

Analysis of Influencing Factors of Aerobic Etiquette in the Application of High-speed Railway Class

Xiaoling Liang, Marcelino M. Agnawa Jr.

Institute & address: College of Teacher Education, University of the Cordilleras, Gov. Pack Rd, Baguio City, Benguet, Philippines

Abstract: At present, Weifang business vocational college high-speed train attendant professional opened aerobic etiquette courses, but the application level of aerobic etiquette is not very high, in the teaching of high-speed rail crew etiquette action and high-speed post service concept closely linked, attendant professional students etiquette action master is not standard, professor method is boring, students' interest in learning and learning efficiency is not high. In order to improve the comprehensive quality of high-speed train attendants, cultivate students' professional ability, in the form of interview, the Weifang business vocational college students, professional teachers and enterprise practice teacher interview, summarizes the influence factors affecting the implementation of aerobic etiquette, for later teaching can be targeted to improve the teaching strategy is of great significance.

Keywords: Etiquette Exercise; High-speed Railway Class; Influencing Factors.

1. Introduction

Weifang Institute of Economics generally offers aerobic etiquette courses for high-speed flight attendants. At present, the application level of this course is not very good. In order to improve the teaching effect, the factors influencing the application level of aerobic etiquette are analyzed and summarized through interviews with students, professional teachers and practicing teachers, which will have positive guiding significance for the future teaching of aerobic etiquette.

2. Background

With the rapid development of the high-speed rail industry, people have put forward higher requirements for high-speed rail attendants. Aerobic etiquette class is an important way for students majoring in high speed rail flight attendants to learn etiquette knowledge and skills. Through the study of this course, students' vocational ability can be cultivated and extended, so that students can master the basic knowledge, basic theory and basic skills of the crew etiquette of high-speed rail and understand the importance of the crew etiquette of high-speed rail in the service of high-speed rail. So far, aerobic etiquette courses have been generally offered to students majoring in high-speed rail flight attendants in vocational colleges, but the students' grasp of etiquette movements is not standardized, the teaching method is boring, and the students' learning interest and efficiency are not high, which seriously affects the teaching effect. Therefore, it is an important link to improve the teaching effect of aerobic etiquette to analyze and summarize the influencing factors of the application of aerobic etiquette.

3. Research Design and Methodology

This study used qualitative methods to determine the factors influencing the application of aerobic etiquette in the HSR attendant class.

4. Population and Locale of the Study

This study focuses on high school students, professional

teachers and enterprise practice teachers in Weifang Business Vocational College. 6 professional teachers and 6 enterprise practice teachers were selected, and 6 students were selected for the interview survey. Because they are high-speed rail students or teachers, the aerobic etiquette course has been open for three years, they know the content and teaching methods of aerobic etiquette, the influencing factors have the right to speak, the interview survey, the information is real and effective, and can provide effective support for the study of this paper.

5. Data Gathering Instrument

Through interviews with students, professional teachers and enterprise practice instructors, the factors affecting the application of aerobic etiquette in the class of high-speed railway crew members are analyzed according to the statements of the interviewees.

6. Data Gathering Procedure

This study designed an interview outline based on the research question, and the interviews were conducted in an offline manner. Among them, the interview time and interview form were decided by the interviewees, and the data were sorted out immediately after the interview to ensure the authenticity of the information. The interview content was mainly based on the questions in the interview outline, with a deeper understanding and providing valuable information for subsequent studies.

7. Treatment of Data

The information obtained from the interview is processed through topic analysis. First, the topic is coded, clustered and expressed to improve the interview results, and then excel is used for statistical processing.

8. Results and discussion

In this section, we will introduce the author's interviews with 6 backbone students, 6 professional teachers and 6 corporate practice instructors, and summarize the factors affecting the application of aerobic etiquette in the high-speed

train attendant class, as shown in the table below.

Table 1. Influencing factors of aerobic etiquette application in high-speed railway crew

