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The Application of Dunhuang Historical and Cultural Resources in Modern Classroom Teaching

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Abstract: Local historical and cultural resources are the living fossils of local history, the collective memories from generation to generation of the local people. They are also high-quality materials that play a positive role in modern classroom teaching, calling students' emotional resonance. Dunhuang is one of the most precious art treasures in our country and even in the world, and its unique artistry, history and culture contain unique charm. The proper introduction of Dunhuang historical and cultural resources in modern classroom teaching has the effect of activating the classroom atmosphere and expanding the layers of knowledge. This article first introduces the great value of Dunhuang's historical culture, then analyzes the current status of applying historical and cultural resources in the classroom, and at last makes several suggestions.

Keywords: historical and cultural resources; Dunhuang; classroom teaching

1. INTRODUCTION

History is not only an important subject, but also a significant way for the descendants to understand China's past evolution. Among them, Dunhuang culture, as an important epitome of the ancient history and culture in China, is used in our country's current curriculum system, making students to experience our long history and the richness and timelessness of our culture. Therefore, it is necessary to appropriately select excellent historical and cultural resources to integrate into the classroom, enhance the interest of the classroom, and promote the quality of modern classroom teaching. The national view on history has gradually become popular, and modern classroom teaching should strengthen the organic integration with historical and cultural resources by integrating historical and cultural resources, so students' historical knowledge level can be enhanced to enable the students to understand history clear and to form a good sense of self-examination and introspection. Based on these, this article starts with the unique value of Dunhuang's historical and cultural resources and explains how to integrate them into modern classroom teaching to improve the level and quality of teaching.

2. THE VALUE OF DUNHUANG HISTORICAL AND CULTURAL RESOURCES

Dunhuang, what a sacred and solemn name. Dunhuang Culture and Art - also known as Mogao Grottoes Culture and Art, is famous as the "art museum of the Eastern world". It has preserved 735 caves from the fourth to the eleventh century, more than 3,000 colored sculptures, 45,000 square meters of frescoes, and five wooden buildings in the Tang and Song Dynasties. Due to attaching high significance on Mogao Grottoes, the Dunhuang Art Institute had been established by the Chinese government in 1944; after the founding of the People's Republic of China, it was renamed the Dunhuang Institute of Cultural Relics, and later expanded into the Dunhuang Research Academy. The research on Dunhuang culture and art is an unprecedented systematic and uninterrupted protective job in the history of cultural relics protection of our country. Dunhuang is a meeting point of multi-ethnic and multi-regional cultures, like Chinese, Indian, Greek, and Islamic cultures gather here. A group of murals and sculptures from the 4th to the 11th centuries AD gives people a powerful artistic experience. Dunhuang is also a library of documents, and it contains thousands of documents and classics and preserves a large number of precious historical documents: there are Chinese, ancient Tibetan, Uighur, Khotan, Tocharian script, Sogdian, Sanskrit, etc., which are like a hundred flowers blooming; the content of the literature involves politics, economy, military, philosophy, religion, literature, ethnicity, folklore, language, history, technology and many other fields. Mogao Grottoes vividly describes the economic life of ancient society. The Dunhuang murals are mainly Buddhist murals, which have opened up new channels for modern people to understand the social and political features of ancient people. The famous "Plowing the Harvest" is located on the west side of the north wall, vividly depicting Maitreya Bodhisattva who went to Jambu-Dvipa and became a Buddha under the Longhua tree, and the world got pure. The "A Kind of Seven Harvests" vividly reflects the hard work of northern peoples during the Tang Dynasty.

3. THE STATUS OF MODERN CLASSROOM TEACHING

3.1 Knowledge is limited to book knowledge, which is too rigid

It is easy to find that the teaching content in many classrooms at this stage is just simple textbook content. Even if there is an extension, it is only to choose individual concepts and paragraphs in the text for memorization, dictation, and appreciation, etc., or to encourage students to compare the knowledge point that they have learned with that they have not been learned so as to understand them deeply. In short, it is manifested as the shackles of books which the teaching content cannot take off, causing historical and cultural resources not to be well integrated into classroom teaching.

3.2 Only focusing on the subjects like Chinese, maths and English, and ignoring history education

In order to achieve higher scores for students, many primary and secondary schools often only focus on the teaching of Chinese, Maths and English to achieve a higher rate of enrollment; for colleges and universities, the general trend is that, except humanities and history related majors regard history education as compulsory subjects, students in science and engineering colleges often only spend a lot of time in professional courses, while ignoring the importance of literature and history courses, which leads to a lack of unity in the cultivation of students' humanistic feelings and rational thinking.

3.3 Students lack creativity

The state puts forward the "innovation-driven development strategy", which is intended to encourage contemporary students to be creative and construct a good atmosphere of "innovation by all." And the reality is that the creativity of students at all levels in our country is often burnt out, due to heavy schoolwork burdens and rich extracurricular temptations. Little imagine that history is the crystallization of the magnificent creativity and imagination of the ancestors, the introduction of historical and cultural resources is the best methods to stimulate the creativity of students, especially Dunhuang culture is the best among them.

4. SUGGESTIONS ON THE APPLICATION OF DUNHUANG HISTORICAL AND CULTURAL RESOURCES IN MODERN CLASSROOMS

4.1 Starting from the textbook, and extending to the historical and cultural treasury

Textbooks are the foundation of students' learning, and the extension of humanistic feelings is necessary for the cultivation of students' comprehensive quality. Traditional arts, folk culture, books and classics are all important parts of history and culture, which contain rich traditional ideas, such as Confucianism, Taoism, and Buddhist ideas. These ideas will affect students' conception of the world, outlook on life and values. History and culture can help students distinguish right from wrong. During the student period, their ability to distinguish right from wrong was relatively immature, which could easily lead to behavioral errors and ideological errors. Excellent historical and cultural resources instill the students

the concept of being prepared for danger in times of safety and the view of a hard-won happy life, which helps to develop a correct view of right and wrong. History and culture are also an important source of comprehensive humanistic literacy for students, which can nourish students' emotional identity and thinking mode subconsciously, and moisten things silently. Conversely, the humanistic literacy of students is also a reflection of national history and culture to a certain extent, because students is the hope of a nation, and their ideal pursuits and moral character directly reflect the heritage of the country's traditional culture.

4.2 History education should pay equal attention to the education on Chinese, maths and English

As far as Chinese teaching is concerned, historical knowledge helps students to combine the character's historical background, judge the character's behavior and speech from a historical and objective view, and obtain unique insights. For example, in studying ancient poetry, students understand the historical period of writing, and have a grasp of the general background of the article, so as to their understanding of thoughts and feelings to the article have a basic direction. When it comes to mathematics teaching, ancient Chinese mathematics has been shining. For example, the mathematician Liu Hui found cyclotomy and the mathematician Zu Chongzhi's invented "Pi" in the Wei, Jin, Southern and Northern Dynasties, and the mathematician Yang Hui in the Southern Song Dynasty contrived the "Yanghui Triangle". And precious, these are all prestigious mathematical achievements in the world, which were found thousands of years earlier than western countries. The introduction of this kind of history of mathematics in modern mathematics class not only promotes the excellent traditional culture of the country and enhances cultural self-confidence, but also gives students one more reason to love learning mathematics. In terms of English teaching, it is similar to the situation of Chinese teaching. Therefore, history and culture education is inseparable from these three subjects' teaching; and studying history and culture well is of great benefit to these three subjects' learning.

4.3 Investigating the inner core essence and cultivating students' creativity

Dunhuang art encompasses the accumulation of history, culture, art, technology, and religion over the past two thousand years. It is also one of the concentrated expressions of the great imagination and creativity of the ancient labouring people. For example, the largest number and the richest part of the Dunhuang grotto art are the murals, which reflect religious themes as well as scenes of productive labor and social life at that time, which are provided valuable information for the study of ancient Chinese society from the 4th to the 14th century. The murals of Mogao Grottoes also have high artistic value, and

the murals of the heyday of Tang Dynasty have the highest level. Scholars refer to Dunhuang murals as "library on the wall". The Dunhuang murals are gorgeous and colorful, with countless stories about Buddhist scriptures, architectural paintings of mountains, seas, rivers, and buildings in the high places, flying Buddha statues, flower and bird patterns, and scene paintings of ordinary labouring people at that time. And they are the perfect reproduction and eternal witness of social change and cultural integration and progress during more than a thousand years from the Sixteenth Kingdom to the Qing Dynasty. In addition, after investigating a large number of mural relics, it can be concluded that the ancient painting artists learned from the essence of the excellent culture of various ethnic groups in Europe and Asia on the basis of their own national culture, reflecting that Chinese culture has prospered since ancient times. In the classroom, we create more opportunities for students to listen, see, and feel the sandy Dunhuang art culture truly, which can arouse students' memorial to their ancestors, obtain endless inspiration from the culture, and stimulate their own creativity.

5. CONCLUSION

Dunhuang is known as a famous historical and cultural city in the country and even the world from a

long time, and the "Dunhuang Grottoes" and "Dunhuang Murals" go down in history for their exquisite artistic value and carrying the history of the northwest region. The vivid and graceful posture of the Buddha murals in Mogao Grottoes in Dunhuang has brought a high level of visual and ideological enjoyment to modern students, and thus it aroused students' awareness of love of historical relics and protection, and made them keep in mind that "taking history as a mirror", examine their own weaknesses and correct all the shortcomings in the learning process.

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Research on the Role of Materials in Modern Decorative Art Design

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Abstract: This article explains the role of material media in decorative art. It discusses the extension and development of material media in decorative art from a historical perspective. It is proposed that modern decorative art must be studied from a new perspective, that is, to explore and study modern decorative art from the perspective of overall materials. This is based on the fact that art is often integrated. In this case, from the perspective of its artistic value and aesthetic experience, its artistic expression and avant-garde ideas are often directly related to material media. The movement of decorative art is a major event in the history of modern design in the world. Decorative arts have also played an important role in contemporary design. This article will conduct research from the perspective of interior decoration design.

Keywords: modern decoration, art design, materials

1. INTRODUCTION

Material is the carrier of the substantive art design. As the basic substance that constitutes the architectural form, the material is also the carrier of architectural form expression, and it is the object that the experiencers perceive most directly. Each material has its own unique design vocabulary, which contains the local climate and cultural characteristics. The texture, color and hardness of different materials will bring different feelings to the experiencers. Form processing of materials is an inherent part of architectural design. Form is the final manifestation of architecture, and architecture carries a large number of cultural and spiritual connotations in the form of entities. Interior decoration materials are the material basis of interior design. Interior decoration materials can not only improve the artistry of the indoor environment and make people enjoy beautiful appearance, but also have the characteristics of environmental protection, multi-function, comfort, safety and reliability, which can protect the main structure, extend the service life, and meet some special requirements. And interior decoration materials are indispensable decoration materials in modern building. Understanding its role fully and innovative applications can not only bring efficiency and inspiration to designers, but also promote the development of science and technology in human society.

2. THE MAIN SIGNIFICANCE OF STUDYING

THE ROLE OF MATERIALS IN MODERN DECORATIVE ART DESIGN

Modern decorative materials are constantly updated and developed, and many of them are limited in use for a period of time and will soon be replaced or eliminated. Soft decorative materials can shape and express the artistic atmosphere of the interior, which has huge advantages and functions. The analysis of indoor soft decoration materials, such as a comprehensive classification of the role of indoor soft decoration materials in environmental art design, can allow us to further understand the influence of materials on decoration design. Soft decoration materials have a great influence on indoor space, such as people's feelings and sense of smell. The application of soft decoration materials in interior design is also analyzed from the perspective of color and design, as well as the analysis of texture, and the low-carbon green theme is emphasized. It highlights the new concept of interior design and also reflects the advantages of new materials.

3. CURRENT STATUS OF MATERIAL APPLICATION IN MODERN DECORATIVE ART DESIGN

In modern interior design, we must consider factors such as interior decoration colors, shapes, materials, functions, safety and environmental protection, and most of these factors are determined by the choice of interior decoration materials. Decorative materials play an important role in interior design. New decorative materials not only meet the aesthetic needs of users in form, but at the same time, the trend of modern interior design creates new artistic features through matching different materials, to form the decorative style of a new era.

3.1 Spatial organization and spatial hierarchy

The relationship between space organization and spatial hierarchy processing is often expressed through the design of indoor space form, that is, using different materials of indoor space walls, floors, and top surfaces, and indoor furnishings to reflect the background of objects, and the materials that indoor space design needs. At the same time, it also provides important enlightenment for interior space design and the two are interdependent and mutually developed.

3.2 Artistic characteristics of decorative materials

The artistic characteristics of decorative materials often directly stimulate the creativity of design, guide the fashion of design, and define the aesthetic

characteristics, artistic conception, atmosphere and information transmission of the interior space with its own artistic expression. Excavating the visual and artistic features of materials and using them cleverly has become a new focus of material innovation in interior design applications. The artistic characteristics of decorative materials include specifications such as color, texture, texture, etc. The combination of interior design is inseparable from the combination of decorative materials. Materials affect people's visual and tactile feelings of the indoor environment, and trigger a series of psychological emotions, forming a rich imagination with far-reaching significance. The material's smoothness and roughness, hardness, and color reflect its own characteristics. The combination of decorative materials can express a certain theme, create a specific atmosphere, make the space full of distinctive personality, and convey different environmental information.

3.3 Function of decorative materials

The function of decoration materials is divided into two parts: decoration function and use function. Decoration function refers to the surface decoration of materials presented indoors, such as form, color, interface, texture, effect, etc. It sets off the atmosphere of the entire interior, embodies the interior decoration style, and satisfies people's aesthetic needs. Use function refers to the needs of different users in different space environments and the difference in space decoration materials. Therefore, decoration materials have different functions. For example, the kitchen needs decoration materials with fireproof function; the bathroom needs decoration materials with moisture-proof function and so on.

4. INNOVATIVE APPLICATION OF MATERIALS IN MODERN DECORATIVE ART DESIGN

Innovation refers to the process description characterized by new thinking, new invention, and new thinking. There are three meanings: update, create new things and change. This decorative material has developed rapidly. The emergence of new technologies and materials bring fresh inspiration to designers. People's thinking is constantly innovating, and design styles are gradually changing. People are willing to pursue new things, and the word "innovation" is widely mentioned in modern life.

4.1 The impact of different materials on vision

The aesthetic principles of psychology believe that human perception is not an objective imitation, but a bit of perceptual activity of each object. Visual perception is an activity of visual design language. At the same time, it restricts the way of visual thinking, and stimulates creative thinking through the transformation of graphic symbols, emphasizing the resonance between the design object and the whole in the soul. The process from vision to psychology gives

people a strong impact, awakens the subconscious, and achieves the purpose of transmitting information. There are many kinds of interior decoration materials, and the combination of different materials forms different visual expressions. Everyone has different ways of thinking from different angles. This leads to different visual associations. The innovative application of decorative materials requires designers to use the materials creatively, master people's psychological characteristics and visual laws, grasp people's commonalities and personalities, and break conventional procedures, to create a distinctive visual space and make people enjoy the beauty of the space.

4.2 Decorative design needs to pay attention to the expression of humanistic emotions

In the field of design, every piece of work has rich cultural and emotional connotations. Emotion has always been the spirit and life of art works, and so is the design of architectural spaces. Interior designers have injected many emotions into the architectural space, making people more harmonious with the space, and allowing people to feel more of the cultural atmosphere brought by the materials. Architectural decoration materials are the carriers of spatial emotions, which are perceived through texture, color and form of the materials. How to use the properties and characteristics of materials to show the connotation of space beauty better is the pursuit of designers. In today's society, many concepts have been subverted, many materials have been developed and used, and many traditions have been defined by new concepts. This requires designers to explore more meanings of new materials and traditional materials, and use them with new thinking. Decorative materials are the basis of architectural interior design styles. Interior design styles often reflect human emotions through the human emotions contained in them. Only interior spaces can deeply move people, arouse people's sympathy, and truly reflect the existence of interior design style value.

4.3 Basic functional requirements and aesthetic needs
Interior decoration design involves many factors such as society, culture, economy, market, technology and even politics. Its aesthetic characteristics also change with the changes of many factors, which determine its aesthetic particularity, epochal character, universality and diversity. It is very necessary for design and aesthetics to do in-depth and meticulous research on interior design. It provides a broader direction for contemporary interior design and cultural research. The interior design is recreated in the spatial form given by the building. It not only has the function of decorating the building and its environment, but also has the performance characteristics of general plastic art. People have gradually developed from the basic functional requirements, and the aesthetic needs of human beings are also different. Modern people's requirements for the indoor environment are

constantly increasing. This also requires that decorative materials must have beautiful characteristics, and these beautiful characteristics are not limited to the performance, appearance, and texture of the material, but also include the cooperation between different decorative materials and the use of new technical means to show the characteristics of artistic beauty, which can meet people's growing aesthetic concept.

5. CONCLUSION

Decorative materials occupies an important position in decorative design and are one of the basic media for this artistic creation activity of interior design. Decoration design needs to make full use of existing decoration materials, deeply study the defects and shortcomings of these materials, and create new materials in combination with environmental protection requirements. Based on the classification and analysis of new materials, decoration design should select appropriate innovative application forms, and combine environmental protection measures such as recycling to display human visual

emotions, aesthetic artistic expressions and discarded decorative materials. Innovative thinking of decorative design, on the basis of ensuring a comfortable indoor environment and fresh indoor air, can help to create an indoor environment that integrates comfort and aesthetics, which not only meets people's basic material needs but also meets people's spiritual needs.

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Research on Impact of the New Normal of Economic Development on Financial Economy in China

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Abstract: In recent years, the development of economic globalization is faster and faster, social and economic development of China is facing more opportunities and challenges. Due to our rich land and resources, China has greater room for progress in the economic development. In the context of the new normal of economic development, the room for progress has accelerated the development of various industries in China. In this case, Chinese enterprises should combine the new concept of new normal development with the development trend of global economy to achieve the strategic goal of stable development and sustainable development. This paper discusses the impact of the new normal of economy on Chinese financial economy, and introduces the concept of the new normal of economy, so as to promote our goal of making progress and maintaining stability in the world economic development.

Keywords: New normal of economy; Economic development; Financial economy

INTRODUCTION

The concept of new normal of economic development not only has a great impact on Chinese social and economic development, but also is closely related to financial security. The traditional industrial development mode can not meet the actual needs of modern economic development and needs to be reformed. Since the implementation of the new standard, Chinese economic development has made great progress. In order to develop rapidly and stably, China must conform to the development of the times, constantly carry out the reform of economic system, and absorb the excellent financial development system. In addition, we should advocate common development among all industries by combining the development trend with the new normal of economy and new strategy, so as to gradually improve our influence in the world in terms of overall economic strength and international level.

1. THE DEVELOPMENT OF CHINESE FINANCIAL ECONOMY BASED ON THE NEW NORMAL OF ECONOMY

1.1 The economic growth rate has decreased and the development is not ideal.

After the economic and financial crisis, Chinese

economic development has experienced a low ebb. In the long process of economic recovery, China has introduced a large number of new economic development policies. These policies aim to promote economic growth. Therefore, this kind of development environment is called the concept of new normal of economic development, which is an opportunity and challenge for the economy and financial industry of China. First of all, although Chinese economic growth has declined, there is a lot of room to seize the opportunity for the development. The global economic crisis in 2008 has dealt a heavy blow to the economy of all countries. Therefore, we should seize this opportunity to develop China into a world economic power.

1.2 The economic structure is upgrading.

The new normal of economic concept is not only closely related to the development of social economy, but also closely related to the financial crisis. The traditional industrial development trend has been unable to meet the needs of economic development in the new era. With the support of previous economic system, the country can take a series of measures to realize the reform of the economic system, whether it is the reform of the state-owned enterprises or the change of the financial system. Because the traditional system and development form has been unable to meet the development needs of the times, the financial system is facing obstacles, which is another new economic normal in China. Therefore, the financial industry is facing both challenges and opportunities after the financial crisis for a long time. The world economy is also advancing with the times. The financial industry is immediately updated and modernized, with a good prospect of stable development.[1]

2. THE IMPACT OF THE NEW NORMAL OF ECONOMIC DEVELOPMENT ON CHINESE FINANCIAL ECONOMY

2.1 To upgrade and transform Chinese economic structure

In the new normal of economic development, China has realized the modernization of economic structure and the transition to the new normal of economic development model. The traditional development model with high investment risks of enterprises and strong economic growth has been transformed to the

development that conforms to the development of the times and realize economic upgrading. Only in this way can the stable development of Chinese financial economy be ensured. The economic development status shows the prosperity of a country. The comprehensive national strength and economic strength level of a country also reflect the comprehensive national strength of a country and its international status in the world. At the current stage of solution, our country's economy is gradually transforming, and financial modernization and transformation are facing greater opportunities and greater challenges. In recent years, competition in the Chinese market has become increasingly fierce. Most companies can only survive stably by reducing raw material costs and useless production capacity, increasing resource utilization, and adapting to the development of the times. In this regard, the national government has the right and obligation to regulate the development of the market economy of the entire country to ensure the regular development of the market economy and to safeguard relevant national interests. The implementation of macro-control of the market economy is one of the key ways to stabilize the market economy. In the process of government macro-control, we must follow the principles of pre-prevention, continuous management during development, and post-development control, establish a sound financial market supervision and management system, timely detect existing financial risks, and take measures to minimize the impact of the new normal of economic development on Chinese economic development.

2.2 To take the market as an important guide to improve economic growth

In the concept of new normal of economic development, the national government protects the economic interests of all enterprises to ensure the sustainable development of the market economy. In general, the development of a market economy has its own laws, and the government generally assists the development of enterprises through macroeconomic control, rather than carrying out economic regulation indiscriminately. In order to achieve effective results in regulation and control, in the process of actual regulation and control of the market economy, we must fully understand the law of market fund development and analyze the function and development of market economy according to the changes of market demand, formulate corresponding policies and regulations, play the greatest policy role, and realize the stability of new normal market economy development. However, with the rapid economic growth and the continuous improvement of people's living standards, modern people's consumption concepts have gradually changed, and more requirements have been put forward for the quality, comfort and uniqueness of the products used. In this context, the development of Chinese financial

industry has opened up new possibilities and development possibilities, as well as a larger market and development space. [2] In recent years, all major enterprises in China have been striving to improve their comprehensive strength, implement an integrated development model, combine logistics, finance and capital, and gradually form a win-win development trend. In order to better adapt to the diversified requirements of the rapid development of the modern market, in the fierce market competition environment, promoting the economic development of the financial market also sets good preconditions for the sustainable growth of our country's economy.

