers' subjective norms and career development intentions. The fairness and effectiveness of evaluation mechanisms and promotion channels are directly related to teachers' career development satisfaction, thereby affecting their career development behaviors. Schools should ensure that the evaluation system

fairly reflects teachers' work performance and provide transparent promotion paths to enhance teachers' positive attitudes and behaviors towards career development. Teachers' emphasis on personal comprehensive qualities and abilities, as well as their expectations for development opportunities and support provided by the school, reflect their needs for intrinsic motivation and extrinsic incentives for career development. Schools should provide continuous professional training and career development support to meet teachers' personal development needs and promote their career development behaviors.

In conclusion, private applied undergraduate institutions should comprehensively consider teachers' working environment, academic atmosphere, evaluation mechanisms, and development opportunities to formulate corresponding strategies. These strategies should aim to stimulate teachers' career development intentions and encourage them to actively engage in career development behaviors, thereby enhancing educational quality and the overall quality of the teaching staff.

5. Countermeasures

Based on the Theory of Reasoned Action, personal attitudes, subjective norms, career development intentions, and career development behaviors are key factors influenc-

ing teacher career development in private applied undergraduate institutions. To promote teachers' career development, schools should adopt the following strategies:

5.1 Optimize Working Environment and Reduce Work Pressure

Schools should reduce teachers' work pressure by reasonably distributing work tasks and time to improve their attitudes towards work-life balance. For example, flexible work hour systems, mental health support and counseling services, and the establishment of teacher mutual aid groups can help teachers cope with work pressure. These measures help enhance teachers' job satisfaction, thereby strengthening their career development intentions and behaviors.

5.2 Foster a Positive Academic Atmosphere

Schools should continue to strengthen the construction of the academic atmosphere, encouraging teachers to participate in teaching-research activities such as regular academic lectures, seminars, and workshops, as well as supporting teachers in participating in academic exchanges and collaborative projects. These activities not only enhance teachers' subjective norms but also strengthen their career development intentions, thereby promoting their active career development behaviors.

5.3 Improve Evaluation Mechanisms and Promotion Channels

To ensure the fairness and effectiveness of evaluation mechanisms and promotion channels, schools should regularly review and update evaluation criteria to ensure they accurately reflect teachers' work performance. Additionally, schools should provide transparent promotion paths, allowing teachers to clearly understand the conditions and processes for promotion. This approach helps enhance teachers' satisfaction with career development, thereby motivating them to more actively engage in career development behaviors.

5.4 Provide Continuous Professional Training and Development Support

Schools should prioritize the enhancement of teachers' personal comprehensive qualities and abilities by offering regular professional training, seminars, and online learning resources to help teachers continuously update their knowledge and skills. Additionally, schools should establish career development counseling services to provide personalized career planning advice for teachers. These support measures can meet teachers' intrinsic mo-

tivation and extrinsic incentive needs, thereby promoting their career development behaviors.

5.5 Strengthen Disciplinary Background and Research Capability Construction

Schools should encourage teachers to strengthen their disciplinary background and academic accumulation by providing research project funding, academic publication support, and research achievement rewards to stimulate teachers' research enthusiasm. Additionally, schools should promote communication and collaboration among teachers, establishing interdisciplinary research teams to enhance teachers' research capabilities and academic influence. These measures help teachers recognize the importance of professional background and research capabilities for career development, thereby strengthening their career development intentions and behaviors.

6. Results and Outlook

This study, through questionnaire surveys and field interviews, delved into the influencing factors of teacher career development in private applied undergraduate institutions and proposed corresponding countermeasures based on the Theory of Reasoned Action. The research found that factors such as working environment, academic atmosphere, evaluation mechanisms, development opportunities, and professional background significantly influenced teachers' career development attitudes and behaviors. To enhance teachers' career development, schools should optimize the working environment, foster a positive academic atmosphere, improve evaluation mechanisms and promotion channels, provide continuous professional training and development support, and strengthen disciplinary background and research capability construction.

In the future, private applied undergraduate institutions should continue to focus on the importance of teacher career development and make it one of the core strategies for school development. Schools should further explore and implement more effective teacher career development strategies to attract and retain outstanding teaching talent, enhance teachers' teaching quality and research capabilities. Additionally, schools should strengthen cooperation with industry to provide teachers with more practical opportunities and platforms, promoting their professional growth and academic development. Through these efforts, private applied undergraduate institutions will be able to build a high-quality, high-level teaching staff, providing solid support for school development and student cultivation.

