

Research on the 'Four Self-Confidence' Teaching Path of History in College for Nationalities under the Background of "Internet Plus"

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Keywords: 'Internet plus', OBE, History, 'Four Self-Confidence', College for Nationalities

Abstract: In the information age, the emergence of various educational platforms and software has brought a lot of convenience to teaching. 'Internet plus' conforms to the development trend of the information age, and effectively improves the teaching efficiency. While changing the traditional classroom 'spoon feeding' teaching, it also helps to promote the deep integration of history teaching and curriculum ideological and political education. The article plans to realize the function of 'seeking knowledge and establishing morality' in history through OBE and 'four integration' teaching methods, enriching the ideological and political teaching methods of the curriculum in College for Nationalities, deepen the understanding of college students on 'Four Self-Confidence', and finally achieve the original intention and purpose of all-round education in college education.

1. Introduction

In the context of the information age, the struggle in the field of ideology presents characteristics such as severity, diversity, and complexity. Local higher education shoulders the major mission of promoting the cultural and economic development of local ethnic regions, as well as the builders and maintainers of the cause. How to effectively deepen the understanding of the "Four Confidences" theory and practice among college students is of great significance in abandoning various erroneous ideological trends and concepts that arise among students. In the new situation, the integration of the Internet and classroom teaching has become a major trend in the development of future teaching paths. However, traditional history courses have some shortcomings and shortcomings without incorporating the concept of "Four Confidences", such as insufficient exploration of historical facts, insufficient integration of history and ideology, and insufficient focus on the benchmarking of curriculum ideology and teaching content. This can lead to students' lack of deep understanding of China's development path, theory the historical interpretation of cultural and institutional confidence is relatively lacking. At the same time, without the support of internet platform technology, traditional history teaching can lead to "emphasizing teaching over learning", low student participation, lack of problem awareness, poor deep thinking and questioning, weak dialectical thinking ability, and other problems, resulting in a mismatch between knowledge supply and demand, students complaining incessantly, and teachers feeling laborious and thankless.

Therefore, only by closely combining "Internet plus" and "four self-confidence", deeply integrating the historical facts and ideological and political research, accurately focusing on the teaching objectives, and following the cognitive development law of "knowledge, emotion, will, and action", can the above dilemma be solved.

2. The Teaching Concept of "Four Confidences" in History——"Walking Together Like Salt"

Top leaders of China general secretary of the CPC Central Committee, mentioned at the National Conference on Ideological and Political Work in Universities that: "Good ideological and political work should be like salt, but we cannot just eat salt. The best way is to dissolve salt into various foods and naturally absorb it. "To leverage the unique advantages of moral education in history, we should not impart rigid, tedious, or mechanical preaching to students. Instead, we should explain and showcase rich historical materials and figures, and achieve "moistening things silently" through thematic discussions, multidimensional evaluations, collaborative discussions, and innovative thinking. We should present history comprehensively, vividly, and stereoscopically to students, guiding them to perceive, think, and evaluate correctly and objectively, Utilize the functions of historiography in clarifying principles, enhancing credibility, advocating morality, and practicing hard. The "Internet plus" hybrid teaching always follows the OBE principle, implements the strategy of integrating ideological and political elements in all teaching stages and links, integrates local red resources in Gannan, deepens the connotation of red culture, penetrates Chinese and foreign history, excavates rich historical soil, and enhances the explanatory power of the "four self-confidence" discipline.

At the same time, the OBE plus "Four Integrations" teaching strategy focuses on cultivating students' overall historical views, historical evidence, historical explanations, and national sentiments, cleverly integrating the "salt" of ideological and political education into the "soup" of the curriculum, achieving the teaching of historical knowledge and the guidance of value concepts, truly implementing the cultivation of the "Four Confidences" in history courses, and allowing the "Four Confidences" theory to enter the classroom and enter the mind.

