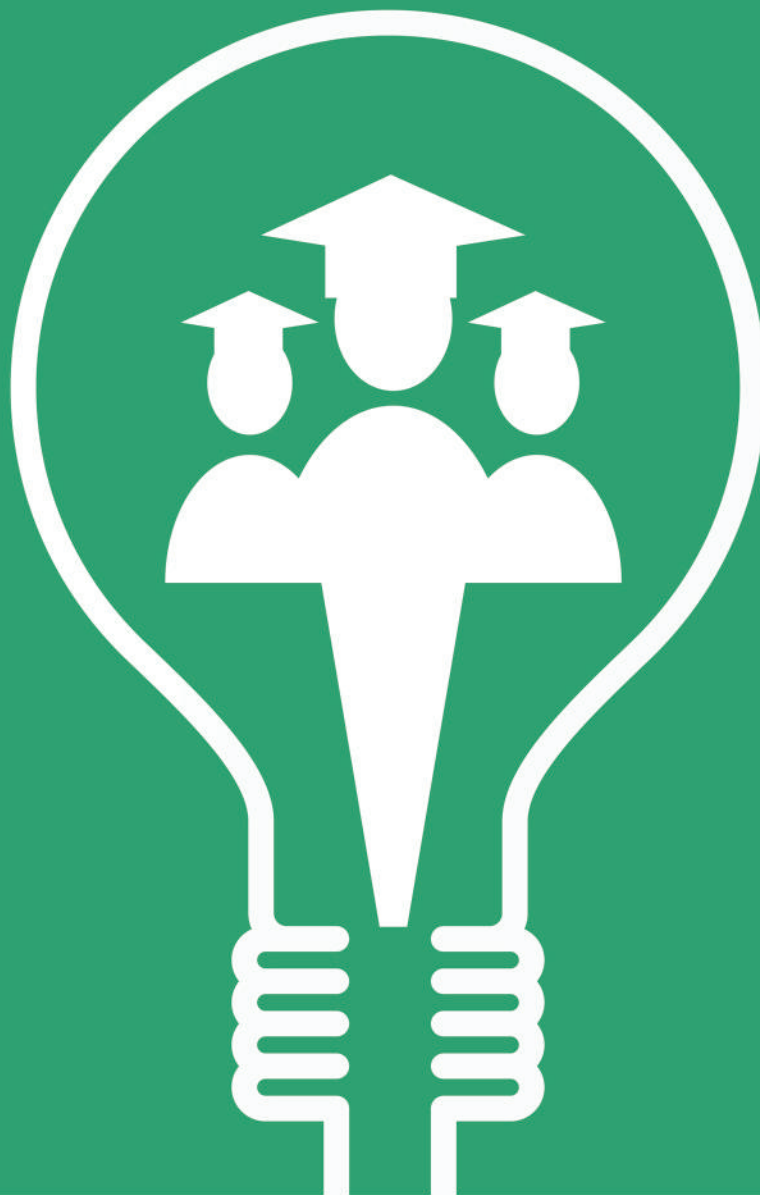


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Usage and Development of Contemporary Hanyu Pinyin

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Prof. Tham Wai Houg

1. Forward

Hanyu is a type of language that is based on the Beijing phonetic system and has four distinguishable tones. As a result to date, the tool designed for the pronunciation of this Chinese language whether it is the past National Phonetic Alphabet or the contemporary Hanyu Pinyin, there is always the need to add the tone marks in order to distinguish the four tones. However, to add a symbol for the sake of pronunciation spells inconvenience, because Hanyu Pinyin is essentially composed of Latin alphabet. Unless there is a special facility, no ordinary English computer keyboard can manage to add tone marks together with typing at the same time. Hence, the tone marks can only be chosen from the symbols set in the computer (if any) or added manually after all typing has been completed. It is not only time consuming but also involves a lot of work and many a time, the tone mark is either wrongly added or omitted. If there is a way to write Hanyu Pinyin (— / ∨ \) without the use of tone marks and yet be able to differentiate the four tones, it will save the trouble of having to add tone marks for the correct pronunciation. This new method may also help in making typing more convenient.

In fact, this form of phonetic notation with differentiation in tones has already been included as one of the secondary forms of Chinese Romanized Pronunciation Method pronounced earlier during the 21st year of the Republic of China (A.D. 1932). However, that set of Pinyin method presented a very complicated way of handling the differentiation of the four tones. So, it was unworkable. Here are some examples of the Romanized words with four tones:

1 st tone	2 nd tone	3 rd tone	4 th tone
(1) 抛 (pau)	袍 (paur)	跑 (pao)	炮 (paw)
(2) 灰 (huei)	回 (hwei)	毁 (hoei)	会 (huey)
(3) 乎 (hu)	胡 (hwu)	虎 (huu)	户 (huh)
(4) 宣 (shiuān)	玄 (shyuan)	选 (sheuan)	眩 (shiuān)

In comparison, the contemporary Hanyu Pinyin is rather terse and refined, but using it to type Chinese words in the computer is still a problem as there are a lot of words with the same tones.

Due to this, over twenty years ago, I had a rough concept forming in my mind of using the contemporary Hanyu Pinyin as the basis to study the differentiation of the four tones by using certain letters of the English alphabet. I present my idea as follows:

2. The Treatment of the Four Tones

(1) Clear off the tone marks on the top of any contemporary Hanyu Pinyin to symbolize the 1st tone.

E.g. ma. bo. qi. zhu. zhong and etc....

(2) For syllables with vowels at the end (except nasal vowels), "h" and "l" are added behind to respectively symbolize the 2nd and 3rd tone.

E.g. 2nd tone: ah. yeh. duoh. shih and etc....

3rd tone: meil. wol. yaol. tuil and etc....

(3) For syllables with the "a, o, e, ao, ia, ie, ua, uo, üe" and "iao" vowels at the end, "v" is added behind to symbolize the 4th tone.

E.g. she^v. bao^v. xia^v. zuo^v and etc....

(4) If the terminal of a syllable is the vowel "i", a "y" is added behind as the 4th tone.

E.g. zi^y. lai^y. mei^y. dui^y and etc....

(5) If the terminal of a syllable is the vowel "u", a "w" is added behind also as the 4th tone.

E.g. wu^w. ou^w. iu^w and etc....

(6) For nasal vowels, an "h" is added in front of "n" and "ng" to symbolize the 2nd tone.

E.g. qia^{hn}. to^{hng} and etc....

(7) For nasal vowels, an "r" is added in front of "n" to symbolize the 3rd tone.

E.g. qia^{rn}. to^{rng} and etc....

(8) For nasal vowels, another "n" is added at the end of "n" as the tone mark for the 4th tone.

E.g. qiaⁿⁿ. kanⁿ. zhenⁿ and etc....

(9) For nasal vowels, "ng" is changed to "nk" to symbolize the 4th tone.

E.g. to^{nk}. pan^k. chan^k and etc....

(10) A dot "." is added before the syllable to represent a neutral tone.

E.g. .ma, .ne, dong.xi, dui.y, bu.w, qul, and etc....

(11) The retroflex ending "r" is handled in the same manner as the contemporary Hanyu Pinyin.

E.g. zhe^{vr}, liao^{tianr}, chan^{kger} and etc....

Note: Items 10 & 11 are only applied in conversational Chinese and no concern of typing Chinese words in the computer.