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Research on Diversified Teaching Organization Forms——Everyone Is Talented and Everyone Is Wonderful

Zhende Yang*

Fengxi Experimental School Xixian New District, Xi'an, Shaanxi, 710000, China

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ABSTRACT

This study is based on the differentiated development needs of students. After investigating and analyzing the main problems of the current teaching organization form, it optimizes the design and diversified combination of various elements that constitute the teaching organization form in combination with the actual situation of the school. Practical research has been carried out in some classes and subjects, and effective experience has been accumulated to adapt to student differences and implement diversified teaching organization forms.

Under the background of the new curriculum, how schools deal with students with different life backgrounds, learning characteristics, personalities, emotions and motivations, so that they can have the motivation to continue learning, is a common challenge faced by different schools. For our school, with the advancement of public transformation and nearby enrollment, the difference in student sources has increased significantly, and the number of students with learning difficulties and behavioral deviations has gradually increased. How to create a teaching and learning environment that "adapts to differences and meets the development needs of every student" has become a new problem and challenge faced by our school in the process of development. To this end, our school has put forward the school-running philosophy of "every-

one is talented, and everyone is wonderful", established the school-running pursuit of "adapting to differences, meeting needs, and improving the development quality of every student", and took the transformation of the school's teaching organization form as the starting point. With the help of research projects, we have explored long-term mechanisms to adapt to student differences and meet the development of every student, and achieved the following results.

1. Forming a school-based operation strategy with diversified teaching organization forms

1. Restructure classroom teaching time based on differences among student groups

According to the differences in learning characteris-

*Corresponding Author:

Zhende Yang,

Male,

Research direction: Educational management and effective teaching;

Email: 935607757@qq.com

tics and learning psychology of students of different age groups, combined with the needs of different subjects and different teaching activities, our school breaks the traditional fixed arrangement of 45 minutes per class, divides and reorganizes the class time, shortens or lengthens the class time of each class, and forms a long and short class time system. In view of children's learning psychological characteristics, intentional attention time and memory rules, the overly long and overly scattered class time arrangement has caused poor English classroom learning effects for lower grade students and students cannot be in a constant language environment. Therefore, our school has reset the English and Chinese class time for lower grade students. (1) Class time division: Break the 45-minute class time schedule for English and Chinese subjects and divide it into short classes of 15 to 30 minutes. (2) Class time reorganization: Combine the short English class time with the short Chinese reading class time, so that a regular 45-minute class time is composed of the two subjects of English and Chinese, forming a complete class time. (3) Reorganization of teaching content: Short classes do not simply "divide" the teaching content of the original class into two, but rather reasonably integrate and reorganize the knowledge unit system in the textbook, ensure the internal connection and timely reproduction of knowledge in the arrangement of teaching content, give full play to the advantages of short-term high-frequency teaching, and effectively connect with related subjects. (4) Class connection: The teachers of the two short classes form a partnership and prepare lessons together. Not only will they properly connect the teaching content, but they will also complement each other in the form of teaching, combining movement and stillness, and alternating between tension and relaxation, so as to make full use of the class time to exert the effectiveness of teaching. Over the past few years, the effect of the implementation of long and short classes has gradually been reflected. The teaching time has been fully utilized, the students' interest in learning English has been greatly stimulated, their learning ability has been improved, and the learning burden has been effectively reduced.

In addition, in order to give students sufficient time for experimental exploration and let them "experience the process of scientific exploration, learn simple scientific exploration methods, and improve their hands-on skills", our school will schedule two 45-minute nature classes per week, extend the length of one class, form a 70-minute long nature class, and carry out group cooperative learning in the long nature class.

2. Reconstruct the student grouping method based on the differences between individual students

(1) Breaking the conventional class teaching. In view of the differences in students' learning foundation and learning ability in a certain subject, we break the traditional administrative class restrictions and stratify students in the same grade according to their learning level of the subject to form different levels of classes. Students move around when learning the subject and attend classes in the same level. For other subjects, they return to the original administrative class for classes. The teaching of different levels of classes adopts the method of stratified lesson preparation, stratified teaching, stratified assessment, and stratified tutoring, so that teaching is more in line with students' learning needs. The assessment and evaluation adopts the method of "different standards, stratified evaluation", and implements dynamic adjustments of "upgrading" or "downgrading" according to the evaluation results. At present, our school mainly carries out stratified stratified teaching of mathematics in grades 6 and 7, and has formed a management mechanism for stratified stratified teaching.