2.3 To innovate trade development forms and expand employment opportunities

In the new system of economic development, the former mode of trade can not meet the needs of current economic development, nor can it adapt to the trend of world economic development. At present, trade has become the main form of Chinese economic development, and the perfect combination of information technology and Commerce has formed a new trend. The development platform of e-commerce realizes the innovation of finance and business model. The network business model breaks the constraints of time and space, which not only reduces the transaction cost, but also improves the economic efficiency and, more importantly, improves the business competitiveness. Therefore, the current form of business development should be innovative. As a new type of service industry, financial industry has a short development time and obvious performance. It contains more links to related industries than ever before, including transportation, logistics, information technology and e-commerce. Many fields need large-scale professional participation. The emerging China Express is developed on this basis. The new normal of economic development mode can alleviate the current unemployment crisis in China.[3]

3. CONCLUSION

In short, after the emergence of new normal of economy, the economic systems of various countries in the world keep changing, and the economic level of many countries has been effectively improved. Therefore, Chinese financial enterprises urgently need to grasp the challenges and opportunities of the financial market under the new normal, innovate the mode of economic development, comply with the needs of the environment and economic market development, constantly change and improve the economic structure on the basis of the traditional economic system, follow the law of Chinese financial development, promote the stable development of the financial economy, and realize the influence of Chinese economy in the world.

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The Concept and Practice of the Development of Elementary Education in China

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Abstract: At present, all countries in the world regard technological innovation to improve the level of science and technology as one of the important means to enhance national strength. And the development of these technologies needs to rely on relevant scientific and technological talents, so the training of talents needs to focus on the development of education. Therefore, China is currently increasing its investment in human and financial resources in education to ensure the development of our country's education, especially the elementary education. At the Fifth Plenary Session of the 18th Central Committee of the Communist Party of China, relevant policies were issued to clarify our country's outlook on the educational development in the next few years. Education-orientation, reform and innovation, quality-oriented education, balanced development, quality improvement and open development are the era concept and practice that Chinese elementary education should adhere to, so as to promote the good development and progress of Chinese elementary education.

Keywords: Elementary education; Ideology; Practice

INTRODUCTION

As early as 2010, the country issued the National Medium and Long-term Education Reform and Development Plan Outline (2010-2020) with the purpose of improving the quality of education in China, and it has become the theme of the era of the development and reform of our country's elementary education. In the development of elementary education, it is necessary not only to clarify the educational theme, but also to clarify the concept of the times of education, and to continuously innovate educational methods to effectively implement educational practices. Our country has proved through continuous practice that only with the guidance of correct educational concepts and active practice can we develop high-quality education that is in line with social development.

1. EDUCATION-ORIENTATION

The concept of educating people is the core essence of education. This concept is similar to the concept of people-orientation. They both require school education to be carried out around the subject "people". The basic, fundamental, essential and the original constitute the connotation of "this" in education-orientation, which shows the inner nature

of human beings. It means that the development of education activities is to better nurture human growth, so that the idea of education-orientation has become the eternal adherence and function of education activities. With the support of the concept of educating people, school education is required to carry out teaching activities around the concept of educating people, so as to clarify the essential significance of the existence and development of school education. The school adheres to the education concept of educating people, in fact, it is to strengthen the school's foothold; teachers adhere to the concept of education, that is, to abide by the teacher's professional ethics, adhere to the foundation of being a teacher. As an important base for national talent training, the school carries out teaching work based on the concept of educating people, so that it can truly pay attention to the development and growth of "people", and care about the physical and mental health development of every student and the mastery of knowledge and skills. At the same time, the school needs to create a positive and healthy campus environment for students in accordance with the growth needs of students, guide students to establish correct values and ideas, and become modern high-tech talents who contribute to the society.[1]

2. REFORM AND INNOVATION

The driving force for the development of education comes from reform and innovation. To reform and innovate education, we must first reform and innovate educational concepts to reform the backward concepts left over from the backward era, and uphold the teaching concepts of the new era such as human text, fairness and justice, teaching students in accordance with their aptitude, inquiry development, independent learning, scenario simulation, multiple interaction, and lifelong learning. In addition, we need to reform and innovate the educational system and mechanism. It is necessary to reform and innovate the school's teaching management methods, such as student evaluation reports, formal lectures, class meetings, etc., to give students more opportunities to contact the grassroots of society, participate in diversified mass cultural activities, and create a relaxed learning atmosphere for students. Our country's education system needs to learn more from other excellent school education systems in the world in order to stimulate the vitality

of social education. The third is to reform and innovate educational methods. Through diversified education methods, it breaks the previous teaching methods of teachers taking the initiative to teach and students learning passively, so as to cultivate students' innovative thinking and improve their innovative ability. The last is to reform and innovate the college entrance examination system. Education in our country is affected by the exam-oriented education. The students begin to have the idea of all achievements based learning from the basic education. All the learning is to deal with every big and small examination, and also to prepare for the college entrance examination. Such ideological concepts have greatly restricted students' thinking divergence and interest cultivation, and reduced students' social viability and self-care ability to a certain extent.

3. QUALITY-ORIENTED EDUCATION

Since the reform and opening up, the party and the state in China have always regarded improving the quality of the whole nation as a fundamental task related to the overall situation of socialist modernization. Quality-oriented education is a kind of all-round education mode with the theme of improving the comprehensive quality of all students and the nation. We should respect people's subjectivity and initiative, pay attention to the development of people's wisdom potential based on people's personality, and pay attention to the education characterized by the formation of people's sound personality. At present, quality-oriented education has become the mainstream thought and practice of the development of elementary education in China. Although the quality-oriented education has been publicized and advocated in our country, the education of our country has been influenced by the concept of exam-oriented education for a long time. On the basis of pursuing the enrollment rate blindly in elementary education, the concept of quality-oriented education is difficult to be fully realized in a short time. Therefore, it is a long-term and arduous project for elementary education to change from exam-oriented education to quality-oriented education. Only by carrying out quality-oriented education in an all-round way can education return to its essence and realize basic education in a real sense.[2]

4. BALANCED DEVELOPMENT

Balanced development is the educational equity that our country has been pursuing in the educational cause. Our vast territory and unbalanced economic development among regions lead to unbalanced development of education in various regions, which affects the fairness principle of elementary education in China to a certain extent, and also affects the overall level of education in China. In order to implement the concept of balanced development of elementary education, the first thing is to make clear the development differences between regions, such as

the actual situation of economic level, teacher strength, infrastructure, education quality, management level, so that the social education funds, teacher strength and relevant policies can be appropriately biased to the areas with weak basic education. Second, we should constantly improve the level of equalization of public services. The imbalance of development among different regions and the great difference of economic level lead to less investment in public service facilities. Therefore, we can promote the development of economically weak areas through modern information technology, attract foreign investment, and improve the level of equalization of public services. As for all regions, we need to seize every opportunity and policy support, constantly promote the exchange and interaction of excellent teachers, improve the overall teaching and education level of the teacher team, and promote the balanced development of Chinese elementary education.[3]

5. QUALITY IMPROVEMENT

Improving the quality is an important guarantee for the development of elementary education. Only by continuously improving the quality of elementary education can we promote the continuous development of Chinese elementary education. In order to improve the quality of education, we need to ensure the quality of education work, and the comprehensive development of human beings and the full satisfaction of social needs are the measurement standards of its quality. In order to achieve this standard, we need to abandon the previous educational concept of denotative development, and then turn to the educational concept of connotative development, that is, from the previous focus on expanding the scale to the present focus on the quality of education. In the development of elementary education, we need to put all the educational resources allocation on the core issue of how to improve the quality of education, and fundamentally solve the problem of low efficiency of education. Therefore, at the national level, it is necessary to formulate standards and rules and regulations related to the quality of education, establish a sound quality assurance mechanism, and increase the punishment for slack education quality, so as to restrict the development and assessment of school education. At the same time, we can establish the relevant education quality monitoring mechanism, strengthen the supervision of schools and educational institutions and other relevant units, and conduct random inspection on their education quality from time to time, so that the relevant national units can obtain the real level of education quality in time to promote the quality of national elementary education.

6. CONCLUSION

In summary, with the development of the economy and society, the demand and requirements for high-tech talents in all walks of life are constantly

increasing, and elementary education is an important guarantee for the development of high-tech talents. Therefore, it is clear that the concept of the teaching age of elementary education in our country is the guarantee for the development of elementary education, and the basic education concept of the new era is to improve the level of basic education in our country by focusing on education-orientation, reform and innovation, quality-oriented education, balanced development, quality improvement and open development, so as to promote the sound development of elementary education, and provide a basic guarantee for cultivating high-tech talents.

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Social Learning Theory

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Abstract: Social learning theory is the most mentioned theory in understanding people's learning process. This theory mainly explains the learning process of individuals in a social environment. In a social environment, individuals can learn through imitation, observation, and modeling. Social learning methods take the thinking process into account and provide a more comprehensive explanation of human learning through understanding and observing the role of the learning process.

Keywords: Social Learning Theory; Learning Process; Motivation

1. INTRODUCTION

Albert Bandura developed the social learning theory in 1977, which focused on explaining the learning process of individuals when they are in social contexts. Bandura believed that this learning process could not be explained through reinforcement alone, but also by the presence of other people. He stated that the state of mind was also crucial in the learning process; in the social contexts, individuals could learn through imitation, observation, and modeling. Similarly, he posited the learning process could occur through vicarious reinforcement, external reinforcement, and internal reinforcement. Bandura's theory was highly dependent on behaviorism as well as cognitivism. Social learning theory incorporated the cognitive process such as attention and motivation into imitation, observation, and modeling. Through observation, Bandura explained that people could acquire skills, knowledge, values, and behavior that were relevant to the social environment (Bandura, 2002).

2. ELEMENTS OF SOCIAL LEARNING THEORY: MEDITATIONAL PROCESS

Modeling is one of the main pillars of social learning theory. A model is an individual whose behavior is observed. Through modeling, an individual gets an idea of how new behaviors are carried out. Later, the coded information acts as a guide for action. There are necessary conditions for efficient modeling to take places, such as attention, retention, reproduction, and motivation, which were also known as the four principles of social learning or sub-processes (Bandura, 2002). These principles form a meditational process that takes place between the moment an individual observes the behavior and when they imitate it.

(1) Attention

An individual cannot learn much through observation

if he or she neither attends nor recognizes the significant features of the model's behavior. Contact with the model does not mean that a person will pay close attention, or that they will choose the most relevant features from the model's numerous characteristics (Bandura, 2002). Therefore, attention is an important part of learning. Within most social groups, some individuals may be able to command more attention. Therefore, their behavior could be the one that is paid attention to. For example, children are surrounded by many obvious role models such as parents, friends, and teachers. These models provide examples for observation and imitation of gender roles; however, the functional value of social community members' behavior determines which models will be observed and which one will be ignored (Brown, Trevino, & Harrison, 2005). People with interesting and charming characteristics tend to be observed, whereas those with rude behaviors are ignored or rejected, despite some of their behaviors being attractive. Thus, attention is essential in determining whether behavior impacts other people imitate it.

(2) Retention

Retention describes one's ability to store information and encode the behavior in the memory. Most of the social learning is not directly shown, so people need to remember details of the behavior in order to learn and reproduce it. The ability of an individual to retain is influenced by whether the behavior is verbal or visual. Retention of behavior is enhanced through symbolic coding or rehearsal (Bandura, 2002). Observers who do not concentrate on the performance of the models remember less compared to those who code the modeled activities into concise labels or words. Similarly, those who rehearse more times are also able to perform the pattern of the behavior. Imitating immediately after observing the behavior, or later imitation, also determines the ability of the observer to remember the pattern.

(3) Reproduction

How an observer can demonstrate the behavior of the model is another part of the modeling process. If the observer has acquired the necessary coding of the behavior, then they can integrate the behaviors to produce new patterns of behavior. Some performances of the models are complex and may require practice for the observers to produce them; however, some observers may be unable to reproduce the behaviors effectively, since they have physical limitations or other restrictions, which influences

people's decisions whether to imitate a behavior or not. For example, an 80-year-old lady may have watched a ballet, and may think it is very beautiful, paid attention, and remembered the details, but she will not try to imitate it because she knows her body cannot do it. Therefore, people adjust some of the performances that they observed depending on the informative feedback they get.

(4) Motivation

Motivation describes the force that drives one to imitate. Performing the behavior is rewarded or punished, and the observer has to take this reinforcement into consideration before they perform an action. Providing positive incentives motivates observers to put the observed code into action. If the observational learning is unfavorable, then its implementation opportunities will be reduced. Reinforcement can be external or internal. External reinforcement is motivation from the environment, such as approval, while internal reinforcement is motivation from a feeling such as happiness. Furthermore, people also consider what happens to others when deciding whether to copy someone's behavior or not. Learning by observing the consequences of another person's behavior is called vicarious reinforcement. Therefore, reinforcement received from the environment surrounding the observer determines if he or she will use the performed actions in future (Brown, Trevino, & Harrison, 2005).

3. RESEARCH DESIGN AND METHODOLOGY IN SOCIAL LEARNING THEORY

Social learning theory can obtain quantitative and qualitative data because its research methods can be experimental and non-experimental. From a quantitative perspective, researchers can study how participants learn behavior. For example, Bandura used the Bobo doll experiment to demonstrate that children learn through observing adult behavior. From a qualitative perspective, researchers can study behavioral issues through a narrative of participants' experiences and opinions.

Similarly, using social learning theory as a theoretical framework can determine whether the participants learned new behavior by observation or participation, identifying different reinforcements that led to a change in behavior, and identifying whether a society/system has reinforcements promoting the adoption of new behavior. Hence, social learning theory also is used in determining variables in research involving new behaviors.

4. CONTRIBUTIONS OF SOCIAL LEARNING THEORY

The social learning theory extends to other approaches and fields as well. The method has been observably applied by Akers in development of his social learning theory of crime (Akers & Sellers, 2012). Akers argued that criminal behavior is usually a product of normal learning and pointed out that

criminal activities are likely to occur in social settings where people do not view crime as a serious vice. Akers concluded that people learn criminal behavior through social and nonsocial reinforcement.

Additionally, the social learning theory of crime went further and examined the impact of behaviors seen in televisions. Similarly, the social cognitive theory also borrowed from the social learning theory in the behavioral aspect. The social cognitive theory is an extension of the social learning theory and describes a dynamic and reciprocal interaction of person, environment, and human behavior (Bandura, 2002).

Social learning theory has also been applied to e-learning. When people want to learn something on the internet, they visit YouTube where there are videos of someone demonstrating how to carry out a task or describing specific behavior verbally. In this case, when the e-learning shared on the online platforms is interesting, individuals learn by observing and keep information for later. The motivation aspect of social learning theory is applied through the addition of gamification to the e-learning process. For the learner to comprehend the courses on the e-learning platforms, they have to psych their state of minds instead of always expecting social rewards. People learning on the electronic platform also follow the meditational process of social learning theory. Therefore, e-learning used social learning theory to describe how learners acquire new knowledge and skills.

5. LIMITATION OF SOCIAL LEARNING THEORY

Firstly, the experimental research design by Bandura, which involved children observing an adult acting violently against a Bobo doll, was an artificial situation and not a representation of real life. When variables are under strict control, it may create an unrealistic situation. Syazmin (2012) argued that the children's response was manipulated in Bandura's experiment. In Bandura, Ross, and Ross (1961), the real lives of children was not comprised of adults bashing a Bobo doll. Children are rarely placed in a situation where they are asked to imitate the action of bashing a doll just like their parents. Parents want to be positive in the mind of their children, so they may avoid such behavior in normal life. Moreover, it is unrealistic for children to play with toys under supervision. Therefore, the observations and the conclusions of the experiment could be wrong. This would mean that Bandura's social learning theory does not have any reliable proof.

In addition, social learning theory cannot fully explain how people develop a set of behaviors that include thoughts and feelings. Human behavior is very complicated, so the theory also does not explain all behavior and behavioral differences. For example, the theory does not tell people how they adopt certain behavior without a model.

6. CONCLUSION

Social learning approaches take the thinking process

into account and provide a more comprehensive explanation of human learning by understanding the role of the observational learning processes. Social learning theory provides a good approach to develop other theories of methodology and research design. Social learning theory is linked with positivism and phenomenology in its development. However, social learning theory aspect of incorporating "observational learning" summarized that people would learn by just watching others. Therefore, in today's applications, social learning theory is mostly used together with other theories as a theoretical framework.

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Research on Fluctuation Forecast of RMB Exchange Rate Based on Foreign Exchange Public Opinion

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Abstract: A comprehensive analysis of the connection between public opinion and financial market fluctuations is conducive to discovering abnormal problems in the financial market, so as to smoothly monitor the financial market and predict the fluctuation of RMB exchange rate. This paper studies the analysis method of foreign exchange public opinion data and how to construct the influence model of foreign exchange public opinion on fluctuation of RMB exchange rate based on relevant models and data, and confirms its effectiveness.

Keywords: Foreign exchange public opinion; RMB exchange rate; Fluctuation forecast of exchange rate

INTRODUCTION

The stock index and exchange rate in the financial market have always been the key issues that government decision-makers and investors pay attention to. The foreign exchange rate refers to the ratio of currencies between countries in the conversion process, which reflects the value of the two currencies. Compared with financial materials such as stocks, foreign exchange transactions are more uncertain, complex and diverse, and have many influencing factors [1]. As a kind of information carrier, online public opinion has now evolved into an important vane of the foreign exchange market. Doing a good job in this aspect is conducive to market monitoring and has practical significance for the supervision of public opinion guidance. Studying the impact of foreign exchange public opinion on the RMB exchange rate has always been the focus of regulatory agencies and trading departments, which requires relevant practitioners to explore in depth [2].

1. THE BASIC CONTENT AND CONNECTION OF FOREIGN EXCHANGE PUBLIC OPINION AND PREDICTION OF EXCHANGE RATE

As a kind of information carrier, online public opinion has become an important indicator of the operation of the foreign exchange financial market in the information age. People in the foreign exchange market will discover the content they care about and content related to their own interests through the Internet, and make corresponding subjective evaluations. When these subjective evaluation are integrated, the network public opinion will be formed. This kind of network public opinion with huge

information has great influence and is easy to obtain the public's approval. Based on this, online public opinion will affect the direction of the financial market economy, which can be used by traders to make judgments and related operations [3].

Forecasting of exchange rate refers to the prediction of future changes in the exchange rate to avoid the adverse effects of abnormal exchange rate changes on the economies of various countries, and avoid currency crises and other situations. The RMB and US dollar are important currencies in the foreign exchange market. They have the characteristics of many participants, good liquidity, and large trading volume, and there are serious fluctuations of exchange rate. Based on this, it is particularly important to make exchange rate forecasts for them. At present, there are many studies on exchange rate prediction models, and good results have been achieved in this field. The more typical exchange rate prediction models include regression models, autoregressive moving average models, generalized autoregressive heterogeneity models, etc. [4]. In the context of the rapid development of Internet technology, the development and utilization of network technology is becoming more and more important. The use of artificial intelligence technology to predict the financial market has become the focus of scholars. The traditional exchange rate prediction based on manual analysis has lagging and unpredictable judgments on market conditions. The problems of market judgment which are lagging behind and inaccurate in traditional exchange rate prediction mainly based on artificial analysis are gradually emerging. Thus it is particularly important to summarize and analyze the current development status of forecasts of exchange rate and establish a new exchange rate forecast.

2. FLUCTUATION PREDICTION OF RMB EXCHANGE RATE BASED ON FOREIGN EXCHANGE PUBLIC OPINION

2.1 Collection and pretreatment of foreign exchange data

Foreign exchange data includes foreign exchange public opinion data and foreign exchange market data. Foreign exchange public opinion data will be affected by foreign exchange transaction and foreign exchange policy changes. In the process of collecting

and preprocessing foreign exchange data, the collected information needs to be analyzed to get the data suitable for the model and make the prediction model of exchange rate fluctuation work smoothly. The main contents of the collection and preprocessing of foreign exchange data are as follows: (1) public opinion filtering: public opinion filtering refers to filtering the collected foreign exchange data, removing the text data including pictures and external links, so as to improve the availability and uniformity of foreign exchange data. (2) Source deletion: source deletion refers to deleting the end information collected from foreign exchange public opinion data. The more common end information includes "Xinhua News Agency", "Bloomberg", etc. [5]. (3) Processing of clauses, word segmentation and stop words: The public opinion data of each time period can be processed in natural language, and stop words such as "de" and "further" should be deleted.

2.2 Construction and representation of prediction features

The text data of foreign exchange public opinion can only be processed effectively if it is converted to the corresponding format. Therefore, it is necessary to make clear the types and characteristics of foreign exchange public opinion data that can be imported into the forecast model. According to the research of experts in the field of foreign exchange prediction, the key factors leading to fluctuation of RMB exchange rate are financial market, macro-economy and central bank information. These characteristics can be extracted and classified. The processed foreign exchange public opinion indicators are directly related to the fluctuation prediction of RMB exchange rate. In the process of dealing with foreign exchange public opinion, the first task is to filter the initial public opinion data collected, and then compare the analysis results with the keywords in the feature set, and delete the information of foreign exchange public opinion without any value.

Taking the foreign exchange public opinion with emotional characteristics as an example, it is necessary to analyze, process and summarize the subjective text with emotional color in the process of processing. Considering the differences between the emotional expression modes in different fields, the general emotional analysis tools will not be used in the foreign exchange field, and more emotion analysis tools suitable for the foreign exchange market will be constructed. The triple model of evaluation object, emotion word and degree word can be established. So the emotional data of public opinion in foreign exchange market can be accurately analyzed and the prediction results of RMB exchange rate are more reliable [6].

2.3 Fluctuation prediction of RMB exchange rate

According to the current research situation, the impact of foreign exchange public opinion on RMB exchange rate will change with the time, which

initially shows a trend of gradual increase, and the influence will decrease after reaching the peak. For different foreign exchange public opinions occurring in the same time interval, the impact analysis needs to be unified and summarized to calculate the overall influence in an accumulated way. In this way, the influence of different foreign exchange public opinions that occur within the same time interval can be determined. In terms of RMB exchange rate, after determining the influence effect of foreign exchange public opinion, it can calculate the exchange rate result according to the fluctuation formula of RMB exchange rate. Generally, the RMB exchange rate under the influence of foreign exchange public opinion in two periods is a combination.

3. CONCLUSION

In summary, foreign exchange public opinion has a greater impact on the fluctuation of RMB exchange rate. In terms of the prediction model of foreign exchange public opinion on the fluctuation of RMB exchange rate, a series of public opinion feature words that affect the fluctuation of RMB exchange rate can be constructed based on the domain knowledge of foreign exchange experts, the influence model of network public opinion on RMB exchange rate are put forward by integrating the timeliness of public opinion and domain experts' knowledge, so as to achieve the goal of predicting fluctuations of RMB exchange rate based on online public opinion. The prediction and analysis of the fluctuation of RMB exchange rate is not only conducive to market monitoring, but also has practical significance for the supervision of public opinion guidance. It is worth noting that the research in this area still has a lot of room for development. It is necessary to strengthen the comprehensiveness of data collection and the field pertinence of emotional quantification of public opinion feature words, so as to further improve the expression ability of features and the interpretability of the model, and improve the prediction accuracy of the model and better play a role in market monitoring and guidance.

