

Research on the Mixed Teaching Model of “Rail Transit Passenger Transport Organization” Based on Systematization of Work Process

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Abstract—This paper analyzes the position and ability of urban rail transit operation and management majors, and designs the curriculum objectives, curriculum content, and teaching of the “Rail Transit Passenger Transport Organization” course. In the design of the course content, full consideration should be given to the requirements of specific jobs while the work process is combined to carry out a systematic design of course content and the teaching process, which has certain reference value for the professional curriculum design and teaching reform at higher vocational colleges.

Index Terms—Systematized work process, rail transit passenger transport organization, mixed, teaching model.

I. INTRODUCTION

With the intensification of urban traffic congestion, the construction of urban rail transit systems to undertake urban backbone transportation tasks is also accelerating, and the demand for urban rail transit operation and management personnel is increasing. Higher vocational colleges of transportation, as important places for cultivating transportation professionals, need to pay more attention to the design and research of curriculum teaching models while innovating professional training models. Only in this way can the quality of professional talents be better improved, and excellent talents be provided for the urban rail transit industry so as to provide powerful support for the construction and development of regional rail transit. The “Rail Transit Passenger Transport Organization” course is a core course for urban rail transit operation and management majors. This paper systematically designs this course’s working process and studies the mixed teaching mode of the course, so it has certain reference significance for the professional course design and teaching reform at higher vocational colleges.

There are not many papers on the curriculum research of rail transit passenger transport organization, which mainly focus on the curriculum reform or curriculum design reform. For example, professional experience method and project teaching method. These papers are generally a macro introduction to a certain method of curriculum teaching or curriculum design, but the specific design of curriculum teaching mode is not involved. This makes it difficult for

professionals engaged in curriculum teaching and curriculum reform research to operate in the specific process. There are few papers related to the mixed teaching research of rail transit passenger transport organization course. From the point of view of systematization of working process, this paper designs the course content of rail transit passenger transport organization, and gives an example to design the teaching process in detail. In order to improve the teaching effect, in the course of teaching process design, the mixed teaching is integrated into the teaching process. It not only fills in the blank of the mixed teaching mode of the course, but also provides theoretical and practical support for other professionals in the course of teaching and research.

The mixed teaching model based on the systematization of the work process refers to the systematic design of the course content in close combination with the working process, and the full integration of the mixed teaching in the course teaching design to improve the teaching quality. And give full play to the advantages of the network, on the basis of traditional teaching, fully integrate “online” and “offline” teaching. Through the organic combination of the two kinds of teaching organization forms, students can learn professional knowledge, and be guided to learn independently and improve their learning ability [1].

II. CURRICULUM POSITIONING

The “Rail Transit Passenger Transport Organization” course is one of the core professional courses for urban rail transit operations management. Through the analysis of the career orientation and employment group of the urban rail transit operation and management major, the core employment positions of the major are finally determined to be station staff, passenger watchmen attendants, and travel attendants.

By analyzing the typical work tasks of core employment positions, this paper determines the key competencies required by staff in core employment positions as shown in Fig. 1, and builds a professional curriculum system for the cultivation of key competencies [2]. Besides, it sets up professional core courses to support the cultivation of key competences of the post. The professional core courses of urban rail transit operation management major include rail transit passenger organization, rail transit station equipment, rail transit driving organization, rail transit ticketing organization and other courses.