In response to the diverse reading interests and personality development needs of junior high school students, our school breaks the restrictions of grades and classes, reconstructs the way students are grouped, and implements mixed-age thematic reading teaching. We classify students' different reading interests and combine them with teachers' expertise to open different reading topics to enhance the diversity and selectivity of reading content. Students in grades 6, 7, and 8 can choose different reading theme classes according to their reading interests and attend classes across grades. In the same reading theme class, the teacher's allocation of learning tasks will increase with the increase of grade, and the difficulty will also deepen. Students of different grades can learn from each other and inspire each other, making reading an extraordinary experience. (2) Group cooperative learning in regular classes Based on the differences in students' cognitive styles and personality characteristics, we carry out group cooperative learning with "heterogeneity within the group and homogeneity between groups" in two consecutive classes. Teachers form learning groups of 4 to 6 people in the class, with group cooperative learning as the core link, interspersed with whole-class lectures and inter-group exchanges. The long class period of two classes in a row provides ample time for group cooperative learning. In group learning, there are not only task division and role allocation, but also result integration and group competition, which is conducive to the generation of cooperative communication, complementary differences, interactive symbiosis teaching and learning process, and gives full play to the educational and teaching value of students'

different resources. At present, our school mainly carries out group cooperative learning in the long class period of senior primary school, which has received good feedback from teachers and students.

(3) Individualized teaching to meet special needs

Our school provides individual teaching to meet the special needs of students with behavioral deviations, learning difficulties, special students with disabilities, and gifted students with the ability to explore and innovate. Our school has formulated individualized education timetables for special students, reconstructed the teacher-student combination, and established an individual counseling group composed of class teachers, subject teachers, and psychological teachers to provide "many-to-one" individualized education or counseling. Our school provides individual teaching for gifted students with innovative abilities and higher learning needs, with an expert teacher in the subject providing individual counseling for one or two students. Our school currently carries out individualized independent inquiry learning in science subjects, robot projects in innovation laboratories, and the training of students with specialties in information technology.

3. Reconstruct the teacher combination mode according to the individual differences of students. There are differences in the development level of different students' intelligence factors. For example, some students have high logical and mathematical intelligence, but low interpersonal and musical intelligence. However, schools often only emphasize the development of students in logic, mathematics and language (mainly reading and writing), ignoring the differences in cognitive activities and methods between different subjects or abilities. In order to help students form a complete knowledge system and fully develop various intelligences, our school carries out thematic collaborative teaching based on the concept of curriculum integration and reconstructs the teacher combination mode.

The development of thematic collaborative teaching is no longer based on one subject but includes two or even more subjects. The contents of different subjects are organically linked together through a common theme. A teaching team is composed of several teachers, who are jointly responsible for the teaching of one class or several parallel classes, jointly formulate teaching plans, and divide the work and cooperate according to their strengths to complete the teaching tasks and evaluate the teaching effect. The teaching team presents the strategy of teaching with multiple intelligences through various ways and means, realizes the purpose of "teaching for multiple intelligences", improves the form and links of teaching, and strives to cultivate students' multiple intelligences.

At present, our school has explored two organizational forms of collaborative teaching: "multi-subject theme collaboration" and "double subject main and auxiliary collaboration". This is not only conducive to giving play to the collective advantages of teachers, but also promotes the connection and integration between different subjects, which is conducive to students forming a complete knowledge system and promoting the development of students' multiple intelligences.

2. Create a campus learning environment that adapts to differences

This study breaks the uniform form of class teaching in current school education. According to the differences of students, it allows different subjects in different grades, the same subject in different grades, different subjects in the same grade, and the same subject in the same grade to adopt various organizational forms such as "theme collaboration", "group cooperation", and "individualized inquiry". This mix and match makes up for the shortcomings of the single class teaching system, greatly enriches the way of organizing curriculum teaching in school, and creates a campus learning environment centered on individual students and adapted to different learning needs, which initially meets the different development of different students. In classroom teaching, teachers adhere to the idea of teaching based on learning, and use a variety of teaching organization forms to optimize the configuration of factors affecting teaching effects according to students' needs and differences. At the same time, they implement differentiated treatment of students' learning goals, content, methods, progress, evaluation, etc., forming different classroom organization strategies, and creating a learning environment that "adapts to students' differences and promotes the comprehensive and individual development of each student".