3. The Teaching Content of "Four Confidences" in History – OBE + "Four Integrations"

The history ideological and political course is based on the OBE teaching philosophy, aiming to master the basic knowledge of history, cultivate the thinking ability of history, guide the emotional values of history, and strengthen the unity of students' knowledge and nature to serve academic research and social development. "Internet plus" history has carried out online and offline hybrid teaching, with "four integrations" running through online and offline, and online teaching covers both pre class and post class. In terms of online pre class preview, teachers and teaching teams fully explore historical knowledge and publish questions, mind maps, or micro lesson videos on the platform, aiming to provide students with a macro framework understanding of the knowledge system and thinking about key and difficult issues. This not only stimulates students' interest and enthusiasm in learning, but also compensates for differences in knowledge reserves and cognitive understanding, achieving personalized learning centered on students. After class, teachers can use platforms such as DingTalk, WeChat, and QQ to encourage active interaction between teachers, students, and students, truly achieving a 3A style Q&A of "anytime, anywhere, and in any way". Efficient and fast Q&A allows students to think, ask, and understand, while also enhancing teacher-student relationships and enhancing students' learning enthusiasm.

Offline classroom teaching is mainly focused on flipped classrooms, with a focus on students. Firstly, enter the back to class session before the formal class starts. (1) Teachers can enhance

students' understanding of knowledge by asking questions, expanding, and using mind maps; (2) Concentrate on answering questions and correcting and explaining common mistakes in homework; (3) Coherent learned knowledge and pre taught content, deepen students' systematic and holistic understanding of learning. On the basis of ensuring the teaching of key and difficult points in the course, we will integrate knowledge of various periods of Chinese and foreign history, and guide students to cultivate their historical thinking during their growth period. Secondly, the exquisite teaching design achieves an interactive channel of "students + resources + teachers". Through PPTs, mind maps, and blackboard explanations, the teacher can arrange group discussions on the questions in the preview. The process follows procedural and motivational evaluation rules, and the principles of "one person answering, all groups receiving points" and "high speaker scores" stimulate students' enthusiasm. Practice has shown that students' participation and enthusiasm have significantly increased. Real time assessment and consolidation of knowledge points after teaching are completed, so that students can master and consolidate the phased learning effect, and promote the memory and understanding of knowledge. Finally, strengthen learning management after class. (1) Generative evaluation builds students' confidence and enables them to "learn with joy"; Motivational evaluation rewards students for their expertise (such as being perceived as having fast reading speed, strong questioning ability, problem awareness, or strong teamwork ability), and promotes mutual learning, motivation, and growth by motivating and promoting students' strengths; Process evaluation emphasizes quality and quantity, bringing "thinking" and exploratory learning out of the classroom, and cultivating students' habit of "whole process learning". (2) Add a "student evaluation + discussion" mode, with different groups conducting cross evaluation and learning. (3) The offline segment of classroom teaching focuses on extracurricular extension, strengthens the integration of Chinese and foreign historical periods, political, economic, social, and cultural history modules, deeply explores the long knowledge chain, and naturally triggers students to think and resonate with the ideological and political content of the "Four Confidences". (4) Offline course videos have checkpoint quizzes and learning progress statistics functions, making it convenient for teachers to use data to monitor, adjust, and provide feedback on students' learning progress in a timely manner. In order to better achieve the teaching objectives, the specific contents of the "four self-confidence" teaching path of history in the context of "Internet plus" include:

(1) Research on the learning of basic knowledge of history under the background of "Internet+" -- historical knowledge+overall view of history "

Reorganize and utilize the resources of network platforms such as MOOC, smart tree, school online, and B station. First, issue thematic discussion topics on the network platform. In the preview video, students' viewing time can be counted to count students' confusion problems, so as to focus on solving them in class. In the course, the students are guided to cultivate the historical thinking of the comparison of the depth of the growth period and the broad vision by integrating the knowledge of each period of history, so that the students can deeply understand that the development path of each country is based on its own political and cultural traditions and has its own historical development logic. For example, the parliamentary monarchy in modern Britain has its profound historical accumulation. After independence, Canada and the United States did not copy the British model, but creatively grafted the British system in combination with their national conditions. On the contrary, contemporary Russia, Turkey, India, and Latin America have all experienced political turmoil and unease by directly imitating the British parliamentary system. [1] Therefore, there is no "one size fits all" democratic paradigm, and Western-style democracy is not suitable for all countries. By introducing the long-term and in-depth historical perspective into the teaching and design of the content, students will find that only "democracy growing naturally from the ground" is a democracy that conforms to their national conditions, follows historical traditions, and independently explores and practices, and the path of socialism with Chinese characteristics is

exactly the way to achieve socialist modernization, It is also the only way in line with the interests of the Chinese people.