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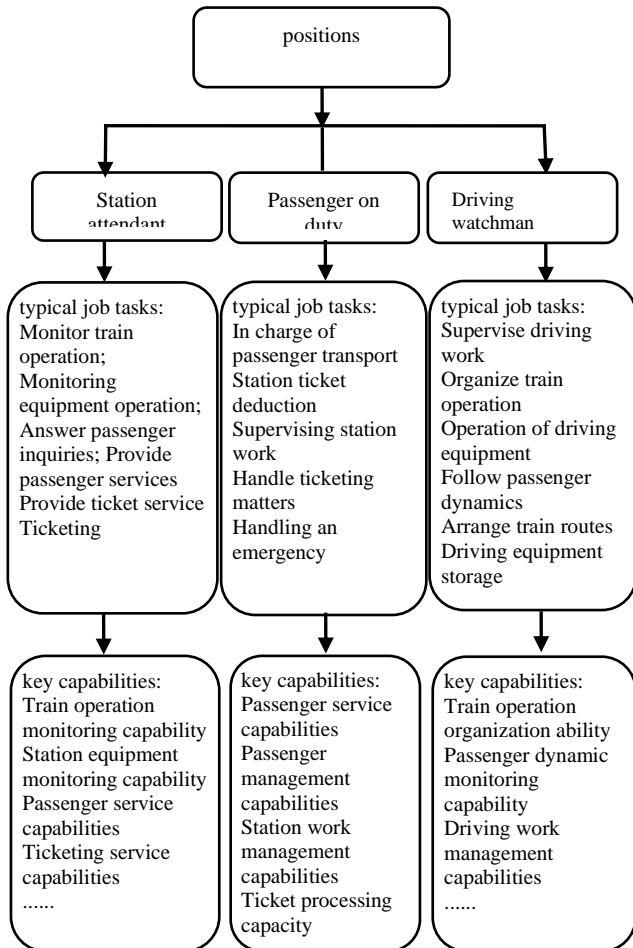


Fig. 1. Analysis chart of typical job tasks and key capabilities.

III. CURRICULUM DESIGN IDEA

The curriculum is designed to enable students to learn to complete the corresponding practical tasks in the process of learning tasks by learning basic professional knowledge. And teachers should guide students to think independently, build their own knowledge and ability system, and prepare students for the improvement of their comprehensive professional quality.

The core employment positions for graduates of urban rail transit operation and management majors are station attendants, passenger transport attendants, and driving duty attendants, while employment development positions are on duty station masters. This course mainly develops students' ability in passenger organization and passenger services. The overall teaching design of this course is based on the occupational standards of station attendants, passenger watch-keepers, and driving watchmen are the main basis, and the professional standards of station masters and station masters are referred to. The selection of the course content closely fits the actual needs of the work by taking into account the needs for the promotion of student positions on the knowledge and ability. This paper focuses on the actual work tasks of the job center, design teaching links according to each link of the work process, and systematically sequences the course content in accordance with the working process of the urban rail transit passenger organization. The design of the teaching focuses on the design of learning situations and work tasks, so that students can experience the

actual learning, while learning knowledge and skills, guide students to gradually adapt to the role transition from school students to corporate employees.

IV. DESIGN OF CURRICULUM TARGET

A. Overall Target

Through the study and practice of this course, students can develop good professional ethics, students can have a deeper understanding of various aspects of urban rail transit passenger organization, such as passenger flow, passenger service, passenger guidance, and related systems of passenger transport organizations (AFC, PIS, etc.), security inspections, etc.; under normal circumstances, passenger organization and services can be conducted; under abnormal circumstances, special passenger services and guide passengers can be provided to evacuate students in a timely manner. Through learning and practice, while learning professional knowledge and cultivating professional ability, students' independent thinking, comprehensive analysis ability and ability to solve practical problems are cultivated. In this way, they can be better qualified for station staff, passenger watch-keepers, security officers and other jobs in future work.

B. Specific Target

The specific objectives of the course are shown in Table I.

TABLE I: LIST OF SPECIFIC TEACHING OBJECTIVES

Knowledge target	Skill target	Quality target
Familiar with the station; Familiar with public transport policy; Familiar with ticketing policy; Familiar with station management regulations (including ticket use regulations); Master the methods of passenger flow investigation, passenger flow analysis and passenger flow prediction; Master the principles of passenger flow organization, passenger flow organization measures, and passenger flow control methods under normal circumstances; Familiar with the handling principles and handling skills of emergencies in passenger transportation;	Able to investigate passenger flow, analyze passenger flow and predict passenger flow; Able to develop passenger organization plans; Able to choose the automatic ticket sales system mode according to the actual situation; Able to enforce ticketing rules; Able to manage station tickets; Able to use station facilities and equipment; Able to perform ticketing transactions; Able to resolve general passenger disputes; Can organize passenger flow in an orderly manner under normal circumstances; Organize passenger flow evacuation in an orderly manner under abnormal conditions; Able to handle other station affairs;	High professional ethics; Dedicated and dedicated; responsible, law-abiding and honest; spirit of teamwork; tenacity, seriousness, meticulousness and excellence; Skills to communicate with colleagues and passengers;

