Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 3, No. 1, 2023

Design and Application of Hybrid Personalized Effective Teaching Strategy based on Learning Style Classification

-- Taking the Course of Financial Management as an Example

Lijun Chen

Wenzhou Polytechnic, Wenzhou, CO 325035, China

Abstract: With the continuous advancement of information technology in vocational education, personalized learning teaching models are deeply integrated with mobile teaching platforms. The online and offline blended teaching model has become a new perspective for higher education teaching reform. However, blended teaching has not yet achieved the expected teaching results in practical applications. How to further improve the effectiveness of blended teaching has become a problem to be solved. After analyzing the necessity of integrating learning styles into effective blended personalized teaching, this article draws on the Felder-Silverman learning style model to guide blended personalized teaching strategies. From four aspects: learning content organization, learning tool support, learning resource organization, and learning evaluation organization, teaching support strategies are designed for different types of learning styles, Finally, taking the task of calculating internal rate of return of investment management project in the course of financial management as an example, this paper introduces the specific application of this teaching strategy in hybrid teaching.

Keywords: Learning Style; Blended Learning; Personalized Learning; Teaching Strategies.

1. Introduction

It has been three years since the outbreak of the COVID-19. In the past three years, educators across the country have accepted the challenge of information online. Whether it is online teaching during the epidemic or online standby after the epidemic, the information literacy of teachers and students has been rapidly improved, the long-term coexistence and deep integration of classroom teaching and modern information technology integrated online teaching have led to the emergence of new educational forms and talent cultivation paradigms such as blended online and offline teaching. The blended teaching mode is in line with the education concept of "student-centered" proposed by the Ministry of Education, and has a positive promoting effect on cultivating students' autonomous learning, independent thinking, and personalized learning. In the context of establishing a high-quality education system in the 14th Five Year Plan, it is necessary to accurately grasp the basic characteristics of future schools, adhere to the student-centered development concept, and deeply integrate information technology with education and teaching. The high-quality development of education in the education field is specifically manifested as a "dual learning center", namely a "student center" and a "learning center". Students are the "axis" of all education systems and departments, and are the origin of all high-quality education policy formulation and implementation. Learning style, as one of the personalized elements that affect learning, should be taken seriously in teaching. Blended teaching allows students to have greater autonomy, and its impact on learning behavior will be more prominent. Effective blended personalized teaching should fully consider learning style.

2. Necessity Analysis of Integrating Learning Styles into Hybrid Personalized Effective Teaching

2.1. The Role, Current Situation, and Existing Teaching Difficulties of Blended Learning

The role, current situation, and existing teaching difficulties of blended teaching. Blended teaching can combine the advantages of traditional offline classroom face-to-face teaching and online teaching, fully leverage the maximum advantages of both, form complementary advantages, create more flexible new models of education and learning, and create a lower cost, more efficient, freer, and more relaxed teaching environment. At present, blended learning has been applied in many professional teaching programs in many universities and is welcomed by teachers and students, which can help improve teaching effectiveness. However, the actual teaching effect is difficult to achieve the expected value in the early stage, and students' satisfaction with the effectiveness of blended learning is not high. The reason for this is that this teaching method still has shortcomings in actual teaching, such as neglecting students' cognitive abilities The differences in learning styles, ways of thinking, and other dimensions cannot achieve personalized learning for students, resulting in low participation and lack of interest in learning. Therefore, how to achieve personalized learning for students in a blended learning environment is an urgent problem to be solved.

2.2. The Role of Learning Style Classification in Personalized Teaching of Blended Learning

The integration of blended learning into classroom

teaching must focus on the personalized development of learners during the learning process. Chinese scholar Tan Dingliang once said, "The comprehensive development of every student is our consistent educational goal. Teaching students according to their aptitude and conducting personalized teaching are effective ways to achieve this goal, and the learning style of students is the most fundamental foundation for adopting this approach. Learning style reflects the learning methods that learners often use to learn knowledge or skills, with stable and unique characteristics. In the process of organizing teaching, teachers adjust teaching strategies, learning activities, and teaching organizational forms according to students' learning style characteristics before starting the course, so that they match each other, and students' ability to learn knowledge and skills can be utilized, Through appropriate learning resources, appropriate learning support, and innovative learning activities, learners' interest in learning can be effectively stimulated, teaching participation can be enhanced, and teaching effectiveness can be improved. Therefore, clarifying individual differences among students, especially differences in learning styles, can effectively ensure the improvement of blended teaching effectiveness.