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Subtitle Analysis of Downton Abbey from the perspective of Cooperative Principle

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Abstract: Grice's Cooperative Principle provides some theoretical basis and support for people to analyze daily language from the perspective of conversation. In everyday life, people don't always talk in a cooperative way. On the contrary, the violation of principles often brings unexpected conversational effects and purposes. In a conversation, the speaker usually provides extra or missing information. Moreover, speaking falsehoods or being unclear does not necessarily mean uncooperative, but conveys some conversational meaning. This paper uses the theory of Cooperation Principle to analyze the subtitles of Downton Abbey, aiming to show the application of Cooperation Principle in the TV series, so as to reveal the relevant social background.

Keywords: Cooperative Principle; Downton Abbey; Grice

1. INTRODUCTION

Grice's cooperative principle has opened a new world for the development of pragmatics, and it has become a major focus of linguistic research, which is mainly reflected in the long time, the many achievements and the wide scope of the research. With the increasing development of linguistic research, the principle of cooperation has aroused people's higher research enthusiasm. Zhang Desui pointed out that "in the context of domestic, cooperative principle is the earliest by Hu Zhuanglin in 1980 by the pragmatics are introduced, and after Cheng Yumin, Shen, such as the introduction and under the influence of scholars, the discussion of the cooperative principle will have sprung up, achievements, in addition to a single article, there are some aspects of pragmatics." [1] Downton Abbey is a classic British TV series in the UK. It has six seasons, with about ten episodes per season. It is a fictional estate in Yorkshire during the reign of King George V in the 1910s. The story begins with the Earl of Grantham and his family's various entanglements caused by the inheritance of the family property. It presents the human behavior of the British upper aristocracy and their servants under the strict hierarchy system. This paper analyzes the subtitles of Downton Abbey by applying Grice's cooperative principle and its related principles, and explores the application and social background of this principle.

2. COOPERATION PRINCIPLE

The Cooperative Principle was first put forward by the American philosopher of language Grice in 1967 when he gave a lecture entitled Logic and Conversation in Harvard University. It is the general rule of conversational implicature derivation mechanism. According to Grice, people's normal language communication is not a combination of a series of disconnected words. Conversation is restricted by certain conditions and successful conversation is the result of joint efforts of both parties. When people talk to achieve a common goal, the two parties often hope to understand each other, cooperate with each other, and abide by a cooperative principle. "Following the practice of the philosopher Immanuel Kant in the 'category table', Grice divided the principle of cooperation into four principles: 'quantity', 'quality', 'relation' and 'manner'". [2]

(1) Quantity:

- A. Provide as much information as you need;
- B. Don't provide more information than is needed;

(2) Qualitative:

- A. Do not say what you know to be false;
- B. Don't say anything without sufficient evidence;

(3) Relationship: what is said should be relevant;

(4) Method criterion: the words should be clear and clear, including:

- A. Avoid ambiguity;
- B. Avoid ambiguity;
- C. Should be concise;
- D. To be well organized

(1):

Daisy: What was this chopped egg supposed to be sprinkled on? Was it the chicken?

Patmore: It was. Take it upstairs now.

The conversation takes place in the kitchen of the estate. Throughout the play, the state presented to the audience by the kitchen is mostly fast-paced. Although the helper after hutch has a few, but the delicacy of 3 meals a day also decided every meal is impossibly easily can pass finish, busy hutch reflected the delicate life of English aristocratic class from the flanking. In a hurry, Daisy was still in the normal state of confusion. She asked Mrs. Patmore if it was the plate of chicken that would be carried upstairs. Mrs. Patmore directly answered Daisy's

question in a positive tone and words - "It was." In this conversation, Mrs. Patmore strictly adhered to the principle of cooperation, neither providing any superfluous information that could be misunderstood, nor missing any information, nor shifting or avoiding the subject. Here, therefore, she observes the criterion of quantity, the criterion of quality, the criterion of relation and the criterion of mode.

Explaining the principle of collaboration, Grice says: "Under normal circumstances, our conversations don't consist of a string of disconnected words. In that case, the conversation would be disorganized. Characteristically, at least to some extent, they are the result of concerted efforts. Every conversational participant becomes aware to some extent of a common purpose or set of purposes, or at least a mutually acceptable direction...When you participate in a conversation, you should make your contribution to the conversation consistent with the acceptable purpose or direction of the conversation you are participating in. One could call this the cooperative principle." [3]

2. CONVERSATIONAL IMPLICATURE

Conversational implicature was first proposed by American philosopher Grice. As the core content of pragmatics, it plays a very important role in verbal communication. In communication, a discourse that abides by the above four principles will produce a general meaning (as in the above example). If one or more of the above principles are intentionally violated and the words spoken can be perceived by the hearer, special meaning will be generated, namely, conversational implicature. According to Grice, the meaning obtained by intuition without theoretical inference is not conversational meaning but conventionality, which is general conversational meaning. "In order to infer the existence of special conversational implicature, the hearers must have the following bases: 1) the conventional meaning of the words used and the reference involved; 2) Cooperation principles and their criteria; 3) the linguistic and non-linguistic context of discourse; 4) Other background knowledge; 5) (Assume) that the speaker and the speaker are aware that they share all of the items (1-4) above." [4] In short, the generation of conversational implicature is related to the speaker and the listener, as well as the specific context of the conversation. It is an indispensable part of our daily life.

3. VIOLATION OF THE COOPERATION PRINCIPLE

The general conversational implication of following the cooperative principle is to achieve the purpose of smooth communication. Similarly, even if the violation of the cooperative principle does not make the conversation go smoothly to the speaker's purpose, it has the same effect. The special conversational meaning generated by violating the cooperative principle is one of the highlights and

hotspots of this principle, which is the way to produce unexpected conversational effects.

A. The violation of quantity

(2):

Thomas: There are some cedar-lined cupboards in the attic for things that aren't often worn, travelling clothes. and such. Mr. Watson used them to rotate the summer and winter stuff. I'll show you later.

Bates: What about studs and links? Do I choose them or does he?

Thomas: Lay them out unless he asks for something in particular.

Thomas, the footman in the play, is a narrow-minded character, selfish and indifferent. When Bates arrived at the farm, she took over Thomas's job, which made Thomas hostile to Bates. This conversation takes place shortly after Bates arrives at the farm, and Thomas is taking him around to see what he's doing. When Bates asked Thomas who picked the buttons and chain links, Thomas could have answered directly whether he was "Bates" or "the Earl of Grantham," but his response included unnecessary information: "Unless he asks for something in particular." This means, "except by special order or request of the Count," to be chosen by the Count himself. This redundant information shows the negative feelings that Thomas does not want Bates to touch these precious things. He feels that Bates is not qualified to be the first valet in his own condition. His words are full of resistance to Bates.

(3):

Mrs. Grantham: How's Bates working out?

O'Brien: Well, I don't like to say. Only it seems unkind to criticize a man for an affliction, my lady. Even if it means he can't do his job.

O'Brien, a character with similar characteristics to Thomas, also wants Bates out. But as a maid, she had no chance to see Lord Grantham alone, so she tried to take advantage of Bates' lack of mobility to get the wrong message to Lady Grantham. When Mrs. Grantham inquired about Bates's work, O'Brien did not abide by the principle of quantity. She had answered all the questions in her first answer, but then she added a message full of subjective feelings, which she intended to convey indirectly to the Countess the fact that Bates's broken leg was a great inconvenience to the work of the farm, and that he was not fit for the job. Along with that message, she was also sending another message: She didn't mean to say it, and he wasn't making any judgmental judgments.

Violation of qualitative

(4):

Mary: Well, what then?

Croebler: I don't know. The secret passages and the attics.

Mary: Well, it seems a bit odd but, why not? I will just tell Mama.

Croebler: No. Don't tell your Mama.

Mary: But there's nothing wrong in it.

Croebler: I'm only worried the others will want to join us.

The Duke of Croebler visits Downton Abbey to find out if Mary will inherit the estate. Mary's family thought he had come by marriage, and when they arrived at the Hall, Lord Croebler was welcomed by everyone. When Mary received him alone and asked him where he wanted to go, he replied that he didn't know, but the audience knew he was lying. Here, the Duke of Croebler has provided false information, in violation of the rules of quantity. Later in the conversation, the Duke violated this rule again when Mary said she was going to tell her mother: I'm only worried the others will want to join us. He suggested going to the loft only so that he could go to Thomas's room and find evidence of the letters he had exchanged with Thomas, not so that he could be alone with Mary and not be disturbed. Therefore, he once again violated this code by providing false information.

(5):

Mrs. Grantham: Oh, your poor thing. Is there anything worse than losing one's maid?

Violet: I mean, why would she want to leave me? I've been as gentle as a lamb...most of the time.

The maid was an essential part of the British aristocracy. Because the aristocratic group of clothing, food, shelter and transportation to rely on maids to run normally. This is after Mrs. Grantham and her mother-in-law, Violet, have left her mother-in-law's maid. Mrs. Grantham expresses her regret and sympathy for the maid's departure. At the same time, in the form of a general question, she indicated that nothing could be worse than the loss of a maid. But there was uncertainty in the tone and vocabulary of her mother-in-law's words: "...most of the time." This sentence refers to her mother-in-law saying that she is as gentle as a sheep, but after saying it, she felt that this was not consistent with her reality, so she immediately added information, which showed that she was not confident when saying this sentence, and she did not have enough evidence to prove that she is as gentle as a sheep. Here she violated the qualitative principle of the principle of cooperation. In addition, the audience knows that the mother-in-law is not a gentle person, on the contrary, she is a selfish, indifferent, even unreasonable old lady.

Violation of relevant

(6):

Patmore: But how can you manage?

Bates: Don't worry about that, I can manage.

This brief conversation took place as Bates entered the back door of the estate. Mr. Bates in the play is a character who walks with a little limp because of a broken leg in the war, so when Mrs. Patmore first meets him she is worried about his ability to handle

the duties of a footman. In response to Mrs. Patmore's question "But how can you manage?", Bates should have included mode in the answer because the question "How" appeared. But Bates responds in a way that is not relevant to the question: "Don't worry about that, I can manage." Bates reassures Mrs. Patmore that he can do it, but does not specify how he will do it. Therefore, Bates' answer violates the relevance criterion of the Cooperative Principle.

(7):

Isobel: So, are you the whole of our new household?

Molesley: there's a local girl, Beth. She's a double under-housemaid and kitchen maid.

Matthew: This is ridiculous.

Isobel: Thank you very much, Molesley. Might we have some tea?

Matthew, identified as the sole heir to the estate, is invited to Downton Abbey with his mother, Lady Isobel. When they arrived at their lodgings, they were met by the housekeeper, Mosley. However, having lived in the country for a long time, Matthew is not used to having someone waiting on him all the time, so when he learns that Mosley will be his valet for the rest of his life, Matthew is both incredible and very reluctant to such an arrangement. He tried again and again to express himself directly--no footman needed--but his mother managed to block him each time. So, when Mosley mentioned that there was another maid, Matthew felt that the arrangement was an attempt to change him and his way of life. "This is Ridiculous" suggests that Matthew thinks This is ridiculous, because he doesn't think they need a butler or chamberlain. They've always only had a cook and a maid, and even they're doing fine. But his mother's words at this point, obviously, are a diversion to stop Matthew from going on, which violates the principle of relevance in the cooperative principle. Mother's way of doing this is also to tell Matthew to do in Rome as the Romans do, to have aristocratic temperament.

Violation of manner

(8):

Daisy: Thomas is lovely, isn't he? He's funny and handsome, and he's got such lovely teeth.

Patmore: He's not for you, Daisy.

Daisy: Of course not. He's too good for me, I know that.

Patmore: No. He's not too good.

Daisy: What, then?

Patmore: He's not the boy for you, and you're not the girl for him.

Daisy: Isn't that I just said? And why would he be? When he's seen and done so much, and I've been nowhere and done nothing.

Patmore: Perhaps Thomas has been and done more than is good for him. He's not ladies' man.

In the eyes of Daisy, Thomas is an excellent and

perfect man, so Daisy has always admired Thomas. But as most of the rest of the kitchen knows, Thomas is gay. When Daisy praised Thomas, Mrs. Patmore wanted to tell Daisy the truth, but she could not tell it directly. Therefore, she kept showing Daisy that Thomas was not Daisy and not worthy of Daisy's admiration in a very gentle way. Mrs. Patmore's euphemism was: "He's not for you", "He's not too good", "He's not the boy for you, and you're not the girl for him", "He's not ladies' man". But it is these tactful ways that make Daisy mistakenly think that she is not good enough to be worthy of Thomas. However, this is not the case. In the second place, Mrs. Patmore's remarks were not concise enough. She could have just told Daisy Thomas was gay and he wouldn't like Daisy, but she didn't. Thus, these conversations by Mrs. Patmore clearly violate the principle of modality in the principle of cooperation.

(9):

Old Mrs. Grantham: You are quite wonderful the way you see room for improvement wherever you look. I never knew such reforming zeal.

Isobel: I take that as a complement.

Old Mrs. Grantham: I must have said it wrong.

Old Lady Grantham and Matthew's mother, Isobel, had never been at odds, both in views and in style. So old Lady Grantham would never praise Isobel. Thus, Grantham Sr. 's praise was actually a sneer at Isobel. Of course, Isobel knew it wasn't a compliment, but she said she meant it as a supplement. Here, both of their conversations violate the principle of mode in the Cooperative Principle.

As can be seen from the above examples, even if the speaker or listener violates the four principles of the Cooperative Principle, the progress of the conversation will not be affected. Both parties can still achieve the corresponding purpose of the conversation, which is also the characteristic of special conversational implicature.

5.CONCLUSION

Grice's theory of conversational implicature and the cooperative principle have injected fresh vitality and a new perspective into the development of linguistics. General conversational implicature and special conversational implicature are important parts of conversational implicature. The conversational

meaning generated by the violation of the cooperative principle in the British drama *Downton Abbey* is one of the highlights of the drama. It is the violation of the cooperative principle and its rules that makes the dialogue language vivid and rich. It is this violation that makes the character three-dimensional in front of the audience. It is this violation that makes the plot so compelling. However, no theory is perfect. "The conversational implication is not a universal standard, but has become more mature in the process of updating and developing. Later, it and Leach's 'Politeness Principle' formed the 'New Grice Theory' together to perfect its theory day by day, thus gaining widespread praise in the linguistic field." [5] Throughout the whole series, the violation of the cooperative principle is very frequent in "*Downton Abbey*," mainly because the writers are trying to enrich the plot. The violation of the cooperative principle in this play also reflects the social background of Britain. In the highly hierarchical social system, people are more willing to speak in an indirect and euphemistic way, no matter it is the aristocracy or the lower class.

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The Application of Local Cultural Resources in High School Biology Teaching

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Abstract: Local cultural resources have a natural affinity for local people and are very high-quality educational resources. As a compulsory course in high school, biology is a subject with life and practice. The application of local cultural resources in biology teaching can play a positive role in enhancing students' interest in learning and enriching biology curriculum resources. Therefore, the application of local cultural resources in high school biology teaching should be promoted from three aspects: strengthening support, improving teacher quality, and changing students' cognition.

Keywords: Local cultural resources; high school biology teaching; curriculum resource development

INTRODUCTION

China's new round of basic education curriculum reform requires that the curriculum structure must adapt to regional differences, the characteristics of different schools, and individual differences among students. At the same time, the new curriculum reform also encourages schools and teachers to implement curriculum creatively, fully develop and use local cultural resources, use local or on-site biological materials and experience, and use materials creatively to create an open, relaxed, Equal and diverse learning environment. This enables various knowledge and experiences to enter the educational environment in different ways, and makes diversified learning a way to improve students' cognitive ability. Therefore, in order to meet the needs of different schools and students, the application of local cultural resources in biology teaching is a topic worthy of discussion.

1.OVERVIEW OF LOCAL CULTURAL RESOURCES

Local culture refers to the sum of all material and spiritual wealth created by people who have lived in a certain area for a long time due to the long-term economic, historical, geographical, and humanistic environment of the area. It not only includes the carriers with local characteristics or the local spirit, such as local characteristic buildings, unique landscapes, libraries reflecting the history of the area, and local outstanding figures, etc., it also covers the hidden spirit of local characteristics. Ways of thinking, customs, traditions and ethics, etc. Different characteristic cultures have a natural affinity and cohesion for people in this region, and it is often in

interaction with people's values.

2.THE DILEMMA OF THE APPLICATION OF LOCAL CULTURAL RESOURCES IN HIGH SCHOOL BIOLOGY TEACHING

First of all, the school's support is not strong enough. As we all know, China's high school education is facing tremendous pressure to enter higher education, and exam-oriented education steadily occupies the mainstream mode of current education. In such a large educational background, what the school values

most is not the overall development of the students, but the grades and the school's progression rate. Due to the examination-oriented education, the development and utilization of local cultural resources have not reached the corresponding systematic and scientific nature, and the expected application effects of local cultural resources in biology teaching cannot be achieved. Secondly, biology teachers do not pay enough attention to local cultural resources. It is mainly reflected in two aspects: teachers do not understand the relevant theories of local cultural resources, and the frequency of use of local cultural resources is low. Finally, students have a low level of awareness of local cultural resources. Although students are more supportive of teachers in applying local cultural resources to biology teaching, they also think that the development and use of local cultural resources in biology classrooms is of great help to learning biology, but because teachers use this kind of resources in actual classroom teaching The frequency is very low, coupled with the huge learning pressure of Chinese high school students, so students generally do not know enough about local cultural resources related to biology.

3.NECESSITY OF APPLYING LOCAL CULTURAL RESOURCES IN HIGH SCHOOL BIOLOGY TEACHING

First, it is conducive to the inheritance and innovation of local culture. Culture is like a cup of coffee, which requires people to taste it slowly, and it also needs to be continuously inherited and developed in the process of spreading. The current China is facing the impact of Western culture, and the continuation of local culture is also one of the urgent problems to be solved in the process of social development. Living in the context of reform and opening up, the cultures that Chinese high school students are exposed to are both diverse and open. Coupled with the influence of

Western culture, local culture is easy to disappear in cultural collisions. Therefore, as a compulsory course in Chinese high school education, the development and use of local cultural resources in high school biology teaching has practical significance for the inheritance and innovation of local culture.

Second, it has enriched the curriculum resources of high school biology. Curriculum resources are the prerequisite of the curriculum, and they need to be processed by pedagogy and participate in educational practice to become a curriculum. Curriculum resources are an important factor in determining the achievement of curriculum goals. Making full use of existing curriculum resources and actively developing new curriculum resources is an important way to improve teaching effects. This is especially true for biology teaching. Biology is a subject with both theoretical, practical and daily life. Its content is quite rich. If new curriculum resources are not actively developed, it will be difficult to convert high school biology Teach well.

Third, it is conducive to the realization of the basic curriculum goals. The high school curriculum standards promulgated by the Ministry of Education of China clearly stated that students should be familiar with the basic theoretical knowledge of biology, acquire the basic skills of exploring biological experiments, develop biological thinking skills, and initially master the basic methods and technical means of learning and exploring biological problems. To achieve the curriculum goals, this depends to a large extent on teachers' rich teaching concepts, unique teaching styles, diversified teaching methods and advanced curriculum resources. When talking about curriculum resources, the Biology Curriculum Standard points out that biology classroom teaching should be combined with students' production and life. By using local cultural resources in biology classroom teaching, students can experience the biological problems and phenomena in the books immersivity, and enhance their biological knowledge. At the same time, the use of familiar things around students for classroom teaching can visualize and concrete the boring principles of biology, making the biology classroom intuitive and vivid. In addition, this kind of classroom also embodies the "people-oriented" education principle. Teachers, as knowledge guides, can well guide students to explore the secrets behind true knowledge.

Fourth, it is conducive to enhancing students' interest in learning and fostering students' love of their hometown. In high school biology teaching, through a variety of teaching methods, students can intuitively feel the rich local resources and environment, and lament the magic of the creator. The advantages of doing so are: ①Typical. Using a certain content in the local cultural resources to explain the principles of biology can be used as a typical example for

students to understand this principle, and it is also a model for linking biological knowledge with the reality of life; ②Living into life. Teachers reveal the principles of biology through specific life examples around them, which can not only stimulate students' curiosity about this matter, but also make students feel that learning is to serve life and realize the use of theoretical knowledge to solve practical problems in life. The basic requirements; ③ emotional penetration. Biology is a subject in the natural sciences. Making good use of common biological phenomena in life to reveal some local traditional stories or legends can arouse students' thinking and resonance.

4 APPLICATION STRATEGIES OF LOCAL CULTURAL RESOURCES IN HIGH SCHOOL BIOLOGY TEACHING

First, strengthen support for the development and utilization of local cultural resources. Mainly include: ①invite relevant experts and scholars to give lectures and organize biology teachers to carry out training activities; ②reform the teacher assessment system and reward teachers who develop local cultural resources; ③establish a biology teaching practice base with local characteristics.

Second, improve the curriculum resource view of biology teachers and enhance their ability to develop and utilize local cultural resources. Biology teachers should be encouraged to read relevant literature and learn the theoretical knowledge of local cultural resources, so as to lay a foundation for the development and utilization of curriculum resources. At the same time, each school can establish a biology curriculum resource development team to jointly develop local cultural resources that can be used in biology teaching, so that the integrated resources are more comprehensive, specific, true and reliable. When conditions permit, each region or school can organize the compilation of local teaching materials incorporating local characteristics.

Finally, improve students' awareness of local cultural resources and increase their interest in learning biology. Students should not forcibly memorize complex and boring biological knowledge in their studies, but should link the knowledge learned in textbooks with production and life, and the ecological environment, that is, use local cultural resources to link the biological principles in the textbook. This requires teachers to guide students on the basis of deepening the learning of textbooks, pay attention to surrounding life, connect with the reality of life, and actively use the biological resources around them and local cultural resources to strengthen their biological knowledge.

5.CONCLUDING REMARKS

With the continuous changes in educational content and methods, local cultural resources, as an important part of curriculum resources, can promote the development of contemporary basic education to a

certain extent. They have great application value for education and teaching in any country or region, and are worthy of extensive use. Educators further explore and research.

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The reason Why the Topic of the Family of Origin TV Series is Popular-- Based on the Perspective of "Use and Gratification Theory"

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Abstract: In recent years, there has been an increasing number of TV series about the topic of family of origin, from *Ode to Joy*, *All Right to Settling Home*, all of which show the profound influence of original family on the personal lives of characters. This article analyzes the reasons for the popularity of original family TV series from the perspective of the "use and satisfaction theory", four basic viewing needs of mental transformation, interpersonal relationship, self-recognition and environmental monitoring.