In order to enhance students' interest in learning, teachers can also design online and offline classroom activities based on the bottom-up concept, use the flipped classroom, organize students to fully preview and discuss, and guide students to rationally and objectively find answers from history based on the basic historical literacy of "theory comes from history", and fully demonstrate around specific historical facts. Students are encouraged to use historical analysis to objectively analyze current hot issues, such as the conflict between Russia and Ukraine, brexit, the Middle East turmoil, the energy crisis, the Irish riots, etc. In terms of the guidance of thinking path, it follows the holistic view of history. The so-called holistic method of history is difficult to be strictly defined as a specific research method. It is only different from the independent and Decentralized Study of some fragments. In fact, it is a perspective of the choice of subject and object. [2] For example, the conflict between Russia and Ukraine can be interpreted and analyzed from multiple perspectives, such as the Cold War confrontation between the United States and the Soviet Union, the European security mechanism and the global strategy of the United States; British brexit can be traced back to the glorious isolation, offshore balance and three ring diplomacy of Britain since modern times; The turmoil in the Middle East can be deconstructed and analyzed from the relationship between Islam and the nation-state, the tortuous path of modernization in the Middle East, the capture of the third world by the cold war between the United States and the Soviet Union, and the United States' military maintenance of oil dollar hegemony. The issue of Irish independence can be sorted out and studied from the perspective of the religious reform in modern Europe and the rise of the nation-state. Analyzing the current political hot spots while breaking down the barriers separating the long-term history and the history of China and the west, it also meets the students' desire for exploration and the needs of high-level learning, which not only exercises the students' consistent thinking and innovative ability, but also gives them a platform and opportunity to express their views. Third, offline question answering can be realized at "any time, any place and in any form". Teachers can answer questions in a targeted way and give positive scores to students who raise questions. Teachers can also recommend history learning public accounts, Tencent conference lectures, etc. to students to use fragmented time to read articles, encourage them to contribute to public accounts, and comment on some excellent articles, so as to further consolidate students' knowledge base, improve students' sense of classroom experience and desire for exploration, extend "thinking" beyond the classroom, and "teach fish" while "teach fish".

(2) Research on the way to improve the quality of history discipline under the background of "Internet+" -- problem oriented + student interaction

In the information age of rapid explosion of knowledge, traditional classroom teaching can not meet the students' desire for knowledge in the new era. Therefore, inquiry learning modes such as communication and interaction and topic discussion have been popularized in Colleges and universities, which is of great significance to enhance students' learning efficiency and comprehensive quality of history. First of all, "taking history as a mirror", analyze the practical problems related to the teaching content. For example, when teaching the key points in the education and teaching of the international history of the cold war, that is, the deep-seated reasons for the origin of the cold war between the United States and the Soviet Union, it pays attention to discussing with students the strategic gains and losses, subjective and objective factors that affect the national movement in the cold war decision-making of the United States and the Soviet Union, and reminds students to learn from the experience of the Soviet Union's cold war decision-making mistakes, which has important educational and teaching value for cultivating college students' sense of contemporary world history and strategic literacy. It is also a powerful focus to strengthen the existing framework of "four self-confidence" education. When analyzing the reasons for the Soviet