3. Blended Teaching Mode and Personalized Effective Teaching Strategies

3.1. Basic Mode of Blended Teaching

In the blended teaching mode, students are the main body of teaching activities, and teaching activities are divided into different stages such as pre class, during class, and after class. Each stage sets a teaching goal, and in the teaching activities, the most appropriate teaching methods are adopted to guide, assist, and evaluate the learning effectiveness of learners' learning activities. The characteristics of blended teaching mode include: (1) the external manifestation of teaching through both online and offline channels. (2) Online teaching is a necessary teaching activity, not an auxiliary activity. (3) Offline teaching activities are in-depth learning based on online learning outcomes, not traditional classroom teaching activities. (4) The mixed teaching mode has a unified pursuit, but there is no unified mode. (5) The hybrid teaching model reconstructs traditional classroom teaching, which is an extension of time and space.

3.2. Personalized and Effective Teaching Strategies

In the blended teaching mode, designing and applying corresponding teaching strategies based on learners' individual characteristics such as learning styles is not only beneficial for educators to optimize teaching design, but also for learners to choose appropriate learning methods for efficient learning. Teaching strategies are formulated in specific contexts to achieve certain teaching objectives, including how teaching methods are selected, how teaching content is organized and presented, and how teachers and students' teaching and learning behaviors are standardized. Teaching strategies should have clear guidance on teaching objectives and teaching practice scenarios, including dynamic dimensions of teacher-student teaching and learning behavior and static dimensions of teaching content. In the process of achieving teaching objectives, flexible selection and debugging of teaching methods can be carried out, and their essence is to continuously improve and update teaching concepts and methods, thereby improving teaching effectiveness.

4. Design of Hybrid Personalized Effective Teaching Strategy based on Learning Style Classification

4.1. Selection of Learning Style Models and Characteristics of Learning Styles

Table 1. Felder-Silverman Learning Style Model

Dimension	Type	Learning features
Information Perception	Perceptual	Likes facts, data, and experiments; Likes using standard methods to solve problems, but dislikes surprises; Proficient in memorizing factual knowledge; Be cautious in doing things, but may be slow
	Intuitive	Likes principles and theoretical knowledge; Likes innovation but does not like repetition; Proficient in understanding and mastering new concepts; Quick to do things but may be careless
Information input	Visual	Proficient in remembering things you see, such as images, icons, flowcharts, videos, demonstrations, etc; It's easy to forget the information you hear
	Verbal	Proficient in remembering heard information and enhancing memory through listening and speaking; Proficient in discussion, prefers oral explanations over visual demonstrations, and can effectively learn through explaining to others
Information processing	Active	Do first, think later, tend to directly validate their ideas through practice, excel in practical work, enjoy discussing and communicating with peers, and acquire knowledge through this process
	Contemplative	enjoy working independently and tend to organize and summarize the acquired knowledge into his own problem-solving methods, skilled in theoretical work and enjoy repeatedly thinking and processing information
Information Understanding	Sequential	When solving problems, like to follow a linear reasoning process; Likes learning each part of the knowledge in linear order
	Comprehensive	Jumping thinking may not explain the process of solving problems; Likes to first understand the overall structure of knowledge before understanding learning

At present, researchers have developed many learning style models and methods, using a large number of learning style models. Currently, there are four most commonly used learning style models - the Felder-Silverman model, Honey Mumford model, Pask model, and Kolb model. From different perspectives, these four learning style models conduct in-depth discussions on learners' cognitive style, experience acquisition, experience transformation, etc., and form learning style models and related test questionnaires based on a large number of studies. After literature research, it was found that most researchers used the Felder-Silverman

learning style model as the theoretical model when using online learning behavior to predict learners' learning style. Because the Felder-Silverman learning style model has high applicability in various educational systems and multimedia courses, this study also adopted this learning style model from the perspectives of information perception, processing, input Understand the four dimensions and analyze the learning styles of vocational accounting students. Under this learning style mode, the learning style characteristics are shown in Table 1.