The abovementioned rules are not really complicated. To help you get a clear understanding of them, a simple table summarising the four tones is shown as follows:

(1)ma, shou, zi, tian, peng	(1 st tone without tone mark)
(2)ma ^h , shou ^h , zi ^h , tian ^h , peng ^h	("h" as 2 nd tone mark)
(3)ma ^l , shou ^l , zi ^l , tian ^l , peng ^l	("l" and "r" as 3 rd tone mark)
(4)ma ^v , shou ^w , zi ^y , tian ⁿⁿ , peng ^{nk}	("v, w, y, nn, nk" as 4 th tone mark)

3. The Advantages of Typing by Using the Above Pinyin

3.1 Using an English Computer Keyboard for Typing Chinese Words

As the abovementioned Pinyin system is comprised of lettered tone marks, no sign marks are to be placed on the

top of Hanyu Pinyin. When you write them out, you do it just as if you are writing English words. Even when you spell each Pinyin verbally, it is also not necessary to tell what the tone is. As the letters of **h**, **l**, and **v** are mainly used to symbolize the tone marks, I simply call this new Pinyin System the "HLV Pinyin System". (Interestingly, the letters "HLV" may also stand for **H**igh **L**ogic **V**ision). At present it can be used as an audio-visual method of typing Chinese words in the computer just like Hanyu Pinyin, but with greater accuracy.

Suppose you type the Hanyu Pinyin "ma". You will have 17 Chinese words to choose as follows:

ma: 妈, 抹, 蚂, 摩, 吗, 麻, 蟆, 马, 玛, 玛, 蚂, 码, 骂, 杓, 蚂, 襦

If you type an HLV Pinyin, you will have fewer words to choose.

ma (妈, 抹, 蚂, 摩)	— 4 words
ma ^h (吗, 麻, 蟆)	— 3 words
ma ^l (马, 玛, 玛, 蚂, 码, 骂)	— 6 words
ma ^v (骂, 杓, 蚂, 襦)	— 4 words

As HLV Pinyin inherently contains a tone, this greatly reduces the choices by as much as 75%!

If HLV Pinyin is typed as a group of words, it is mostly accurate enough to directly convert into the Chinese phrases. See the following examples:

Yizhi ^h	一直
Yizhi ^y	一致, 医治
Yihzhi ^h	移植
Yihzhi ^l	遗址
Yihzhi ^y	遗志
Yilzhi ^y	以致, 以至
Yiyzhi ^l	意旨, 抑止
Yiyzhi ^y	意志, 抑制

In comparison, if Hanyu Pinyin is used to key in "yizhi", it will present all the above Chinese phrases for choice.

3.2 Using HLV Pinyin in Conversational Chinese Teaching

The HLV Pinyin System can be treated as Latinized words instead of using Chinese words in teaching conversational Chinese. This is a bold attempt.

(1) To compile teaching material for teaching foreigners, the target group of learners are English-educated people inclusive of westerners who want to learn to speak Putonghua (Conversational Chinese) only in a short period of time.

(2) Directly as an internet communicative language and handphone messaging without having to convert into Chinese words.

From the following conversation, you can appreciate its clarity of vision:

Nil haol .ma?	How are you?	(你好吗?)
Wol hern haol. Nil .ne? I am fine. And you?	(我很好。你呢?)	
Wol yel hern haol.	I'm fine too.	(我也很好?)
Xiev.xiev.	Thank you.	(谢谢。)
Buw kev.qiy.	Don't mention it.	(不客气。)
Nil mahng.ma?	Are you busy?	(你忙吗?)
Wol buw mahng.	I'm not busy.	(我不忙。)

In general, those who know Hanyu Pinyin would require only 20 to 30 minutes to master the tones of the HLV Pinyin System.

Following the first success of Pinyin with English lettered tone marks, further research should be continued. Up to this point, it has not been developed to represent each Chinese word by each Pinyin, but I am sure it has great potential to be developed into Latinized Chinese. If we develop the system further, it is quite possible to make Latinized Chinese become realistic. Conceptually, it requires a special code, called "radical", to be added to each HLV Pinyin. Thus, it enables the following features:

3.3 Characteristics of HLV Pinyin

When you type a Pinyin with the special code, it will directly convert to a Chinese word. And there will be almost no words with the same tones for choice.

I present an example for illustration:

(1) "ta" is the 1st tone in Hanyu Pinyin for the ten Chinese words (他, 她, 它, 祂, 铎, 踏, 塌, 榻, 榻, 榻) with same tones.

(2) "ta" is also the 1st tone in HLV Pinyin like Hanyu Pinyin. The radical codes for the first three words (他, 她, 它) are specially designed to be placed at the front of "ta" for convenience, that is, **rta** (他) (**r** to represent 人), **nta** (女) (**n** to represent 女), **gta** (它) (**g** to represent 宀).

(3) As for the rest of the other words shown above, radical codes are designed to be placed at the end of the Pinyin "ta", such as **ta^{sp}** (祂) (**sp** to represent 礻 旁), **ta^{jp}** (铎) (**jp** to represent 金 旁), **ta^{zp}** (踏) (**zp** to represent 足 旁) and etc....

(4) As for the different tones of Chinese words, if a word itself is a radical such as: 车, 革, 火, 斤, 口, 力, 米,

木, 牛, 日, 月, 手, 页, 舟, and etc..., you only type the HLV Pinyin with the right tone, it will convert to a Chinese word that you want. For examples: che 车, geh 革, huol 火, koul 口, liy 力, muw 木, riy 日, zuh 足.

As a matter of fact, it is an educational input method for it will ensure your accuracy of Chinese pronunciation and also strengthen your knowledge on Chinese words via familiarising with correct radicals. As to the "radicals", students who study in school have already learned them for the purpose of looking up new words in the dictionary for their meaning and pronunciation.

As an effective and audio-visual Chinese input method, it is certainly the equal if not the superior of any make at present on the market. In this sense, it is really a great revolution in the domain of Chinese input method.

In future, if this theoretical System is accepted to be developed further by the Government of China, it can be taken as real Latinized words placed side by side of the Chinese words in the textbooks. But the major premise is that it must be done through education in schools. I estimate that after 1 to 2 decades, when this form of Pinyin is fully developed and widely accepted by the general public, users can type Chinese words fluently without needing to stop and choose every time. It will be as simple as just like typing English words. By that time, we would view Chinese characters and Pinyin as complementary of each other, just like father and son.

4. Conclusion

The application of the aforesaid Pinyin with lettered tone marks will help more foreigners to learn Putonghua (Conversational Chinese) without first learning Chinese characters. This will be a big stride forward towards making Putonghua becoming widely accepted by the international community. At the same time, it will make typing Chinese text on an English keyboard become so easy and straight-forward!

Singapore

Prof. Tham Wai Houn

July 2018

Public Security Crisis Management Model Based on Diversified Cooperation

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Abstract: Everyone is surrounded by crisis just like the air we breathe at every moment; therefore, all countries, organizations and person are confronted with the risk challenges. Nowadays, the human society has evolved to a relatively advanced stage, and along with society progress, complicated social relationship and environment will result in more dangerous elements, thus bringing in more risks. This paper introduces the public security crisis management model based on diversified cooperation in detail from the concept of public security crisis and puts forward safeguard mechanism construction for enhancing the crisis management under diversified cooperation in a brief manner, thus improving the efficiency of crisis management under diversified cooperation.

Keywords: Diversified Cooperation; Public Security; Public Management; Management Model

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1. Introduction

However, there are less theoretical researches on public security crisis management by Chinese, with formalism more than pragmatism in research and relatively simple countermeasures for dealing with public emergent security events. In order to solve this problem, the management model under diversified cooperation is put forward to solve it.^[1] Public security crisis management shall be in the charge of person, civil organizations and governments, and governments, serving as administrators of national public affairs and defenders of the people's interests, are responsible for energetically exploring and developing public security crisis management model applicable to China's national situation.