Keywords: family of origin; TV series; popular reason

INTRODUCTION

For a long time, family-themed TV dramas have accounted for almost half of the TV dramas. Subdividing the existing family-themed TV series shows that the relationship between mother-in-law and daughter-in-law, children's education, marriage and love are the main topics presented in family-themed TV series. With the increasing number of related TV dramas and the increasingly serious problem of content homogenization, the audience gradually began to have aesthetic fatigue to the original family-themed TV dramas. In recent years, TV series on the topic of family of origin have begun to come into the audience's view and received high attention from the audience. The family of origin is a sociological concept, which refers to the family whose children are not married yet and still live with their parents. [1] Family of origin TV series refers to a TV series in which the main actors present their working and living conditions after being influenced by their family of origin. Fan Sheng mei in the TV series *Su Mingyu* in the TV series "Everything is Good" in 2019, and Fang Sijin in the TV series "Settle Down" in 2020. As an important role in the TV series, they have all encountered "excessive" or even cruel treatment of themselves from their parents. The influence of their original family casts a shadow over their lives. Such TV series on the topic of native family all enjoy high ratings. "Ode to Joy" and "Everything is Good" have been rebroadcast for many times. Why these TV series on the topic of original family can be popular? This article starts Analyzing the reasons behind the popularity of TV

series from the perspective of "Usage and Satisfaction Theory"

1. PLOT SETTING WITH SUSPENSE.

The study of "use and gratification theory" originated in the 1940s and formed in the 1970s. In this study, audiences are regarded as individuals with specific "needs", and their media contact activities are regarded as the process of using media based on specific needs of motivation, so as to "satisfy" these needs. In 1969, the communication scholar McGuire and others investigated the characteristics of TV programs to meet the needs of the audience through sample selection and data analysis, through the investigation, McGuire and others summarized the four basic types of "use and satisfaction" psychology of television programs satisfying the audience's mood transition, interpersonal relationship, self-recognition, and environmental monitoring. [2] As an important part of TV programs, the TV series about the family of origin can be popular, it is precisely because this type of TV series meets the certain needs of the audience.

First, The utility of mood transformation.

Judging from the popular TV series about the family of origin in recent years, the relevant protagonists basically appear in the image of an elite in the workplace. In "Ode to Joy", Fan Shengmei appears as a beautiful, capable and tsundere superwoman. However, as a senior HR who has worked in a foreign enterprise for many years, she rents the smallest and cheapest room in *Ode to Joy* 2202 with no savings, and she is still single at the age of 30... Qu Xiaoxiao's questioning of Fan Shengmei when she just moved into *Ode to Joy* makes the audience more curious about Fan Shengmei's character. *Su Mingyu* in "Everything is Good" appeared in the image of an executive of the company. It can be described as a typical "white and rich beauty." *Su Mingyu* adopted a business attitude after *Su's* mother died. Not attending the wedding of his second brother *Su Mingcheng* shows that he is different from the original. The profound contradiction of the family, the manifestation of this contradiction has stimulated the curiosity of the audience to understand the contradiction between *Su Mingyu* and the family. In "An Jia", Fang Sijin is the

store manager with first-rate sales performance, she has a good income, but she saves money, lives in a murderous house that no one dares to live in, and wears shoes with broken heels... Why does Fang Sijin save so much? , Where will her money be used? Native family topic TV dramas create characters with unique personalities. Characters full of "suspense" attract the attention of the audience. The plot setting full of "suspense" makes the audience feel emotional inrelease in the process of watching the life experience of others.

2. FIERCE CONFLICTS

In the TV series on the topic of native family, the conflict between the protagonist and the family becomes an important aspect. In the TV series "Ode to Joy", Fan Shengmei has to pay compensation for his brother's trouble, to support his parents and nephews who came to Shanghai to find herself and also to provide the living expenses of the brother who went to hide his debts... Fang Sijin in *Settling Home* ,all the money earned after work is used to support the family. If the younger brother wants to buy a house, the mother asks Fang Sijin to spend 1 million to buy a house for his younger brother. In order to get the money, the mother first sends threatening text messages to her daughter. When the request is not met, the mother comes to Fang Sijin's work place to make noisy and posts a video online to denounce Fang Sijin's unfilial piety, causing Fang Sijin to be scolded by netizens and suspended... In "Everything is Good", at Su's mother's funeral, Mingcheng Accusing Mingyu of not shed a tear for her mother, Mingyu reveals that Mingcheng has always had peace of mind to chew the old, and the conflict between the two has reached a white-hot state...

There is tension in drama only when there are conflicts. Native family TV dramas use a series of contradictions to prove the influence of the original family on the characters in shaping the characters, making the characters richer and fuller. The fierce conflicts in the life of the protagonist of the TV series provide entertainment and for the audience, and help people escape the pressure and burden of daily life.

Second, self-confirmation utility.

Everyone's growth is inseparable from the family of origin. The family of origin will more or less have a certain influence on the personality and growth of individuals.[3] In recent years, Looking at the typical characters of the original family's influence on personal growth reflected in the TV series on the topic of the original family ,such as Fan Shengmei in *Ode to Joy*, Fang Sijin in *Settling Down*, Su Mingyu in *All Is Fine*, etc. These characters are representatives of a kind of people in the society. Many viewers who have watched TV series similar to the original family topic said that they have seen their shadow in the protagonists created by these TV series. In the process of watching the TV series, the

audience will also reflect on whether they are affected by the problem of their family of origin and how what their own behavior is the manifestation of the original family influence. How do the protagonists in the TV series perceive the influence of the original family on themselves, how to deal with the various problems encountered in their growth, how to deal with the conflicts with the original family, etc., their cognition and behavior deal with the original family for the audience The influence of family issues provides a frame of reference, allowing the audience to reflect on their own behavior and reflect on how they change their own concepts and behaviors.

Three, The utility of interpersonal relationship.

The interpersonal relationship includes the "simulated" interpersonal relationship and the real interpersonal relationship. There are two aspects in which the TV series on the topic of family of origin can satisfy the audience's transformation of interpersonal relationship. First, it satisfies the audience's sense of identity for the protagonist of the original family problem in the TV series. Whether it's Fan Shengmei in the TV series "Ode to Joy", where Fan Shengmei gives her family money to fill the bottomless pit every month, or Su Mingyu in "It's Alright" in order to resist her mother who refuses to go home after going to college, these characters in the TV series allows the audience to have the feeling of *deja vu*, Such a person seems to be himself, seems to be the people around him. Secondly, in the real interpersonal relationship, audiences can establish social circle through the content of TV dramas and gain a sense of belonging. Several TV series are starring more popular film and television actors. Whether it is Fan Shengmei's Jiang Xin, Su Mingyu's Yao Chen, and Fang Sijin's Sun Li, they are all well-known and influential film and television actors. These actors have With more fans, TV shows have become more popular after they aired, and some TV shows even appeared on Weibo hot searches. Individual audiences need to share common topics with others in communication to promote the effective progress of interpersonal communication, thereby avoiding isolation and establishing social circles in effective interpersonal communication.

Four, The utility of environmental monitoring.

Everyone's life will be more or less affected by the family of origin. Many audiences have similar life experiences to those of Fan Shengmei, Su Mingyu and Fang Sijin. By watching the TV series on the topic of family of origin, the audience finds that the influence of family of origin is not a personal problem, but a common social phenomenon. Secondly, although an individual's personality can be influenced by his or her family of origin, this does not mean "family of origin determinism". In "Everything is Good", Su Mingyu finally chose to go home and reconcile with his father. The fierce war

between Fang Sijin and his mother, Pan Guiyu, finally reconciled. In "Ode to Joy", Fan Shengmei still chooses to take care of her family. The protagonists in these TV series portraying the original family are all persevering, independent and self-reliant female images. Although affected by the original family problems, the role of Su Mingyu, Fang Sijin's bravery, and Fan Shengmei's self-confidence in the play still make the audience feel that they have lived out their own splendor. These original family problem TV series are healing TV series. For the audience, the original family topic TV series let the audience understand that although the original family problem will affect the individual, even if the original family is bad, you can become a better person.

In the context of marriage and love, the relationship between mother-in-law and daughter-in-law, and children's education dramas flooding the TV screen, the series about the family of origin is like a fresh stream to inject fresh blood and power into the TV

drama market. "Ode to Joy", "It's All Right", "Settling Down" and other TV series on the topic of native family have achieved good ratings and triggered more attention and discussion on the issue of native family among the audience. Although not everyone's family of origin problems are as "serious" as the TV shows show, but the pain points of the original family reflected in the TV series have struck a chord with the audience, satisfying the psychological needs and spiritual satisfaction of some of them. At the same time, it has also opened up a new path of original family topics for Chinese TV series, especially family-themed TV series.

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Research on Higher Education Evaluation System Based on AHP and Particle Swarm Optimization

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Abstract: In order to quantify the health and sustainability of national higher education system, this paper establishes a set of mathematical models to evaluate the health of higher education system. Inspired by the CIPP evaluation model, this paper explores the relationship among background, input, process and result, and takes these four points as the first-level indicators of the evaluation system, and establishes the higher education system and the first-level evaluation indicators. Then, select some representative indicators as the second and third levels of the evaluation model, form the framework of the evaluation system, and use AHP to determine the weight of each indicator. Because AHP is subjective, this paper adopts AHP based on particle swarm optimization to determine its weight. This improved method makes the weight more objective. Finally, on the basis of the scoring system constructed before, a complete health evaluation model of national higher education system is established, and TOPSIS algorithm is used to normalize the data of observation points at the bottom, and score after normalization.

Keywords: higher education, analytic hierarchy process, particle swarm optimization, CIPP model

1. NATIONAL HIGHER EDUCATION SYSTEM EVALUATION MODEL

Under the logic of CIPP model[1], with the help of expert consultation, the importance of two indicators is judged. After many adjustments and modifications, a more scientific and reasonable indicator judgment matrix is obtained in Table 1.

Table 1: Judgment Matrix

O	C1	C2	C3	C4
C1	one	three	2	12
C2	13	one	12	13
C3	12	2	one	12
C4	2	three	2	one
CR=0.0266 0.1 (passed the consistency check)				

Therefore, it is the weight between the indexes that this paper seeks. Because in the process of constructing judgment matrix, different evaluators

have subjective differences in knowledge structure, judgment level and personal preference[1]. Therefore, the weight is highly subjective, which reduces the applicability of the evaluation system. Therefore, it is necessary to optimize the obtained weights.

So, this paper adopts the method of combining analytic hierarchy process and particle swarm optimization.

Firstly, the traditional analytic hierarchy process is used to preliminarily determine the weight (called subjective weight). Then, a functional relationship is established between the bottom observation point data and the national score data published by QS ranking[2], and the parameter value and weight value of the function are determined by particle swarm optimization (PSO). Finally, the comprehensive weight of the evaluation index is obtained by the average method of the two weights, thus improving the objectivity of the model[3]. Sorting the weights of basic indicators from big to small, the results are shown in Figure 1:

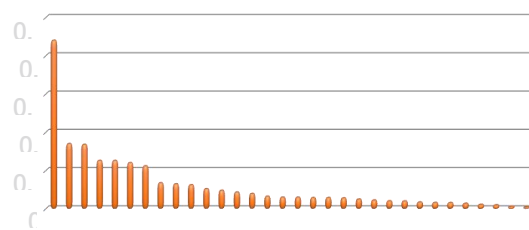


Figure 1: Weight Ranking Chart

Combined with the relationship and weight between indicators, the final mathematical expression of this model is constructed as follows:

$$O = 0.0312X_1 + 0.0144X_2 + 0.0144X_3 + 0.026X_4 + 0.014X_5 + 0.003X_6$$

$$+ 0.007X_7 + 0.01X_8 + 0.015X_9 + 0.06X_{10} + 0.005X_{11} + 0.085X_{12} + 0.015X_{13}$$

$$+ 0.0056X_{14} + 0.0024X_{15} + 0.008X_{16} + 0.024X_{17} + 0.084X_{18} + 0.056X_{19}$$

$$+ 0.22X_{20} + 0.01125X_{21} + 0.03375X_{22} + 0.00858X_{23} + 0.01248X_{25}$$

$$+ 0.01014X_{26} + 0.0162X_{27} + 0.0198X_{28} + 0.0216X_{29} + 0.0324X_{30} + 0.063X_{31} + 0.063X_{32}$$

2. MODEL SOLUTION

In order to preliminarily verify the rationality of NHESEM, this paper collected the corresponding index data of countries around the world in 2019 (for some missing data, we used spline interpolation to fill in). Use NHESEM to rank the status of higher education systems in various countries, visualize the

scoring results by Tableau software, and draw the above-mentioned scoring distribution heat map, as shown in Figure 2. The darker the picture, the better the state of higher education system, while the lighter the color, the worse the state of higher education[4].

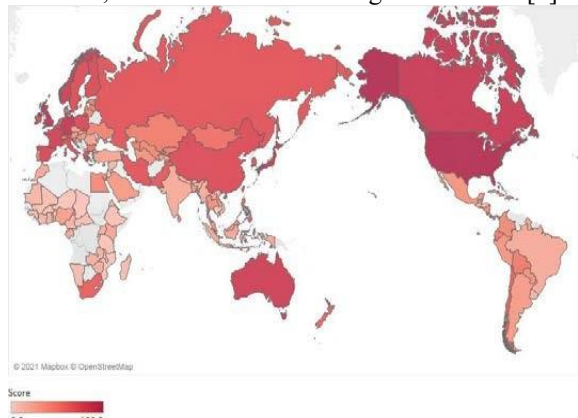


Figure 2: World Thermal Chart

3.CONCLUSION

By analyzing the color of the area in Figure 2, we can find that:

A) Most developed countries, such as the United States, Britain and Japan, are generally dark, which means that the higher education systems in these countries are in a relatively good state.

B) A few developing countries with strong comprehensive national strength, such as China and Russia, also have deep regional color, which shows that the higher education system in these countries is

in good condition.

C) Most backward countries, such as Vietnam, Myanmar and Sierra Leone, are generally light, which means that the higher education systems in these countries are in poor condition[5].

Comparing the conclusion of the above analysis with the actual situation, it is found that the simulation situation of the heat score distribution map is basically consistent with the actual situation, that is, it can be concluded that the NHESEM established under CIPP mode has certain authenticity and accuracy.

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The Application of Problem-Based Learning Method in English Reading Teaching

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Abstract: Problem-Based Learning method has stated that the teaching contents which should include such multidisciplinary comprehensive knowledge as science, humanities and society, integrate the knowledge around questions in learning so that students in cooperative learning actively construct the knowledge. Problem-based Learning method is used in English reading teaching, including such links as teacher questions preparation, students data collection, group discussion, class presentation and discussion, teachers evaluation and summary. The application of Problem-Based Learning teaching enables students to actively acquire knowledge from the language in process of meaningful knowledge learning and to further promote their motivation to learn.

Keywords: Problem-Based Learning (PBL); English reading teaching

INTRODUCTION

Many foreign language teachers believe that the purpose of foreign language teaching is to help students master the language skills, while ignoring the core purpose of foreign language teaching to enhance the content of students' knowledge. Therefore English teaching is limited to the mechanical teaching of the language points of the established textbooks, and lacks the expansion and excavation of the materials of the texts. This phenomenon has caused the current situation that the foreign language teaching has invested too much time and energy in language skills, but it has not done enough in the research and learning of the deep culture expressed in language. So, how can we change language learning from language skill learning to language knowledge acquisition and critical thinking training? Problem-Based Learning method provides a possibility to achieve this goal. In Problem-Based Learning method, the teaching content is established as social and humanistic knowledge related to language materials[1]. And adopt the cooperative teaching method to reform English teaching in accordance with content and methods.

1. PROBLEM- BASED LEARNING METHOD

Problem-Based Learning(PBL) originated in the medical education of Mc-Master University in Canada in the 1960s. Subsequently, this teaching method was applied in more medical schools and soon extended to the teaching of other majors such as

education, management, engineering, and psychology. PBL puts learning in the real and complex problem situations, solve problems through learners' autonomous exploration and cooperative discussion[2]. Thus to understand the knowledge behind the problems deeply, and to form the ability of problem-solving and autonomous learning simply.

The Principles of the Problem-Based Learning Method

There are three main principles of the PBL teaching method:

Learning is a process of creating and constructing knowledge.

Learning should be more effective under the cooperative learning method.

Learning should be more effective under the conditions of conceptualized.

Learning is a process of actively creating and constructing knowledge rather than the process of passively acquiring knowledge. Therefore, in the whole teaching process, teachers need to put forward questions in accordance with the students' original knowledge structure to activate the original knowledge and promote to establish the multilateral connections between the new knowledge and the original knowledge structure.

Cooperative learning is the main component of PBL teaching. It enables each member of the group to assume different roles and missions. They can only complete the tasks which assigned by teachers by relying on each other and working together. The gain and the loss of anyone will affect the interests of the groups, and this constraint ensures the enthusiasm of each group member to participate. And many related researches suggested that the cooperative learning method create relaxed and active learning atmosphere for the English learners. It can also increase students' interests to learning and cultivate students' critical thinking and the competence of language communication.

Learning should be more effective under the conditions of conceptualized. That is to say, we can put knowledge acquisition into a certain real situation, it can help us to achieve a deeper understanding of knowledge and promote to apply the knowledge in the real situations. In the intelligent teaching, teachers focus on a real situation, guide the learners to find problems, form problems and solve problems with the help of various materials in this situation. Uses

the multiple intelligent scenes teaching -reassignment students to live the study interest, enhancement students fresh main body consciousness. It can also help students apply the knowledge and language skills to real situation, and achieve meaningful learning. Traditional English teaching implies an assumption that conceptual knowledge can be abstracted from the situation in which students are learned and applied, while students short-time memorize these conceptual knowledge, but they can not understand the connection between these conceptual knowledge and the real world, so they can not have a long-time memorize and apply these knowledge to the real situations[3].

The Main Goals of Use the Problem-Based Learning Method

According to these three teaching principles, the teaching goals of PBL can be set as: 1) constructing extensive and flexible knowledge; 2) realizing the integration of multidisciplinary knowledge; 3) cultivating the good thinking ways; 4) forming the effective problem-solving strategies; 5) cultivating self-directed learning ability; 6) becoming an effective cooperative learner; 7) stimulating the internal learning motivations.

Different from other traditional teaching method, Problem-Based Learning method creates a relatively active and effortless learning atmosphere for students, helps enables them to construct knowledge independently and actively, and obtains more extensive information from peers and teachers in the cooperative learning. It stimulates the critical thinking of students, deepens students' understanding of knowledge and promotes the transformation of knowledge, which is helpful to cultivating students' desire to explore knowledge. In addition, PBL teaching method can cultivate students' various abilities, such as literature retrieval ability, language application and communication ability, inductive and logical reasoning ability, autonomous learning and lifelong learning ability. In view of this, PBL teaching method will meet the needs of teaching requirements of cultural knowledge acquisition and language application ability improvement in College English learning.

2. THE APPLICATION OF PBL METHOD IN ENGLISH READING TEACHING

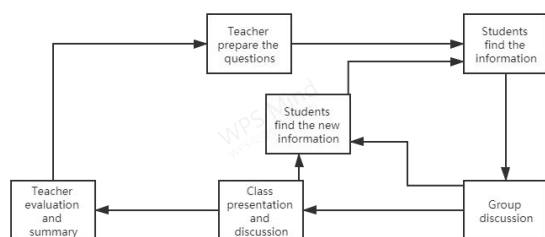


Figure 1 PBL Teaching Plan

2.1 Teacher prepare the questions

In PBL teaching, it seems to be the most difficult for teachers to ask the appropriate learning questions for students. But to put forward the appropriate questions is the key to PBL teaching method. The teachers should ask some challenging and meaningful questions to the students. And the students need to look up information, think carefully, discuss and research to get appropriate answers. But the questions should not be too complex, had better avoid the questions beyond the scope of students' ability, or need to invest much energy and time to solve the problems. The role of teachers in PBL teaching is to "ask good questions", rather than "give good answers".

2.2 Students find the information

Students should be divided into groups in accordance with the questions they are interested in (about 4-5 people in each group). According to their own questions, each group should search relevant information after class, take full advantage of the existing reference books, literature and Internet resources, select the required information. Teachers can give some help, for example list references, or directly provide relevant reading materials. At the same time, the group members of each group can have different division of labor, such as each group member is responsible for searching one aspect of each question.

2.3 Group discussion

In the first unit of the class, the group members integrate the related information they have looked up, and respectively state the knowledge points they have searched and paid attention to and their understanding of the question. So as to realize the information complementation and information correction among the group members. Teachers can join the discussion of each group in turn in class, guide and supervise students' discussions not to deviate from the theme, and guide students to use English correctly to communicate. During the whole discussion, students may find more questions or questions that are more interesting, which will make them more motivated to look up relevant materials and explore answers.

2.4 Class presentation and discussion

In the second unit of the class, after full self-study, reading relevant books and group discussion, each group representative can make a summary speech according to their group question to the whole class. Other groups can take notes or ask questions about what they have said. Teachers need to emphasize important knowledge points, and supplement students' missing or imperfect knowledge points. In the classroom discussion and presentation, students present information, answer questions and communicate with each other in English. In this way, they can take language as the carrier to conduct real discussions and communications on meaningful learning content, and realize the contextualization of

language learning. At the same time, each group can learn some knowledge about other learning topics from other groups, which greatly improves the efficiency of learning and effectively achieves a comprehensive grasp of the established teaching content.

2.5 Teacher evaluation and summary

After the class presentation and discussion, the teachers should review and summarize the whole teaching content to make the students' cognitive structure more perfect. Teachers, meanwhile, should evaluate the learning activities of each group, and give praise to the group which has completed the study better, so that the members of each group feel a

sense of collective honor and further promote their motivation to learn.

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On Choice of English Teaching Mode and Teaching Design in Higher Vocational Schools

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Abstract: In recent years, China has paid more and more attention to the development of higher education, and emphasized that vocational education should cultivate technical talents vigorously in the context of quality-oriented education, and provide talents guarantee for the development of various industries of the country. Facing the rapid development of information and internationalization in China, English teaching has become a key subject and an important part of higher vocational education, which plays an important role in the future employment or continuing education of vocational students. Therefore, the teaching mode and teaching design of English teaching in higher vocational schools need to be analyzed and further improved to better cultivate the present talents for higher vocational education.

Keywords: Vocational English; Current situation; Teaching mode; Teaching design

INTRODUCTION

With the rapid development of the socialist market economy and the popularization of higher vocational education, the demand and requirements of the society for talents are becoming more and more strict. Although the job seekers who graduate from higher vocational schools have a good skill, many job seekers will be stopped from the threshold of high-paying jobs by a foreign language. At present, English education higher vocational schools in China is affected by many factors. It does not vary with the change of the needs of the times. What makes the current situation of vocational English worrying is the traditional English teaching mode and the teaching design that is separated from the major. Therefore, the English teaching mode and teaching design of should be kept pace with the times, and it should meet the needs of professional development, so as to cultivate students' comprehensive quality of English through English education and to cultivate high-tech modern talents in line with the needs of the society today.

