

4. Conclusion

Through the investigation and analysis and case study, we can draw the conclusion that traditional the lecture method and seminar bonding is beneficial to improve the classroom efficiency and cultivate students' learning initiative and creativity. The teaching model should be introduced into China. It is greatly significant for the graduate student education.

5. Acknowledgments

This research is founded 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] Yang Li-niang, Deng Jun, "Seminar: Training graduate students scientific research ability of the effective way", China's geological education, vol.3, pp. 5-7, 2005.
- [2] Chen Tan, Cheng Ying, "Teaching, case teaching method and the teaching model is built", Hunan normal university education science journal, vol.3, pp. 57-59, 2004.
- [3] Shen Wen-jie, Zhu Qiang, "Seminar Mode for Postgraduates", Academic Degrees & Graduate Education, vol.7, pp. 3-4, 2002.
- [4] Lin Feng-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.4, no.20, pp. 45-47, 2006.
- [5] Cong Li-xin, "Teaching method of reasonable and legitimate". Education research, vol.7, pp. 64-72, 2008.
- [6] Chen Zhen-hua, "Teaching method and the crisis", Education theory and practice, vol.31, pp. 50-53, 2011.
- [7] Zhao Dong-chen, "Teaching method in university effective classroom teaching mode of use",

Heilongjiang higher education research, vol.2, pp. 32-35, 2012.

- [8] Hu Jian-hua, Chen Yu-xiang, Shao Bo, Li Li, Li Xin, Yang Qi-guang, "The reform of higher education in the country 30 years", Education research, vol.17, pp. 11-20, 2008.