2. Arising of Public Security Crisis Management

2.1 Basic Concept of Public Security Crisis Management

Since 1990s, there have been a series of public security crisis, which have challenged the capacity and management model of Chinese Government handling public se-

curity crisis over and over. Nowadays, especially in recent years, the occurring probability of public security crisis in China is increasing year by year, and as the defenders of national public affairs, Chinese Government masters increasing capacity of handling public security crisis.^[2] Public security crisis management model can be used to safeguard the security of public properties by controlling the crisis development effectively and timely via monitoring and handling.

2.2 Significant Features of Public Security Crisis

Public security crisis is featured with accidental, catastrophic, collateral, complex, and urgent features. The occurrence of public security crisis can be attributed to diversified factors, which means that it may occur at any time under any case, namely, it is uncertain, or accidental; Emergent public security crisis may result in significant loss of life and property to civilians due to its profound destructive effect, thus resulting in huge adverse effect; Collateral feature refers to the influence on other fields and other areas in addition to the local area upon the occurrence of a public security crisis event; Complexity refers to that there are many kinds of reasons for the occur-

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rence of public security crisis, including social causes and personal causes, with social causes involving in politics, history and nationality; Urgency is the requirement for handling the public security crisis. It is necessary to carry out effective handling upon the occurrence of public security crisis to reduce the harm to civilians and the adverse effect on the society.^[3]

2.3 Study on Public Security Crisis Management at Home and Abroad

Study on public security crisis management in foreign countries is much earlier than Chinese; therefore, western countries have accumulated plenty practical experience on public security crisis management. The first public security crisis management carried out in western countries can be traced back "Cuban Missile Crisis", and later, the scope required for crisis management has been gradually expanded.^[4] Upon the occurrence of 9.11 in America, the attention of the whole world was attracted to the study on public security crisis management, and then western countries led by America compiled series of laws and regulations, thus playing a guiding role in public security crisis management.

Relatively speaking, the theoretical study on crisis management in China is carried out at a very late period, with lower beginning, meanwhile, the primary study fields are focused on politics, with less study on public security crisis management. Now, Chinese government starts to step into a new stage of public security crisis management study after suffering SARS, H1N1, Wenchuan Earthquake and other major public security crisis events.

3 Public Security Crisis Management Model Based on Diversified Cooperation

3.1 Features of Diversified Cooperation Management

Management model based on diversified cooperation can be used to safeguard the security of public properties by controlling the crisis development effectively and timely, and on the basis of mutual trust, all management subjects will form a crisis management system featured with interest and responsibility sharing by adopting negotiation and other interactive communication methods at different stages of crisis development.

Management model based on diversified cooperation is mainly featured with multi-dominance, collaborative action, integrated process and information sharing. Multi-dominance refers to that subjects of management system shall not only cover governments, the fact is that governments at all levels, social organizations, all

non-governmental organizations and civilians shall participate in the management, and determine their rights and obligations in the crisis management according to the capacity; Collaborative action refers to integrate capacities of all management subjects, thus achieving the $1 + 4 > 2$ effects, which shall be effectively and orderly; Integrated process means to gather all resources to handle every link of the whole crisis management model under diversified cooperation, namely, early warning, processing in progress, post-disaster recovery.^[5] Information sharing refers to establish a system that can achieve effective communication among all management subjects, which can achieve rapid communication and handle effectively upon handling the emergent public security crisis events.

3.2 Development History of Diversified Cooperation Management

The pioneer of carrying out the study on public security crisis management model based on diversified cooperation in China is Chengfu Zhang, who has made great contributions to the study on development of crisis management in China. At the very beginning, the crisis management was led by the government, which possesses the majority rights and corresponding obligations, and proposed by experts, scholars and social environmental experts; Instead of being led by governments simply, management shall be carried out by the joint participation of governments at all levels and social organizations. Meanwhile, governments at all levels and social organizations shall cover a more flexible scope in practical application.

4. Current Dilemmas Confronted By the Management Model Based on Diversified Cooperation

Current dilemmas confronted by management model based on diversified cooperation can be attributed to differences among subjects, difficulties existing in collective action and shortage of related laws and regulations.

4.1 Differences Existing in Subjects under the Management Model Based on Diversified Cooperation

Government, as one of the representatives of national authority, enjoys full rights and obligations according to laws to provide service to the public and safeguard public's interest. Enterprises and public institutions mainly engage in economic activities, which can provide the society with corresponding production services. Enterprises and public institutions focus on seeking profits, with all activities centered on this purpose. Civic groups are non-governmental organizations which are legal and voluntary for non-profit purpose, a kind of social organization among governments and enterprises and public institutions.

Table 1. Comparison of properties of governments, enterprises and civic groups

Content Subject	Purpose	Neutrality	Resource mobilization	Methods and measures
Governments	Safeguard the security of life and properties of civilians and maintain the social order and benefits.	Maintain the neutrality	National financial expenditure	Administrative means, violence machine
Civic groups	Safeguard the basic rights of people suffering from disasters	Generally, maintain neutrality, provide aid according to the practical demands.	By virtue of self-owned resources or raise and collect special funds	Material and personnel aid
Enterprise	Maintain the vital interests of this organization	Non-neutrality	Northern organization Financial expenditure	Material assistance

The main subjects of public security crisis management model based on diversified cooperation include the above-mentioned organizations, but according to the forgoing analysis, there are differences in the target among governments, enterprises and civic groups, which may result in conflicts and contradictions upon handling emergent public security crisis events.^[6] Therefore, when handling public security crisis events in practice, most subjects are usually accustomed to handle their own business free from diversified management and corresponding communications.

4.2 Dilemmas in Diversified Cooperative Actions

Public security crisis management model based on diversified cooperation pays attention to the full involvement of all subjects in the practice. Instead of gathering all subjects into the management simply, it requires to integrate all capacities of subjects into the center. However, considering the huge difficulties in capability integration, it may result in the dilemma of reassuring the public during the collective actions carried out by all subjects.

Benefit-tending and harm-avoiding behavior is a kind of human instincts; therefore, all subjects under diversified cooperation will all seek for their own profits and interest. Seeking for the maximum profits is the instinct of enterprises; civic groups belong to the public sector in certain degree, with the purpose of handling the public security crisis, however, safeguarding their own interest and profits is the undeniable target; Governments which are always deemed to be institutions with safeguarding interests of citizens as the primary purpose, are classified into the self-interest public sectors with the purpose of seeking for the maximum profits according to the choice theory of public theories, which establish the systems for the benefits of their own.^[7] Management model based on diversified cooperation is an entity consisting of one sub-system, and the shortage of timely communication among these sub-systems may result in the dilemma in the practice.

4.3 There Are Many Problems Existing in the Management Model Based on Diversified Cooperation

Management model based on diversified cooperation refers to the joint participation with diversified subjects serving for collaboration, and the binding effect of laws and regulations on the behaviors of subjects can be ignored. In recent years, after suffering SARS, H1N1, Wenchuan Earthquake and other major public security crisis events, Chinese government has made efforts to improve the capacity of handling the major crisis, with related laws and regulations further perfected, basically establish the legal framework of public security crisis management, and promulgate related laws and regulations, including Law of the People's Republic of China on Protecting Against and Mitigating Earthquake Disasters, Flood Control Law of the People's Republic of China, Production Safety Law of PRC and Emergency Regulation for Contingent Event of Public Health.

5. Principles of Establishing the Management Model under the Diversified Cooperation

Generally speaking, there are three principles applied in establishing the management model under the diversified cooperation: (1) goal orientation principle, (2) differentiation principle, (3) principle of moderate degree.