Themes	Frequency	Sample Responses
Poor teacher efficacy	10 (S2, S3, S5, T2, T3, T5, T6, P1, P3, P5)	Teachers' teaching ability is at the general level, lack of flexible and diverse teaching methods, traditional teaching content Settings, and lack of scientific effectiveness in teaching organization. (S3) Teachers' teaching mode, teaching content and teaching methods fail to effectively combine the characteristics of calisthenics with students' physical and mental needs. (T5) The depth and breadth of teachers' teaching content are not enough, and the professional ability of enterprise training teachers is not strong enough. (P3)
Low degree of attention	8 (S1, S6, T3, T4, T5, P1, P3, P4,)	Enterprises provide fewer internship opportunities, can not arouse students' attention to high-speed rail aerobic etiquette. (S1) The school does not pay enough attention to the etiquette education, and the school leaders' attention to the aerobic etiquette teaching is directly related to the development of aerobic etiquette teaching. (T4) The school does not pay enough attention and lacks a unified and perfect evaluation system for teachers' teaching (P4)
Shortage of teaching resources	6 (S1, S2, S5, S6, T1, P4)	The school lacks teaching materials on aerobic etiquette. (S1) The lack of teaching equipment, teaching materials and teaching videos does not meet the teaching needs, and can not provide good teaching experience for teachers and students. (T1) The school and educational administration failed to provide relevant learning resources and guidance in a timely manner. (P4)
Low cognitive ability	4 (S1, S3, S4, P2)	Students have poor cognition of aerobic etiquette, and thus lack curiosity and thirst for knowledge, resulting in insufficient enthusiasm for learning. (S1) Students' cognitive attitude is poor, which directly affects students' attitude and interest in learning aerobic etiquette to a certain extent. (P2)
Bad attitude	4 (S1, S2, P1, P6)	Learning attitude is not correct, learning enthusiasm is poor. (S2) Students will be afraid of pain and fatigue in learning, they are not willing to learn technical movements, do not take the initiative to master the movement technology. (P1)
Poor self-control	3 (S4, T5, P2)	Poor self-restraint and time management skills. (S4) Students' attention and control are weak. (T5) Students often show weak willpower and can not consciously control their own behavior. (P2)
Low self-confidence	3 (T3, P3, P4)	Lack of self-confidence, resulting in inferiority, timidity, depression, and even self-abandonment, muddling along. (T3) Students lack self-confidence and self-efficacy, and will show low learning enthusiasm and effect. (P3)
Poor learning capability	2 (S5, T4)	Poor memory, memory techniques and methods are not flexible. (S5) The learning strategies adopted by the students are not suitable, and they can not understand and remember the knowledge better, which affects the learning efficiency. (T4)

Poor teacher efficacy.

The Poor teaching efficiency of teachers is the most important factor affecting the application of aerobic etiquette in the class of high-speed railway attendants. Because teachers' teaching efficiency directly affects students' academic performance and knowledge mastery. Efficient teaching methods and strategies can help students understand and absorb knowledge faster, improve learning efficiency and results, stimulate students' learning interest and motivation, and effectively improve classroom management. Teachers play the role of example, inspiration, educational guidance, supervision and management in teaching. As Sui Shengnan (2017) pointed out, "Teachers' teaching ability is a three-dimensional ability synthesis." With the improvement of teachers' teaching ability, teaching efficiency will also be improved.

Low degree of attention.

The importance of schools and enterprises is also the most important factor affecting the application of aerobic etiquette

in the high-speed rail crew class. Schools and high-speed rail enterprises attach importance to high-speed rail aerobic etiquette, which can establish a good brand image and cultural atmosphere for schools and enterprises, help students develop good etiquette habits and etiquette norms, improve their adaptability to enter the post, and improve the professional quality and comprehensive literacy of employees. Schools do not pay attention to the etiquette of high-speed rail may lead to the normal development of teaching, affect the quality of teaching, and affect the overall quality of students majoring in high-speed rail. As Li Lifu (2013) mentioned in her research on etiquette quality education for tourism management majors in higher vocational colleges from the perspective of three spirals, "The school's biased understanding of and lack of attention to etiquette quality education is an important factor causing the current situation of etiquette for college students."

Shortage of teaching resources.

The shortage of teaching resources is also the most

important factor affecting the application of aerobic etiquette in the high-speed rail crew class. Teaching resources play a crucial role in education and have a profound impact on teaching quality and students' learning results. Teaching resources include teaching materials, courseware, multimedia materials, experimental equipment, etc. Teaching materials are the core of teaching, and high-quality teaching materials can improve teaching effects and stimulate students' interest and enthusiasm in learning. Schools should choose appropriate teaching materials according to the specific situation of students, the needs of enterprises and the infrastructure of schools, which is the basic guarantee of teaching content. As Sui Shengnan (2017) said, "Teaching materials are the guiding conditions for teachers to complete teaching content and students to learn knowledge and skills. Whether to use teaching materials and the use of teaching materials will directly affect the development of teaching work and the scientific and normative learning of students."

Low cognitive ability.