Union's retreat from the cold war, the teacher first threw out questions and guided students to summarize the subjective and objective, internal and external, and long and short-term reasons for the disintegration of the Soviet Union. After watching superstar lectures, interviews with famous teachers at station B and reading books, each group gave appropriate answers. At this time, the teacher pointed out that there has been no perfect system in human history since ancient times. When the system innovation lags behind, corruption is prevalent, the development mode is single, and the improvement of people's living standards is ignored, it will lead to the fate of the disintegration of the Soviet Union. At the same time, he guided the students to review the relationship between the global cold war and the contemporary Chinese model and China's road choice, and evaluate and grasp the development models of various countries from the perspective of theory and draw lessons from experience, [3] Let students understand that the Soviet Union's retreat from the cold war does not mean the failure of socialism. Stalin's model is not the only way to develop socialism. There are other socialist paths represented by China. The proposal of the new path of Chinese style modernization breaks the arrogation and arbitrariness of western style modernization, proves the diversity and diversity of human civilization, opens up a new path of human modernization, marks the emergence of a new form of human civilization, and embodies the confidence of the theory of socialism with Chinese characteristics. [4] Therefore, only by learning the lessons of the Soviet Union's retreat from the cold war, clarifying the origin of China's road under the influence of the cold war, and deeply understanding that only socialism can save China, and only by adhering to and developing socialism with Chinese characteristics can the great rejuvenation of the Chinese nation be achieved.

The creation of questions helps students associate and compare historical events in different time and space, examine and evaluate history from the perspective of focusing on the present and integrating theory with practice, strengthen students' ability of in-depth inquiry, dialectical analysis and correct thinking, and abandon the narrow historical view of humanism, historical nihilism and the fracture of Chinese and foreign history. The reasonable question setting has also stimulated students' awareness of actively seeking resources, sorting out historical facts and seeking answers. Only through students' self-argumentation can they better understand the internal relationship between the "four histories" - the history of the party, the history of the people's Republic of China, the history of reform and opening up and the history of socialist development, understand the root cause of the cold war between the United States and the Soviet Union, the Chinese model and the Chinese path affected by the global cold war, Remove the extreme nationalism and historical nihilism in the student group, and recognize the historical inevitability of the diplomatic strategy and the choice of reform and opening up of the people's Republic of China [5].

Secondly, the teacher explained and added the required reading list and academic context of this chapter in the guidance link at the front of the class, shared the two-dimensional code of Baidu online disk, promoted the wechat of online bookstore, Dangdang cloud reading, global academic express and other platform electronic resources, so that students could use their spare time and fragmented time to read, and teachers could launch reading clubs and academic salons with students in nailing, QQ group and wechat group to exchange and share, so as to consolidate their knowledge base, Cultivate the ability of knowledge output and integration, and truly form a learning atmosphere that combines teaching with learning, is inclusive, and is relaxed and pleasant. Third, teachers recommend some excellent Baidu video numbers, wechat groups for history majors, and QR codes for academic lectures, organize dormitory reading clubs to send videos and upload them, and show the excellent videos to the class groups and include them in the dormitory Q&a score, so as to jointly solve academic problems by means of teacher-student interaction and student discussion, enhance dialogue and exchange between teachers and students, and not only spark ideas. It also makes students feel the infinite fun brought by history learning and exchange.

(3) Research on the utilization and integration of history network resources and offline resources under the background of "Internet+" -- online resources + offline resources