The premise of carrying out all kinds of activities is to set a reasonable and clear goal, which shall play a guiding role in the performance of activities, as well as the practical role in public security crisis management. Public security crisis management model based on diversified cooperation makes it easy for us to set the goal, namely, achieving the effective control of public security crisis events by the seamless engagement among subjects under the diversified cooperation model, or removing the security warning targeted at crisis events, which is called as goal orientation principle.

The handling of public security crisis shall be carried

out under the guidance of general rules, and different local governments and organization shall formulate the corresponding management strategies according to the practice, rather than applying one same strategy to government at all levels. Taking the emergency response capacity as an example, villages, towns, cities and the corresponding country shall formulate the corresponding management strategies in terms of different perspectives. Therefore, all these four levels shall be treated differently by strictly implementing the differentiation principle.^[8]

The principle of moderate degree is applicable in many fields, and it shall be carried out in every link of the whole public security crisis management process. The principle of moderate degree requires to seek for the balance points among all subjects in the management model under diversified cooperation, with the purpose of avoiding the monopoly of one party, as well as the "limbo" conditions. The principle of moderate degree is a flexible process, with difficulty in preparing the detailed regulations, which requires the decision-makers and executors to apply this principle according to the specific conditions.

6. Conclusion

The missions of governments are to maintain the stability and prosperity of our society and safeguard the security of life and properties of civilians, which are inevitable requirements of government upon handling the crisis development under new period and new situations. Considering the complex social environment in modern society, government-led traditional crisis management model fails to achieve significant results, therefore, it is necessary to establish a reasonable management model based on diversified cooperation featured with clear division of work, well-defined power and responsibility and collaboration consisting of individuals, civic groups, enterprises and

governments. Compared with the traditional management model led by one party, the management model based on diversified cooperation with the participation of organizations at all levels can be better applicable to current public crisis. However, there are also disadvantages, such as differences among subjects, difficulty in collective actions and shortage of related laws and regulations.

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Basic Ideas and Principles for the Development of Graduate Education During "the 13th Five-Year Plan"

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Abstract: "The 13th Five-Year Plan", referring to the period from 2016 to 2020, marks a decisive stage in building moderately prosperous society of China. During "the 13th Five-Year Plan", the demand of China's graduate education is increasing. Therefore, the development of graduate education during "the 13th Five-Year Plan" must meet the needs of the development of China's economy. By strictly adhering to the basic principle of steady development and deepening reform, improve the integral level of graduate education across the board to better provide high-level talents for the development of China's socialism. This paper, starting from the general situation of graduate education during "the 12th Five-year Plan", discusses basic ideas and principles for the development of graduate education during "the 13th Five-Year Plan" for reference only.

Keywords: "The 13th Five-Year Plan"; Graduate education; Basic ideas and principles

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1. Introduction

During the previous stage of "the 13th Five-Year Plan" - "the 12th Five-year Plan", the trend development of China's graduate education remained steady, showing a rising tendency as a whole. Relevant data indicate that the number of graduates and master's degree graduates in China increases progressively, along with the integral level of graduate education.

2. General Situation of Graduate Education During "the 13th Five-year Plan"

During "the 13th Five-year Plan", the number of admission and undergraduate increases. In 2015, enrolled graduates were about 645,100, and it reached approximately 667,100 in 2016, representing an increase of 3.41%; in 2015, there were 1,649,000 students taking the graduate entrance examination, and it reached 1,770,000 in 2016, representing an increase of 7.3%; the figure was up to 2,010,000 in 2017, representing an increase of 13.6% compared with 2016. It is anticipated that China's at-school graduates will reach 2,900,000 in 2020.

Table 1. Comparison of Number of Graduates during "the 13th Five-Year Plan"

	2015	2016	Increase (%)
Number of admission	645,100	667,100	3.41%
Number of enrollment	1,649,000	1,770,000	7.3%

During "the 13th Five-Year Plan", professional degree graduates in China increases. In 2015, there were 690,000 enrolled professional degree graduates, and it reached 850,000 in 2016, representing a significant increase of 23.19%.^[1]

3. Basic Ideas and Principles for the Development of Graduate Education during "the 13th Five-Year Plan"

3.1 Implementation of Major Policies of the Central Party Committee

The development of graduate education during "the 13th Five-Year Plan" shall thoroughly implement the spirit of the 19th National Congress of the Communist Party of China and the Third Plenary Session of the 19th CPC Central Committee, go deep into the spirit of important speeches of General Secretary Jinping Xi, and strictly abide by the overall requirements of "the 13th Five-Year Plan" of Academic Degrees and Graduate Education Development issued by the State Council in 2017.

During "the 13th Five-Year Plan", graduate education must meet the needs of the development of China's economy, adhere to the new development concept of "innovation, coordination, green, openness and sharing", deepen system reform across the board, comprehensively coordinate resource allocation, adhere to opening up and academic sharing, and improve the integral level of graduate education across the board to better provide high-level talents for the development of China's socialism.^[2]

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3.2 Service for the Demand

In the development of graduate education during "the 13th Five-Year Plan", service-based demand is one of the main trends. Therefore, to better service-based demands, scientific analysis based on market and pre-stage data should be conducted. At present, the demand for graduates in China mainly covers the following aspects:

3.2.1 Development Demand of Emerging Industries

With the vigorous development of the socialist market economy and continuous innovation of China's science and technology, an increasing number of emerging industries are developing rapidly. With the characteristics of high technological content, less environmental pollution and faster upgrading, emerging industries are highly independent of deep integration of science and technology and production technology. Talent and technology play an important role in the rapid development of emerging industries. The development of graduate education is required in the course of the development of emerging industries. With the annually increased scientific and testing personnel, the proportion of graduates personnel in relation to science and testing is relatively low.^[3]

3.2.2 Development Demand of Infrastructures

There are strong demands for highly educated high-tech talents during China's socialist construction in the field of infrastructures. In addition, support relating to science and technology and modernization is required in the reform and development of traditional industries and the development of infrastructures. However, China's agricultural modernization construction is quite weak in the course of socialist construction. Furthermore, compared with foreign countries, highly educated talents in the field of agriculture, forestry, animal husbandry, sideline and fishery are in a severe shortage. 2016 national agricultural modernization development level evaluation report shows that employees at the junior high school level or below are the most potent forces in agricultural production, accounting for 31%, while those with graduate degrees is only 0.02%. Since 1950, increased input in developing highly educated talents in the field of agriculture has been made in America, and graduate education or above is required for agricultural academic extension personnel. It is obvious that there is a huge gap in developing agricultural infrastructure talents between China and foreign countries. In addition, there is an urgent need for highly educated talents in medical treatment, education and other infrastructure constructions.^[4]

3.2.3 Development Demand of Regional Balance

Unbalanced phenomena may exist in economic development between the eastern and central and western regions

of China, along with graduate education. The number of master's degree graduates and at-school graduates is far ahead in the eastern region, while there is a relatively small amount in the central and western regions. Graduate education in the eastern region has an edge compared with that of the central and western regions. During "the 13th Five-Year Plan", China supports the university construction in the central and western regions, which is the main development direction in such a period. China mainly supports the university construction from the following five aspects: I. Financial support; II. Increase in the number of admission; III. Major support in key disciplines; IV. Support for transformation development; V. Special talent policies.^[5] See Figure 1 for details.