1. THE CURRENT SITUATION OF ENGLISH TEACHING MODE IN HIGHER VOCATIONAL SCHOOLS

With the development of information technology in China, higher vocational colleges have popularized

the current information teaching hardware and equipment, which greatly promotes the improvement of teaching efficiency. However, the English teaching in higher vocational colleges can not make good use of the current advanced information teaching equipment, which makes the teaching still unable to keep up with the needs of social development. First of all, vocational English teaching lacks professionalism. At present, students uses the same general textbooks for English education. The textbook only helps students learn basic English, but makes students lack of relevant professional English learning. For the majors with more difficult English academic terms such as Finance and Law, students can not read relevant English materials through self-study. Therefore, it will lead to the teaching of higher vocational education to be separated from the major to complete English teaching. In addition, the teaching concept of English in higher vocational schools is backward. Many teachers' teaching ideas in vocational colleges have not kept up with the concept of modern teaching development, especially some teachers with long teaching age will miss the relevant teacher training at many times, and are also divorced from the practice development of modern society. Therefore, English education in higher vocational colleges will be separated from the modern teaching concept and the principle of practice development of the industry. The teaching will only stay in the teaching of written English textbooks, which leads to the stagnation of vocational English education. Third, the teaching method of English is single. With the development of mobile phone technology, more and more new things can be recognized and contacted by vocational students, which changes their acceptance of things. However, the teacher has been teaching by the way of teacher knowledge output. The teacher lead students to read English vocabulary and explain the meaning of words and recite short texts, which makes the English classroom lack of vitality and freshness. In the long run, students will lose their motivation to learn English. The consumption of teachers is the decrease of students' learning efficiency.

2. ENGLISH TEACHING MODE IN HIGHER VOCATIONAL SCHOOLS

2.1 Hierarchical teaching mode

The hierarchical teaching mode is to carry out targeted teaching according to the actual situation of students, that is, to implement teaching methods in accordance with their aptitude. One is to stratify students' performance. Students are divided into classes according to their English scores at the time of admission. In the later English teaching, the teaching contents before teaching are formulated, the classroom links are designed and the homework contents after class are arranged according to the English foundation of each class on the basis of the teaching objectives and principles of the basic teaching materials, so as to improve the degree of knowledge absorption of each student and improve the effectiveness of classroom learning. The other is to segment the learning time. Basic English teaching, workplace English teaching and industry English teaching are the three main stages of higher vocational English teaching. Before entering higher vocational schools, students have received education for a certain period of time. When English teaching in higher vocational schools is at this stage, the combination of students' theoretical study and life practice should be emphasized. When entering the stage of professional English teaching, English teaching should focus on cultivating students' comprehensive English ability in the workplace, so as to lay the foundation of English language for students in the future workplace work.

2.2 Evaluation mode

How to appraise students' learning achievements must have a scientific evaluation and assessment model to correctly evaluate students. Our country's education has always been people-oriented. Therefore, student-centered evaluation method can help students view their learning results accurately, scientifically, and efficiently, and better promoting students' active learning. First, it is necessary to construct an evaluation and assessment model that combines theory and practice. Current education emphasizes the combination of theory and practice, which aims to cultivate students to change the situation of "dead reading", guide students to apply what they have learned, and improve their comprehensive ability to solve practical problems. Secondly, it needs to construct an evaluation and assessment model that combines formative and summative assessment. In the process of students learning knowledge, teachers should pay more attention to students' academic performance and their learning process, instead of "one vote recognition" evaluation based on students' final performance. Teachers should pay attention to the combination of the evaluation of students' learning process and final performance to give students a more comprehensive evaluation.

3. DESIGN PRINCIPLES OF ENGLISH TEACHING IN HIGHER VOCATIONAL SCHOOLS

3.1 To emphasize the diversity of teaching methods

Students' learning efficiency depends to a certain extent on the teacher's classroom. The simplification of classroom teaching methods is easy to cause the boring of the classroom, reduce students' interest in learning, and ultimately lead to students' learning boredom. Therefore, in the design of English teaching in higher vocational schools, we should pay attention to the variety of teaching methods, and carry out every course with the slogan of playing and learning. Then, more game links can be set up in the English teaching class, so that every student can participate in the game and memorize and understand every English vocabulary and sentence from the game. Of course, students can apply what they have learned to real life, and learn to use English vocabulary in different real contexts in the experience of life, so as to truly achieve the learning method and assessment mode of combining theory with practice. At the same time, this process is also to correctly guide students to dare to express in English, cultivate their self-confidence in speaking English, and make them be more relaxed and joyful in the learning process.

3.2 To take students as the center and cultivate students' autonomous learning ability

In the context of quality-oriented education, teachers are required to change from "focus on subjects" to "focus on people" in the process of teaching, that is to say, "people-oriented" is emphasized in current education. Therefore, in English teaching in higher vocational schools, teachers should always adhere to the teaching concept of student-orientation in the teaching design, so that students run through the whole teaching design before, during and after class. As English teachers in higher vocational colleges, we need to make clear the needs of high-tech talents for English, so as to constantly innovate our own teaching methods. Quality-oriented education requires that teachers should have the professional ethics of lifelong learning, so teachers should actively participate in all kinds of related vocational training, understand the current development of higher vocational education to better guide students to learn correctly.

4. CONCLUSION

Vocational education is to cultivate the comprehensive ability of technical professional talents in the workplace under the background of quality-oriented education. As an important part of higher vocational education, English teaching is an important subject to cultivate modern talents who keep pace with the times. Then, English teaching mode and teaching design need to be kept pace with the times to lay a good English foundation for higher vocational students, so as to better cultivate students' English application ability, improve the comprehensive quality of higher vocational students, and provide more excellent advanced technical modernization talents for the society.

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Current Situation of Modular Courses Implementation in Teacher Education——A Survey on the Views of China Normal Students'

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Abstract: Teacher education is a complex task that prepares candidates to hold teacher professionalism. Scholars have reported that they feel “unprepared, under-confident and under-supported” when designing international curricula from the perspective of globalization. Teacher universities in China have initiated “double specialty” and adopted modular curricula to cope with this situation. Double specialty means teacher candidates should take major courses as well as pedagogical ones. We conducted a survey covering 326 students who undertook two modular courses and collected their views and attitudes toward the two courses. The results showed that the majority of the students accepted the modularization; they expressed positive comments on the contents, teaching styles and teachers' personalities. But they also concerned the excessive burden that the broadened contents and limited class hours imposed on them. The survey indicated that effective teaching outcomes should depend on further refinement on class hours, teaching methods, course contents, teacher-student relationships, as well as reference materials.

Keywords: teacher education, modular courses, implementation, status

INTRODUCTION

Teacher education is the source of education. The topic of elevating teachers' professionalism had featured the field of teacher training in the United States since 1987, when the National Board for Professional Teaching Standards was founded. [1] But the arguments on the effectiveness of teacher education systems have never stopped within the USA since the early 1980s. Its federal administrations challenged the idea that there is a knowledge base for teaching. They questioned the role of universities in the preparation of teachers and implied that the individuals entering teaching professions were less intelligent and capable than those who were ready for other occupations, even in the face of contradictory evidence (see, e.g. Darling-Hammond and Youngs 2002; Gitomer 2007). [2] In Finland, however, both scholars and regulators agree that “teaching should be

a long-term profession where people can grow into leadership positions and develop expertise over time”. They enacted stringent standards for admission to teacher candidates, ranging from academic ability to passionate desire for teaching. [1] China has long been struggling to reform teacher education systems, and teachers' colleges here have taken the responsibility of exploring new paradigms for preparing teachers. As early as 1988, Bao Zonghao of Shanghai Normal University put forward the idea of “clustering classification based on the nature of knowledge”, which is regarded as a rudiment of the modular curriculum. In 1994, Chen Zibao of East China Normal University formally proposed the concept of modular teaching. In 2005, Beijing Normal University and Northeast Normal University started the modular curriculum for teacher education, and achieved remarkable results both in theory and in practice. [3]

This study investigates 326 students in a China teacher's college which has initiated “major and pedagogy” training, and “modular” curricula. We intend to identify critical issues in the existing curricula reform and their causes, providing a practical reference for further optimizing teacher educations.

1.BACKGROUND OF MODULAR CURRICULA

The elective system introduced by Harvard University in 1869 was the rudiment of modular curricula. It gave students more mobility to select courses they preferred, which was a breakthrough from the traditional fixed curriculum. [4] During the 1970s and early 1980s', modular courses had taken a great leap, as a series of OECD reports claimed. [4] Oxford Polytechnic initiated a successful modularization called Modular Scheme, a good example in higher education for followers. [5] For example, a school's survey indicated that modular courses could elevate pupils' motivation of learning; modular training which involved competency and customization was applied to pre-vocational and vocational training centers in Saudi Arabia. These cases demonstrated that modular courses, “with considerable audiovisual support and practical work”,

were more “attractive and effective than traditional talk and chalk” courses. [6][7]

China has initiated the National Teacher Qualification Examination that covers a wide range of contents, including professional ethics, scientific humanities literacy, language expression, thinking logic, information processing, education laws and regulations, etc. The higher standards for teacher certification and higher requirements for teacher professionalism boosted the reconstruction of teacher education systems. In October 2011, the Ministry of Education of China enacted the "Teacher Education Curriculum Standards" to advocate short, flexible and modular curricula for teacher education. In August 2014, the Ministry of Education again called for “a modular teacher education curriculum system”. Units within a modular course are independent, non-sequential but logically related to each other. Their flexible formality is conductively to break the boundaries of disciplines and integrates fresh contents.

The “double-major” training for teacher candidates is the response for the modularization calls: double-major, focusing on both major subjects and pedagogy, are expanded through modular courses. It strictly complies with the principle of “solid foundation, cooperation, self-reliance and professionalism” to optimize pedagogical curricula, refine the course contents, cooperatively implement modularization, as well as boost sense of responsibility of students. The “double-specialty” integrates diversified contents in a constructive curriculum, which benefits the comprehensive development of students. Modularization could be a critical solution to teacher education reform in China. This study took two courses as examples, i.e. Synthesis of Basic Theories of Education and Professional Development of Teachers. Each course involves four modules, and each module contains multiple topics. Synthesis of Basic Theories of Education includes four modules: Modern Philosophy of Education, History of Educational Thoughts, Educational Management and Educational Psychology; Professional Development of Teachers also covers four modules: Professional Ethics of Teachers, Professional Development of Teachers, Research Methods of Educational Science, Logical Reasoning and Thinking Innovation. Teachers who delivered these courses were selected from certain primary and secondary schools based on their professional experiences and personal interest. Those teachers were encouraged to adopt diversified teaching methods that featured special topics, independent participation and discussion practices. Students used the school's course selection system to choose these courses based on their schedules and personal preferences on teaching styles. Each class maintained within a proper scale, like 40~50 students.

And students in these classes might come from different grades and majors.

2.SURVEY AND RESULTS

We randomly selected 326 students who were taking the two modular courses of "comprehensive education theory" and "teachers' professional ethics and development", and investigated their attitudes and views during learning through a questionnaire. Most of the students accepted this modularization, yet nearly one-third of them did not. The dislikes failed to be prepared for the heavy learning contents and various teaching forms, or the teachers' stringent standards.

(1) Students' attitude toward modular courses

The survey indicated that 56% of the students welcomed this teaching model; 15% have mixed opinions, as they believed there were positives and negatives in this model; and 29% clearly claimed their distaste. The results are listed in Table 1.

Table 1. Students' attitude toward modular teaching model

Attitude	Quantity	Percentage
Like	183	56%
Neutral	49	15%
Dislike	94	29%

Further investigation revealed various factors that could influence students' acceptance. One-third of the students accepted the modular courses because they believed that the courses were essential to establishing teachers professionalism and consequential for future careers. Only 6% liked the courses because of their contents. And 10% were attracted by the teachers' knowledge, personality and professional attitudes. The leading cause for refusing this model fell on examinations: 32% students alleged that the exams covered wider contents and they were incompetent to prepare. Actually, the two courses covered similar contents to those of the two courses in China National Teacher Certification Examinations (NTCE), "Educational Knowledge and Ability" and "Comprehensive Quality", but they were not congruent with the national courses, which confused the students and raised difficulties.

Other factors received various comments far from consensus. For curriculum contents, 28% of the students agreed to the wide range of topics, while 4% considered them as over expanded and impractical. In the aspect of classroom management, 15% favored the free atmosphere and reduced restrictions, while 4% complained that the classroom disciplines were lax and regrettable, and 7% believed that the students were too excessive to consist of an effective class. 6% of the students enjoyed the contents and regarded them as coherent and well organized; while 4% thought them as unreasonable, and 26% accused the frequent switching between sections. Eighteen percent disagreed multi-teachers rotating in teaching: the short period of connecting with each teacher led to a lack of emotional bonds between teachers and

students. 15% of the students preferred the way of teaching; fair enough interactions within class and not-exceeded class hours, while 26% considered some of the contents were profound and bored. The results are listed in Table 2.

Table 2. Factors affecting students' acceptance of the courses

Factors	like (frequency)	dislike (frequency)
Realistic significance of the course	98	0
Teachers' knowledge, personality and working attitude	33	0
Interestingness of the courses	20	0
Content of the courses	91	13
Classroom management	49	36
Teaching mode	49	85
Course arrangement	20	157
Examination form and scope	0	104

(2) Students' Evaluation of the Courses

41% of the students accepted the two courses and the teaching teams. Majority of them, 95%, acknowledged the dedication and professionalism of teachers. They appreciated the teachers' expertise at thoroughly explaining critical knowledge points and elegantly guided them to practice. 9% perceived that the teachers were responsible and enthusiastic, but they did not receive decent responses from the students. Up to 57% of students claimed that they were struggling to catch up with the teachers, given the fast speed of teaching and a large amount of information to absorb. Some students even asserted they would learn much more by themselves in the library than sitting in the classroom. 7% said the exam was too difficult and 3% thought the courses were boring. Table 3 presents the detailed results.

Table 3. Students' Evaluation of the Course

Evaluation	frequency	percentage
Just fine	134	41%
teacher is dedicated	309	95%
More content and less class hours	186	57%
Teachers are enthusiastic and students	29	9%

are indifferent

the exam is difficult	23	7%
boring	10	3%

(3) Students' expectations of the curriculum

36% of the students expected closer relationships with teachers with more interactions. Some students complained that the frequency of changing teachers impeded the establishment of teacher-student relationships. 23% students suggested increasing class hours. Another 23% demanded more activities in class, and hoped the teacher would cite more examples, and utilized more teaching methods, such as lectures, open classes and online resources. Also, 23% supposed a more disciplined class with more attendance. They even suggested compulsory requirements for some students sitting in the front seats and final grades, including regular performance. 8% of the students suggested that the two courses should be changed to compulsory courses to attract more emphasis on them. Given the lack of textbooks or guidance materials, 16% of the students expected more references, like textbooks or other materials, than just slides. 8% of the students suggested the class would be organized based on administrative class, instead of a mixed-up class, for effective mutual-help on studies and exchanges. 8% students requested extra help from teachers outside the class, including relevant knowledge of the NTCE, reference books and materials, as well as their own teaching skills. Although most students found it hard to catch up with the teaching schedules, they expressed their respect for the teachers' devotion. Table 4 displays the results of the students' expectations for the courses.

Table 4. Students' expectations of the course

Students' expectations	frequency	percentage
Strengthen the exchange between teachers and students	117	36%
Increase class hours	75	23%
Diversify teaching methods	75	23%
Strict classroom discipline	75	23%
Provide more reference materials	52	16%
Organize the class based on natural classes	26	8%

Change the compulsory ones	26	8%
Provide relevant assistance	26	8%

3. ANALYSIS OF OUTCOMES AND PROBLEMS OF MODULAR COURSES

(1) Students' acceptance of influencing teaching outcomes

Students' acceptance of the courses and the teachers directly affects the teaching outcomes. The survey revealed that 71% of the students had a positive attitude towards a modular curriculum. The students respond implied that the courses' significance and diversified contents were the two major factors contributing to their enchantment; also, the teachers' working attitude and personality helped to attract more students. 29% of the students, however, held a negative attitude. Besides the issues related to examinations, the core problem was the fast teaching schedule that left most students behind. As the short class hours and the excessive contents have already pushed the students stumbling at learning, the frequent switching between sections made it even harder. The results indicated that the students recognized the value the modular courses, but the arrangement of the courses exceeded the students' ability, thus interfering the ultimate learning outcomes.

(2) Students expectations influencing the course design

Most of the students disagreed with the courses' design and arrangement, including class hours far from enough, lack of reference materials and de-organized classes. Up to 57% of the students reflected that the class hours were not adequate for the teaching contents. They had to absorb intensive information without decent help from the teachers as the teachers could hardly spare enough time in deeply elaborating. Many students also demanded extra help from teachers outside the class, as well as alternative learning materials. A considerable number of students suggested changing the two courses to compulsory ones, thus eliminating elective classmates coming from deferent schools or colleges. They preferred the class based on their administrative classes with settled classmates for better learning exchanges and mutual help.

Unfortunately, their expectations are contrary to the essence of the modular courses. One of the key motivations behind the modularization is to facilitate the students' flexibility and mobility. Free elective courses, mixed-up classes, and a hand-holding timetable were designed to enable students to arrange their learning schedules catering to their respect situations. However, things went athwart. Instead of gaining more autonomy, many students belittled the

two courses just because of their free elective styles. Education should center on students. The results suggested that we should emphasize students' ability to digest knowledge and establishing knowledge structures, as well as provide sufficient resources and help. How to attract students' attentions and improve their self-determination to learning are also critical to elevating teaching outcomes.

(3) On the teaching team

Although many students were not satisfied with the courses' arrangement, they expressed appreciation to the teaching team. 78% of students believed that the teachers were responsible and experienced, which means that despite the little progress in class, the teachers still exhibited professional bravery and stamina. They deserved the students' acknowledgement. Although 31% of students asked for more interactions and closer connections with teachers, and 23% demanded more flexible and diversified teaching methods, 23% of the students suggested stricter disciplines and a well-organized class. The contradict expectations implied that the teaching team was highly recognized, but the teaching methods, teaching management and emotional communication with students needed to be further improved.

4. STRATEGY FOR EFFECTIVE MODULAR COURSES

(1) Increasing class hours and optimizing contents of modular courses

Teacher universities should augment pedagogical curricula, especially those involving modular courses. Modularization will potentially bring more students thanks to its flexible courses that boost students' independence and mobility. The modular courses could expand in contents and emphasize practices if they occupied enough class hours. Our survey also unveiled the contradiction between the students' interest and inadequate class hours. Therefore, university administrators should be utilized to work out a feasible strategy that ensures enough pedagogical curricula for students without hurting their major learning.

Only with the increased class hours, could the modular courses be expanded and optimized. China's reform on teacher education calls for comprehensive development of teacher candidates. Thus, given the limited class hours, every course, either in different disciplines or in pedagogy, should prioritize the essential knowledge in lecture, and teachers should provoke students' desire of self-study after intensive lectures. Students might need help from teachers after class on clarifying logical links between modules and deeply understanding knowledge... As research on teacher education keeps progressing, teachers should catch the trend and introduce the frontier knowledge into class, or integrate the newest teaching methods with their own. In this way, students would be cultivated and develop into qualified teachers

competent at both a specific discipline and pedagogy.
(2) Changing the pedagogical modular courses to compulsory ones

As the survey suggested, the two pedagogical courses should be changed to compulsory ones. Thus students would regard them as important as they should be. The compulsory mode could also facilitate the class to be organized based on administrative classes that consists of students as they were enrolled in the university, instead of students from different grades and majors. The learning outcome would consequently be more effective if students belonged to a more constructive and disciplined team.

Therefore, university administrators should allocate the pedagogical courses to appropriate school years in a compulsory way. Thus students from the same original class would take the same course together, which would benefit the teaching effect as well as the students' learning results.

(3) Strengthen the communication between teachers and students

One perfect education is a harmonious resonance between teachers and students through their emotional and spiritual exchanges. Students we interviewed in our survey expressed their desire to establish deep connections with teachers. Teachers are supposed to initiate more interactions with students, like listening to them, talking with them and providing extra help outside classrooms. A possible way for teachers to solid their professional images as well as get closer to students is to share their own experiences as teachers with students, like their teaching methods, or special situations during their careers. Good relationships between teachers and students also benefit learning outcomes. Plus, concerning and caring are not just students' expectations, but also teachers' responsibility.

(4) Optimizing teaching forms and enriching course resources

Information technology has bred abundant approaches that enrich the contents of courses. Teachers could appropriate multi platforms to activate students willing to learn, like Intelligence Course, MOOC, flip class, micro-lectures, Moso teach, Rain classroom, etc. Platforms are just the beginning. To enable students to actually love learning and truly learn knowledge may need various methods, like elicitation of teaching, imitating classroom, thematic research, situational teaching, and case analysis. The ultimate goal of teacher education is to equip the students with life-long learning ability as well as firm belief in the profession.

Besides technical tools and theoretical routes, teachers should refine their teaching materials, as well as provide adequate references for students. Actually, copious resources that could assist teaching, including teaching cases gleaned from primary and secondary schools, curricula online, and electric

teaching guidance.[8]

(5) Utilizing Signature Pedagogies to Inspire Students' Sense of Responsibility

The signature pedagogies were proposed by Shulman in 2005 and have been widely accepted around teacher education since then. They feature the powerful capability of cultivating students with habitual, responsible and cooperative personalities. As we all know, everyone can perceive his/her obligations and responsibilities. But our survey displayed a destructive atmosphere in the classroom: the students tended to lower their heads to avoid answering the teachers' questions. They exhibited low concentration and minimum sense of responsibility. When those students were abruptly being named, they had to leave their comfort zones and bump into anxiety. as Yerks-Dodson Law demonstrates "moderate anxiety can make people more focused and alert". Signature pedagogies can boost anxiety in students and equip them with targets and working directions, thus enable them voluntarily to involve in learning. The whole process would evolve into a habit of students and the class would be self-managed in good discipline. [9]Therefore, utilizing signature pedagogies can establish a long-term mechanism where students hold a high sense of responsibility and the classes can be self-disciplined.

(6) Revising the assessment methods and emphasizing practical abilities

Effective teaching outcomes must depend on flexible and practical assessment. Traditionally, pedagogical courses borrowed those test questions from NTCE for their examinations. We should shift our focus from theories toward practical abilities. First, deconstructing pedagogical theories into applicable scenarios. Students should master the methods to use those theories to analyze and explain certain education phenomena, or to solve certain educational problems in the real world. These abilities are based on their understanding of knowledge. Second, diversifying assessment ways. We should adopt more approaches than just examinations to value students' learning outcomes, like reading reports, discussions within a class, daily available online tests, or special assignments. Third, distributing tests throughout the whole courses. We can deploy daily tests as well as final tests. Students can take tests online at any time. And the final grades consist of each assignment credits, including reading reports, group discussions, special assignments, etc.

5.CONCLUDING REMARKS

We conducted a survey covering 326 students who took modulated classes, focusing on their attitudes, evaluations and expectations on modular curricula in teacher education. The results showed that although most students liked this modulation, quite a number of them could not adapt to it due to the excessive contents, fewer class hours, and inappropriate

curriculum assessment.