The Internet platform breaks through the limitations of regional time and space, and has the characteristics of real-time interaction, convenient communication and strong sensory, providing a convenient and broad platform for the construction of Ideological and political courses. Teachers will provide students with learning materials from foreign language databases such as JSTOR, Taylor & Francis, Elsevier, Wiley, Springer link, etc. Through the teaching and research activities inside and outside the school, online and offline, we can timely understand the academic progress, and better make up for the shortage of world history teachers and the lack of foreign language database construction in local ethnic universities. Teachers also screened resources such as MOOC, school online, rain class, documentary, film and television, interspersed in the teaching of history class, stimulated students' senses with vivid pictures, documentary, film and television materials, and deepened their understanding and mastery of knowledge, which to a certain extent activated the classroom atmosphere, highlighted the three-dimensional sense, freshness and immersion understanding of Ideological and political content of history class. For example, the British and American part of the documentary "the rise of great powers" was broadcast when lecturing on the topic of world modern history. Through the vivid dynamic interpretation and magnetic professional explanation of the documentary, students have a deeper understanding of the rise of European and American capitalist countries, such as Britain, France and virtue. War is inevitable. Britain established world hegemony by launching the Anglo Spanish war, the Anglo Dutch war, the seven-year war, the Opium War and the Crimean War; In 1898, the United States launched the Spanish American war to rise to regional hegemony. After World War II, the United States maintained the "oil dollar hegemony" system by interfering in local wars in Kosovo, Iraq, Libya and other countries. The rise of imperialist countries such as Germany, Japan, and France was no exception. These wars for hegemony dragged the world into World War I and World War II. The rich and diverse historical materials have stimulated the students' consciousness of long-term and in-depth comparison, and have a profound understanding that China has always pursued the "five principles of peaceful coexistence", opening up a road of peaceful rise that is different from imperialism. China's peaceful rise is not only China's road to prosperity and prosperity, but also a win-win road to maintain world peace and stability. In addition, through the targeted broadcasting of cultural documentaries such as world history, Hexi Corridor and Oriental Imperial Valley, students' understanding of the contribution of Chinese civilization to human civilization has been deepened, so as to enhance their confidence in Chinese culture, eliminate some students' historical consciousness of advocating beauty, flattering beauty and nihilism, and deepen contemporary college students' consensus and recognition of the development path with Chinese characteristics and cultural confidence.

(4) Research on the monitoring and management of history evaluation system under the background of "Internet+" -- process evaluation + teacher student interaction

First of all, curriculum assessment is divided into incentive evaluation and formative evaluation. Incentive evaluation includes discovering students' shining points, giving timely encouragement and counting them into their usual grades, helping students know themselves, affirm themselves, and establish self-confidence in learning. Process assessment refers to paying attention to process assessment on the basis of hospital determined assessment methods. For example, the discussion is divided into "group Q&A + individual Q&A + query", encouraging students to find materials to answer questions, analyze historical facts and demonstrate their views, and provide timely and effective Q & a feedback in class. Secondly is to extend the award results to the classroom and self-study links. The award results are based on the preview traces, learning duration, correct answer rate and reading bibliography monitored by the online platform. Once more refine the

performance of the assignment to the consideration of assignment weight, assignment specification, assignment quality and extensibility, and explain and answer questions in time on the problems existing in the assignment. Finally in the after-class Q&A and video summary, teachers can set video cards to answer questions, monitor students' learning time in the whole process, realize effective supervision, management and interaction to pay attention to students' learning situation, timely adjust the focus of online teaching after finding problems, and timely adjust teaching strategies, so as to realize the interactive relationship between teachers and students of individualized and all-round education.

Secondly, the assessment questions are in line with the OBE and "Four Integrations" teaching path. In addition to after-school exercises, there are also self-wisdom trees, Baidu Wenku, lectures from famous teachers on Bilibili, subjective and objective questions from various university teaching platforms, and past years' postgraduate entrance examination questions. After careful collection, screening, and refinement, the teacher has created a question bank, which includes 256 multiple-choice questions, 170 blank filling questions, 60 short answer questions, and 45 argumentative questions. The problems are targeted and distributed in offline classroom testing, online preview self-learning, and final Q&A review. They not only involve areas not covered by after-school exercises, but also include academic frontiers and difficult problems that trigger students' thinking. While breaking through the limitations of historical facts during this period, they also break through students' inherent thinking about some common problems. These questions are like "What do the academic community think are the drawbacks of Roosevelt's New Deal, How has the coordination mechanism for continental security been resolved in modern times?" "Based on the historical facts learned in modern times, analyze the political trends in the Middle East over the past century?" "In the second half of World War II, capitalist and socialist countries generally carried out social and economic reforms, and there was a trend of mutual influence and reference in social and economic policies. Please analyze the fundamental reasons for this situation, in 1991, the Soviet Union disintegrated and the Yalta pattern disintegrated. What legacy has the Cold War left for the world today in the classroom, the teacher shows PPTs, and students collectively think and answer. Even students who are usually lazy will actively join the answering team. When encountering different answers, there will be discussions or even debates, which greatly activates the classroom atmosphere, consolidates and deepens the key points of knowledge, while also improving students' ability to express, collaborate, and think deeply. Moreover, teachers' Q&A and problem-solving skills are more effective in attracting students' attention when there is no solution or controversy, and the "Four Confidences" ideological and political content triggered by this issue is more conducive to students' acceptance and understanding.