4.2. Felder-Silverman Learning Style Measurement Tool

The Felder-Silverman Learning Style Scale has a total of 44 questions (each with options a and b), and the scale reflects the corresponding dimensions through 11 questions. Each learner can only choose one option, and if they feel that both options are applicable to them, they need to choose the one that applies more. The meaning of value representation is very clear, with letters indicating different types of learning styles and numbers indicating different degrees. A score between 1-3 indicates weak learning preferences, a score between 5-7 indicates average learning preferences, and a score between 9-11 indicates that the student has a strong learning preference. After measuring, learners will obtain a corresponding learning style type on each of the four dimensions, so there are a total of 16 possible measurement results.

4.3. Design of Hybrid Personalized Effective Teaching Strategy based on Learning Style Classification

4.3.1. Felder-Silverman's Learning Style Theory and its Guidance on Blended Personalized Teaching Strategies

The Felder-Silverman learning style theory provides guidance on blended personalized teaching strategies. The Felder-Silverman learning style theory provides guidance on the organization of blended courses, mainly in two aspects: organizing learning content and organizing learning tools. The guidance on learning content organization can be further divided into guidance on organizing multiple knowledge points There are three aspects to guide the organization of internal content of knowledge points and the presentation method of internal content of knowledge points. The presentation method of knowledge point content is related to the presentation method of learning resources, and can be designed based on the presentation method of learning resources. Learning evaluation should also take into account the differences in students' learning styles. Therefore, the teaching strategy proposed in this study uses learning style theory to guide the implementation of blended teaching organization, following the principles of teaching integrity and individualized teaching. Teaching support strategies are designed for different learning styles from four aspects: learning content organization, learning tool support, learning resource organization, and learning evaluation organization. As shown in Figure 1.

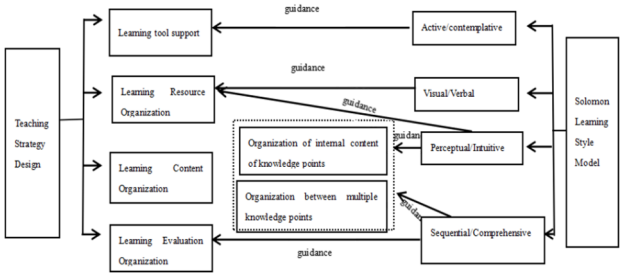


Figure 1. Design of a blended personalized teaching strategy guided by Felder-Silverman's learning style theory

According to the various learning style characteristics under each dimension in Table 1, the sequential/ comprehensive dimension affects whether learners prefer to organize knowledge points in a linear or nonlinear manner, which can guide the organization of multiple knowledge points; The perception/intuition dimension affects learners' preference for presenting concrete examples or abstract theories within knowledge points, which can guide the organization of internal content within knowledge points. The active/contemplative dimension affects the way learners participate in learning and can guide the organization of learning tools; The visual/verbal dimension affects learners' preference for presenting knowledge points in text or image format, which can guide the presentation of learning resources. The sequential/comprehensive dimension affects whether learners acquire knowledge in a predetermined logical order or use leapfrog thinking to solve problems, which can guide the focus of learning evaluation.

4.3.2. Design of Teaching Matching Strategies

Based on the guidance of learning style theory for teaching strategy design, design a hybrid personalized and effective teaching strategy based on learning style classification. See Tables 2 and 3.

Table 2. Hybrid personalized effective teaching strategies based on learning style classification (Dimension of Information processing and information perception)

Dimension		Processing		perception	
Type		Active	Contemplative	Perceptual	Intuitive
Learning Content Organization	Organization between multiple knowledge points				
	Organization of internal content of knowledge points			Example first, theory later, add case study module	First instance, then theory, add case study module, first theory, then example, and add positive thinking module
Learning tool support		Provide chat rooms, course forums, and	Provide online laptops, blogs, search engines, and		

		virtual laboratories, as well as learning tools such as forums, virtual communities, BBS, email, QQ, etc.	learning tools such as laptops, e-books, e-magazines, PPT search engines, blogs, etc.		
Learning evaluation methods					
Provision of learning resources				Learning resources for practical application types such as reading cases in terms of content	Theoretical explanation learning resources in terms of content

Table 3. Hybrid personalized effective teaching strategies based on learning style classification (Dimension of Information Input and Information Understanding)

Dimension		input		understanding	
Type		Visual	Verbal	Sequential	Comprehensive
Learning Content Organization	Organization between multiple knowledge points			Linear method	Nonlinear approach
	Organization of internal content of knowledge points				
Learning tool support					
Learning evaluation methods				Evaluate the design of sequential learners' solutions and the analysis and interpretation of problems or works, mainly examining their thinking paths and performance during the process of completing the work or plan	Focus on the final completion of the work or achievement, rather than reporting and explaining related achievements
Provision of learning resources		In terms of knowledge presentation methods, more images, charts, arrows, circles, hierarchical tables, colors, videos, animated images, etc. are provided	Add contents, titles, dictionaries, glossary, textbooks, more notes, e-books, audio, etc. to the knowledge presentation mode		