Their attitudes inspired us to propose critical measures to improve effectiveness of modulated curricula, like optimizing contents, increasing class hours, adjusting assessment methods. Further, considering practical situations, we also suggest that different colleges within a normal university should collaborate in innovation, thus to propel the integration of education resources the sharing between different disciplines and research institutions.

Our strategies need to be exerted in practice. Education is not a simple activity. There are no general laws and regulations. In the education industry, everyone is an apprentice. We intend to follow this study in the future, focus on better models of teacher education, and explore theoretical and practical progress.

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Book Review: What Is Japanese Cinema

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Abstract:“What Is Japanese Cinema” is about the development of Japanese cinema, and was written by scholars Inuhiko Yomota (translated by Phil Kaffen) and published in 2019. This paper summarizes the book according to the timeline of the development of Japanese cinema, then introduces the influence of some factors (social, political, economic, science and technology, etc.) on film art. Finally, the significance of this book is clarified.

Keyword: book review; Japanese Cinema; Asia culture; cultural self-confidence

1. INTRODUCTION

As an intuitive art category, Film Not only overcomes the language barrier but also records the history of each country. With the development of technology, movies have played a role in displaying national culture gradually. Now movies are closely connected with every one of us, and it's an interesting way to understand a country's culture and history from the film development. This book directly reflects the development of Japanese politics and economic culture in various periods through the development of films.

2. THE MAIN CONTENT OF THE BOOK

The author spends a lot of time writing the preface, which introduces the transformation of film art from marginal art to mass art and explains the relationship between film and pure literature. It does a good preparation for the reading of the book. The main body is divided into 12 chapters, which introduce the development of Japanese films from 1896 to 2011 in chronological order.”What Is Japanese Cinema” is translated into English by Phil Kaffen. Because there are many exclusive words related to Japanese culture in the book, the translation is very difficult, and I believe Mr. Kaffen must have spent a lot of experience to do this work. The significance of translating this book is extraordinary, Because it is beneficial for English readers to understand Japanese films and Japanese social development, and to understand Asia. In addition, this book expounds the influence of economic and political factors on the development of film, that is, the influence of social factors on cultural communication and development. It complements the other author's works[2-5] and makes people think deeply.

3. THE FIRST GOLDEN AGE OF JAPANESE CINEMA

In the 1990s, The film blended with Japanese native culture and took the first step in the development in Asia. By 1940, Japanese film was developing rapidly

from silent to sound, from single content to rich and colorful, and ushered in the first Golden Age. But under the influence of militarism, from 1941 to 1952, Japanese films fell into a depression then became political tools. Under the pressure of censorship and other layers, Japanese filmmakers have groped their way through the maze to produce many films with the characteristics of the Times. When Japan regained its independence in 1951, and Japanese cinema emerged from its prison, many famous film directors were born in the 1950s, and the film got itself awareness peaked in the 1960s.

4. JAPANESE CINEMA UNDER THE ECONOMIC BUBBLE

From 1960 to 1990, movies which change with Japanese society enter a period of steady development, and more and more directors appeared. The relationship between actors and companies and the system of film studios got changed too. During the first decade of 1991-2011, when the economic bubble of Japan burst, large conglomerates were unable to continue supporting cultural activities. In this economic downturn, Japanese cinema has enjoyed a small resurgence as Japanese filmmakers have sought foreign collaborations and received foreign attention. But in the later decade, the Japanese economy did not recover, and the pace of development of Japanese films was not as fast as before. But the rise of female directors and the advent of the horror film craze, and the release of films that expose Japan's social problems, are also proof that Japanese films are finding their own's way out of the downturn.

5. THE SIGNIFICANCE OF THE BOOK

The book features a combination of Japanese film and Social Development, which fully reflects the development of film on social phenomena. For example , Until now, the number of male workers in Japan has been significantly higher than that of female workers. This phenomenon is reflected in this book, the author is reflected in this way.” Until recently, Japanese cinema has seen female directors of feature lms. Two examples are Sakane Tazuko, a one-time assistant to Mizoguchi Kenji who directed A Kimono for the New Year (Hatsu Sugata, 1936), and Tanaka Kinuyo, who directed six lms during the 1950s and 1960s following her long career as an actress. But after them, there were no successors.”[1]. Besides, this book directly refers to some professional vocabulary of the Japanese romaji which is very meaningful of the authentic expression. For example,” His representative works include Ichijō's Wet Lust

(Ichijō Sayuri, nureta yokujō, 1972), which followed the life of a sensational genius stripper who took the world by storm; "(p.192)But at the same time, it is a little difficult for people who do not know Japanese to understand the word of "Ichijō". The authors of the book list the best and most representative directors and actors of every era, and the illustrations give visual proof of the author's point of view. Because of the points up here, It is highly recommended for readers who have some knowledge of the Japanese language or culture or who want to know the development of Japanese society to read this book.

6.CONCLUSION

This book emphasizes the author's concern for the "historical" rather than "national" nature of Japanese films, and not only narrates the development of Japanese films but also show the connection between Japanese cinema and the world. In the development of Japanese films, the filmmakers went from the worship of Western films to the establishment of cultural self-confidence, which is also consistent with the course of Japanese national psychology. The author has a deep understanding of the history of Japanese cinema. It was very difficult to write such a

book, but the author did it.

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An Analysis of Teaching Strategies for English for Specific Purposes

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Abstract: English for Specific Purposes is not only the continuation and expansion of English for General Purposes, but also the new direction and trend of College English teaching reform and development in China. The development of English for Specific Purposes teaching needs to focus on the organic connection with English for General Purposes, and also emphasize the complementary combination of language teaching and professional teaching. This article aims to analyze the status quo and problems faced by the teaching of English for Specific Purposes, and puts forward corresponding countermeasures to these problems.

Keywords: English for specific purposes, problems, teaching strategies

1. INTRODUCTION

English for Specific Purposes, abbreviated as ESP, refers to English related to a specific occupation, subject or purpose, and is an English course based on learners' specific goals and specific needs (Hutchinson, 1987). Strevens (1988) pointed out that ESP teaching has four basic characteristics: ESP teaching is used to meet the specific needs of learners; the content of ESP teaching is related to specific disciplines and occupations; the focus of syntax, vocabulary, discourse, semantics and discourse analysis is on the use of English language in activities related to specific majors and occupations; ESP teaching is a term used in contrast with English for General Purposes. English for General Purposes, or EGP refers to the basic knowledge of English, emphasizing that students understand the basic language structures of the English language, including vocabulary and grammar. The teaching of English for General Purposes lays the foundation for the teaching of English for Specific Purposes, and English for Specific Purposes is the continuation and expansion of English for General Purposes.

In 2004, the Ministry of Education of China formulated the Teaching Requirements for College English Courses, which clearly stated that the teaching objectives of College English were cultivating students' comprehensive application ability of English, especially listening and speaking skills, so that they can be used in future work and social interactions. The students should be able to use English to communicate oral and written information effectively. College English is based on language

knowledge and application skills, learning strategies, and cross-cultural communication. This means that the teaching content of college English should not only include EGP, but also ESP, which is also the direction and trend of College English teaching reform in China.

2. PROBLEMS IN THE TEACHING OF ENGLISH FOR SPECIFIC PURPOSES

In China, the current ESP courses are mostly used as follow-up courses of College English in colleges and universities, in the form of compulsory courses or elective courses, which are offered by various departments in combination with the majors of senior students. Compared with public basic English courses, the number of class hours and credit value are relatively insufficient.

From the formulation of the syllabus to the selection of teaching materials and course evaluation, ESP teachers are often on their own in the teaching process, lacking systematic standards and supervision. In addition, due to the relatively high difficulty and time-consuming preparation of ESP courses, teachers often use traditional grammatical translation methods as the major strategy of teaching, focusing on the explanation and instillation of knowledge in class, which is not conducive to mobilizing students' enthusiasm for learning, and thus the teaching effect is greatly compromised.

ESP courses are mostly offered as senior courses in higher vocational or undergraduate colleges after students have completed basic English learning. Theoretically speaking, after years of English learning from middle school to university, the students at this level should already have a solid foundation in English, and have mastered sufficient basic knowledge and basic skills in English. However, in teaching practice, it is found that there is a large gap in English proficiency among students at this stage. Some students have reached CET-4 or CET-6 standards, while other students have relatively weak English foundation, and even have completely lost their interest and confidence in English learning. The discrepancies in the students' English language foundation also make the development of ESP teaching more difficult.

The ideal ESP teacher should not only have high language proficiency in English together with abundant experience in English teaching, but also relevant professional knowledge and even working

experience in the field related to the occupation. At present, most ESP teachers are English majors, lacking professional knowledge and educational and working background related to ESP.

3. TEACHING STRATEGIES FOR ENGLISH FOR SPECIFIC PURPOSES

English for Specific Purposes is different from bilingual teaching of professional courses. The teaching of ESP focuses on the characteristics and structures of the English language. ESP is still a language course at its core, and it does not explore the systematic knowledge of a major in detail, while professional courses taught in English aim to impart professional knowledge, using English only as a medium of teaching (Liu Fagong, 2001). Therefore, the learning needs of the students should be fully taken into consideration in the formulation of the ESP syllabus and the design of ESP textbooks, highlighting professional characteristics, and combining practical application.

English for Specific Purposes should take mastering the English application skills in the professional environment as the teaching objective. The ESP teaching content is supposed to highlight the English language characteristics of related majors, such as common professional vocabulary, genre features, stylistic structure, etc., and emphasize the cultivation of professional practical communication skills. In the design of ESP textbooks, teachers should select teaching material that is professional, practical as well as novel and interesting, so as to stimulate and maintain the students' interest in ESP learning and mobilize their enthusiasm of learning.

In the curriculum setting, the course of ESP should be based on the course of EGP. In other words, the students are supposed to take the course of EGP in the lower grades, and then take the course of ESP in succession. Meanwhile, the organic transition between the two courses should be taken into consideration in order to ensure the sequence and sustainability of English language ability development.

In the practice of classroom teaching, priorities should be given to the improvement of students' comprehensive ability to use English, consolidating and strengthening English language skills such as listening, speaking, reading, writing, and translation, while acquiring knowledge of professional English.

The ESP teaching strategy should be student-centered, facing all students. The task-based teaching strategies can be adopted to fully mobilize the initiative of

students, so that students can actively participate in classroom activities, acquire professional English knowledge in the process of completing tasks, and master the ability to apply knowledge to practice. The design of teaching task activities should be combined with specific professional and pragmatic situations to effectively improve the practical application ability of ESP.

In terms of ESP teachers, colleges and universities are supposed to strive to strengthen ESP teacher training, employ bilingual teachers, and strengthen exchanges and cooperation between professional course teachers and English language teachers. ESP teachers not only need to master the knowledge and teaching ability of English and related majors, but also need to fully understand the learning needs of students, and participate in the formulation of the ESP syllabus and the compilation or adaptation of ESP teaching materials. In the ESP teaching process, the role of teachers is multiple. The ESP teachers are curriculum designers and developers, organizers and supervisors of teaching activities, and assessors of teaching effects.

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Research and Analysis of Higher Education System Based on Fuzzy Comprehensive Evaluation Model

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Abstract: Under the influence of the COVID-19, a healthy and sustainable higher education system is important to every country, and the impact of every link on the higher education system needs to be considered and evaluated. We need to create an evaluation model. Firstly, we should clearly define the evaluation indicators for assessing the health of the national higher education system. Secondly, for the determination of evaluation indicators, we mainly select our evaluation indicators for the health of the national higher education system founded on the statistics and survey evaluations of authoritative organizations, such as the QS World University Rankings and the World Bank database. Finally, we choose fuzzy comprehensive evaluation method as the theoretical basis and foundation of our model, and regard MATLAB as our main tool.

Keywords: fuzzy comprehensive evaluation, higher education system, COVID-19.

1 INTRODUCTION

A country having a healthy and sustainable higher education system means that the country has the strength to provide a solid guarantee of talents for economic development and technological progress. A healthy and sustainable higher education system is not an isolated system[1]. The healthy characteristics of the system means the balance and science of development, while the state of sustainable development means reasonable and continuous operation. Different countries have different characteristics and structures of higher education systems because of many factors[2].

Faced with different structures and characteristics, we need to find the common core of higher education[3]. Although the characteristics are different, there are certain commonalities in evaluating the health of a higher education system. A healthy and sustainable higher education system has more reasonable and

scientific evaluation indicators in all aspects, and the future development of the higher education system of each country is generally moving towards this goal. To achieve this goal, every country needs to reach the target at the corresponding level.

2 PRINCIPAL COMPONENT ANALYSIS

In our literature research, we separately checked the evaluation indicators of the higher education system represented by major countries in the world. According to UNESCO statistics, "Education Overview: OECD Indicators" published by the OECD, "International Comparison of Educational Indicators" issued by the Ministry of Education, Culture, Sports, Science and Technology of Japan, and major national education statistical yearbooks, researchers have compiled the corresponding higher education indicators, including higher education funding Percentage of GDP, gross enrollment rate of college students, proportion of female university teachers, number and ranking of international students studying in the United States, one-year tuition and fees for college students, influence coefficient of SCI papers in major countries, number and ranking of SCI papers published in various countries, number of SSCI papers published and Ranking, number of EI papers published and ranking, etc.

Taking the case writing requirements of China's "double first-class" university construction and the British Higher Education Excellence Research Plan as examples, it points out that personnel training, scientific research, economic development, teacher construction, social services, cultural heritage, and international exchanges are in the quality assessment of the importance of the higher education system.[3] Combined with our analysis of the structure and evaluation criteria of the higher education system, we propose the following indicators, which are respectively recorded as C_i

Tab.1 Index table

Number	Sign	index
1	C_1	Gross enrolment ratio for tertiary education
2	C_2	Outbound mobility ratio
3	C_3	School life expectancy
4	C_4	Total outbound internationally mobile tertiary students studying abroad
5	C_5	School age population

6	C_6	Teachers in tertiary education programmes
7	C_7	R&D expenditure as a percentage of GDP
8	C_8	Number of articles in scientific journals
9	C_9	Total national GDP

The indicators cover the government, society, school, and individual levels, and they are all indicators in the field of higher education system.

The following is a summary of the corresponding indicators of the countries we are looking for. Now we mainly enumerate typical examples that can represent a series of types of countries.

Tab.2 Data of some countries in the field of higher education

Country name	C_1	C_2	C_3	C_4	C_5	C_6	C_7	C_8	C_9
United States	88.29918	0.44530	3.99078	84349	21452031	1880932	2.83766	42280.7	2.05E+13
Canada	70.11302	2.97929	3.36411	48345	2314396	97413.2	1.56625	59967.79	1.78E+12
Singapore	88.88645	8.80000	3.83975	23752	222809	14402	2.0801	11458.63	5.73E+11
China	50.60444	2.21067	2.51335	993367	88796896	1672800	2.18568	528263.3	2.54E+13
Russia	84.58425	0.99798	4.23402	57632	6827409	539144	0.98988	81579.36	4.05E+12
India	28.06055	1.09226	1.40303	375055	122369632	1388732	0.65000	135787.8	1.05E+13

Data from some countries are selected, and the data comes from our research.

3 SUSTAINABILITY EVALUATION MODEL BASED ON GENETIC ALGORITHM

Step1: Deterministic factor set

The evaluation of the health status of the higher education system needs to be carried out from the perspective of multiple indicators, such as investment in higher education and higher education teachers. These factors constitute the evaluation system index set, namely the factor set:

$$C = \{C_1, C_2, C_3, \dots, C_n\} \quad (1)$$

Secondly, Determine the comment set.

Since the evaluation value of each indicator is different, different levels are often formed. Such as good, good, medium, poor, poor, etc. The set of comments composed of different decisions is called the set of comments:

$$V = \{v_1, v_2, v_3, \dots, v_m\} \quad (2)$$

Step2: Determine the weight of each factor

In general, the various factors in the concentration of factors play different roles in the comprehensive evaluation. The result of the comprehensive evaluation is not only related to the evaluation of each factor, but also depends to a large extent on the role of each factor on the comprehensive evaluation. This requires a weight distribution among the factors, which is a fuzzy on U Vector A[4].

Secondly, we will use the entropy method to calculate the weight. Since the measurement units of the various indicators are not uniform, before using them to calculate the comprehensive indicators, they must be standardized, that is, the absolute value of the indicator is converted into a relative value, so as to solve the homogeneity problem of the values of various quality indicators[5].

$$u'_{ij} = \frac{u_{ij} - \min\{u_{1j}, \dots, u_{mj}\}}{\max\{u_{1j}, \dots, u_{mj}\} - \min\{u_{1j}, \dots, u_{mj}\}} \quad (3)$$

Step3: Determine the fuzzy comprehensive evaluation matrix.

For index C_i , the membership degree of each comment is a fuzzy subset of V. The evaluation of index C_i is recorded as:

$$R_i = [r_{i1}, r_{i2}, \dots, r_{im}] \quad (4)$$

The fuzzy comprehensive judgment matrix of each index is:

$$R = \begin{pmatrix} r_{11} & \dots & r_{1m} \\ \vdots & \ddots & \vdots \\ r_{n1} & \dots & r_{nm} \end{pmatrix} = \begin{pmatrix} R_1 \\ R_2 \\ \vdots \\ R_n \end{pmatrix} \quad (5)$$

Finally, it is a fuzzy relationship matrix from C to V.

Step4: Comprehensive evaluation

In summary, the main process of our model building.

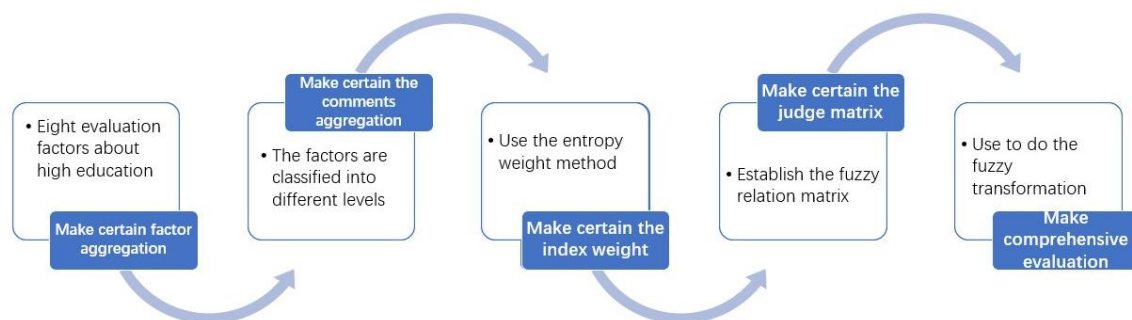


Fig.1 Modeling process

According to Table 1 and Table 2 above, use the calculation result:
entropy method to determine the weight. Weight

Tab.3 Index weight table

indicator	C_1	C_2	C_3	C_4	C_5	C_6	C_7	C_8
Weight	0.05872	0.1610	0.0565	0.2233	0.1820334	0.1078	0.078783	0.131637
	1227	44298	59495	44492	1	75723	61	744

The calculation result is:

$$\sum_{i=1}^8 a_i = 1$$

4 CONCLUSION

We have obtained the evaluation model, which clarifies the evaluation indicators for evaluating the health of the national higher education system. The fuzzy comprehensive evaluation method and the entropy weight method are selected, and the weight of each index is calculated as our tool to solve the second problem.

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Analysis of the Interpersonal Function of Queen's 2020 Christmas Speech

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Abstract: By taking Halliday's Systemic Functional Grammar as the theoretical basis, this article analyzes the interpersonal function of Queen's 2020 Christmas speech. The mood system, modality system and personal pronouns in the Queen's speech effectively highlights the main theme of the speech and achieves the purpose of conveying blessings and closing the distance with the people.

Keywords: interpersonal function; Christmas speech; Systemic Functional Grammar

1. INTRODUCTION

British linguist Halliday [1] proposed Systemic Functional Grammar. Halliday argues that conceptual function, interpersonal function and textual function are the three meta-functions of functional grammar. Conceptual function refers to one's own experience and perception of the world, including the inner world, using language to describe events that occur, and to be realized by transitive systems and voices. The interpersonal function is mainly used to maintain interpersonal relationships and interpersonal communication through the use of language. People use language to express their views on a certain event and change the world, which is realized by two systems of mood and modality. Discourse function mainly refers to the way people use language to combine information, conduct contextual cohesion, and to express the context of discourse.[4] Thompon [2] holds that the use of language has certain functions, not only playing a unilateral transmission function, but also including the function of communication and exchange of content. These functions constitute the interpersonal function, which conveys one's own attitude and behavior to the other party through language and changes the other's attitude and behavior through this transmission.

Queen Elizabeth II of the United Kingdom delivers a Christmas speech during Christmas every year. The content of the speech is often related to major events in the past year. It is an important way for the Queen to convey a message to the general public. Unlike other political speeches, the Queen's Christmas speech not only includes the head of state's holiday blessings to the people, but also can further enhance national confidence. The Queen's Christmas speech is meaningful for us to understand the social culture, royal family status and diplomatic dynamics of the Commonwealth countries. In recent years, there has

not been much research on this corpus, and those researches have focused on the perspective of transitivity: Jiang Di (2018), the perspective of evaluation theory: Jia Yiqian (2017), the perspective of conceptual metaphor: Qian Hongyang (2015), the perspective of critical discourse: Shen Jiao (2020) analyzed their language, but very few analyzed from the perspective of interpersonal function. Therefore, based on Halliday's Systemic Functional Grammar, this article studies the Queen's 2020 Christmas speech from the perspective of the interpersonal function of language. In order to deeply understand the discourse characteristics of this kind of speech, and hope to have a positive meaning for the construction of discourse identity and national image, and cross-cultural communication. [6]

2. HALLIDAY'S INTERPERSONAL FUNCTION

2.1 Halliday's Systemic Functional Grammar

Systemic Functional Grammar (SFG) was created by the famous linguist M.A.K.Halliday, and has had a great impact on the language world since its establishment in the mid-20th century. The theme of systemic functional grammar is to study the relationship between language form and meaning, that is, a form expresses a specific meaning, and a specific meaning can only be embodied in a corresponding form. Halliday's Systemic Functional Linguistics inherits European anthropology and linguistics. It is based on the tendency or principle of language use, emphasizes the social nature of language use, and focuses on the functionality of language. Halliday's views on the nature of language, as well as its emphasis on language systems and functions, as well as text and register, have made it extremely valuable in the field of language theory research and practical application. Following this system, we can easily get what kind of form is effective, and what kind of form is invalid under certain special circumstances. We can also easily grasp why language produces this kind of meaning in a specific form, rather than other related similar meanings. In recent years, a large number of systemic functional linguists have applied and verified systemic functional grammar in different types of discourse analysis. Halliday's linguistic theory of Systemic Functional Grammar divided into conceptual function, interpersonal function and textual function has made a great contribution to the development of linguistics.

