

A Study on the assistance of students with academic differences based on the perspective of supply side Reform -- take the college system for example

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Abstract: This paper first clarifies the background and reasons of the problem, and on this basis, analyzes the problems and difficulties existing in the assistance of college students with learning difficulties under the previous demand side background, such as the inability to meet the personalized needs of students, the passivity of the assistance of students with learning difficulties, and the imperfect system of learning assistance. Finally, from the perspective of supply side reform, the specific path of college students with learning difficulties is given, including concept transformation, demand orientation, optimization content and department linkage, aiming to provide new ideas and Countermeasures for college students with learning difficulties.

Key words: supply side reform; Helping students with learning difficulties; Academy system; colleges and universities

1 Question raising

During the two sessions in 2016, education supply side reform has become the focus of attention. Fengxiaoying and others stressed in their research that the supply side structural reform is not only related to the economy, but also needed in the field of education. The field of education in China has long focused on the extension growth, ignoring the connotation construction. The extension expansion has promoted the prosperity and development of education to a certain extent, but also caused prominent contradictions on the supply side. The core of the education supply side reform is to expand the supply of high-quality education resources, optimize the allocation of education resources, and provide more and better education choices for the educated, so as to solve the problem of education. With the continuous deepening of scholars' research on the education supply side reform, the concept of education supply side reform has also penetrated into all aspects of all kinds of education at all levels. With the popularization and popularization of higher education, the trend of diversification and heterogeneity of College Students' groups has increased. There is a big gap between the academic ability of some students and the academic requirements of colleges and universities. Academic problems such as failing courses, dropping out of school, delayed graduation and so on occur frequently, which has brought serious adverse effects on schools, families and even society, Therefore, the education and assistance of students with learning difficulties has become an important proposition in the management of college students.

As an important strategy to adapt to and lead social and economic development, supply side reform can also provide new development ideas for the field of helping students with learning difficulties in Colleges and universities, and then explore practical ways to help students with learning difficulties. The supply side reform of helping students with learning difficulties in Colleges and universities means that through in-depth and careful demand research, we can understand and master students' personalized learning assistance needs, and then optimize the service content, so as to improve the supply quality and efficiency of learning assistance, and meet the actual needs of students with learning difficulties to the greatest extent. Relying on the supply side reform of helping students with learning difficulties, we will provide students with learning difficulties with rich and diverse learning support resources and good learning assistance modes, accurately and efficiently carry out learning assistance services, ensure the quality of learning assistance, and realize the rapid development of helping students with learning difficulties in Colleges and Universities.

The reason for taking the academy system of colleges and universities as an example is mainly based on two considerations. First, the state and relevant departments have attached great importance to the reform of the academy system in recent years. As early as 2019, the Ministry of education emphasized the need to further explore the mode of the academy system in the main points of work. At present, the research on the assistance of students with learning difficulties in the academy system of colleges and universities is relatively scarce, while the research based on the perspective of supply side reform is very few, It is urgent to carry out relevant theoretical discussion. Second, the college system of colleges and universities is more special than the college system of colleges and universities. Under the academy system, the daily management and teaching management of students belong to the academy and college, which are in a relatively separate state. Gao Jun's research shows that the overall level of academic burnout of college students is not optimistic, and the problem of students' academic difficulties is more serious. The academy has always regarded the construction of study style and learning support as an important module of students' daily management, but the particularly prominent work of helping students with learning difficulties is not only a matter of the Academy. To do a solid job of helping students with learning difficulties, we can not do without the professional guidance and guidance of college tutors, the leadership of the student office, and the data and system support of the academic affairs office. Therefore, in order to realize the supply side reform of helping students with learning difficulties, we must take the academy as the main body, firmly grasp the actual needs of students, coordinate all relevant departments, realize the friendly linkage between departments, and form an institutional system that can operate well and circulate organically.

2 The plight of college students with learning difficulties in the context of demand side

(1) Unable to meet personalized needs

Academic assistance is mainly for students with learning difficulties. As fresh individuals, these students have great differences in gender, nationality, grade, major and source region, and the reasons for their academic problems are also different. Specifically, some students may come from remote areas and have relatively poor learning foundation; Some students may have academic difficulties due to university adaptability problems. Therefore, when carrying out learning assistance activities, we should fully consider the individual differences of students and focus on solving individual problems. However, under the previous demand side background, the tracking investigation and specific analysis of the causes of students' academic problems are relatively lacking, the consideration of students' family, psychology and other aspects is less, and the dialogue and communication with individual students are insufficient. It is difficult to grasp students' personalized needs, which affects the practice effect of helping students with learning difficulties. Therefore, from the perspective of supply side reform, according to the actual needs of students, it is particularly important to provide personalized and targeted learning assistance resources and methods.