V. CURRICULUM CONTENT DESIGN

According to the learning rules and learning characteristics

of higher vocational students, design curriculum teaching items and tasks [3]. Because the rail transit passenger organization is highly specialized, students must prepare the necessary expertise in passenger organization before they can study the project tasks. Therefore, the first item designed in the course content is “passenger organization knowledge preparation”. The next three projects (“inbound passenger flow organization”, “platform passenger flow organization”, and “outbound passenger flow organization”) are designed according to the passenger transportation process of passengers entering, waiting, and leaving the station. The fifth item, “Situation Exercises for Passenger Transport Organizations under Normal Conditions” systematically exercises and trains the learning content of the second, third, and fourth items. The sixth item is “Scenario Exercise for Passenger Transport Organization under Abnormal Conditions”. On the basis of the fifth item, special situations are added to train students' ability to deal with special situations and emergency response capabilities. The course content highlights the training of students' professional ability, and integrates the relevant professional standards of station staff, passenger watch-keepers and driving watch-keepers to determine the teaching content of the course and design teaching activities. Through the integration of rational and practical teaching mode, the close combination of practical teaching and theoretical teaching enables students to better master the professional theoretical knowledge and professional operation skills required for various tasks. The curriculum projects and tasks are shown in Table II.

TABLE II: LIST OF CURRICULUM PROJECTS AND TASKS DESIGN

No	Project name	Task	Suggested hours
1	Passenger organization knowledge preparation	Transportation environment	2
		Public Transportation and Public Transport Priority	2
		Passengers' psychological needs	2
		Passengers' transport services	2
		Passenger inquiry service	4
2	Organize inbound passenger flow	Entrance and exit passenger guidance	4
		Passenger ticketing service	4
		Passenger entry guidance	4
3	Organize platform passenger flow	Handling ticketing	4
		Guide passengers to take the bus	4
		Passenger drop-off service	4
4	Organize outbound passenger flow	Passenger inquiry service	4
		Platform passenger flow guidance	4
		Passenger transfer service	4

		Station hall passenger flow guidance	4
		Guide passengers out	4
		Handling ticketing	4
		Entrance and exit passenger guidance	4
5	Organize passenger situational drills under normal circumstances	Organize ordinary passenger traffic	4
		Organize large passenger traffic	4
		Handle passenger complaints	4
6	Organize passenger situational drills under abnormal circumstances	Passenger organization in case of fire	8
		Passenger transport organization in the event of a power outage	8
		Passenger organizations in other emergencies	8
Total			100

VI. CURRICULUM TEACHING DESIGN

The main design ideas of this course are to inspire students' learning interest and situational exercises. The task of learning theoretical knowledge is centered on inspiring students' learning interests, and designing related questions to guide students to think, discuss and summarize. The tasks of practical operation training are centered on design situational exercises, setting up working situations, guiding students to experience professional roles, being familiar with service specifications, and practicing service processes. Taking real cases as a carrier, guide students to process cases and reproduce cases. Through role playing, experience the different psychology of station staff and passengers, learn to think in other places, and establish a passenger-centric service concept. Through situational exercises, practice service content and standardize service behavior.

A. Instructional Design of Tasks Based on Theoretical Knowledge

The main teaching task of theoretical knowledge learning is to enable students to better master professional-related theoretical knowledge. In teaching design, we must pay attention to the guidance and fun of teaching activities, and fully motivate students to learn [4]. Consider the way the problem is introduced to inspire students to think. Explore the answers to your questions through theoretical learning. Take the task “Public Transportation and Public Transport Priority” as an example.

