

RESEARCH ON THE CURRENT SITUATION OF THE CONSTRUCTION OF COLLEGE TEACHERS AND THE INFLUENCE OF ANXIETY PSYCHOLOGY UNDER THE BACKGROUND OF “DOUBLE HIGH SCHOOL PLAN”

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Background: The construction of teaching staff relates to the teaching quality of higher vocational colleges, and then affects the process of talent training in China, so it is very important. At present, there are many problems in the construction of teachers' team in some higher vocational colleges, such as the single structure of teachers' team and the small number of double qualified teachers. Teachers' traditional educational ideas are deeply rooted. These problems lead to unsatisfactory results in the construction of teaching staff in higher vocational colleges, low teaching quality, and great fluctuations in students' performance, which leads to many students' anxiety psychology, such as learning anxiety, examination anxiety and employment anxiety. Students' anxiety will further affect students' performance, and the decline of students' performance will further aggravate students' anxiety, thus forming a vicious circle. In addition to having a great impact on students' studies, long-term anxiety will lead to students' self-isolation, inferiority complex and fear of social intercourse, which will form social phobia and exclude collective activities, which is not conducive to class unity and students' personal development. Therefore, it is of great significance to improve the current situation of the construction of teaching staff in higher vocational colleges.

The “double high” plan refers to the construction plan of high-level higher vocational colleges and specialties with Chinese characteristics. Its central purpose is to build a training base for technical talents and a technical skills innovation service platform, serve the national strategy, integrate into regional development and promote industrial upgrading. In the context of the “double high school” plan, strengthening the construction of teaching staff in higher vocational colleges can effectively improve the teaching level and alleviate students' anxiety. Therefore, the research puts forward strategies to strengthen the construction of teachers in higher vocational colleges and alleviate students' anxiety. Pay more attention to the training of “double qualified” teachers. Improve the structure of teachers and adhere to the integration of production and education. Formulate corresponding assessment system and incentive measures. Through the above strategies, we can improve the enthusiasm of teachers and students, improve teaching quality, and alleviate students' anxiety.

Objective: There are many problems in the construction of teaching staff in some higher vocational colleges, which lead to great fluctuations in students' scores, and then lead to many students' anxiety psychology, such as learning anxiety, examination anxiety and employment anxiety. Under the background of the “double high school” plan, the research puts forward strategies to strengthen the construction of teachers in higher vocational colleges and alleviate students' anxiety.

Subjects and methods: In a higher vocational college, two classes were randomly selected as the research objects for the experiment. Record one class (52 people) as class A and the other class (49 people) as class B. For the students in class A, the strategies proposed in the study are used to build the teaching staff. For the students in class B, traditional methods are used to build the teaching staff. After teaching for the same time, the Self-assessment Anxiety Scale (SAS) and students' academic achievements were used to evaluate the impact of the construction of teaching staff on students' anxiety psychology in higher vocational colleges.

Results: Before the experiment, there was no significant difference in SAS scores between the two classes. After the teaching, the SAS scores of students in class a decreased significantly, while the SAS scores of students in class B did not change significantly. After teaching, the SAS score of class A student is significantly lower than that of class B students. The change of SAS scores of students in two classes is shown in Figure 1.

Conclusions: There are many problems in the construction of teaching staff in some higher vocational colleges, which lead to unsatisfactory results in the construction of teaching staff in higher vocational colleges, low teaching quality, and great fluctuations in students' achievements, leading to many students' anxiety about learning, examination and employment. Under the background of the “double high school” plan, the research puts forward strategies to strengthen the construction of teachers in higher vocational colleges and alleviate students' anxiety. The results showed that there was no significant difference in SAS scores between the two classes before the experiment. After the teaching, the SAS scores of students in class a decreased significantly, while the SAS scores of students in class B did not change significantly. After teaching, the SAS score of class A students is significantly lower than that of class B students.

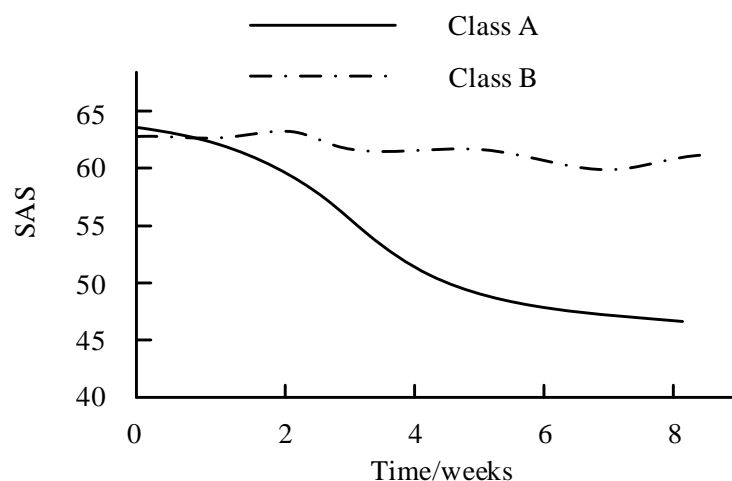


Figure 1. Changes in SAS scores of students in both classes

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RESEARCH ON THE PATH OF IMPROVING THE ONLINE TEACHING QUALITY OF DANCE MAJOR UNDER THE BACKGROUND OF EPIDEMIC SITUATION AND ITS IMPACT ON THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH

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Background: The COVID-19 has spread on a large scale all over the world, which has had a huge impact on the economic and social development of various countries and the daily life of residents. During the epidemic period, great changes have taken place in students' learning styles. For example, from the offline teaching mode to the online teaching mode based on the Internet. Different from other majors, the teaching of Dance Majors tends to practice rather than theoretical knowledge. Therefore, the online teaching quality of dance major is low, and students cannot effectively improve their dance level, which leads to a variety of negative psychology, including anxiety, irritability, low self-esteem and so on. Students' negative psychology mainly includes the following aspects. The first is learning anxiety: the teaching of dance majors pays more attention to practice, and teachers need to guide students to adjust their postures at all times to improve their dance level. However, online dance teaching can only rely on students' watching videos for learning, lacking professional guidance, and students are unable to assess their own dance level, resulting in anxiety. The second is employment anxiety. When students' dance level is not effectively improved, they will worry that they will not be able to find a suitable job after graduation, resulting in anxiety and greater psychological pressure. Finally, the online teaching mode is lack of supervision, and some students cannot overcome their self-conscious laziness. After watching the video, they do not practice, or the practice is not carried out in full accordance with the requirements, resulting in the students' unfamiliar dance level. When students pay attention to this problem, they will have a self-pity mentality, leading to anxiety.

The research uses psychology to analyze the problems existing in the online teaching of dance major, and summarizes four points. It includes the traditional concept of teachers, the weak effectiveness of teaching management, the imperfect application of teaching methods, and the single teaching content. In view of the above problems, the research puts forward strategies based on psychology to improve the teaching quality of online teaching mode of dance major, so as to avoid students' greater psychological pressure and ensure students' mental health development. The strategies are as follows: to carry out teacher training and change teachers' ideas, improve the teaching management function and do a good job in data analysis, combine