3. Establishing a flexible school-based regulation and management system

In order to cooperate with the implementation of diversified teaching organization forms, this study makes flexible adjustments to the school's class time setting, class schedule arrangement, class method, course selection method, teaching organization, teaching facilities, and teaching evaluation, and continuously improves the school's teaching management system, student management system, and school-based teaching and research system. For example, we have formed the "Xixian New District Fengxi Experimental School Mathematics Subject Layered Teaching Management System" and the "Work-

flow for Individualized Education for Students in Need". At the same time, our school continues to enhance the flexibility of the curriculum management system and create an institutionalized atmosphere that supports teachers' attempts and experiments. Empower teachers, expand teachers' professional autonomy, encourage and promote teachers to promote subject teaching reforms in different ways, and provide students with a variety of learning models to better meet students' individual development needs.

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Research on Innovative Approaches of AI-Enabled Interdisciplinary Teaching in *English Writing*

Xue Zhao¹ Fengtao Hao^{2*}

1. Department of English Language and Literature, Teachers' College, Beijing Union University, Beijing, 100011, China

2. Laboratory Management Centre, Teachers' College, Beijing Union University, Beijing, 100011, China

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ABSTRACT

Artificial Intelligence (AI) performs a series of complex tasks by imitating human cognitive ability, learning ability and decision-making ability. This new intelligent technology provides important technical support for today's English teaching. Taking *English Writing* as an example, this paper explores how to reform and innovate the teaching of *English Writing* with the help of artificial intelligence, so as to provide reference for front-line teachers to grasp the application path of interdisciplinary innovative teaching of *English Writing* empowered by artificial intelligence and carry out new curriculum reform.

I. Introduction

In the field of higher education, the development of artificial intelligence has become an irreversible trend, which has profoundly changed the way of learning and teaching. *The Notice of the Ministry of Education on Printing and Distributing the Action Plan of Education*

Informatization 2.0 proposes that by 2025, the deep integration of education informatization will be fully realized and a digital, intelligent, networked and personalized education informatization system will be built. The launch of relevant documents and policies, such as *Guiding Opinions on Accelerating the Development of Artificial Intelli-*

Author:

Xue Zhao,

female, master degree, associate professor;

Research direction: American literature, English Teaching

Email: 2449801802@qq.com

*Corresponding Author:

Fengtao Hao,

female, master degree, Senior Experimentalist;

Research direction: Computer Application Technology

Email: sffengtao@buu.edu.cn

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gence Industry, the 13th Five-Year Development Plan of National Education Informatization, and Guiding Opinions on Promoting the Integration of New Technologies and Education, such as Big Data, Artificial Intelligence and Federal Internet of Things, also give guiding opinions for the application, development direction and policy support of artificial intelligence in higher education.

As Cai Ming (2024) said, in today's education field, the introduction of artificial intelligence technology is leading revolutionary changes for the traditional teaching mode. Zhang Baike (2023) also believes that digital technology empowering student-centered learning has become the development trend of curriculum reform and innovation in the era of informationization and intelligence. With the continuous progress and application of artificial intelligence technology, it is of great significance to explore how to use artificial intelligence to empower education and improve teaching effect and students' learning experience.

English writing teaching is one of the required courses for English majors. As one of the five core abilities of listening, speaking, reading, writing and translation, writing ability is the top priority of English talents training. Taking **English Writing** course as an example, this paper explores how artificial intelligence can empower classroom reform, innovate today's English writing teaching mode, construct and implement mixed teaching, improve English writing teaching quality and enhance students' learning ability under the background of rapid development of information technology.

2. Present situation of college English writing teaching

Based on many years' teaching experience of English writing course and classroom observation and interviews with some English teachers in similar colleges, the following problems are found in today's English writing teaching:

2.1 Insufficient personalized guidance

Because writing teachers mostly undertake the teaching tasks of the whole grade of similar courses, with the enrollment expansion of students in recent years, teachers cannot fully meet the different writing needs of students, and it is difficult to provide targeted personalized guidance and support, resulting in some students unable to effectively improve their writing ability.

2.2 Lack of practical activities

On the one hand, some teachers still attach importance to theoretical teaching in writing teaching, and lack practical writing practice. Students often can only talk on paper and gain theoretical knowledge, which makes it difficult

to apply the writing skills they have learned to practical writing, which affects their learning effect. On the other hand, as Jin Xiaomei (2021) said, the English classroom adopts a large class teaching mode, which leads to the further weakening of the interaction between teachers and students. So the inability to allocate more writing time for students to practice, which affects the improvement of students' writing ability.