2.2 Interpersonal Function

Interpersonal function is a very important part of Halliday's functional grammar. It refers to the function of language as a form of interaction between the speaker and the listener, helping members of society "establish and maintain appropriate social relationships"[2], delineated The boundaries between social groups identify and strengthen the existence of individuals.

Halliday [1] pointed out that interpersonal function carries a heavy semantic load, and there are three main systems: tone, modality, and person. The research content of this article includes a corpus analysis of the Queen's Christmas speech in 2020, combined with research on the mood, modality, and person system in the category of interpersonal meaning.

3. DISCOURSE ANALYSIS OF THE QUEEN'S CHRISTMAS SPEECH IN 2020

The Queen of England's 2020 Christmas speech can be roughly divided into three parts: The first part expresses the pride and touch of the people who bravely faced the challenge this year; the second part elaborates that the light of hope in the Queen's heart is lighted up by the medical staff on the front line and the admonitions of Christ; the third part is the comfort for those who cannot be reunited with their loved ones: "you are not alone". Finally, the queen expressed her best wishes for the festival to all the people. The word "epidemic" does not appear throughout the article, but it always revolves around the impact of the epidemic on people, the gratitude of the medical staff who made sacrifices, and the expectation of overcoming the epidemic. The 2020 Christmas message contains 627 words and 30 sentences. This article will analyze the three aspects of the speech's mood, modality and person system, and analyze its characteristics, structure and meaning.

3.1 Statistics and Analysis of Mood System

Halliday [1] believes that mood is composed of subject and qualifier, and different types of sentences will be produced due to the difference in the order of appearance of the two: declarative sentences, interrogative sentences and imperative sentences. According to statistics, the sentence types of the Queen's Christmas speech in 2020 are shown in the table 1:

Table 1 Sentence type comparison

Sentence type	Declarative sentence	Interrogative sentence	Imperative sentence	Total
Frequency	29	0	1	30
Percentage	96.66%	0%	3.44%	100%

As shown in the table, there are 29 declarative sentences in the whole article, accounting for 96.66%, and there is only one imperative sentence, accounting for 3.44%. Throughout the whole speech, almost all

are declarative sentences. Generally speaking, the declarative mood serves two functions: providing or requesting information. The former is mainly for conveying information and expressing opinions; the latter is for the speaker to get feedback from the audience. In this speech, political speech is a one-way output in a sense, that is, the speaker transmits his political information to the listener through live speeches and various media. [5] For example:

1) We continue to be inspired by the kindness of strangers and draw comfort that - even on the darkest nights - there is hope in the new dawn.

2) If you are among them, you are not alone, and let me assure you of my thoughts and prayers.

Example 1) expresses that even in the darkest night, a new dawn will be full of hope. We will join hands with people all over the world who are being hit by the epidemic to overcome difficulties and usher in the dawn of hope. Sentence 2) states that this time of the year is the time for family and friends to reunite, but this year we cannot accompany them as usual. If you need to bear loneliness alone, please remember that you are not alone. The queen used these two sentences to express her comforting feelings, and at the same time she would accompany them far away, so as to draw the hearts of herself and the people closer.

The imperative sentence is mainly used to express the intentions of advice, exhortation, request, suggestion, etc. The only imperative sentence in the speech appears at the end, "It is in that spirit that I wish you a very happy Christmas." was sent to her by the queen at the end of the speech New Year's greetings, here is mainly the usage of imperative sentences to convey the wishes.

3.2 Statistics and Analysis of Modality System

In the modality system, modal verbs, modal adverbs, modal adjectives, personal pronouns, etc. can all express modal meaning, and modal verbs are very important in realizing interpersonal meaning from the perspective of modality. They are also often used in the research of political speech to express the author's position, expectations, requirements, etc., among which words such as can, will, need are frequently used. By using them, a large amount of interpersonal information can be transmitted euphemistically to achieve the purpose of business communication. In order to accurately measure modality, Halliday [3] divides modality into low value (may, might, can, could), medium value (will, would, should) and high value (must, ought to, need). According to statistics, the appearance of modal verbs in the Queen's 2020 Christmas speech is shown in the table.

Table 2 Comparison of modal verbs

Table 2 Comparison of modal verbs				
Low value				
modal verbs	may	might	can	could
amount	0	0	1	0
proportion	0%	0%	20%	0%
Median value				
modal verbs	will	would	should	
amount	2	1	0	
proportion	40%	20%	0%	
High value				
modal verbs	must	ought to	need	
amount	0	0	1	
proportion	0%	0%	20%	

It can be seen from the above table that, compared with low-value and high-value modal verbs, modal verbs with medium value are more commonly used. More specifically, the low-value and high-value modal verbs account for only 20% respectively, while the middle-value modal verbs accounts for 60%. Among them, the medium-value modal verbs “will” and “would” are most often used because they are polite and respectful, followed by the low-value modal verb “can”, which is more euphemistic, and the high-value modal verb “need” accounts for a relatively low proportion. Using “need” will appear too strong, so the frequency of its use is low. In addition, Christmas is a day for the family to reunite for most Westerners. The family sits around the stove and enjoys the joy of family. Therefore, as a representative of the royal temperament of kindness and royal dignity, the Queen of England chose all in her Christmas speech. A modal verb that expresses a gentle attitude. [10]

In the following, we will conduct a more comprehensive analysis of the above-mentioned modal verbs.

3.2.1 Modal Verb “can”

It can be seen from the table that in the part of low-value modal words, the Queen’s Christmas speech used “can” once (not including can’t), and did not use “may” and “might”. “Can” is also used as a definite predicate in the sentence, but often indicating the reliability of a statement or the tendency of a suggestion, it is a low-value modal verb. [8]

3)The teachings of Christ have served as my inner light, as has the sense of purpose we can find in coming together to worship.

Here, “can” refers to “ability”. We can find our common aspiration in Christ’s admonition, and the Queen hopes that people will remember the teachings of Christ and unite to defeat the epidemic and realize our common aspirations.

3.2.2 Modal Verbs “will” and “would”

These two modal verbs are the most commonly used. “Will” and “would” share the meaning of future

occurrences. In actual use, they can also be used to express probability, willingness, order or instruction, etc. E.g:

4)He represents millions like him who throughout our history have put the lives of others above their own, and will be doing so today.

5)Of course, for many, this time of year will be tinged with sadness.....If you are among them, you are not alone, and let me assure you of my thoughts and prayers.

Example 4) is the Queen’s recounting that she went to Westminster Abbey in November this year, where the Tomb of the Unknown Soldier commemorates the people who lost their lives in the war. The Tomb of the Unknown Soldier is the resting place of an unidentified British soldier who died in World War I. It has become a symbol of national mourning after the war, and has maintained its commemorative significance for many years. “Will” here means that although the unknown soldier died, there are still thousands of people like him who will make their own sacrifices to protect this country.

The example sentence 5) describes some people who feel sad every time as usual. They either mourn the loss of loved ones or miss relatives and friends who can’t meet. The queen’s usage of “will” here is to describe the facts—for safety, these reunions cannot be achieved this year, and on the other hand to comfort people, even if we cannot be reunited in reality, our love will continue.

3.2.3 Modal Verb “need”

The modal verb “need” is often used less frequently. It is often used to express necessity and obligation, and has a strong tone.

6)But we need life to go on.

This is the only sentence in this speech where “need” is used. Although “need” has a strong tone here, it is showing a firm stand: even if we can’t gather together as we did in previous years, life will continue. Warmth and love will not dissipate because of the temporary separation.

3.3 Statistics and Analysis of Person System

Halliday [3] pointed out that the use of the person system in speech reflects interpersonal functions, and the targeted use of different personal pronouns in a specific context can provide useful information for studying the speaker’s attitude towards the listener and the interpersonal relationship between the two. The use of different personal pronouns helps to establish and maintain the interpersonal relationship between the speaker and the listener. The choice of personal pronouns will be affected by the purpose of the discourse and the identity of the speaker. The person system is mainly composed of personal pronouns: first-person pronouns (I, we, our, etc.), second-person pronouns (you, your, etc.) and third-person pronouns (he, she, they, etc.). [7]

Table 3 Statistics of person system

First Personal Pronouns							
	I	me	we	us	my	our	Total
Fr e.	4	2	7	5	3	3	24 (54.54%)
Second Personal Pronouns							
	you						Total
Fr e.	6						6 (13.63%)
Third Personal Pronouns							
	him	they	them	his	its	their	Total
Fr e.	1	2	3	4	1	3	14 (31.81%)
							44

As shown in the table, the frequency of the first person is much higher than that of the second and third persons, accounting for 54.54%, of which “we” is used the most, followed by “us”; while in the second person, only “you” has been used, a total of 6 times; the most frequently used in the third person is “his”, 4 times in total.

The following chapters will analyze the interpersonal meaning of personal pronouns in this speech.

3.3.1 First Person System

In this speech, the queen used more “we”, “us” and “I”, for example:

7) Every year we herald the coming of Christmas by turning on the lights.

8) This year, we celebrated International Nurses’ Day, on the 200th anniversary of the birth of Florence Nightingale.

9) Remarkably, a year that has necessarily kept people apart has, in many ways, brought us closer.

10) Today, our front-line services still shine that lamp for us —...

11) It is in that spirit that I wish you a very happy Christmas.

Considering that the subject is an important symbol of the speaker’s identity, the queen uses “we” and “us” to narrow the distance between herself and the people, creating a strong affinity between the speaker and the audience. In the example sentence 9), even if the epidemic temporarily separates us, our hearts are still tightly connected. In the last sentence of the speech, I expressed my sincere feelings in my heart, and I wish you all a Merry Christmas.

3.3.2 Second Person System

The second person pronoun is used less frequently,

and only “you” appear in the full text, which appears 6 times in total, for example:

12) To our young people in particular I say thank you for the part you have played.

13) If you are among them, you are not alone, and let me assure you of my thoughts and prayers.

In the example sentence 12), the queen uses “you” to show that the royal family and the country appreciate the contributions made by the people during the epidemic, and express gratitude to the people in the name of “I”. The “them” in example 13) refers to those who cannot be reunited with their relatives. The queen uses “you” here as a consolation, telling those who are lonely, “me” is also a member of “you”, in fact, you are not alone.

“You” usually gives people a sense of alienation in a speech, because it is often accompanied by a command tone, but in the Queen’s Christmas speech, it is completely the opposite. Among the six “you”, two express gratitude, three express comfort, and the last one appears in the last sentence, expressing blessings, which not only narrows the distance between the queen as a royal family and the people, but also weakens the social and political perspectives. The divided class levels unite all listeners, no matter how high or low, into a whole—that is, British nationals.

3.3.3 Third Person System

In this discourse, the use of the third person system mainly appears in the stories told by the queen and the personal experiences she shared. Among them, “his” and “them” are used more. E.g:

14) For Christians, Jesus is “the light of the world”, but we can’t celebrate his birth today in quite the usual way.

15) The man who is robbed and left at the roadside is saved by someone who did not share his religion or culture.

16) The Tomb of the Unknown Warrior isn’t a large memorial, but everyone entering Westminster Abbey has to walk around his resting place, honouring this unnamed combatant of the First World War — a symbol of selfless duty and ultimate sacrifice.

17) Today, our front-line services still shine that lamp for us — supported by the amazing achievements of modern science — and we owe them a debt of gratitude.

In this article, both “his” and “them” are personal denominations that refer to the anaphora before in the text. “His” refers to Jesus in the example sentences 14) and 15). The queen told the story of Jesus’ birth and his mission as usual. In 16), “his” refers to the unsung hero who was buried in Westminster Abbey. Here, the queen shared her experience and insights in mourning the unsung hero, lowering her posture to draw closer to her — distance between the people and call for them to maintain peace and be grateful to others at all times. [9] In example sentence 17), “them” caters to the front-line medical staff who

made great sacrifices to fight the epidemic. They selflessly contributed to countless strangers. The Queen here also appeals to the public to show respect and gratitude to the medical staff.

4. CONCLUSION

The above uses the interpersonal function of systemic functional grammar to statistically analyze the mood, modality and person system of the Queen's 2020 Christmas speech so as to confirm the strong affinity characteristics in the text, and further enhance national confidence through the speech. The analysis found that the Queen mainly used declarative sentences, middle-value modal verbs and the first-person system to tell about her and her family's experiences and perceptions this year, as well as expressing gratitude to the medical staff and unsung heroes who contributed to the country. Affection has strengthened the Queen's attention to people's livelihood issues, and narrowed her distance with the people through emotional expression, making it easier to strengthen the people's trust in the royal family.

By exploring this speech, it aims to gain a deep understanding of the textual characteristics of this type of speech, hoping to have a positive effect for the construction of discourse identity, the construction of discourse national image, and cross-cultural communication.

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A Pragmatic Analysis of *Pride and Prejudice* from the Perspective of Grice's Theory of Conversational Implicature

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Abstract: This article takes the character dialogues in "*Pride and Prejudice*" by Jane Austen as the research object. Through careful summary and sorting, it is found that there are a large number of character dialogues in this literary work. These dialogues are based on quality guidelines that violate the principles of cooperation. Quantity criterion, relation criterion and method criterion to achieve a humorous and ironic effect. It is hoped that these research results can provide a certain reference meaning for a deeper understanding of this literary work. Therefore, from the perspective of pragmatics, using the principle of conversational cooperation to analyze and interpret the deep meaning of the characters' conversation in the works, it is reasonable and well-founded, and it can present the connotation of the works to the readers deeply and uniquely.

Keywords: Cooperative Principles; Conversational Implicature; *Pride and Prejudice*

1. INTRODUCTION

Jane Austen, a famous British female novelist, has shown great interest in writing since she was a child, and she began to write at the age of 13. She inherited and developed the British realism tradition of the 18th century and did not drift through the neo-romanticism of the time. *Pride and Prejudice* is one of her representative works, which has been read by many people around the world and also adapted into a movie. *Pride and Prejudice*, based on the trifles of daily life, reflects the world in a small English town at the beginning of the 19th century. The novel is a very vivid portrayal of social customs. In this work, the author dealt with Bennet's five daughters' different attitudes towards marriage. Through the dialogue between each of them and others in life, it shows the different attitudes of people with different personalities towards life in the society at that time. Through the contrast between these different attitudes. It can be seen that the author himself maintains an independent attitude towards life, marriage and life. The heroine Elizabeth, Elizabeth reflected in many aspects of the personality characteristics can also be said to be a shadow of the author. Elizabeth is a self-respecting and far-sighted woman, and other people in the novel represent different groups of people in society. Therefore, the novel also reflects

the social situation at that time.

CONVERSATIONAL PRINCIPLES

In 1967, Grice put forward the concept of Cooperative Principle. He pointed out that in the process of language communication, in order to achieve a special purpose, the speaker and the listener must follow certain principles, and he called the principle of cooperation to maintain the tacit relationship[1]. The cooperation principle has four kinds of criteria: the maxim of quantity, quality, relation and manner. The maxim of quality refers to that when people communicate in a conversation, they should convey real information, not convey words without evidence. The maxim of quantity refers to that when the speaker provides information, he should provide as much information as is needed for the conversation and should not exceed the required information. The maxim of relation means that the speaker needs to provide information related to the conversation, the answer to the question or the conversation should be related to the previous conversation. The maxim of manner is to be concise and to avoid ambiguity in what the speaker says. However, in practical communication, people do not always strictly abide by the cooperative principle, and they may intentionally or unintentionally violate other principles in order to abide by a certain criterion or sub-principle. When people violate the cooperative principle, a new meaning is created that goes beyond the literal meaning. This is called conversational implicature. Conversational implicature is a kind of implied meaning, which can be derived from the conventional meaning of words in connection with context under the guidance of the cooperative principle and its criterion. Grice called this subaudition produced by apparently violating the "cooperative principle" as "special conversational implicature,"[3] which explains how the listener understands the meaning of the speaker through the superficial meaning of the speaker's words, and wit and humor often occur at this time.

The conversational implicature produced by the violation of cooperative principles in *Pride and Prejudice*.

Conversational implicature produced by violating the maxim of quantity

Example 1

"She is tolerable, but not handsome enough to tempt me..."[2]

When Darcy and Elizabeth met for the first time, Bingley was attracted by Jane's beauty and spoke highly of her. On the contrary, Darcy deliberately belittles Elizabeth's appearance, saying only: "She is tolerable, but not handsome enough to tempt me..." It's a violation of the maxim of quantity. At the time, he could have only commented on Elizabeth's appearance, but he also said that Elizabeth was not enough for him, which implied that Darcy was concerned about the class gap between them. The humble background of Elizabeth restrained him from thinking much of her.

Example 2

Upon my word, said her ladyship, "you give your opinion very decidedly for so young a person---Pray, what is your age?" "With three younger sisters grown up," replied Elizabeth smiling, "your ladyship can hardly expect me to own it." [2]

The conversation between Elizabeth and Lady Catherine violated the maxim of quantity. Lady Catherine is a very insolent person, she asked Elizabeth's age, but Elizabeth did not directly answer her, but said that her three sisters have grown up. Elizabeth didn't give as much information as was required, she violated the the maxim of quantity deliberately. This dialogue showed the difference between Elizabeth and many people in the society at that time, because all the people who talked to Lady Catherine were submissive and also showed that Elizabeth didn't cling to power.

Example 3

"I heard you before; but I could not immediately determine what to say in reply. You wanted me, I know, to say 'yes,' that you might have the pleasure of despising my taste; but I always delight in overthrowing those kind of schemes, and cheating in person of their premeditated contempt. I have therefore made up my mind to tell you that I do not want to dance a reel at all---and now despise me if you dare." [2]

In this conversation between Darcy and Elizabeth, Darcy invited Elizabeth to dance. She did not answer "Yes" or "No" directly, but said a long sentence in complete violation of the maxim of quantity. Not only did she respond to Darcy's invitation, but she also provided additional information about her personal interests, and it was clear that she had no intention of accepting his invitation. She conveyed the irony of Darcy through this roundabout reply. The implication was that if he acceptex Darcy's invitation to dance with her it would show that she had no good taste and that Darcy was trying to scorn her. In fact, her real intention was to say that Darcy was not qualified to be her dance partner in her mind, which was a great contempt for Darcy's aristocratic status, and also clearly expressed a satire on Darcy's arrogant and rude attitude when they first met.

Conversational implicature produced by violating the maxim of quality

Example 1

"What is his name?" "Bingley." "Is he married or single?" "Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!" "How so? how can it affect them?" "My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them." [2]

This is a dialogue between Mr. and Mrs. Bennet. When Mrs. Bennett learned that Netherfield had been taken by a rich young man, she was very pleased to tell her husband, but her husband asked her what the business had to do with the girls, and pretended not to know that his wife wished to marry one of them to Mr. Bingley. His conduct violated the maxim of quality. He was very fond of laughing at his wife. He implied irony at his wife, as she was always wishing to marry her daughter to a rich man.

Example 2

"Indeed I have, Sir," was her answer. "She is a great deal too ill to be moved, Mr. Jones says we must not think of moving her. We must trespass a little longer on your kindness." [2]

This is a dialogue between Mrs. Bennet and Mr. Bingley. After a few days' rest, Jane was improving, but when Mr. Bingley said he hoped that Mrs. Bennet had not found Jane worse than she expected, Mrs. Bennett said "she is a great deal too ill to be moved", which was a clear violation of the maxim of quality. For Mrs. Bennet had deliberately emphasized, contrary to the truth, that her daughter was too ill to come home, in order to prolong her stay at Mr Bingley's. It could be seen that Mrs. Bennet was a relatively vulgar, shallow person, and it also reflected the snobbery in the society at that time.

Example 3

"Oh! Mr. Bennet, you are wanted immediately; we are all in an uproar. You must come and make Lizzy marry Mr. Collins, for she vows she will not have him, and if you do not make haste he will change his mind and not have her." "I have not the pleasure of understanding you," said he, when she had finished her speech. "Of what are you talking?" [2]

Elizabeth rejected Mr. Collins' proposal of marriage. Mrs. Bennet heard the news and persuaded him not to give up, but Mr. Collins was so embarrassed and angry at the rejection that he no longer wanted to marry Elizabeth. Mrs. Bennet had no choice but to turn to her husband. She wanted Mr. Bennet to persuade Elizabeth, but Mr. Bennet had seen before that his wife intended to match Eliza and Collins, so he pretended not to hear her. Aware of Mr. Collins' character and behavior, he knew that Mr. Collins was not a good match, so he was still less inclined to persuade her.

Example 4

"How pleasant it is to spend an evening in this way! I

declare after all there is, no enjoyment like reading! How much sooner one tires of anything than of a book! When I have a house of my own, I shall be miserable if I have not an excellent library." [2]

Miss Bingley looked at Darcy as she read. Though she did not enjoy reading, she said it was the most interesting activity in the world. She knew that Darcy had a large number of books, and she spoke on purpose of wishing for a good library in her house. In this statement she deliberately violated the maxim of quality by expressing feelings that are contrary to the real, which showed her trying to attract Darcy and her desire to marry him.

Conversational implicature produced by violating the maxim of relation

Example 1

Mrs. Bennet dignified not to make any reply; but unable to contain herself, began scolding one of her daughters. "Don't keep coughing so, Kitty, for heaven's sake! Have a little compassion on my nerves. You tear them to pieces." "Kitty has no discretion in her coughs," said her father; "she times them ill." [2]

Mrs. Bennet did not know that her husband had visited Bingley; when the Bennets talked about the fact that Mrs. Long would not introduce Bingley to them because Mrs. Long's niece was still single, so she must introduce Bingley to her niece. Mrs. Bennet was displeased, but without showing her displeasure evidently, she blamed her daughter's coughing for hurting her nerves. This topic is irrelevant to what is being talked about and breaks the maxim of relation. Mrs. Bennet was angry with him for refusing to call on Bingley, and she could only vent her anger on her daughter.

Example 2

"When she was only fifteen, there was a gentleman at my brother Gardiner's in town, so much in love with her... he wrote some verses on her, and very pretty they were," said Mrs. Bennet. "And so ended his affection," said Elizabeth impatiently. "There has been many a one, I fancy, overcome in the same way. I wonder who first discovered the efficacy of poetry in driving away love!" [2]

Mrs. Bennet mentioned to Mr. Bingley that her daughter had been courted by a young man, in order to emphasize her beauty and to draw his attention to her. Elizabeth did not think it proper for her mother to say that, so she voluntarily changed the conversation to poetry, instead of continuing the subject in connection with Jane. Elizabeth deliberately violated the maxim of relation in order to avoid her mother saying something even more inappropriate.

Example 3

"I have two small favours to request. First, that you will allow me the free use of my understanding on the present occasion; and secondly, of my room. I shall be glad to have the library to myself as soon as may be." [2]

This is a conversation between Mr. and Mrs. Bennet.

When Elizabeth refused Colin's proposal of marriage, Mrs. Bennet was upset and urged Mr. Bennet to persuade Elizabeth to accept Mr. Collins, but Mr. Bennet thought that he was arrogant, stupid and not good enough for Elizabeth. Without any explanation, he said something that was not related to his wife's topic, thus he deliberately violated the maxim of relation. It also implied that he liked to stay alone in the study and read quietly. He did not like to be disturbed and hoped that Mrs. Bennet would leave and not disturb him anymore.