1) Teaching objective

According to the course goals, determine the teaching goals of the teaching tasks. The teaching objectives of the “Public Transportation and Public Transport Priority” teaching task are shown in the table below (Table III).

TABLE III: LIST OF “PUBLIC TRANSPORTATION AND PUBLIC TRANSPORT PRIORITY” TASK-ORIENTED TEACHING OBJECTIVES

Knowledge objective	Skill objective	Quality objective
Understand the dual structure of urban transport; Familiar with urban public transportation system; Familiar with urban private transportation; Familiar with current bus priority policies at home and abroad;	Ability to analyze the phenomenon and status of urban public transportation; Able to distinguish between public transportation and private transportation and tell the difference; Able to provide suggestions and suggestions for the problems of urban transportation	Lead by example, protect the environment, proactively adopt and promote public transport; Improve self-learning ability in the learning process; Participate in group discussions, integrate into the team, give play to personal initiative, enthusiasm and exercise the spirit of teamwork.

2) Teaching activity design

TABLE IV: “PUBLIC TRANSPORTATION AND PUBLIC TRANSPORT PRIORITY” TASK-ORIENTED TEACHING DESIGN TABLE

Steps	Teaching contents	Teaching activities	Expected time
Course introduction	Case introduction Subway to the Spring	Broadcast the status of Beijing subway stations through multimedia (or video); Guide students to think about the meaning of public transportation for modern cities.	Completed online
	Dual structure of urban transport; The composition of the urban public transport system; The composition of urban private transport; The differences and characteristics of urban public transportation and private transportation	Conduct comparative analysis of different types of urban public transport modes through examples; Conduct comparative analysis of the characteristics and differences between private transportation and public transportation through examples; Compare and analyze the significance of private transportation and public transportation for urban transportation, and further emphasize the importance of developing public transportation; Students discuss and think independently and make knowledge preparation.	Completed online
Knowledge preparation		Teachers issue cases, arrange groups and discuss content;	Release cases online;
Group discussion	Case reading and discussion	Each group of 5 students thinks, discusses, and summarizes the cases in this group. The groups get ready for speeches.	Students read cases after class; 30 minutes of class discussion

Group presentation	Case analysis and summary	Teacher-led to present cases in group order. And organize case discussions. Each group will make a presentation; Other groups can ask questions during the presentation Group’ s self-evaluation; Mutual evaluation among groups;	30 minutes
		Effect evaluation	Comprehensive evaluation for learning Teachers’ evaluation; Teachers make comprehensive evaluations based on the presentation of each group process. The team summarizes and feedbacks and completes the training report as required;
Class summary	Summarize the learning of this task	The teacher summarizes the teaching situation of this task according to the final effect evaluation of each group.	15minutes
Home work		Collect the traffic situation data of other cities in China, and analyze the development status, existing problems and development trends of urban public transportation Show case situations through small group roles, deepen students’ experience of work content, and strengthen students’ understanding of station attendants. Let students learn to analyze from different angles, and think and solve problems more comprehensively.	
After-class sharing			

According to the teaching goals, design teaching activities, design teaching activities in six steps, including course introduction, knowledge preparation, group discussion, group display, effect evaluation and classroom summary. The two steps of course introduction and knowledge preparation can be completed online. On the online teaching platform, the teaching materials such as cases, videos, and exercises related to the course are distributed or shared with students before the lesson. Design teaching activities according to the idea of “finding problems-independent thinking-group discussion-teacher assistance-problem solving”. Students learn problems through network materials, and take questions to participate in group discussions of the course. Through group discussions and teachers’ assistance and guidance, the problem is finally solved. The answers to some questions are open-ended, and guide students to search for relevant materials after class to think deeply. The Teaching activities are shown in Table IV.