2.3 Stereotyped evaluation method

The traditional writing course relies too much on the evaluation method of teachers' manual correction, and lacks diversified and innovative evaluation methods. As a result, teachers have limited energy and time, and it is difficult to provide comprehensive evaluation of writing ability for students.

2.4 Obsolete teaching methods and technologies

Although artificial intelligence technology has been widely used in English teaching in recent years, some teachers can't make full use of educational technology because of their weak information technology knowledge and ability, and it is difficult to improve students' writing experience and effect.

2.5 Insufficient language support

For non-native speakers or students with weak writing ability, there are small vocabulary, weak grammar foundation and low vocabulary density in composition. In discourse, the theme of composition lacks relevance. Logically, the article can't grasp the main idea. In writing skills, arguments are indistinguishable, and weak. Traditional teaching methods can not provide students with comprehensive and sufficient language support, and it is difficult to effectively develop English writing ability.

2.6 Outdated curriculum design

Since the teaching materials are outdated, ignoring the cultivation of students' writing micro-abilities such as layout and outline; Ignoring the cultivation of students' thinking ability, traditional teaching method ignores the relationship between reading and writing, it is difficult to produce effective writing output without sufficient reading input.

3. AI empowers the implementation path of interdisciplinary innovation in English writing teaching

Taking English writing course for English majors in Teachers College of Beijing Union University as an example, this paper explores the implementation path of inter-

disciplinary innovation in AI-empowered English writing course teaching. Artificial intelligence provides an opportunity and platform for English teaching reform. Under this background, English writing course is in urgent need of innovative teaching mode, exploring how to change the traditional teaching mode to meet students' individual needs with the help of artificial intelligence, and at the same time, strengthening the interaction and feedback between teachers and students, and improving the teaching quality of writing course.

For example, in addition, it can also provide a variety of online English courses and learning resources to provide students with more comprehensive learning support. In a word, artificial intelligence injects new elements into English teaching and learning, provides new ideas for teachers' teaching innovation, enables students to change from traditional passive learning to active learning, and enhances English learning interest and teaching quality.

3.1 Preparation stage of interdisciplinary projects

English writing courses can focus on the themes of man and self, man and society, man and nature, integrate the knowledge and methods of different disciplines, design learning task groups, and promote students to improve their writing ability in the process of solving real problems. Application of AI can help students generate learning-driven problems and creativity, provide a variety of feasible content schemes, and stimulate students' innovative thinking. And through the relevant project literature recommended by generative artificial intelligence, it helps students to quickly understand the learning theme and establish a solid foundation. Students can discover new fields and topics that they are interested in from the diversified content topics displayed by generative artificial intelligence, and take the project content generated by artificial intelligence as the starting point of innovation to stimulate them to explore unknown fields.

3.2 Adaptive learning

Peter Brusilovsky (1996) proposed that adaptive learning is based on individual differences in learners' own premise knowledge, learning level, learning style, learning attitude and learning ability. Under the guidance of this educational concept based on individual needs, teachers can dynamically adjust the teaching content, difficulty and agenda according to students' learning performance, interests and abilities with the help of artificial intelligence, so as to meet the learning needs of each student to the greatest extent.

For example, ChatGPT can be used as a teaching aid to help teachers prepare and organize teaching activities, while providing personalized learning support and feed-

back. Wang Dingding (2023) said that as a new application technology of artificial intelligence, ChatGPT can not only correct the input text with high quality and put forward modification suggestions through natural language generation technology, but also provide personalized guidance for students after class, thus helping teachers to realize personalized writing guidance, designing course content and teaching methods according to students' writing level and needs, providing targeted suggestions and feedback for students, ensuring that every student can get effective help and support, and promoting their writing skills. Another example is the iWrite intelligent rating engine, which can provide students with personalized feedback and improve their writing ability.

3.3 Optimize the teaching process

By using AI technology, AI tools can automatically check and correct students' homework, and provide more comprehensive evaluation, including grammar and spelling error detection, writing structure and content suggestions, so as to improve the accuracy and fluency of students' writing homework. Widely used intelligent platforms such as Grammarly, ProWritingAid, QuillBot, WhiteSmoke and the widely used correction network can provide spelling check, grammar correction, style adjustment, writing suggestions and other functions, which can help students improve the quality of English writing, provide real-time evaluation and modification suggestions, improve syntactic structure and increase vocabulary diversity, thus improving writing quality. Teachers can reduce repetitive work and focus more on cultivating students' critical thinking ability and emotional guidance.

