

An Analysis of the Learning Situation of "Introduction to Environmental Science", An Elective Course for Water Conservancy Majors in Agricultural University of Hebei

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Abstract: Tourism perception has always been the focus of scholars' research. This research takes tourism perception as the starting point, and builds a theoretical model of tourism perception, cultural identity, and cultural self-confidence on the basis of Zhou Yijun and Feng Gengyun's research on the mechanism of tourism promoting cultural self-confidence, and structural equation model verifies the relationship between tourism perception, cultural identity, and cultural self-confidence.

Keywords: Tourism perception, Cultural identity, Cultural confidence, Confirmatory factor analysis.

1. Introduction

In order to more accurately grasp the implementation of the elective course "Introduction to Environmental Science" offered by Agricultural University of Hebei, understand students' needs for elective course content and teaching form, explore ways to better professional elective courses, improve the teaching quality of current professional elective courses, and make the elective course "Introduction to Environmental Science" more popular and more able to meet students' needs, It also provides a certain theoretical basis for the course construction and development of elective courses for other majors. The students majoring in water conservancy who choose Introduction to Environmental Science in the second semester of the 2022-2023 academic year are selected as the research objects, and the students' satisfaction with the course, the status quo of elective courses, the expectation of elective courses, the elective system and other aspects are investigated in detail through questionnaires. Understand students' needs for elective course content and teaching form, and collect 120 valid questionnaires [1-3].

2. Investigation and Analysis on the Teaching of Introduction to Environmental Science Organization of the Text

2.1. Satisfaction degree analysis

About three quarters of the students said that they chose their favorite subject when choosing Introduction to Environmental Science, and the remaining one quarter said that they did not choose their favorite subject and did not like the course, but chose the course. The reasons for blind course selection: 28% of the students chose the course because the students chose the course, 15% of the students believed that the course was easy to pass, and other students chose the course for other reasons. It can be seen that about three-quarters of students choose their favorite subjects according to their interests, while the rest of the students do not want to

learn relevant knowledge, but choose their elective courses according to whether there are students to accompany them, whether the teacher calls on them, whether the courses are easy to pass, and other factors. Not according to their own preferences.

As for whether offering elective courses for this major is helpful to them, most of the students say that it is helpful, accounting for nearly three-quarters of the total number. Among them, 18% and 56% of the total number think that it is very helpful and relatively helpful respectively, and none of the students think that it is not helpful. Thus, the Introduction to Environmental Science is a major optional course. It is more or less helpful to students, but each person according to their own interests or other reasons, the amount of knowledge gained from it and absorb the content is different.

According to the data analysis, the vast majority of the surveyed students are satisfied with the course selection system of Introduction to Environmental Science, of which more than 90% are very satisfied and relatively satisfied, which indicates that the students are relatively satisfied with this course.

As for the satisfaction of teaching, the vast majority of students think that teachers are responsible in their attitude towards professional elective courses, among which 52% think that they are very responsible and 41% think that they are relatively responsible. It can be seen that students' attitude towards teachers in class is recognized. Regarding the teaching quality of the course, 70% of the students said that the teachers were very attractive and could learn knowledge; Nineteen percent of students said that although the content was somewhat unappealing, they could still learn something. From the data analysis, we can see that about 80% of the students said that the class was attractive, which shows that the teaching method and content of the course have been recognized by the audience, and the classroom atmosphere is relatively active.

To sum up, from the above aspects, the students are relatively satisfied with the course content and the teaching methods of the teachers, which shows that the students are

relatively recognized for the course.

2.2. Study status of students of elective courses

About the purpose of learning elective courses, the vast majority of students said that they have their own purposes, among which 80% of the students are to expand their professional vision and make their knowledge more profound, 37% of the total number of students are to supplement the knowledge in the course, so that they can learn better in their major, 55% are to cultivate their interests and strengths. 37% of the total number of students are in order to obtain more credits, and 6% of students do not have a clear purpose to study. It can be seen that the vast majority of students have a clear purpose when choosing professional elective courses and know what they need, so as to learn what they want to learn in the course.