(2) Helping students with learning difficulties is passive

The passivity of helping students with learning difficulties is mainly divided into two aspects: first, from the perspective of students, students are in a passive position, that is, passively receiving guidance; Second, from the perspective of the school, the cognition of students' needs is not thorough enough, which leads to the passivity of learning assistance activities. In fact, university learning is a process of self-conscious and active learning. Blindly cramming help is not conducive to students' growth and long-term development, and the effect of learning help is difficult to reach the expected level. Students with learning difficulties generally lack the initiative and enthusiasm to learn. In addition, due to academic problems, students' confidence and interest in learning will be further lost, which will aggravate academic difficulties and form a vicious circle. Therefore, for students with academic difficulties, good learning habits are an important aspect of improving the effect of learning assistance. More consideration should be given to how to improve students' subjective initiative and help students develop good learning habits and methods suitable for the University. In addition, the learning assistance under the demand side has little consideration on what students lack and how to provide help, which makes students more exclusive of learning assistance or the actual effect of assistance is not good. Therefore, it is urgent to start from the perspective of the supply side, so that students can enhance their recognition of learning from the bottom of their hearts, and make students change from "want me to learn" to "I want to learn".

(3) Learning assistance system is not perfect

At present, there is a problem of single subject of responsibility in helping students with learning difficulties in Colleges and universities. Taking Colleges and universities with academy system as an example, the work of helping students with learning difficulties is mainly undertaken by colleges and universities, while the participation of other departments related to students' studies is low, and there is no corresponding system between departments. The Academy will arrange corresponding tutors or volunteer students for students with learning difficulties, but there is no effective and virtuous cycle service system between the Academy, academic affairs office, Student Affairs Office, psychological center and other departments. For tutors, the assessment and incentive mechanism is not perfect, and there is a lack of teacher evaluation system with the characteristics of learning assistance, which makes teachers lack motivation when participating in the activities of helping students with learning difficulties. The goal of learning guidance was not clear enough, and the effect of guidance was not assessed and evaluated. For student volunteers, it is lack of long-term and effective motivation to attract students only by means of volunteer points identification. To sum up, some teachers' awareness of learning assistance service is not strong, the goal of teachers' and student volunteers' assistance is not clear, and the expected effect of learning assistance is not obvious. It is urgent to establish a perfect learning assistance system for students with learning difficulties.

3 The path of helping students with learning difficulties in academy system universities from the perspective of supply side reform

(1) Idea transformation

Any practical innovation depends on the transformation of ideas, so does the work of helping students with learning difficulties. As mentioned in the research of biedunrong and Wang Yansong, ideas are the guide of educational reform, and any major educational reform must have new ideas to adapt to it. Therefore, in order to implement the supply side reform of helping students with learning difficulties, we must change from the ideological level, including managers, tutors, student volunteers and students with learning difficulties. Managers should start from the system level, give full consideration to the learning needs of students, carry out in-depth and careful investigation, research, analysis and judgment, and provide the counseling activities that students really need. Tutors and student volunteers should strengthen the communication with the assisted students, grasp the principles and expected goals of tutoring, understand the causes of the assisted students' learning difficulties, and provide targeted tutoring according to their personalized characteristics and specific needs. For students with learning difficulties, they should also change their ideas from passive learning to active learning. Of course, for the concept change of students with learning difficulties, it needs constant external incentives and active guidance, which is also an important issue for the management department to consider.

(2) Demand orientation

The supply side reform has opened up new ideas for helping students with learning difficulties. Only by adhering to the demand

orientation can we continuously improve the accuracy and validity of learning assistance, and ultimately achieve the improvement of students' academic performance. To adhere to the demand orientation, we should first formulate the research plan and do a good job in the preliminary research work. The research plan mainly includes five aspects: research object, research content, research time, research method and research result analysis. The objects of the survey are mainly students with learning difficulties. The specific contents of the survey include the students' gender, grade, major, nationality, place of origin, credit arrears, current problems, specific subjects that need help and the path of help. The survey is conducted at the beginning of each semester. The questionnaire can be designed through the questionnaire star platform and distributed on QQ, wechat and other social platforms commonly used by students. After the survey results are collected, they should be classified and processed in time to clearly and accurately grasp the learning assistance needs of students. It is necessary to establish a file base for key students with learning difficulties, so as to achieve "one file for life", and ensure the accurate grasp of the basic information and learning needs of students with learning difficulties, so as to facilitate the effective development of later learning guidance.