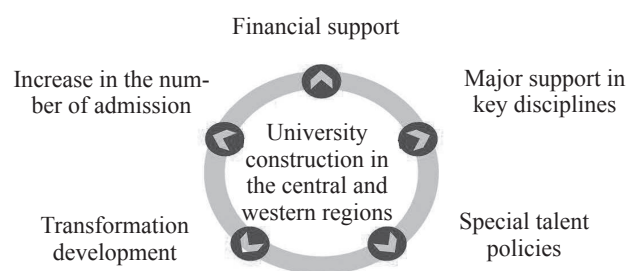


Figure 1. University Construction in the Central and Western Regions with National Support

Based on the above demands, the development of graduate education during "the 13th Five-Year Plan" should meet the needs of construction and development of China's economy, serve the infrastructure and emerging industries, and coordinate the balanced development of the eastern, central and western regions.

3.3 Improvement of Education Quality

In the development of graduate education during "the 13th Five-Year Plan", the improvement of education quality is another main trend. Graduate education, not simply awarding degrees, is to improve the quality, depth and connotation of education above all. Graduate education plays an important role in China's higher education. In order to take the cultivation of students' innovation capacity, scientific research ability and cooperative ability as the ultimate educational goal, the development of graduate education should strictly adhere to scientific laws of education and actively explore new forms. Mechanism innovation should be carried out in the development of graduate education during "the 13th Five-Year Plan". In 2017, China instituted the reform of doctoral education in fourteen universities in the field of ideological education, curriculum, and international communication.^[6]

In the development of graduate education during "the 13th Five-Year Plan", professional degree innovation

should be carried out, professional category of graduates divided, and professional structure adjusted and optimized. In the development of graduate education during "the 13th Five-Year Plan", entrepreneurship education innovation should be carried out, and China and universities should give strong support to graduates for research and entrepreneurship, and provide funds, technologies and sites, thus making entrepreneurship popular.

3.4 Achieving Proactive and Steady Innovative Development

The development of graduate education during "the 13th Five-Year Plan" shall follow the main trend of "serving the demand and improving the quality" and achieve proactive and steady innovative development. Maintain steady growth on the basis of the original scale, adjust the graduate structure according to service-based demands, carry out innovation and reform, energetically explore the new pattern of cultivating graduates, and improve the international competitiveness of highly educated talents in China.^[7]

Till 2020, the sale of graduates in China will maintain the steady growth. Data shows that the graduate scale from 2005 to 2014 has remained a higher growth rate (7.36%), and the average growth rate from 2015 to 2017 has remained at 7.66%. Calculated by the average ratio, the graduate students in 2020 will be up to 2,900,000.

According to the requirements of "the 13th Five-Year Plan" of Academic Degrees and Graduate Education Development, the ratio of graduates with professional degree and graduates with academic degree shall be up to 1.5:1--2:1. Graduate education during "the 13th Five-Year Plan" shall pay more attention to education of graduates with professional degree and maintain the current scale of graduates with academic degree. Adjust specialty classification and structural layout and carry out the reform and regulation based on education features and market demands of graduates with different educational backgrounds and different specialties to for a more reasonable structure, more scientific classification and better ratio for better serving economic and social development.

The development of graduate education during "the 13th Five-Year Plan" shall follow the training pattern of "combination of production and teaching". The ultimate purpose of education is to let educates to be smarter. Practice is the sole criterion for judging the truth. Graduate education shall focus on cultivating practical and innovative abilities and incorporating education with research. Transfer learning results into scientific achievements, apply scientific achievements into practical activities, and freshen up scientific and technological progress and social development.

The development of graduate education during "the 13th Five-Year Plan" shall be with Chinese characteristics, namely, establishing world-class universities with Chinese characteristics, offering top-level professional disciplines with Chinese characteristics, and improving the international reputation and influence of graduate education in China.

4. Principles of the Development of Graduate Education during "the 13th Five-Year Plan"

4.1 Connotation Development Principle

The basic ideas about the development of graduate education during "the 13th Five-Year Plan" can be divided into two aspects: one is to serve the demands, and the second is to improve the cultivation quality. Therefore, one of the principles of the development of graduate education during "the 13th Five-Year Plan" is determined to adhere to the connotation development principle. Connotation development consists of quality development, fine development, characteristic development and innovative development.

4.2 Principle of Service-based Demands

The development of graduate education during "the 13th Five-Year Plan" should meet the needs of construction and development of China's economy, serve the infrastructure and emerging industries, and coordinate the balanced development of the eastern, central and western regions. The first is to adjust the talent structure dynamically by regulating specialty, discipline and degree awarding according to market demands to serve the national economic construction, upgrading of traditional industries and new emerging industries; the second is to serve local development by properly adjusting graduate admission ratio in the central and western regions according to the gap of graduate scale of the eastern, central and western regions and supporting the construction and development in central and western regions; the third is to serve the development of universities by appropriately increasing or reducing the admission ratio and disciplines according to the practical demands of universities to optimize the talent structure.^[8]

4.3 Principle of Improving Quality

The development of graduate education during "the 13th Five-Year Plan" shall focus on innovation by sticking to the new development philosophy of "innovation, coordination, green, open and sharing". Carry out breakthroughs and reform from the perspectives of ideological and political education and admission assessment, and conduct the structural optimization of degree, specialty and discipline. Pay attention to cultivating practical and innovative

abilities, incorporate education with research, encourage the patent application and advocate the combination of scientific research innovation, scientific research and production.

4.4 Principle of Setting High Moral Values and Cultivating Person

In this new area, there shall be new ideas for the new journey. The development of graduate education during "the 13th Five-Year Plan" shall adhere to the principle of setting high moral values and cultivating person. The first is to fully strengthen the ideological and political education of graduate students, adhere to equip the minds of overall graduates with Mao Tse-tung Thought, Xiaoping Deng Theory, Three Represents, and Scientific Outlook on Development and Jinping Xi Thought on Socialism with Chinese Characteristics for a New Era, and improve the ideological and political quality of all graduates. The second is to comprehensively carry out moral development, propaganda and interaction of moral construction in the universities and colleges, promote the socialist core values, and advocate the positive and promising new campus spiritual features. The third is to comprehensively carry out the construction of study style, encourage original works and patent development to form the excellent study style from the perspective of love to learn, fond of learning, valuing learning, scientific research, creativity research and patent application in universities and colleges.

4.5 Principle of Enhancing Supervision

China and government departments shall enhance the supervisory function, increase the frequency of sampling thesis and strengthen the audit of degree awarding; carry out the public assessment on academic level, encourage the participation and assessment of colleges and disciplines, and support all sectors of society to carry out assessments; handle the colleges and theses with discrepancies in strict accordance with management methods, and make sure that everyone is equal before systems and institutions.

4.6 Principle of Open Development

In face of economic globalization and cultural globalization in modern society, open development principle shall be carried out in academic research. In order to achieve the development of graduate education during "the 13th Five-Year Plan", we shall go abroad and go to the world, cooperate with international universities and establish international branch schools; carry out the mutual de-

gree accreditation program, support the overseas graduate study, and attract foreign talents to China; establish world-class universities with Chinese characteristics, offer top-level professional disciplines with Chinese characteristics, and improve the international reputation and influence of graduate education in China.^[8]

5. Conclusion

In conclusion, the development of graduate education during "the 13th Five-Year Plan" must meet the needs of the development of China's economy. By strictly adhering to the basic principle of steady development and deepening reform, improve the integral level of graduate education across the board to better provide high-level talents for the development of China's socialism.