4.3.2.1. Content Organization Supports Teaching Strategies

When organizing multiple knowledge points, sequential learners are accustomed to understanding problems in linear steps, and can use linear methods to organize knowledge points and directly organize learning content according to chapters. If there is no strong logical relationship between chapters, learners can freely choose; Comprehensive learners prefer to think globally, and the logical relationship between knowledge points is not very important to them. Their learning path is skip like, so non-linear methods should be mainly used to organize knowledge points. When organizing the internal content of knowledge points, perceptive learners enjoy learning facts and avoid complex things. The learning content can be organized in the order of concrete examples followed by abstract theories; Intuitive learners prefer theories and principles and are better at mastering new concepts. The learning content can be

organized in the order of abstract theory followed by concrete examples.

4.3.2.2. Learning Tools Support Teaching Strategies

Speculative learners enjoy deep thinking to learn and prefer to study alone. They can provide information retrieval tools to support their independent retrieval of learning resources or problem-solving methods, such as online notebooks, learning guides for corresponding learning content, knowledge links, e-books, question boxes, electronic magazines, search engines, blogs, learning motivation boxes, and other learning tools, fully leveraging their advantages in thinking, Help them organize and summarize their acquired knowledge into their own problem-solving methods; Active learners like collaborative learning and hands-on operation, so they should provide as many communication platforms and interactive tools as possible, such as forums, virtual communities, virtual laboratories, QQ, and so on. At the same time, they should provide discussion task lists for active learners to refer to. Finding problems through discussion and inquiry is helpful to train students' divergent thinking.

4.3.2.3. Teaching Strategies for Learning Evaluation Methods

Sequential learners are adept at learning detailed information and are able to quickly understand the requirements of each link in activities or knowledge content. They are able to introduce and explain their own plans or works well, so they can evaluate the design of their plans and the analysis and interpretation of problems or works, mainly examining their thinking paths and performance during the process of completing the work or plan; Comprehensive learners are accustomed to taking big strides in learning and can use their own methods to suddenly obtain random materials without any connection. They are not good at explaining every aspect of knowledge or activities. Therefore, for comprehensive learners, achievement evaluation can be used, focusing on the final completion of the work or achievement, rather than reporting and explaining related achievements.

4.3.2.4. Teaching Strategies for Learning Evaluation Methods

Sequential learners are adept at learning detailed information and are able to quickly understand the requirements of each link in activities or knowledge content. They are able to introduce and explain their own plans or works well, so they can evaluate the design of their plans and the analysis and interpretation of problems or works, mainly examining their thinking paths and performance during the process of completing the work or plan; Comprehensive learners are accustomed to taking big strides in learning and can use their own methods to suddenly obtain random materials without any connection. They are not good at explaining every aspect of knowledge or activities. Therefore, for comprehensive learners, achievement evaluation can be used, focusing on the final completion of the work or achievement, rather than reporting and explaining related achievements.

5. Application of Hybrid Personalized Effective Teaching Strategies Based on Learning Style Classification -- Taking Task: Calculating internal rate of return as an Example

The following takes the task of internal rate of return of financial management course as an example to introduce the teaching practice of hybrid personalized effective teaching strategies based on learning style classification in financial management course.

5.1. Introduction to Teaching Practice

Introduction to Teaching Practice The object of this teaching is the second-year students majoring in financial management in higher vocational colleges. The selected content is the task of internal rate of return in the investment management project of the financial management course. The goal of this teaching is to enable students to grasp the meaning of internal rate of return and learn the manual calculation method and Excel calculation method of internal rate of return. Be able to use internal rate of return indicators to make investment and financing decisions. This teaching practice uses information tools to participate in teaching in an all-round way, with the idea of improving teaching efficiency as the teaching design, mainly using Case method, flipped classroom, situational teaching, group learning and other teaching methods, integrating superstar learning and teaching platform, network search engine, Excel software, polar electronic classroom, micro video, QQ, WeChat chat tools and other information resources, optimizing the teaching process and improving the teaching effect.