4. The Key and Difficult Problem to be overcome in This Project - the Problem of Continuous Improvement

The implementation of generative teaching cannot be achieved overnight, and further exploration and innovation are needed to eliminate inherent preset thinking, break through the bottlenecks and difficulties of traditional teaching, and enhance the effectiveness, pertinence, and affinity of ideological and political education in universities. In order to better integrate history with the "Four Confidences", teachers need to consider the introduction of new internet technologies and the different learning situations of students at different stages of learning, which reflects the "continuous improvement link" of the OBE concept. In terms of core links, promoting students' active participation both offline and online, allowing students to experience joy and satisfaction in learning, and bringing teacher-student relationships closer; In terms of key links, through the deep integration of the Internet and ancient and modern history, we truly integrate the "Four

Confidences" into history education, making the influence of education natural and smooth, and combining historical events with ideological and political education natural and natural; In terms of core hub, achieve deep integration of subject teaching, information technology, and the "four confidences"; In terms of evaluation, we continuously monitor students' all-round learning, conduct process and motivational assessments according to their aptitude, so that the curriculum can achieve the goal of "strict, practical, difficult, and busy", achieve the goal of "three comprehensive education", and complete the mission of comprehensive education of ideological and political "knowledge, emotion, intention, and action". The ultimate goal is to build a mechanism for student feedback and collaborative feedback, enhance the self-correction and improvement capabilities of the quality monitoring system, and promotes continuous improvement of the "four confidence" education path in history through comprehensive monitoring [6].

After three semesters of exploration and practice, the OBE + "Four Integrations" teaching path has basically supported the course objectives. The teaching method has been widely recognized by students in the 20 History, 21 History, and 21 History Chinese Bilingual Classes. 97% of students believe that they have learned a lot of "dry goods", while 98% believe that the overall historical perspective and through teaching have made up for the previously unfamiliar historical content and deepened their understanding of the "Four Confidences". Under the encouragement of the whole group and the teacher, the classroom atmosphere has gradually shifted from being shy of speaking to gradually opening up the "rush to answer mode". Students in the 21 Chinese bilingual class have also reported that discussions and public speaking have improved their Chinese expression skills and courage to speak in public. It can be said that the OBE + "four integration" teaching mode has significantly improved in terms of content, form, and interactivity after piloting three classes, but there is still significant room for improvement in the depth and breadth of content, test question design, and overall learning monitoring.

5. Conclusion

The university classroom is not only the main battlefield for disseminating knowledge, but also the main channel for shaping students' worldview, outlook on life, and values. College students are the future of socialist modernization construction, and students from minority normal universities are the backbone of primary education in ethnic regions of China. Therefore, adhering to and promoting confidence in the path, system, theory, and culture is the foundation for achieving the great rejuvenation of the Chinese nation, as well as the basic requirement for cultivating qualified socialist successors and achieving ideological and political education in universities. The history education of "Internet plus" endows the curriculum with unprecedented spiritual connotation and practical form of ideological and political education, urges teachers to deeply integrate classroom content and teaching methods, helps teachers and students to jointly explore the value implication and cultural gene contained in history, broadens the scope of ideological and political education, increases the dimension of moral education, and realizes the goal of building morality and cultivating people. Adhering to the "Four Confidences" is the internal driving force for continuously advancing the great cause of socialism with Chinese characteristics, and also the fundamental guarantee for building a moderately prosperous society in all respects and realizing the Chinese Dream of the great rejuvenation of the Chinese nation. In the context of the Internet era, China is facing a major change that has not been seen in a century. Universities, especially those for ethnic minorities, should make ideological and political education a central link, deepen college students' identification and understanding of the "Four Confidences", achieve full staff education, full process education, and all-round education, cultivate qualified primary and secondary school teachers to promote the development of primary education in Gansu, and contribute to talent

cultivation and educational development in ethnic regions.

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