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Survey and Thoughts on Computer Usage Situation of University and College Students

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Abstract: With the rapid development of science and technology and the continuous advancement of society, computers have also entered thousands of households, playing an increasingly important role in people's production and life, and college students have become one of the most active groups of computer enthusiasts. While computers are gradually becoming popular in college campuses, the consumption and use of computers has had a tremendous impact on the life and learning of college students, which has also aroused widespread concern of the society and relevant scholars. This paper takes the 2016 freshmen of School of Public Administration of Hebei University of Economics and Business as the research objects, conducting research on the usage of computer and network of university and college students, and analyzes the survey results, providing some suggestions for university and college students and schools.

Keywords: University and college students; Computers; Influences; Countermeasures

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1. Introduction

On January 31, 2018, China Internet Network Information Center (CNNIC) released the 41st "Statistical Report on the Development of China's Internet Network" in Beijing. The report shows that as of December 2017, the number of Internet users in China reached 772 million, and the penetration rate reached 55.8%.^[1] As the main body of this group of people, the use of computers will inevitably affect the tendency of their behavior and the change of ideas. The author takes the 2016 freshmen of the School of Public Administration of Hebei University of Economics and Business as the research objects, conducting research on the usage of computer and network of university and college students, which issues 198 questionnaires, and actually recovers 196. The effective recovery rate of the questionnaires is

99%, and the ratio of male to female is 51:145.

2. Basic Usage Situation of Personal Computers in University and College Students

2.1 The Current Personal Computer Ownership Rate is not High, But with Strong Will to Own One

Among the 196 students surveyed, a total of 82 people had personal computers in the bedroom, with a ratio of 42%. There are 94 students who currently have no computers but will purchase or bring from home, accounting for 48%; only 10% of the classmates currently do not have a computer and do not plan to purchase during the university. The proportion of students who own or want to have a personal computer in the future is 90%. It is predicted that the number of students who have a personal computer will increase rapidly in the future.

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2.2 90% of University and College Students' Online Time Control Is More Rational, and the Time Spent Online is Concentrated

According to the statistics, 67 students spend most of their time online in the afternoon, while 105 students spend the time at night. Those two kinds of students together account for 88%. For the time spent online on Sundays, the authors obtained the following data: 31% of the students who spent on the Internet for less than 2 hours; 33% of the students for 2 to 4 hours; 27% of the students for 4 to 8 hours a day. In addition, there are 9% of the students who spent more than 8 hours online, and the sum of the first three ratios is 91%. More than 86% of university and college students have chosen "substantially in my own grasp" (49%) and "sometimes addicted, but still know that it is appropriate" (37%) in the question of "the degree of your understanding of the time spent on the Internet", which shows that most of the students are still able to control their time spent online. However, the loss of control of the online time of a few students is still worrying.

2.3 The Purposes of Personal Computer Internet Access are Mainly Leisure and Entertainment, with Small Share of Learning

66% of college students buy personal computers in order to facilitate learning, 17% of college students are for leisure and entertainment, 10% of college students are to keep up with the trend of the times and easy to contact with family and friends, the other accounted for 7%. The author divides the main purpose and use of college students to use the personal computer to access the Internet, such as work and study, chat, friends, games, travel news, online shopping, and movie videos (this is a multiple choice). The results showed that the proportion of chat friends was the highest, 89%; followed by movie videos, accounting for 79%; again, work and study, accounting for 70%; browsing news, 42%; online shopping, 15%; games, 13%. It can be clearly seen that the main purpose of college students using a personal computer to access the Internet is to chat and make friends, watch movies and work and study. It seems that learning and entertainment are combined, and the proportion of chat and movie watching is much higher than work and study. Most students have a big gap in their intention to buy a computer. According to further understanding, most students admit that there is very little time to learn and search for information on computers. Personal computers are undoubtedly used in leisure and entertainment at a much higher rate than learning.

2.4 Most Students Have Long Been in Contact with the Computers

When answering "When do you start using your computer regularly?" the proportion of students who chose A. primary school, B. junior high school, C. high school, and D. university were: 19%, 29%, 29%, 23%, indicating 77 % of students use computers frequently before university. Most students have mastered the basic operations of computers, which reflected the current high penetration rate of home computers.

2.5 Over 90% of Students Think That Personal Computers Have Less Change in Their Own Time Control

When answering the question "Whether the use of computers in your spare time has changed your after-school life? For example, you used to play basketball frequently but now rarely do because you have spent more time online," only 8% of the students think that "there is a big change", 53% of the students think that "there is a slight change", and 39% of the students think that "there is basically no change".

2.6 Most Students Want to Learn Computer Software Knowledge

On the question of "what do you want to learn about computer most" (multiple choices), 77% of the students chose "Microsoft office", 41% of the students chose "Computer Hardware, Maintenance, etc." and students who chose "Video Animation" accounted for 73%; who chose "image processing" accounted for 63%, and who chose "data search" accounted for 56%. Students' desire to learn computer software such as Microsoft office, video animation, and image processing is much higher than learning computer hardware maintenance.

3. Problems, Countermeasures and Suggestions

Through the analysis of the above data, it is found that the penetration rate of college students' personal computers will be higher and higher, and the dependence of college students on computers and networks is becoming stronger. It has profoundly affected the way of learning, living and leisure and become necessary essentials for university and college students. However, through analysis, it has also been found that students have more problems in using personal computers. First of all, the proportion of college students who are addicted to online chat and watching movies and TV is too high, and the entertainment function of the computer is greater than the function of learning. Secondly, a small number of college students are obsessed

with online games. 13% of college students buy personal computers to play online games. Although the proportion of obsessed games is a minority, it can seriously affect the learning life of college students. Once again, in terms of personal computer use, whether it is drunken TV dramas, obsessed with online games or indulging in online chats, college students will be over-reliant and addicted to the Internet. This will not only affect the study, harm the physical health of college students, but also greatly affect the time of interpersonal communication. It will also have a negative impact on the integrity of college students, the formation of healthy psychology and the cultivation of social responsibility. In recent years, college students have been unable to extricate their achievements due to indulging in online games, until they are ordered to drop out of school, and even reports of sudden death and crime are not uncommon. Of the 41 students who dropped out of a university in Qingdao in the 2013-2014 school year, 36 were ordered to drop out of school because of the stagnation of the network, and the proportion of students who dropped out of school accounted for nearly 88% of the total number of students who dropped out.^[2]

In order to prevent and reduce the occurrence of such incidents, and to guide students to use computers and networks healthily and rationally, the author proposes the following countermeasures.

3.1 Strengthen Psychological Counseling and Improve Self-Control

University and College students are in the transition period from the student era to the society. Many students are not mature enough in psychological development, and their personality development is not perfect enough.^[3] After going to college, the strict supervision status of high school teachers and parents suddenly changed to a state of liberation and freedom. Students with poor self-control ability and weak family and social responsibility will easily overindulge themselves and even feel the feelings and schools of their family and students. The system is ignored. In addition to integrating online moral education into the entire moral education system, universities and colleges should cultivate students' self-education, self-discipline, self-management awareness and ability,^[4] and should also establish and improve psychological counseling institutions and mechanisms so that when problems are discovered, Can give students more professional and more targeted psychological counseling and help. Carry out early diagnosis and treatment, killing unhealthy behaviors and psychology in the cradle, not simply pushing them to society.