(3) Optimize content

Improving the content of learning assistance can be realized through four aspects: Students' classification, individual strategies, determination of service subjects and implementation of tutorial system. In terms of students' classification, based on the results of the previous needs survey, this paper analyzes the personalized characteristics and causes of learning difficulties of students with learning difficulties, makes induction and classification, forms different help groups, and completes the basic work for the precise help in the later stage. In terms of implementing strategies according to people, according to the classification of students, combined with the common characteristics and specific needs of different help groups, the goal and content of learning assistance are formulated, and learning assistance activities are carried out according to groups and people. In terms of determining the service subject, first, determine the subject participating in the learning assistance service, and choose whether to need the help of tutors or student volunteers according to the situation, and whether to need centralized guidance or individual guidance; The second is to clarify the objectives and responsibilities of the service subject, and provide them with training and guidance in advance. In addition, tutors are the characteristics of colleges and universities with academy system, which have very important significance and advantages in general education. We should expand the tutor system to the work of helping students with learning difficulties, so as to make the work of helping students with learning difficulties more intelligent.

(4) Department linkage

The assistance to students with learning difficulties from the perspective of supply side reform not only requires meticulous demand research and analysis in the early stage, but also needs to teach students according to their aptitude in the later stage of assistance. According to the types of students with learning difficulties, we must integrate multi sectoral resources, provide teaching and counseling methods suitable for students, and effectively improve the supply quality of assistance to students with learning difficulties. According to the characteristics and needs of different learning assistance groups, we will link with relevant departments to seek help and guidance. For example, for students with learning difficulties caused by psychological problems, we should actively cooperate with the school's mental health center to combine students' psychological counseling with learning assistance, and find a learning assistance method suitable for students with psychological problems. For students with financial difficulties, it is necessary to strengthen the contact with the school funding center, and explore ways to support poverty alleviation, ambition support and wisdom support each other and complement each other, so as to solve students' worries and improve their learning effectiveness at the same time. For students with learning difficulties in different majors, grades and places of origin, communicate with the corresponding secondary colleges and the Academic Affairs Office of the university respectively, establish a long-term effective co management and co assistance mechanism, timely grasp the students' credit and course selection, guide students to reasonably arrange the progress of the overdue courses, and develop a plan for students to meet their personalized characteristics Learning assistance measures to meet their practical needs.

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Exploration on the cultivation of TPR English teaching skills for preschool students

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Abstract: TPR is widely used by kindergarten teachers in English Teaching for 3-6-year-old children. It helps children memorize with vivid and interesting interactive ways, stimulates children's interest in learning English, and improves learning efficiency. However, TPR has higher requirements for teachers. According to these requirements, the author believes that we can strengthen the cultivation of TPR English teaching skills of preschool students in technical colleges through the following aspects: to help preschool students understand TPR deeply; To guide preschool students to use TPR in the teaching of English vocabulary, sentence patterns and nursery rhymes; Guide preschool students to accumulate rich body language; Encourage preschool students to observe high-quality kindergarten courses and try to use TPR to simulate English teaching.

Key words: preschool education students; English teaching skills; TPR

At present, most kindergartens in China adopt bilingual teaching in Chinese and English. English accounts for an increasing proportion in early childhood education, and kindergartens have higher and higher requirements for teachers' English teaching ability. In children's English teaching, TPR learning method is the rule of children's second language acquisition, and the educational effect is remarkable, but it has higher requirements for teachers. It is difficult for most preschool teachers to apply TPR teaching method flexibly in English teaching. The students majoring in early childhood education in our technical colleges are basically girls. They are lively and active, but their English teaching skills are relatively weak. In order to help preschool students make better use of TPR teaching, so as to stimulate children's interest in learning English and lay a good foundation for children's learning English. The author believes that we can strengthen the cultivation of TPR teaching skills for students majoring in early childhood education from the following aspects.

1. Help preschool students understand TPR in depth

TPR is total physical response, or TPR for short, which is the teaching method of systemic response. It was proposed by James, a professor of psychology at the University of California, San Jose, in 1966. The whole body teaching method advocates linking language and behavior, which means that teachers express words, sentence patterns, nursery rhymes, etc. in teaching through body movements, So that learners can understand the teacher's language without mother tongue translation, thus fully implementing a method of mother tongue teaching.

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