3.4 Practice and evaluation

Teachers Implement the integrated mode of "teaching-learning-evaluation", combine artificial intelligence technology with writing teaching, and realize the evaluation of students' English writing process and results. For example, artificial intelligence is used to provide a large number of writing practice topics, and timely evaluate students' performance to help them improve their writing skills. By designing a writing self-test system, students can practice and evaluate themselves, and at the same time, natural language processing technology is used to automatically evaluate writing works, which provides teachers with more objective and timely evaluation.

For example, WriteLab, an online writing platform, can provide students with personalized writing practice suggestions and feedback through the combination of intelligent algorithms and manual correction. Another example is Turnitin WriteCycle, which can help students check

and improve their writing, including detecting plagiarism and providing grammar suggestions. Similar intelligent platforms include MyAccess Writing, EssayJack and SAS Writing Navigator. These intelligent platforms combine technical and educational expertise, which can provide students with personalized writing exercises and assessments to help them develop their writing ability and improve their writing quality. Writing courses usually have various writing tasks and assignments, such as papers, essays, comments, etc., so that students have the opportunity to practice and apply the writing skills they have learned. Teachers will provide timely feedback and guidance to help students improve their writing skills.

3.5 Teaching assistance

Artificial intelligence technology can develop intelligent writing assistance tools to help students better organize writing content, provide grammar error correction, vocabulary replacement suggestions, etc., and improve writing efficiency and quality; It can also provide teachers with teaching support, including automatic generation of teaching resources, curriculum design and student management, so as to reduce teachers' workload and make teaching more efficient.

For example, with the help of Google Docs, teachers can provide real-time collaboration and comment functions, share documents with students, provide feedback and evaluation, and promote the interaction of writing teaching. Turnitin Feedback Studio, as an online evaluation tool, can be used to detect plagiarism, provide grammar suggestions and give students detailed writing feedback. These intelligent platforms provide various tools and resources for writing teaching, so that teachers can better guide students, provide feedback and promote the development of students' writing skills. I hope this information is helpful to you!

3.6 Establishing an English writing database

Teachers can use artificial intelligence technology to analyze, build and share a rich database of excellent writing cases, stimulate students' creative inspiration and improve their writing level. For example, through NLP technology, AI analyzes a large amount of text data, identifies common writing expressions, grammatical structures and vocabulary usage, and builds a rich English writing corpus.

Summarize

Although artificial intelligence has many advantages in English writing teaching, it also needs to pay attention to its disadvantages and challenges. However, teachers should accept the integration of artificial intelligence tech-

nology with an open mind and find a balance in teaching practice. Undeniably, with the introduction of artificial intelligence technology, English writing teaching can be more flexible and personalized, and more practical tools and resources can be provided. The classroom is more personalized and interactive, helping students become more confident and fluent writers. This kind of innovation and reform can expand the boundaries of English teaching and make students get more support and encouragement in the learning process. It helps students improve their writing ability, and at the same time provide better support and feedback for teachers, so as to promote the improvement of writing teaching quality.

In a word, with the accelerated innovation of "new technologies such as big data, artificial intelligence and cloud computing", digitalization is increasingly integrated into all fields and the whole process of economic and social development (Shen Naifeng, 2023). The current teaching situation of English writing course is also developing and perfecting, focusing on cultivating students' writing ability, advocating practice and feedback, advocating personalized guidance, integrating technical means and promoting interdisciplinary teaching. These trends help to cultivate students' critical thinking, expression and communication skills, and provide a good foundation for their future academic and professional development.

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The Role of Education Guidance in Enhancing the Intelligence and Motivation of Village Residents

Lei Zhang* Nan Zhang

China University of Geosciences, Beijing, 100083, China

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Effect

ABSTRACT

The Decision of the Central Committee of the Communist Party of China and the State Council on Winning the Battle of Poverty Alleviation points out that by 2020, rural poor people will have stable access to food and clothing, and compulsory education, basic medical care, and housing security will be guaranteed. The growth rate of per capita disposable income of farmers in poverty-stricken areas is higher than the national average, and the main indicators of basic public services are close to the national average. According to the requirements, the poverty alleviation work team stationed in the village has tailored measures to local conditions and carried out targeted poverty alleviation. Faced with difficulties such as increasing the importance of education among villagers, solving the problem of children going to school, and increasing income for villagers, under the guidance of the assistance unit, the poverty alleviation work team adopts the method of setting an example to ensure education, introducing education to increase knowledge, and expanding knowledge through education going global, in order to change the current situation from point to surface. After unremitting efforts, the villagers began to change their mindset, and the enrollment and enrollment rates of village students were significantly increased. The children enter the classroom, the elderly work at home, and the young and strong labor force actively goes out to work. The villagers have motivation to work, and life has a bright future. The village sees hope.