As to whether the study of the course has achieved the purpose of course selection, most of the students said that they have achieved the purpose of course selection, which means that they have fully achieved the purpose of course selection, and there is a certain gap with the expectation, but they have generally achieved the original purpose, accounting for 70% of the total number of students. It can be seen that most of the students still achieved certain goals and learned what they wanted to learn, although a small number of them said that they completely failed to achieve the original purpose of course selection, which is quite different from the original idea, which may be related to the learning attitude of the students on the one hand, and the teaching method of the teachers on the other hand.

With regard to class attendance, only 30% of students reported returning to class every time, and the majority of students reported going to class without special circumstances (68% of the total). According to the results of statistical data, most students are self-conscious and will choose to go to class and have a certain sense of responsibility for themselves and the course. However, a small number of students, lacking a certain sense of self-awareness, will decide whether to go to class today according to whether the teacher calls on them. A small number of students are often absent from class or even do not attend class. The lack of attitude and responsibility towards oneself and the course should not be the spirit of a contemporary college student.

To explore the reasons for the low attendance rate, about 70% of the students said that it was due to other reasons or other things, such as their own private affairs, so as to delay the class; 18 percent of students said the classes were boring, and 10 percent said they skipped classes because the teachers didn't take enough attendance. 12% of the students said that they did not pay attention to the elective course or could not learn what they wanted to learn in the elective course.

2.3. Students' expectations for professional electives

As for what they want the elective courses to cover, the proportion of students who choose professional knowledge about life is the largest, 73%, followed by professional knowledge about work, 59%. It can be seen that when students choose elective courses, they want to involve more knowledge about life. First, they are close to themselves and have personal help for themselves, so that they can be flexibly applied in life. Second, they may find it more interesting and enjoy the knowledge.

As for the teaching style, the majority of students (70% of

the total number) like the teacher to teach in a lively and humorous way, so as to learn from the active classroom atmosphere; 15% of students said that they like to have classes in an interactive way with students, so that teachers and students can have more verbal communication in class. 10% of the total students expressed the hope that elective courses could involve both in-class knowledge and extra-class knowledge, so as to combine knowledge inside and outside class, enrich the content of lectures, cover a wider range of subjects, and enable students to learn more knowledge. According to the data, most students still like teachers to teach in a humorous and vivid way, which can not only improve students' interest and make the class in a humorous atmosphere, but also students can learn something from it.

As for the way to finish the course of the elective course, 70% of the students like to finish the course by writing papers and analyzing reports; 16% of students like to work in groups and present what they have learned in class as a way to finish the class. Ten percent of students expect attendance and class performance to be used as a final assessment. As a result, most students prefer to finish the course in the form of writing papers and analyzing reports. In this way, on the one hand, the method of examination for students is relatively flexible, which can also reduce the pressure of students on the course, so that they do not have to think about various ways to pass the exam, so as to achieve the opposite effect. On the other hand, it can also reduce the pressure of teachers. The teacher can see the students' attitude from the report, which is relatively objective, rather than from the relatively fixed test paper. Therefore, the way to finish the lesson by writing a paper is a more appropriate way for both teachers and students.

Use American English when writing your paper. The serial comma should be used ("a, b, and c" not "a, b and c"). In American English, periods and commas are within quotation marks, like "this period." Other punctuation is "outside"! The use of technical jargon, slang, and vague or informal English should be avoided. Generic technical terms should instead be used.

3. Conclusion

Pay attention to the construction of the curriculum system of "Introduction to Environmental Science", integrate and optimize the teaching content, adopt flexible classroom teaching methods, and actively attract students to participate in the classroom, so that students have more sense of knowledge acquisition through course learning. In terms of teaching methods, in addition to traditional teaching explanations, relevant video materials are added timely to strengthen teacher-student interaction and communication, and students who are active in class are given certain normal grades. These practices are generally welcomed by students and have achieved good results.

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