5.2. Learning Style Test

The teaching audience for this class is 48 students from accounting 1908 Class 19, including 37 girls, accounting for 77.08% of the total number, and 11 boys, accounting for 22.92% of the total number. The distribution of learning styles is shown in Table 4.

Table 4. Felder-Silverman Learning Style Questionnaire Survey Statistical Table

Dimension	type	Number of people	Proportion
Processing	Active	24	50.00%
	Contemplative	24	50.00%
Perception	Perceptual	33	68.75%
	Intuitive	15	31.25%
Input	Visual	42	87.50%
	Verbal	6	12.50%
Understanding	Sequential	30	62.50%
	Comprehensive	185	37.50%

Present the results of the learning style assessment to learners, allowing them to view their own learning types, understand their learning characteristics, and select corresponding teaching strategies based on their learning style categories for learning in the future. Based on the results of the learning style assessment, the teaching strategy designed earlier was implemented. Considering the differences in information processing and understanding among students with different learning styles, as well as their willingness to learn, the activity tasks were carried out in a collaborative manner in groups during the teaching practice process. Students were grouped according to their learning style types in the dimensions of processing and understanding information, with a group size of 3 to 5 people, divided into 10 groups.

5.3. The Specific Process of Teaching Practice

According to the basic mode of blended learning, this teaching is divided into three major stages: pre class, in class, and post class.

5.3.1. Pre class: Online Knowledge Autonomous Teaching

Teachers integrate teaching resources, select teaching content and design before class, create short and micro teaching videos based on key and difficult points, and provide different forms of learning materials on the teaching platform according to students' learning styles, including cases, pictures, charts, videos, actual cases, etc. In terms of content organization and resource presentation, there are both text and video resources, theoretical knowledge explanations, and actual case analysis, Create a teaching task list. The tasks are (1) watching two videos of How to Use internal rate of return Correctly and Cash Loans, Trapped Loans. Let students have a preliminary impression of internal rate of return through the first video, and explain the meaning and calculation of internal rate of return theoretically. Through the second news link video, introduce actual cases to trigger students' thinking about the use of internal rate of return. (2) Scan the QR code to learn the article "IRR" on WeChat official account, and use Gif dynamic chart and video to vividly introduce how to use the IRR function in Excel to calculate internal rate of return. (3) Search the relevant information of internal rate of return (using Wikipedia, MBA think tank network and other search tools) to form a group report on the introduction of internal rate of return. (4) Read the four case materials in the Learning Pass, and discuss the internal rate of return of each investment/financing in 10 groups. Is the evaluation feasible? Complete the project evaluation report. (5) Complete the pre class test.

By clarifying the job content, tasks, and degree of completion, students can learn independently with clarity and efficiency. Real time monitoring of platform data, mastering students' viewing of videos, completion of reading clicks, etc., timely monitoring and providing personalized guidance, to a certain extent, ensures the teaching effect on the front line of the class. Establish a pre class discussion area module to discuss topics with high error rates in students' pre class testing, and encourage students to participate in discussions and solve difficult problems through methods such as inviting or re distributing learning tasks. Timely praise students who actively participate in learning and discussion, and timely grasp the list of students who do not participate in discussions based on platform data feedback. By providing feedback on pre class testing results and discussion area issues, timely organize difficult issues that need to be addressed in the classroom.

5.3.2. In class: Internalization of Offline Knowledge

Using the difficulties discovered through pre class testing and discussion as the starting point for classroom implementation, creating financial scenarios, guided by specific tasks, emphasizing the combination of knowledge explanation and practical operation, conducting group cooperation to explore and find solutions to problems, and improving practical financial management application skills. (1) Organize students to discuss case studies, group reports, and practice the practical operation of the IRR function on a computer. Students use various web search engines to find information about internal rate of return before class, and group PPT reports what is internal rate of return. Teachers grade in real-time on the learning platform and organize students to grade and evaluate each other. (2) The teacher summarizes the key and difficult points for students according to the preview and pre class test on the learning platform, such as the interpolation method in the manual calculation of internal rate of return. And uniformly answer the questions collected on the learning platform. (3) It is the teacher's use of polar electronic classroom software to demonstrate the use of the IRR function in Excel. Students have watched the articles on the relevant WeChat official account before class. Therefore, after the teacher demonstrates it once, they can assign learning tasks for students to practice on the computer. (4) Group discussion on four cases, requiring the use of the IRR function in Excel to draw conclusions and report to the group. Students and teachers use the scoring function of Super Star Learning to rate the reported group, and internal members of the group then rate each other. Encourage exploratory and collaborative learning in the classroom. Encourage students to carry out self-evaluation and mutual evaluation, improve self-discrimination ability, and form critical thinking. Activate, apply, and integrate knowledge in the classroom.