1. Introduction

The Central Conference on Poverty Alleviation and Development held in November 2015 issued the Decision of the Central Committee of the Communist Party of China and the State Council on Winning the Battle of Poverty Alleviation, which pointed out the important significance of constructing a theory of poverty alleviation and development with Chinese characteristics. Since the 18th National Congress of the Communist Party of China, the Par-

ty Central Committee has elevated poverty alleviation and development work to a new height that is related to the comprehensive construction of a moderately prosperous society and the achievement of the first centenary goal. This is related to the implementation of China's precision poverty alleviation strategy and also to the discourse power of China's poverty alleviation cause in the field of international poverty reduction. In order to win the battle against poverty, the country has proposed that "by 2020, the basic requirements and core indicators for poverty

*Corresponding Author:

Lei Zhang,

male, assistant researcher;

Research direction: management science and geological engineering research;

Email: 1769345918@qq.com

alleviation are to achieve stable rural poverty alleviation without worrying about food and clothing, and to ensure compulsory education, basic medical care, and housing safety.” Excellent officials from government agencies are selected to serve as the first secretary of the village, leading members of the village “two committees” to grasp the main contradictions and solve prominent problems based on the actual situation of being stationed in the village.

2. The difficulties and challenges faced in winning the battle against poverty

Taking Zhihai Mai Village as an example, with an altitude of 3000 meters, Zhihai Mai Village boasts a peaceful plateau Tibetan countryside, beautiful natural scenery, simple and harmonious folk customs, and warm and hospitable villagers. 2800 acres of grassland, 1067 acres of forest land, and 1203 acres of arable land in the village. During the period of poverty alleviation, the poverty alleviation work team shared food and housing with villagers, and conducted in-depth visits and research to understand the family situation of villagers from door to door; We had discussions and exchanges with all party members and village committee cadres to understand the thoughts of the villagers; Observe and understand the living habits and trajectory of villagers. Discovering some living phenomena of villagers and the main factors that constrain poverty alleviation.

One reason is that there are many school-age children in the village who do not attend school and stay at home. Parents go out to work and their children are often taken care of by the elderly, neglecting their education.

Secondly, the cultural level of villagers is relatively low. Most of the villagers graduated from primary school, with a few graduating from high school. Young and strong villagers go out to work and their main source of income is from grain cultivation.

Thirdly, high-altitude areas affect crop yields. The winter season is relatively long, and the village is mostly on slopes with abundant rainfall and hail, making crops vulnerable to disasters.

Therefore, how can villagers see the importance of education? How to encourage villagers to let their children enter the school? In 2016, the per capita disposable income of villagers was 4000 yuan. How can we help villagers improve their skills and increase their income? Becoming a major challenge faced by the poverty alleviation work team.

3. Set an example, bring in, go out

Set an example to ensure education. To help villagers

solve the problem of children’s transportation to school, and also to encourage children to enter the classroom to learn knowledge, we strive to set an example, inspire others, and achieve an increase in enrollment rate in a point to face manner. The assistance unit has established the “Snow Lotus Student Assistance Program”, which covers the entire village from the third grade of elementary school to university, with subsidies of 300 yuan, 500 yuan, 1000 yuan, and 2000 yuan per student per semester. Established a connection between the branch and the children in the village.

Introducing education to increase knowledge. In order to help children understand the outside world and expand the knowledge they cannot learn from books, the “Dandelion in the Mountains” summer social practice team was established. The practice team tailors cultural poverty alleviation programs that are suitable for the actual situation of students in Zhihaimai Village. Through on-site inspections, visits and research, knowledge lectures, and other methods, they carry out motivational education and carry out fun expansion training activities. Realize close one-on-one connection.