3.2 Conduct Network Standard Education and Improve Supervision System

In order to control students' indulging in network behavior, better protect students' sleep, improve the quality of lectures, and promote the healthy growth of university and college students' physical and mental health, some universities and colleges have adopted various regulatory measures for college students to purchase personal computers and online behaviors. In Hebei University of Economics and Business, in order to control college students to indulge in online games, the dormitory is temporarily powered off and disconnected at night (except summer). At first, who opposed the timing off network accounted for the majority, but as time goes on, there are more and more proponents. Timing power off network not only effectively controls the phenomenon that students are addicted to online games, but also improves the sleep status of university and college students and the situation during the daytime. In the past few years, Nanjing University, Zhejiang University, Shanghai Jiaotong University and many other universities have banned freshmen from bringing their own computers to campus.^[5] Universities such as Wuhan Engineering University and Huazhong University of Science and Technology in Wuhan have introduced the same regulations more earlier.^[6]

In addition, it is also possible to implement incentive mechanisms such as rational use of the network and selection and evaluation. In order to prevent Internet addiction, Hefei University of Technology adopted a "one-vote veto" system in the evaluation of student work: "Units and individuals who are seriously obsessed with Internet cafes should not be evaluated in the school student work evaluation and commendation. For excellence, students who have students who are addicted to online games should be disqualified from participating in the selection of classes." This greatly mobilized the enthusiasm of the student workers in each department. The counselors began to pay close attention to the dynamics of Internet addiction students. They often went to the dormitory and Internet cafes to visit, and provided timely psychological counseling and help to Internet addiction students. Two months later, the number of students who wanted to go online at Hefei University of Technology dropped from more than 250 to more than 10. Many college students who have long indulged in the Internet have caught up with their homework and helped to find a healthy campus life with the help of teachers and students.^[7]

3.3 Carry out a Variety of Healthy Campus Activities to Enrich the Cultural Life after School

It is inevitable that college students living in the Inter-

net age have a certain degree of close integration of life, study, entertainment and network. It is inevitable that there is a certain degree of dependence. However, everything is too late, and excessive dependence and indulgence on computers and networks can jeopardize the physical and mental health of college students, and their extracurricular life tends to be monotonous. In order to maintain a certain distance between college students and the network, it is necessary for schools to actively design, guide and supervise the extracurricular cultural life of college students. Encourage all kinds of healthy cultural and sports activities, give necessary financial support, and connect students between schools and other organizations to help students develop various social and cultural activities and activities to promote the physical and mental health of college students and the formation of good personality.^[8] For example, our university proposes a "Five-one" comprehensive quality training program for freshmen every year, that is, obtaining one scholarship, participating in one social practice, participating in one research project, doing one part-time job, cultivating one hobby, thus guiding new students to plan their own affairs of university life.

In addition, the community activities that are not conducive to the healthy growth of students should be vigilant.^[9] For example, a student association of a university publicly holds a Tik Tok short video contest or a LOL online game competition. This kind of activity will inevitably encourage students to indulge in the online game. The school should strictly supervise such activities.

3.4 Improve the Interest of University and College Students in Computer Learning and Improve the Technical Level of Students' Computer Usage

According to the survey, most students want to learn such as Microsoft Word, video animation software, and image processing software. However, there are not many schools offering similar courses in schools. Schools can organize such courses or encourage related organizations or interests. The establishment of the group will enable more students to use computers correctly and improve the operation level of computer professional software. This will also help to alleviate the phenomenon that students are addicted to chatting and games, thus guiding college students to make rational use of computers and improve their overall quality.^[10] For example, our school will provide Photoshop introduction training for freshmen every year, and recommend some common software such as office, flash and picture painting to guide them to use the computer reasonably.

4. Conclusion

In short, in the use of computers and networks, the optimization of internal and external factors should be fully integrated.^[11] First of all, students should improve their self-control, clarify their obligations and responsibilities, and enhance their sense of social responsibility. In addition, the school should also create a healthy, harmonious and colorful campus culture atmosphere for students, provide timely, necessary and humanized psychological guidance and services, establish and improve online education and supervision mechanisms, so that university and college students can standardize the use of computers, Make reasonable use of the network.

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Practice Teaching Reform of Mechanical Design and Manufacture and Its Automation Specialty under Transformation and Development

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Abstract: With the development of the times, undergraduate colleges and universities begin to transform and develop to adapt to the changing society, and put forward new requirements for practical teaching strategies, especially for applied undergraduate colleges. The reform of practical teaching is particularly important. Under the development of education transformation, the reform of mechanical design and manufacture and the practice teaching of automation specialty also occupy a very important position. Through the understanding of the reform of the practical teaching of this specialty, the effect of the reform is observed, and a reasonable teaching scheme is put forward to promote the steps of the transformation of the practical teaching.

Keywords: Mechanical design; Mechanical manufacturing; Mechanical automation specialty; Practical teaching of transformation and development

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1. Introduction

At present, there is a certain disconnection between the talent training strategy of our country's educational cause and the development of our country's society, and the transformation of practical teaching is the inevitable trend of the development of our country's undergraduate colleges and universities. Our Ministry of Education put forward in "the guidance opinion on the pilot Project of Transformation and Development of Local undergraduate Colleges and Universities". The key to the transformation of education reform is to transfer the idea of running a school to the development of the local society and economy, to carry out the cooperation mode of the combination of industry and education, to train the applied talents and to strengthen the students' ability of employment and entrepreneurship. From the transfer of these two keywords can see the importance of practical education in China, the country and society attach great importance to the professional construction of applied colleges and universities, in the development of talents to promote the development strategy.

2. Requirements for Practical Teaching of Mechanical Design and Manufacture and Automation Specialty under the Background of Transformation and Development

The practical teaching of mechanical design and manufacture and its automation specialty is an important part of

cultivating students' practical ability and innovation ability. Practice teaching is the main way to improve college students' quality and employment competitiveness. In the process of transformation and development of mechanical design and manufacture and its automation major, we should combine them with the economic reality of the region. According to local conditions, we must cultivate the ability to apply high-quality talents and improve the employment and entrepreneurial ability of college students. We should reform the teaching methods and contents of "light practice, emphasizing idea" in the teaching of colleges and universities, and solve the problem of shortage of teachers in practical teaching.

2.1 Increases the Proportion of Courses Taught in Practice

To increase the proportion of practical teaching in mechanical design and manufacture and its automation major, to construct a teaching system with practice and employment as the main content, to reform the teaching mode, and to strengthen the proportion of practical teaching in the course arrangement. It is emphasized that the teaching content should be guided by ability cultivation and employment practice, and an independent comprehensive practical education system should be formed, in which practical skills and operational skills are coordinated.

2.2 Change the Method and Content of Practical Teaching

In the background of transformation and development ,

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the practice teaching reform method and content of mechanical design manufacturing and its automation specialty is mainly to increase the confirmatory experiment and reduce the teachers' demonstration work. To change the situation in which college students always rely on their teachers to complete their experiments, improve students' enthusiasm in practical teaching, improve students' autonomous learning ability, exercise their independence and creative ability, and make the practical teaching program carry out smoothly. Promoting the combination of practice Teaching and production practice in Mechanical Design and manufacture and its Automation Specialty

2.3 Strengthening the Base Construction of Practical Teaching

In the context of transition, strengthening the Base Construction of Mechanical Design and manufacture and the practice Teaching of Automation Specialty, it can improve the work efficiency of the school and the big enterprises to educate people together. The advanced experimental teaching base can promote the basic construction of our higher education production, study and research platform. Generally speaking, off-campus practice bases have the advantages of high scientific research level, fast production and operation efficiency, advanced technical management methods, and so on. The practical teaching platform of school can make full use of the practical teaching resources of enterprises, relying on the strong of the enterprise, establishing the platform of mutual development of the complementary and complementary development of the school-enterprise, jointly educating people, and promoting the students' professional accomplishment, to realize the common progress of local regional economy and social science and technology, and to promote the co-operation between schools and enterprises.