B. Instructional Design for Practical Training-Based Tasks

The teaching tasks based on practical training are mainly to enable students to better grasp service specifications and service processes. In teaching design, we need to pay attention to the standardization and participation of teaching activities [5]. Role drills can be used to set up work situations and set roles such as station staff and passengers. It is necessary to fully mobilize the students’ learning initiative and enrich the external image, behavior and psychological

activities of the characters. Let students experience work, learn service specifications and service processes. By allowing students to experience the role of passengers, students can deeply understand the needs of passengers and establish a passenger-centric service concept. Take the “Handling Passenger Complaints” task as an example.

1) Teaching objectives

The teaching objectives of the “Handling Passenger Complaints” teaching task are shown in the table below (Table V).

TABLE V: LIST OF TEACHING OBJECTIVES OF “HANDLING PASSENGER COMPLAINTS”

Knowledge objectives	Skill objectives	Quality objectives
The reasons for passenger complaints;	Able to analyze the causes of passenger complaints;	Improve self-learning ability in learning;
The type of passenger complaint;	Able to handle passenger complaints in accordance with service specifications;	Participate in group discussions, integrate into the team, give play to personal initiative, enthusiasm, and exercise team awareness and competition awareness.
Acceptance of passenger complaints;	Can handle passenger complaints more comprehensively;	
Principles and techniques for handling passenger complaints;		

2) Design of teaching activities

According to the teaching goals, design teaching activities, design teaching activities in six steps, including curriculum introduction, knowledge preparation, group discussions, role display, effect evaluation and classroom summary. The two steps of course introduction and knowledge preparation can be learned online. On the online teaching platform, the teaching materials such as cases, videos, and exercises related to the course are distributed or shared with students before the lesson. The teaching activities are designed according to the ideas of “reading materials-setting up situations-designing roles-group presentation-analyzing problems-solving problems”. Students read materials to conduct situation analysis, role design, and group exercises. While demonstrating the role, guide in-depth thinking about the psychological activities of the role and summarize the passenger needs and work norms. Guide students to search for relevant materials after class, and think deeply. The teaching activities are shown in Table VI.

TABLE VI: DESIGN TABLE OF TEACHING ACTIVITIES FOR “HANDLING PASSENGER COMPLAINTS”

Steps	Teaching contents	Teaching activities	Expected time
Course introduction	Case introduction	Multimedia (or video) broadcasts typical passenger ride disputes;	Completed online
	Passengers’ disputes when taking the bus	Student watching Guide students to think	

Knowledge preparation	Classification of passenger complaints;	Compare and analyze the differences between different types of passenger complaints through examples;	Completed online
	The reasons for passenger complaints;	Based on the actual situation of urban transportation, explain the reasons for passenger complaints and handle complaints, and further emphasize the importance of proper handling of passenger complaints.	
Group discussion	Prevention of passenger complaints;	Students think, answer questions, and prepare for knowledge.	Release cases online; Students read cases after class; 30 minutes of class discussion
	Tips for handling passenger complaints.	Teachers issue cases and arrange group readings and discussions;	
Role display	Case reading and discussion;	Students are grouped in groups of 5 to read cases and discuss in groups;	30 minutes
	Scenario analysis	The roles of each small group are analyzed to prepare for the reproduction of the case scenario.	
Effect evaluation	Situational drills	Teacher guides case scenario presentation in group order, and case discussion.	Record scores online within 15 minutes.
	Analysis and summary of work specifications	Each group plays the role of passenger, station attendant or ticket salesman for scene demonstration	
Class summary	Comprehensive evaluation of situational drills	Other groups can ask questions during the presentation.	15 minutes
		Group’s self-evaluation; Mutual evaluation among groups; Teachers’ evaluation; Teachers make comprehensive evaluations based on the presentation of each group process.	
Homework	Summarize the learning of the task	According to the final effect evaluation of each group, the teaching situation of this task is summarized. Teacher comments.	
		Collect relevant cases of urban rail transit passenger complaints, and analyze the causes of passenger complaints, the types of complaints, and the correct handling methods.	
After-class sharing		Show case situations through small group roles, deepen students’ experience of work content, and strengthen students’ understanding of station attendants. Let students learn to analyze from different angles, and think and solve problems more comprehensively.	