Low cognitive ability is also the most important factor affecting the application of aerobic etiquette in the high-speed rail crew class. Cognitive ability directly affects students' learning effect and achievement. Good cognitive ability helps students to analyze, reason and solve complex problems effectively. To a certain extent, students' cognition of aerobic etiquette determines their interest in or indirect participation in aerobic etiquette activities and their physical and emotional performance in the learning process of aerobic etiquette. A student's cognitive ability is not only about how well they perform academically, it also provides a strong foundation for their future success and well-being. As Wang Feifei (2020) said, "The development level of college students' self-cognition is related to the improvement of their personality, academic development and interpersonal relationship, and even determines their choice of future career and life style."

Bad attitude.

Poor learning attitude and teaching attitude are also the most important factors affecting the application of aerobic etiquette in the high speed rail crew. Learning attitude and teaching attitude are equally important in education. They complement each other and jointly promote the effectiveness of education and the all-round development of students. A good learning attitude helps students to understand and master knowledge more effectively. Teachers' attitude and style directly affect students' learning motivation and participation. Therefore, strengthening teachers' moral cultivation can restrain teachers' teaching attitude, enhance teachers' sense of responsibility, and correct teaching attitude in teaching will get twice the result with half the effort. Just as Geng Na (2010) pointed out in the article on the status quo, Causes and Countermeasures of etiquette education for vocational students, "Some teachers have a weak sense of responsibility and just deal with the teaching work of vocational students. Therefore, in the implementation of school-based etiquette courses in higher vocational colleges, the first thing to change is the concept of teachers and strengthen the construction of teachers' ethics."

Poor self-control.

Poor self-control is also the most important factor affecting the application of aerobic etiquette in the high-speed train crew. Good self-control is an important guarantee of personal health, academic and professional success, and overall well-being. By developing self-control, you can help individuals better manage their emotions, behaviors, and goals to more effectively achieve long-term goals in their personal and professional lives. Many students lack the sense of responsibility and self-discipline for their own behavior, as well as the ability to continuously focus attention and persist in completing tasks. As Feng Ru (2015) said in the article Investigation on etiquette education of junior middle School students in rural areas of Suzhou City and its improvement measures, "Some students often show weak willpower and cannot consciously control their own behavior." Therefore, improving self-control requires systematic training and the cultivation of self-management skills.

Low self-confidence.

The poor self-confidence of students is also the most important factor affecting the application of aerobic etiquette in the class of high-speed rail attendants. Self-confidence is not only a key element of personal success, it is also an important foundation for building a healthy, positive and meaningful life. If they lack self-confidence, they cannot better cope with pressure and challenges. As Li Lifu (2013) mentioned in her research on etiquette quality education of tourism management major in higher vocational colleges from the perspective of three spirals, "many students who fail in the college entrance examination have no choice but to choose higher vocational colleges to study. Due to the failure of the college entrance examination, their self-confidence is also dealt a certain blow."

Poor learning capability.

Poor learning capability is also the most important factor affecting the application of aerobic etiquette in the high-speed train crew class. Having a good capability to learn not only contributes to a student's academic success and career development, it is also a key quality necessary to face the changing social and work environment. To improve learning capability, we should not only set clear learning goals and establish good learning habits, but also find the best way to learn. As Ran Huizen (2013) pointed out, "improper learning methods and inattention lead to low learning efficiency."

9. Conclusion

According to the interview results, the following conclusions can be drawn: teachers' teaching ability is relatively low, schools and enterprises do not pay enough attention to the major of high-speed railway, teaching resources are insufficient, students' and teachers' cognitive ability is relatively low, students' and teachers' learning attitude is poor, students' self-control, self-confidence and learning ability are poor, all of which affect the learning effect.