Education goes out to broaden horizons. In order to sow the seeds of serving the motherland in the hearts of every child, inspire their fighting spirit to strive for strength and progress, and enhance their determination to rely on knowledge to step out of the mountains. Established the “Love the Party, Love the Motherland, Love Socialism, and National Unity” Hualong students’ study tour to Beijing. Children enter primary and secondary schools in Beijing to experience humanities courses, visit museums and technology exhibitions, participate in quality expansion training, and visit prestigious schools. This allows children to gain knowledge and insight, experience the development and changes of their motherland, strengthen their love for the Party, the motherland, and socialism, and unite the strength of national unity.

4. Initial results have been achieved, increasing the income of villagers

As of the beginning of 2021, through “one-on-one” pairing assistance, many practical problems for children’s education have been solved. 407 students have been supported and a donation of 274700 yuan has been issued. The enrollment and enrollment rates of students in Zhihai Maicun have significantly increased. 27 practical teams, with over 260 members, visited 24 villages including Zhihaimai Village for practical activities. More than 110 village students who participated in the activity have improved their grades to a certain extent compared to usual, and have also set their own goals.

Not only that, within two years, 7 students in the village were admitted to universities, including 3 undergraduate students and 4 vocational students. The villagers began to change their mindset, with children entering the classroom and elderly working at home. In order to provide children with books to read, young and strong laborers took the initiative to go out to work. The number of working outside increased from 3 months to 9 months, giving villagers motivation to work and a better life. The village saw hope.

5. Enhancing Intelligence: Education Promotes the Knowledge Level of Village People

The popularization and improvement of basic education is a beacon that illuminates the wisdom and aspirations of rural areas, and is the cornerstone of achieving social progress and rural development. According to UNESCO's statistics, an individual's income increases by about 10% every year. In rural areas, the popularization of basic education can not only improve the literacy rate and arithmetic ability of children and adolescents, but also open a door to a wider world for them. This is the road to the popularization of basic education. The popularization and promotion of education can also promote social equity and reduce intergenerational transmission of poverty. The key to lighting up the lighthouse of wisdom and ambition lies in rural areas, vocational skills training, and lifelong learning enhancement. According to a report by UNESCO, there are approximately 750 million adults in the world who lack basic reading and writing skills, and most of these adults live in rural areas. This not only constrains their personal development, but also poses certain obstacles to the overall progress of rural society. Therefore, the employment skills and quality of life of rural residents can be effectively improved by establishing a multi-level and multi form vocational skills training system. For example, in implementing the rural revitalization strategy, China has particularly emphasized the importance of vocational education. Through projects such as the "Million Skilled Talents Training Program", various skills training programs are provided for rural youth, including e-commerce, modern agricultural technology, etc., to promote diversified development of the rural economy. These trainings are precisely important measures taken by China in implementing the rural revitalization strategy.

Promote lifelong learning and provide a platform for rural residents to continuously grow. The speed of skill updates is getting faster and faster in the knowledge economy era, and the necessary condition for adapting to social changes is lifelong learning. Taking the German

"dual system" education model that combines theoretical learning with practical operation as an example, it provides opportunities for rural youth to effectively enhance their vocational competitiveness through a combination of learning and work. In addition, with the popularization of Internet technology, MOOC (large-scale open online courses), an online learning platform that breaks the time-space constraints of traditional education and makes knowledge acquisition more convenient and extensive, has provided a flexible learning path for rural residents.

6. Enhancing Ambition: Education Shapes the Aspirations of Village People

Under the illumination of education, the entrepreneurial spirit of rural youth has been unprecedentedly cultivated and stimulated. Using education as a medium not only imparts knowledge, but also stimulates young people's innovative consciousness and practical ability. For example, a rural area successfully increased the success rate of local youth entrepreneurship by 30% by introducing entrepreneurship education courses. Behind this data is the result of the combination of education and practice, and it is also a powerful proof of cultivating the entrepreneurial spirit of rural youth. Those young people who have received systematic entrepreneurship education are more inclined to apply their learned knowledge to solve practical problems. They can not only discover market opportunities, but also effectively organize resources and promote the development of rural economy. Education not only endows rural residents with knowledge and skills, but also shapes their values and sense of responsibility at the spiritual level. By introducing basic education and vocational skills training, residents not only improve their personal qualities, but also actively participate in community affairs, forming a mutual assistance and cooperation network with education as the link. Education not only promotes the improvement of the economic quality of rural population, but also has a profound impact on their cultural and social quality. In terms of inheriting and innovating traditional cultural education, educational institutions promote cultural innovation and development through curriculum design, club activities, and other means, while absorbing modern cultural elements, so that rural residents can better understand and inherit local culture.

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