VII. COURSE ASSESSMENT DESIGN

The comprehensive assessment of teaching mainly includes three parts: ordinary performance, project assessment, and final assessment. The usual performance is

evaluated based on the daily performance of students; the project assessment results are evaluated according to the completed tasks; the final assessment mainly assesses the students' comprehensive mastery of the course [6]. In the later construction of the course, it is planned to introduce an enterprise evaluation link, that is, the company will evaluate the students based on the volunteer service at the station after the students have completed the course. The components of the comprehensive results are shown in Table VII.

TABLE VII: TABLE OF THE COMPONENTS OF THE COMPREHENSIVE RESULTS FOR COURSE LEARNING

No.	Assessment contents	Proportion	Note
1	Normal performance	30%	
2	Project assessment	40%	
3	End-term assessment	30%	
4	Corporate evaluation	—	Introduced later

VIII. SUGGESTIONS FOR IMPLEMENTING TEACHING

A. Teaching Resources

1) Select applicable textbooks

Regarding teaching materials and teaching reference materials, it is recommended to select relevant teaching materials and teaching reference materials published within the past three years. It is recommended that, if conditions permit, in light of the current status of the regional industry, consider the specific requirements of the enterprise, and prepare project task teaching materials that meet the needs of the region [7]. There must be clear teaching goals, full consideration of students' learning characteristics and learning rules, and writing interesting, inspiring and practical teaching materials. The textbook content is presented in a variety of forms (pictures, text, tables, etc.). Online teaching materials should be flexible and diverse, such as pictures, videos, audio materials, etc.

2) School and enterprises cooperate to compile textbooks

It is strongly recommended that schools and enterprises cooperate in co-writing textbooks to improve the applicability and pertinence of textbook content. Incorporate corporate culture and ideas into teaching materials, train students' professional ideas, train students' loyalty to the company, and enhance the stability of student employment.

3) Network construction of strong curriculum resources

Make full use of network resources (e-books, e-journals, digital libraries, education and teaching websites, online open courses and other online information resources) for teaching [8]. According to the actual needs of teaching, develop electronic resources (courseware, cases, exercises, test questions, micro-classes, etc.) to achieve online electronic resource sharing and sharing.

B. Teaching Suggestions

According to the content of the course and the teaching design of the course, give full play to the initiative of teachers

and enhance the fun and attractiveness of the teaching process [9]. According to the actual content of the project task, combined with the learning and personality characteristics of different students, flexible use of teaching methods such as questioning inspiration, group discussion, case analysis, role-playing, etc., to guide students to actively think and practice. Let students learn vocational skills in a happy atmosphere and improve teaching effectiveness. In addition, teachers need to pay attention to the dynamics of industry companies and incorporate the latest information into the teaching process.

In the teaching process, fully mobilize students' learning enthusiasm and give full play to the advantages of online learning. Under conditions, online learning methods such as online sign-in, online discussion, online Q & A, online lectures, online assignments, and online assessment can be used. Online learning and offline learning are fully combined to improve teaching quality and teaching results [10]. Where the enterprise conditions permit, an alternate teaching model can be adopted.

C. Other Suggestions

Blended teaching requires teachers to design all aspects of teaching, focusing on strengthening the guidance and monitoring of teaching activities. Especially for online learning, it is necessary to strengthen teaching monitoring to ensure the effectiveness of teaching and the depth of online learning.

IX. CONCLUSION

The "Rail Transit Passenger Transport Organization" course is a very important core course for urban rail transit operation and management majors. Research on mixed teaching model is an effective way to improve teaching effect and teaching quality. Through scientific selection of teaching content, systematic project task design and detailed teaching task design of teaching activities, fully mobilize the enthusiasm and initiative of students, and change passive learning into active learning. In this paper, through the systematic design of the working process of the course content and the example of the mixed teaching model, the operability of the course teaching and the course reform is improved. This has important reference significance for the curriculum reform of higher vocational colleges, and has a very important guiding role for the development of students' lifelong learning habits.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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