10. Counterplan based on the factors

Table 2. The corresponding strategies of these factors

Themes	Strategy
Poor teacher efficacy	Provide systematic and continuous professional development training for professional teachers of high-speed rail, encourage peer cooperation and experience sharing among teachers, and promote communication and learning among teachers. Establish effective feedback and evaluation mechanisms to help teachers identify and improve their teaching methods. Promote and support teachers in the use of the latest technologies and innovative methods in classroom teaching.
Low degree of attention	The high-speed rail professional courses offered by the school should cover multiple aspects from theory to practice, often introduce industry experts, organize teacher training and academic exchanges, and high-speed rail enterprises should support relevant courses by providing course content suggestions, industry practice cases, teaching materials and other ways to ensure that internship and employment opportunities are provided to students, so that they can learn and grow in practical work.
Shortage of teaching resources	Ensure maximum use of existing resources and improve teaching efficiency with modern technologies that can compensate for the lack of physical resources while providing students with a wider range of learning opportunities. Establish partnerships with other schools or institutions to share teaching resources. Find ways to donate or raise funds that can be used to improve teaching conditions.
Low cognitive ability	Heuristic teaching methods are used to help students develop critical thinking and problem solving skills, encourage students to conduct independent learning and exploration, teach learning strategies and cognitive skills, emphasize practical application and problem solving learning, and allow students to apply theoretical knowledge to practical scenarios to improve their application ability and understanding depth. Students are encouraged to participate in group cooperative learning and academic discussion to promote the collision of ideas and cognitive deepening. To provide teachers with regular professional development training to enhance their teaching ability and awareness of education.
Bad attitude	In terms of students' learning attitude, create a positive and supportive learning environment to help students understand the importance of learning, positively recognize students' efforts and achievements, and enhance their learning motivation and positive attitude through rewards and praise. In terms of teaching attitude, establish a relationship of mutual trust and respect between teachers and students, and promote positive learning interaction and cooperation. Teachers should demonstrate a positive, enthusiastic and inspiring teaching attitude that motivates students to engage and learn. Adopt personalized teaching methods and strategies to actively encourage students to participate in classroom discussions, activities and projects to enhance their learning engagement and responsibility.
Poor self-control	Help students set specific, quantifiable and achievable short-term and long-term goals. Clear goals help students focus and maintain self-discipline, teach students how to manage time effectively, help students learn self-monitoring and reflection, help students learn positive coping strategies in the face of difficulties and challenges, set rules and expectations, implement reward mechanisms, and help students learn how to improve their performance. This helps to enhance their self-control and goal-oriented behavior.
Low self-confidence	Give students positive, specific and timely feedback that highlights their strengths and achievements and makes them aware of their own abilities and values. Encourage students to express their opinions and ideas, help students learn positive strategies for facing difficulties and challenges, help students build positive interpersonal and social skills, and give students opportunities to showcase their talents and skills, such as participating in class discussions, aerobic etiquette performances or competitions.
Poor learning capability	Teach students effective learning strategies, cultivate curiosity and exploration spirit, and learn to conduct investigation and research independently, stimulate students' learning motivation and deep thinking ability. Adapt teaching methods and content to students' abilities and interests. Encouraging students' ability to think and solve problems independently, encouraging reflection and self-assessment, helps students to develop self-management and continuous learning.

Acknowledgments

I would like to thank my advisor, Dr. Marcelino M. Agnawa Jr., for his great help in my thesis, not only in terms of research methods, but also in topic selection and content analysis. He is always my most respected teacher!

References

- [1] Zhang, Y.(2019)The creation and presentation of the etiquette operation of high-speed railway crew is a practical exploration of promoting the development of professional ability.science and wealth,No.1.
- [2] Wang,F.F.(2020).Research on college students' self-cognition status quo and its countermeasures.The road to success, ,No.36
- [3] Ran, H.Z.(2013) Research on learning motivation and social responsibility among college students.Education comments, No.2.
- [4] Zu, C.Y.(2016) On the structure of teachers' professional quality.Liaoning education, No.1.
- [5] Diao, L.L.(2023) Strategies on Improving the Professional Quality of Young Teachers in Higher Vocational Preschool Education.Knowledge library, No.39, P195.
- [6] Dong, J.P.(2021) Analysis of the cognitive deviation of chemistry teachers and its causes.Middle school chemistry teaching reference, 2021, No.2.
- [7] Yu, N.(2023) Problems and countermeasures of school-enterprise cooperation in vocational education.China's educational technology and equipment, No.15.

- [8] Qu, Z.D.(2022) Study on the current situation and countermeasures of physical education teaching in junior middle schools in Xi'an .city.Master's thesis, Xi 'an Physical Education Institute, Xi' an, Shaanxi Province, China.
- [9] Yan, Q.Q.(2020) Y Secondary vocational school secretarial major "social etiquette" course implementation status survey report.Master's thesis, Tianjin Vocational and Technical Normal University, Tianjin, China.
- [10] Sui, S.N.(2017) Research on the current situation and countermeasures of aerobics teaching in Muping District of Yantai city.master's thesis, Shandong University, Yantai, Shandong Province, China.
- [11] Geng, N.(2010) Research on the current situation, reasons and countermeasures of etiquette education for higher vocational students. Master's thesis, Guangxi Normal University, Guilin, Guangxi Province, China.
- [12] Feng, R.(2015) A survey on etiquette education of junior middle school students in rural areas of Suzhou City and its improvement measures.master's thesis,Suzhou University, Suzhou,Jiangsu Province, China.
- [13] Li, L.F.(2013)Research on etiquette quality education of tourism management specialty in higher vocational colleges from the perspective of three spirals.master's thesis,Shenyang Normal University,Shenyang,Liaoning Province,China.