

seminar teaching can train students' ability to learn adequately.

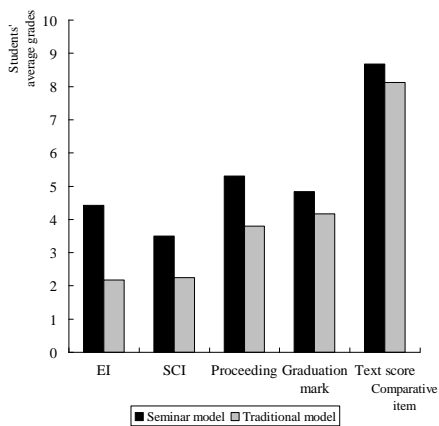


Fig.1: comparison chart between Seminar model and traditional model

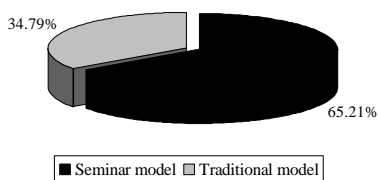


Fig.2: Pie graph of two kinds of education model

4. Conclusion

Through the analysis of actual cases, Seminar teaching model can cultivate students' ability of self-study and engineering practice adequately. It can also broaden students' knowledge and make students master technology in study comprehensively. This model can fully mobilize the initiative and creativity of the students in the learning process.

5. Acknowledgments

This research is funded by the Social Scientific and Education Research Foundation, Education Department of Hebei Province of China (Grant No: GH122053). Moreover, this research is also the project supported by the Education Research Foundation, Shijiazhuang Tiedao university of China (Grant No: 110433).

6. References

- [1] Zhang Yue-zhong, "Modern Value of the Seminar Teaching Approach", *Education and Modernization*, pp. 24-28, 2006.
- [2] Sun Zhi-nong^{1,2}, Qiu Xu¹, "Problem-based Learning (PBL) in Foreign Language Education", *Journal of Anhui Agricultural University (Social Science Edition)*, Vol.18, No.6, pp. 2-3, 2009.
- [3] Feng Lin-pei, "Seminar teaching model based on the theory of social interaction effects on the quality of post-graduate education", *Journal of Chengdu College of Education*, Vol.20, No.4, pp. 45-47, 2006.
- [4] Multicultural seminar, "A new model for professional development", *Muir Pers*, Vol.8, No.2, pp. 18-24, 2006.
- [5] Dennis O. Wackerly, William Mendenhall III, Richard L. Scheaffer, "Mathematical Statistics with Applications", Brooks/Cole, 7th international, pp. 34-253, 2007.
- [6] Zhang Zhong-zhan, Xie Tian-fa, Yang Zhen-hai, "Applied Mathematical Statistics", Beijing, Higher Education Press, pp. 176-184, 2011.
- [7] Cong Li-xin, "Teaching method of reasonable and legitimate". *Education research*, vol.7, pp. 64-72, 2008.