5.3.3. After Class: Online and Offline Knowledge Consolidation, Teaching and Improvement

After class: Consolidate knowledge online and offline, enhance teaching, and publish teaching effectiveness evaluations on the platform to understand the shortcomings of teaching implementation methods in order to improve in a timely manner in the next class. Assigning homework in various forms, encouraging group collaborative learning, and setting a clear deadline for homework, which is earlier than the time of the next class, so as to solve the remaining problems of this class in time before the next class. Based on the universality of homework errors, the importance of knowledge involved, and individual differences among students, teachers can adopt online collective discussions or push personalized learning materials to individual students to help students fill in gaps in a timely manner and provide confidence in learning.

6. Conclusion

With the rapid development of society, higher education should keep up with the times and change its original teaching mode. Blended learning has become a major trend in educational innovation in schools today. In the context of blended learning, facing the development trend of changing teaching and learning methods, it is necessary to pay attention to the individualization of teaching and the personalized development of learners in the learning process, The prerequisite for promoting personalized development of students is close attention to their learning style characteristics. Designing teaching matching strategies based on the differences in learning styles of different learners, in order to solve the problems of "low student learning enthusiasm", "unsatisfactory learning outcomes", and "lack of personalized support" in blended learning, can also help teachers better integrate their teaching with students' learning, and optimize teaching effectiveness.

Acknowledgments

Research Project: Zhejiang Provincial Education Science Plan 2021 General Planning Topic, Research on a Hybrid Personalized Effective Teaching Model Based on Learning

Style Classification: Taking the Course of Financial Management as an Example, project number: 2021SCG170.

References

[1] Li Guoying Research on the correlation between learning style and learning effectiveness in blended teaching of college English [D]. Hebei University of Science and Technology, 2021.

[2] Xu Zongmin, Shi Xuelan Design and exploration of blended learning for vocational school courses based on online platforms [J] Jiangsu Education Research, 2021, (33): 32-35.

[3] Xu Lingjie Exploration of blended teaching strategies for vocational English based on learning style surveys [J] Cultural and Educational Materials, 2021, (04): 229-231.

[4] Li Xiaoxue Research on Learning Style Mining and Teaching Strategies in a Mixed Teaching Environment [D]. Hubei Normal University, 2022.

[5] Xia Xulin Research on the Influence of Learning Style on Learning Effectiveness under Blended Teaching [D]. Zhejiang University of Technology, 2020.

[6] Xia Xulin, Li Haojun, Yao Luxia, Chen Wei Research on the Influence of Learning Style on Learning Effectiveness in Blended Teaching [J] Contemporary Vocational Education, 2019, (06): 80-87.

[7] Hu Mengting Research on Teaching Matching Strategies for Learning Styles of Vocational School Students in a Blended Learning Environment [D]. Ningbo University, 2018.

[8] He Yahui A Study on Organizational Strategies for Blended Learning Based on Differences in Learning Styles [D]. Northwest Normal University, 2016.

[9] Zi Baiyun Research on Content Organization of Online Courses Based on Learning Style Theory [D]. Shandong Normal University, 2012.

[10] Zhou Xinjun, Liu Yiyao, Luo Yang Exploring the blended online and offline teaching mode of financial management courses in the context of normalized epidemic prevention and control [J] Accounting for Township Enterprises in China, 2023, (04): 187-189.

[11] Wang Ying, Zhang Huimin Research on the Teaching Reform of Economic Law Course Based on the Mixed Online and Offline Teaching Model [J] Investment and Cooperation, 2022, (06): 178-180.

[12] Chen Mengya, Yang Ping Exploration of Online and Offline Hybrid Teaching Design Based on BOPPPS Teaching Mode - Taking Financial Management Course as an Example [J] Journal of Suzhou Institute of Education, 2022, 25 (03): 35-40.

[13] Zhang Feiteng Research on Hybrid Teaching Based on Rain Classroom Platform - Taking the Course of Financial Management as an Example [J] Theoretical Research and Practice of Innovation and Entrepreneurship, 2022,5 (11): 50-52..