2.4 Expanding the Teaching Staff of Practical Teaching

Under the conditions of transformation and development, expand the Construction of Teachers in Mechanical Design and manufacture and its Automation Specialty, to improve the construction of the whole teaching staff in colleges and universities. Through arranging teachers with high academic qualifications, rich experience and strong practical ability to give extracurricular guidance to students in practice, to get students to apply for a job in a related enterprise, exercise to improve students' practical ability and the level of practical teaching in schools. Besides, experts or technicians who are rich in the design and manufacture of machinery and its automation operations may also be employed, to work as a part-time teacher for students, to guide their practical training work, to guide

their graduation design, and to form a practical teaching team with reasonable structure and excellent teaching.

3. The Content of Practical Teaching Reform of Mechanical Design and Manufacture and Its Automation Specialty under Transformation and Development

The strength of practical ability is an important index to evaluate the quality of applied talents in an enterprise. The practical teaching of mechanical design and manufacture and its automation specialty is an important method to improve students' practical ability and innovation ability. To adapt to the changing conditions of the transition, mechanical design and manufacture and its Automation Specialty in the process of Comprehensive Reform, The requirements of the manufacturing industry mainly around the main areas of our country, research and development of a talent training model based on the combination of Industry, teaching and research "the Depth Cooperation between School and Enterprise", promote the experiment Teaching Reform of this Specialty through this Mode, through strengthening the Cooperation between mechanical design and manufacture and automation specialty and enterprise in practice teaching, to enable students to experiment, practice and graduate design in class, the comprehensive, multi-level and multi-domain experience of the excellent resources brought by the combination of school and enterprise can improve the steps of the construction of the school and enterprise resources, promote the establishment of the teaching practice platform, and improve the students' mechanical design ability and practical operation ability.

3.1 Establishment of an Independent Comprehensive Practice Curriculum

The comprehensive reform of mechanical design and manufacture and its automation specialty is to integrate the basic course contents of the subject with the practice. To set up the main contents of "Comprehensive experiment of Mechanical Foundation", and to put the core courses and professional courses of mechanical design and manufacture and their automation major into basic experiments. Through the integration of the different directions of the professional development, form "Comprehensive Experiment of Advanced Manufacturing Technology" and "Comprehensive Experiment of Mechanical Design". Reform of practice teaching in mechanical design, manufacturing and automation specialty under transformation and development, the experiment course of comprehensive development has changed the development mode of traditional teaching experiment in our country. The limitation

of curriculum content is removed. By setting up a comprehensive design experiment with the integration of various professional knowledge points, multi-course fusion and adding elective experiments, to meet the requirements of students for the increase in the number of experimental courses in course teaching, enhancing the integration of professional knowledge with basic disciplines, arouse students' learning enthusiasm and initiative in practical teaching, to improve the teaching effect of learning and to broaden the students' horizons, to enhance the students' ability of thinking, innovation and practice, and to improve the openness of mechanical design and manufacture as well as the course experiment of automation major.

3.2 Self-made Experimental Equipment

The major of mechanical design and manufacture and its automation are mainly divided into two research directions: mechanical manufacturing automation and mechanical design automation. This paper evaluates the students' practical ability through two different directions of mechanical design and manufacture and their automation major. By designing and adopting different training schemes, two coordinated training platforms such as "Comprehensive training system for Machining process" and "Integrated training platform for Optical Machinery and Electrical Integration" can be made. Through the "Comprehensive training system of Machining Technology", the theory of machining technology as the core content can be quickly combined with the professional practice and training, and it can be widely used in the related course design, experiment and graduation design. It makes up for the blank in the practice teaching of machining technology and equipment in our country, and improves the study efficiency of students. The "Integrated training platform for Optical and Electrical Integration" is a multidisciplinary knowledge integration platform which integrates mechanical, electronic, optical, control and computer network technologies. Under this platform, open or project-based practical teaching can be carried out to accomplish the multi-purpose of professional teaching from design, wiring system and debugging. By using the self-developed and self-made comprehensive practice platform, several design experiments with comprehensive properties are studied and designed. Greatly increase the proportion of comprehensive performance and design performance in teaching practice of mechanical design, manufacturing and automation specialty. Strengthen the flexibility of subject teaching, combine discipline theory with discipline practice, improve the efficiency of theory transformation and practical skills, and improve the teaching effect of practice teaching. The

self-made teaching method of the experimental equipment has improved the teaching level, scientific research ability and education level of the teachers in colleges and universities. It promotes the enthusiasm of students to participate in practical teaching widely, promotes the popularization of teaching methods of promoting learning by research and training hands, increases the students' understanding of specialized knowledge, and improves the enthusiasm of students in learning. Improve students' ability to innovate.

3.3 Innovative Practical Teaching Management Model

Innovate the management mode of mechanical design and manufacture and the practice teaching of automation specialty, deepening the theoretical Teaching contents of majors and training students' practical and innovative abilities. The practical teaching of this major is usually organized by the experimental teacher.

But there are often situations where the content of the experiment is not closely connected to the experimental course. Reduce the teaching quality of experimental teaching. Some experimental courses are limited by the number of laboratory equipment, so that the number of experimental groups designed is small, and the number of students in each group is larger, and students have less chance of actually doing it. It is also very difficult to control the attendance of students, which cannot guarantee the teaching quality of students. These problems have seriously affected the improvement of the quality of practical teaching in our country. Therefore, we should explore the mode of practice teaching innovatively, and develop the practice teaching mode of "three combinations, single and four". This teaching model is to record the actual state of the experiment by strengthening the experimental content of practical teaching, reasonable experimental grouping, experimental hours and student attendance. So that colleges and universities, teaching teachers, and lab teachers can go through the form of experimental records, to realize the management mode of practical teaching content and experiment, experiment teacher and course teacher, experiment grouping and attendance rate, and the dual phase coordination of experiment hours and experiment content, in the real sense of experiment, the management of experimental teaching has continuously improved the teaching management effect of mechanical design and manufacture and its automation specialty, improved the experimental teaching results, and cultivated the basic earnest and realistic working attitude of college students. Improve the degree of opening of the laboratory, so that the test rate as high as 100%.

3.4 Increase the Tightness between Subject Competitions and Curricula

The course design of mechanical design and manufacture and its automation is mainly to transform the theoretical knowledge of mechanical design and manufacture and its automation into practical knowledge. Let students improve the ability of transforming theoretical knowledge into practice, and cultivate students' comprehensive quality. By arousing students' interest in mechanical design and manufacturing course design. To meet the diverse learning requirements of students, the training competition, mechanical design competition and other disciplines into the mechanical design and other related courses, Let the students take the group as the unit to carry on the professional discussion, launch the curriculum design, increase the flexibility of the mechanical design and manufacture and its automation specialty, cause the students' thought upsurge, improve the students' practical ability and team cooperation ability. Enhance students' creativity.

4. Conclusion

The ultimate goal of training all kinds of high-quality talents in colleges and universities in China is to provide huge assistance for the local social and economic development. Under the condition of Transformation and Development, the practice Teaching Reform of Mechanical Design and manufacture and its Automation Specialty, Train applied talents, Improving students' practical and innovative abilities, Cooperation between schools and enterprises, through the discovery of deficiencies in the practice of reform, According to the educational situation of the school, it is necessary to maximize the benefit of the reform of mechanical design and manufacture and its automatic teaching practice.

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Contribution: Researchers A and B researched literature and conceived the study. Researcher A was involved in protocol development, gaining ethical approval, patient recruitment and data analysis. Researcher B wrote the first draft of the manuscript. All authors reviewed and edited the manuscript, and approved the final version of the manuscript.

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