Conversational implicature produced by violating the maxim of manner

Example 1

"Eliza Bennet," said Miss Bingley, when the door was closed on her, "is one of those young ladies who seek to recommend themselves to the other sex by undervaluing their own, and with many men, I dare say, it succeeds. But, in my opinion, it is a paltry device, a very mean art." "Undoubtedly," replied Darcy, to whom this remark was chiefly addressed, there is meanness in all the arts which ladies sometimes condescend to employ for captivation. Whatever bears affinity to cunning is despicable." [2]

Miss Bingley speaks ill of Elizabeth to Darcy. She thinks that Elizabeth plays tricks to attract Darcy; but in the face of her slander on Elizabeth, Darcy did not express clearly whether he agreed with Miss Bingley's opinion or not. Darcy plays a pun, because the "ladies" in this sentence could both refer to Elizabeth indicating Darcy's approval of her, and could also refer to Miss Bingley, suggesting that he thought Miss Bingley's slandering of Elizabeth behind her back is dishonorable, so he deliberately violated the maxim of manner and expressed sarcasm to Miss Bingley.

Example 2

"First, I think it a right thing for every clergyman in easy circumstances... Secondly... and thirdly... that it is the particular advice and recommendation of the very noble lady whom I have the honor of calling patroness..." [2]

This is a monologue from Mr. Collins when he proposed. Supported by Mrs. Bennet, Mr. Collins proposed to Elizabeth. He stated many reasons why Elizabeth should marry him, and he firmly believed that Elizabeth would accept his proposal. Example 2 is an excerpt from what he said when he proposed. His proposal for marriage was 2 pages in the novel. He completely violated the clear, concise and methodical sub-maxim in the maxim of manner. Collins' long proposal vividly and clearly presented his stupid and ridiculous personality traits. In the third reason he showed off his relationship with a wealthy lady which fully exposed his absurdity, slavery and stupidity. Elizabeth stoutly rejected this man with huge wealth, reflecting her wisdom and courage.

Example 3

"Miss Elizabeth Bennet!" repeated Miss Bingley. I am all astonishment. How long has she been such a favorite? And pray when am I to wish you joy?" (Miss Bingley) "That is exactly the question which I expected you to speak. A lady's imagination is very rapid; it jumps from admiration to love, from love to matrimony, in a moment. I knew you would be wishing me joy." [2]

This was a conversation between Miss Bingley and Darcy at a dance. She longed to marry Darcy, and when he told her that his crush was Elizabeth. She showed jealousy of Elizabeth. But Darcy did not answer Miss Bingley's question directly, but said ironically: "A lady's imagination is very rapid. 'Here, 'a lady' can be used to refer to all ladies as well as to Miss Bingley. Darcy violated the rules of style by using vague words, and his tactful violation of the rules of style was intended to show that he did not want to share his feelings about Elizabeth with her. It was also intended to imply that Miss Bingley's prediction was not realistic, which showed Darcy's acuteness and sarcasm towards her.

4. Conclusion

Through the analysis of the above dialogue, it is obvious that the violation of the cooperative principle by the characters in the novel produces rich pragmatic meanings in the process of communication, which adds a lot to the vividness of the characters' personalities and the effect of language. In view of this, when reading literary works, only through the analysis of characters can we correctly understand the meaning of dialogue that violates the cooperative

principles, so as to have a more thorough understanding of literary works. The contrasting characters of Bennett and his wife are vividly displayed by the author. Mr. Bennett was calm, witty, humorous, and gentlemanly. Mrs. Bennett is not only stupid, temperamental, and is filled with material desire. Through the pragmatic analysis of the dialogue in the novel, we dig out the deep meaning under the surface meaning of the novel, and feel Jane Austin's extraordinary language ability [2]. This language ability not only comes from her meticulous writing, but also from the edification of her living environment and her careful consideration of human nature. With witty and humorous dialogue, detailed psychological description and quiet satire, Jane Austen successfully shaped the vivid characters in her novels, which also established her important position in the British literary world. Thus, Using cooperative principle to analyze and explain the deep meaning of the dialogue of the characters in the works can help to deeply and uniquely understand the connotation of the works.

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Correlation Analysis on Final Exam Grades of International Trade Practices Course and International Trade Documentation Course Based on Statistical Regression Method

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Abstract: International Trade Practices and International Trade Documentation are two professional courses for Business English majors. This paper takes Pearson correlation analysis to study the final exam scores of these two courses of 75 Business English majors with SPSS statistics software, indicating that there is a significant positive correlation on the final exam scores between the two courses. By using the Linear Regression, we find the prediction equation to predict the final exam score of International Trade Documentation course from the final exam score of International Trade Practices course, and then we use F-test to determine the strength of this relationship. The prediction equation is proved to be valid and effective. In the end this paper analyzes the reasons why there is a significant positive correlation on the final exam scores between the two courses.

Keywords: Correlation analysis; International Trade Practices Course; International Trade Documentation Course; Statistical Regression Method

1. INTRODUCTION

International Trade Practices Course is a professional course for junior business English majors. It studies the specific process of exchange of goods or services across national boundary. It is a practical applied science. Students can master the whole procedure of a transaction after learning this course. International Trade Practices Course is designed to meet students' needs for clear understanding of foreign trade business, and it is also the foundation of other professional courses. This course is mainly taught in English. Students are required to be familiar with the English terms used in the import and export process, the professional knowledge of international trade and practical business operation.

International Trade Documentation Course is also a professional course for junior business English majors. It is an extension course of International Trade Practices and other related professional courses. Through the study of this course, students will master the basic theory and knowledge of foreign trade documents, be familiar with the operation and

management of foreign trade documents, and master the skills of foreign trade documentation. This course requires students to have a comprehensive understanding of the basic concepts related to foreign trade documents, negotiable instruments and methods of international settlement --- remittance, collection, letter of credit. Students are required to understand the concepts, functions, types and contents of various documents in import and export trade, so as to have the ability to examine letter of credit based on terms and conditions of sales contract, examine documents and prepare documents according to letter of credit or sales contract.

Examination is a good way to test the learning and teaching effectiveness. The statistical analysis of examination results can objectively reflect the quality of learning and teaching (Liu Xiuhua & Wu Xudong, 1989:39). [1] This paper takes the final exams of 75 Business English Majors in our school as an example, and makes a Pearson correlation analysis on the examination results of two courses ---International Trade Practices and International Trade Documentation. The purpose of this research is to elaborate the relationship between the two courses, analyze the reasons why there is a significant positive correlation on the final exam scores between the two courses.

2. DATA AND RESEARCH METHODS

The final exam scores of two courses --- International Trade Practices and International Trade Documentation of 75 Business English majors in our university are used as data of this research.

The exam of International Trade Practices course was based on blank filling, multiple choice, true-false question, sentence translation, case analysis, calculation and so on. And the exam of International Trade Documentation course was based on document filling and short-answer questions. The teaching materials used in the two courses were different, the content and scope of two exams were completely different, and closed-book exams were adopted in these two courses. The final exam scores of 75 students are as follows:

Table 1 Final Scores of International Trade Practices

Course and International Trade Documentation Course of 75 Business English Majors

No.	International Trade Practices	International Trade Documentation	No.	International Trade Practices	International Trade Documentation	No.	International Trade Practices	International Trade Documentation	No.	International Trade Practices	International Trade Documentation
1	90.5	99.5	20	83.5	96	39	73.5	80	58	77.5	86
2	82	91.5	21	82.5	95	40	75	80.5	59	63.5	88
3	84	93	22	70.5	87.5	41	71	91	60	82	92.5
4	82.5	90	23	80	91.5	42	58.5	88.5	61	83.5	98
5	59	96.5	24	76.5	89	43	78	95	62	76	96.5
6	90	81	25	72.5	80	44	89	86	63	48.5	75.5
7	74.5	79	26	91	98.5	45	89	99	64	81	75
8	84	88	27	72	77.5	46	77.5	98.5	65	81	98.5
9	83	94	28	81.5	88.5	47	76	87	66	78	90
10	92.5	95.5	29	89	95	48	76.5	71	67	73	97.5
11	79.5	89	30	84	99	49	82	72	68	78	96.5
12	86.5	83.5	31	79	93	50	70	77.5	69	79	91
13	76	85.5	32	89	97.5	51	73	88.5	70	70	90
14	81	95.5	33	83.5	93	52	80.5	89.5	71	81.5	87.5
15	83	92	34	63	83.5	53	61.5	78.5	72	73.5	85.5
16	76	98.5	35	77.5	98	54	74.5	80.5	73	91	90
17	74	81	36	78.5	91.5	55	71	88	74	77	76.5
18	77	87.5	37	80	88	56	81.5	88	75	69	93.5
19	73.5	92.5	38	78	87.5	57	82	94			

The scores are input into SPSS Statistics 26.0 system, and then we can get the Mean, Standard Deviation, Variance, Standard Error Mean and Range of the final exam scores of the two courses.

Table 2 Descriptive Statistics

	N Valid	Range	Minimum	Maximum	Sum	Mean	Standard Error Mean	Standard Deviation	Variance
Score 1*	75	44	48.5	92.5	5840	77.8667	0.92806	8.03722	64.597
Score 2**	75	28.5	71	99.5	6683.5	89.1133	0.82181	7.11706	50.653

* final exam scores of International Trade Practices course

** final exam scores of International Trade Documentation course

The scores of the two courses are normally distributed. Taking the pairs of final exam scores of these two courses as variables, we find that the variables can be measured at the interval level and we can use Pearson correlation analysis to decide whether the two sets of scores are related or independent.

3. HYPOTHESES

According to the above data, our question is whether the final exam scores of International Trade Practices course and International Trade Documentation course are significantly correlated or not. In another word, is there a relationship between the final exam scores of these two courses? According to this question, we are conducting the following hypothesis test:

Null hypothesis $H_0: r = 0$

Research hypothesis $H_1: r \neq 0$

Research hypothesis in this research is that final exam scores of the two courses are correlated. Null hypothesis here is that there is no correlation on the final exam scores between the two courses. By using SPSS Statistics 26.0 system, we can get Pearson Correlation coefficient of these two sets of scores. If the absolute value of the correlation coefficient is between 0.4 and 0.7, there is a moderate correlation; being less than 0.4 indicates low correlation; being greater than 0.7 indicates high correlation. We set the significance level at ≤ 0.05 . If significance level p is equal to or less than 0.05, we reject the null hypothesis and accept the research hypothesis; if significance level p is more than 0.05, we accept the

null hypothesis. (Xu Hongchen, 2013:65) [2]

4. CORRELATION ANALYSIS

SPSS employs the Pearson correlation analysis and a two-tailed test of significance. See Table 3 for the results:

Table 3 Pearson Correlation on Scores of Two Courses

		Final exam score of International Trade Documentation course
Final exam score of International Trade Practices course	Pearson Correlation	0.362
	Sig. (2-tailed)	0.001
	N	75

The above table shows the Pearson correlation coefficient ($r = 0.362$), significance level ($p = 0.001$) and number of the subjects ($n = 85$). The correlation on final exam scores between the two courses is positive and statistically significant ($r=0.362$, $p<0.05$). This means that the higher the score of International Trade Practices course is, the higher the score of International Trade Documentation course would be. But this interpretation in no way implies causality. The significant correlation merely indicates that the two variables covary (Robert Ho, 2006: 192). It is noted that there is a significant low correlation on the final exam scores between the two courses.

5. LINEAR REGRESSION AND PREDICTION EQUATION

Regression and correlation are closely related. Regression focuses on using the relationship for prediction. Since the correlation of the two variables in this research is positive and significant, knowing the value of one score permits a perfect prediction of the score on the second variable (Robert Ho, 2006: 195). [3] So how do we use final exam score of International Trade Practices course to predict the final exam score of International Trade Documentation course? We should find the prediction equation to solve this problem, and then we use F-test to determine the strength of this relationship.

SPSS employs Linear Regression analysis. See Table 4 and Table 5 for the results:

Table 4 Model Summary**

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.362*	0.131	0.119	6.68026

*Predictors: (constant), Final exam score of International Trade Practices course

**Dependent variable: Final exam score of International Trade Documentation course

Table 5 Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	64.168	7.563		8.484	0.000	49.095	79.241
	Final exam score of International Trade Practices course	0.32	0.097	0.362	3.316	0.001	0.128	0.513

* Dependent variable: Final exam score of International Trade Documentation course

The relevant information for constructing a prediction equation is presented in the Coefficients table (see Table 5). [4] (Ronald D. Yockey, 2010: 208) To predict the final exam score of International Trade Documentation course (ITD) from the final exam

score of International Trade Practices course (ITP), use the values presented in the Unstandardized Coefficients column. Using the Constant and B (unstandardized coefficient) value, we can get the prediction equation:

$$\text{Predicted ITD} = 64.168 + (0.32 \times \text{ITP})$$

Thus, for a student who has an ITP score of 62, his or her predicted ITD score will be:

$$\text{Predicted ITD} = 64.168 + (0.32 \times 62) = 84.01$$

In Table 4 (Model Summary table), we find that the Standard Error of the Estimate is 6.68026. This means that at the 95% confidence interval, the predicted ITD score of 84.01 lies between the scores of 70.92 (84.01 - (1.96 × 6.68026)) and 97.1 ((84.01 + (1.96 × 6.68026))).

We can conduct an F- test to evaluate the strength of this prediction equation, and the strength of prediction equation can be measured by R square, which is the square of correlation coefficient listed in the Model Summary table (see Table 4). Here is the formula of F-test:

$$F = \frac{r^2}{(1-r^2)/(n-2)}$$

We can get the F value by this formula.

$$F = \frac{0.131}{(1-0.131)/(75-2)} = 11$$

In the univariate linear regression, the first degree of freedom in F-test is $df_1 = 1$, and the second degree of freedom is $df_2 = n - 2 = 75 - 2 = 73$. Consulting F-table (Han Baocheng, 2000:196), [5] we find that when the alpha risk chosen is 0.05, the degree of freedom $df_1 = 1$, $df_2 = 73$, the F-critical value is 3.98. By using the above formula, we get the result that F value is 11, which is greater than the critical value 3.98. We draw a conclusion that the prediction equation (Predicted ITD = 64.168 + 0.32 × ITP) is effective. We can predict the final exam score of International Trade Documentation course from the final exam score of International Trade Practices course by using this prediction equation.

6. REASONS FOR SIGNIFICANT POSITIVE CORRELATION

According to the above research, under the condition that the teaching materials used in the two courses were different, the content and scope of two exams were completely different, and closed-book exams were adopted in both courses, there is a significant positive correlation on the final exam scores between the two courses. In the researcher's opinion, reasons are as follows:

6.1 RELATIONSHIP BETWEEN TWO COURSES

Business English major has the characteristics of being interdisciplinary. Students are required to master business language, business knowledge and practice, cross-cultural business communication. Business English major aims to cultivate talents with a solid foundation in English, with comprehensive

and practical knowledge. According to Professor Wang, Business English majors should have five abilities: English application ability, cross-cultural communication ability, business practice ability, critical thinking and innovation ability, and autonomous learning ability (Wang Lifei, 2015: 299).

[6] Business practice ability includes trade practice skills, so International Trade Practices course is one of the core courses of business English major.

International Trade Practices is a basic course for business English majors. It integrates international settlement, international logistics, international commercial law and international trade documentation, etc. Therefore, International Trade Practices course is a prerequisite course for International Trade Documentation, International Business Negotiation, International Settlement and International Logistics Management, etc. Only after a comprehensive and systematic understanding of international trade and mastering the course of International Trade Practices, can we learn other professional courses smoothly. With task-based teaching method, English textbooks and bilingual teaching, we introduce some trade practices and usages, such as Incoterms 2020, UCP600, URC522, CISG, ISBP, etc. The content of this course includes international trade overview, trade mode, import and export operation, packaging, transportation, insurance, terms of commodity, commodity inspection, claim settlement, arbitration, negotiation process of international trade sales contract, details and application of trade terms and payment methods, price of commodity, etc.

International Trade Documentation is a professional course for business operation. It is necessary to master the basic knowledge of international trade practices before the training of business operation skills. International Trade Documentation course is a subject formed and developed on the basis of International Trade Practices course. It is also related to international trade law, international finance, international transportation and insurance. The content of this course International Trade Documentation includes the introduction of bills of exchange, promissory notes and cheques; the concept, classification and application of remittance, collection and letter of credit; examination of letter of credit based on terms and conditions of sales contract; the types, contents and preparation methods of main foreign trade documents in international business, including commercial invoice, packing list, transportation documents, certificate of origin, shipping notice and beneficiary's certificate, insurance policy and bill of exchange; examination of documents in L/C or collection transaction, etc. In the import and export trade, the exporter shall check the letter of credit clauses. If letter of credit is in accordance with the contract, and the exporter can deliver the goods. If it is not in conformity, the seller

will deliver the goods only after the letter of credit is amended. After the goods are delivered, it is necessary for the seller to make a complete set of documents according to the terms of L/C. After the documents are presented to the bank, the negotiation bank and the issuing bank need to check the documents to decide whether it is a complying presentation. These are the main contents of International Trade Documentation course. In addition, this course also involves the preparation of documents under remittance and collection.

Therefore, the contents of these two courses are closely related. We can say that if we learn International Trade Practices well, other professional courses, including International Trade Documentation, can also be well mastered. Although the content and scope of two exams were completely different, exam results are correlated. Therefore, it can explain, to some extent, why there is a significant positive correlation between the two variables in this study.

6.2 FACTORS INFLUENCING EXAM RESULTS

Both courses are taught in English or bilingual. There are many factors that affect the exam results, such as good command of English in senior high school, interest in learning, love of the major, high attendance rate in class, and finishing the homework independently after class, which indicate that students who have good learning habits, scientific learning methods, strong willingness to learn and work hard during the University can get high marks in final exams (Liu Ling, 2017: 96). [7] Therefore, the test scores are related to whether the students study hard or not at school. The more concentrated the students are, the higher exam scores would be. On the contrary, students with improper learning attitude and no interest in learning may get lower scores in both courses. Of course, there are also some objective

factors influencing exam results, such as students' physical condition, whether they have a good rest before the exam, whether they are clear headed during the exam, and so on. These factors can determine the score of the exam. Whether students have positive mentality and test-taking skills or not is also one of the factors that affect the results of examination.

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Research on Teaching Strategies of English linguistics based on Multiliteracies Pedagogy

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Abstract: In the context of the development of the new era, in the process of English language teaching in colleges, teachers need to constantly study new teaching methods. Because the implementation of the course of English language not only reflects the quality and ability of English teaching, but also is students' understanding of the development process of English learning. As the most widely used language in the world, English occupies a central position in international communication. As a country actively integrating with the world, China is imperative to develop English teaching. Therefore, by summarizing the multiliteracies pedagogy and improving teaching strategies of English language, we can provide some teaching methods for teachers, so as to improve the quality and effect of English language teaching and promote the development of English language teaching in colleges and universities.

Keywords: Multiliteracies pedagogy; English; Teaching strategies

INTRODUCTION

The economy and culture of a country are closely related to the development of the world. People of all countries are learning excellent cultures from each other. English, as a common language in the world, plays an important role in the communication among countries. English language has gradually developed into an important part of communication among countries, and has an important impact on people's way of communication. In the aspect of learning English linguistics, some experts and researchers have put forward diversified reading and writing theories, which has changed the traditional teaching mode and students' learning methods, and introduced new ideas for English teaching. The purpose of English teaching has changed from simply cultivating students' reading and writing ability to cultivating students' multiple reading and writing theory ability and promoting students' overall quality.

1. TO CREATE A DIVERSIFIED ENVIRONMENT FOR ENGLISH TEACHING

Based on multiliteracies pedagogy, first of all, in English language class, the standardization of teachers' teaching language directly affects students' English learning, which is based on English theory. The English classroom has a variety of reading and writing skills and is the main medium for students to

learn English language skills. And the standardization of teachers' reading and writing plays an important exemplary role for students, and it is also a direct way for college students to contact with English knowledge. Therefore, to create a diversified teaching environment, we should start with the standardization of English teachers' classroom language. English teachers should learn to use the theory of multiliteracies pedagogy to strengthen their English learning language system, establish the significance of learning English linguistics, and try to establish a unique diversified classroom language. It emphasizes that English teachers should pay attention to the application of English linguistics from the beginning of "English linguistics classroom design". Each course should not be limited to the fixed mode of applied English linguistics, but should try to establish a diversified reading and writing training course with unique teacher characteristics through multimedia and electronic resources, as well as creating classroom teaching atmosphere and environment with good literacy skills.

2. TO ENRICH THE TEACHING CONTENT AND FORM

In order to make students better learn English language knowledge, English teachers should master students' acceptance of language learning, enrich the teaching content of English language, so as to meet the needs of different students for basic English knowledge and make students learn more smoothly. For example, teachers can introduce some short educational stories, combine these stories with the teaching content, and then introduce the teaching content of English linguistics, which can effectively attract students' attention and interest in learning. For some students with strong basic knowledge, teachers can also put forward some challenging questions to them, so that they can study the problems through independent thinking, and their curiosity and challenge of new things can be satisfied. In addition, we should also train students to think creatively to improve their ability to solve problems and interest in actively thinking about English problems. In order to give full play to the role of this teaching mode, teachers can divide students into different learning groups according to their mastery of basic knowledge, so as to design targeted English language teaching content, so that students can communicate effectively when discussing relevant issues. When this kind of

teaching mode is adopted, the teaching and research activities of English teachers' team are also carried out according to the team mode. Teachers form a teaching and research team according to different professional directions, and only after matching with the student team, can they carry out the targeted English linguistics learning process.

3. TO INNOVATE THE ASSESSMENT MODEL OF ENGLISH LINGUISTICS

The traditional final assessment of English linguistics is mainly composed of the usual classroom performance and the test scores. The usual performance scores include oral English, listening, classwork and homework. The test paper scores account for most of the total score. This is a typical English assessment procedure and will lead to students' poor communication skills in English. They learn the essentials of English linguistics mechanically, but they do not understand them, nor incorporate them into students' knowledge, so they do not learn and use it flexibly. Based on multiliteracies pedagogy, the assessment method of English linguistics should be re-introduced to provide English teachers and students with new assessment experience. Multiliteracies pedagogy emphasizes the applicability of students. In the process of assessing English language, teachers need to collect and apply English language knowledge and related content every day and put them into practice. Only when students are proficient in the use of English language knowledge can they understand the learning effects and basic knowledge of students and the purpose and importance of English linguistics. In order to improve the evaluation model of English linguistics, teachers need to thoroughly study the real life of students, clearly grasp the status of each student's English language learning, and establish English language learning files when necessary.

4. TO CONSTRUCT A TEACHING SCENE BASED ON REALITY

In the current stage of English teaching, most students are still learning English in the traditional way of learning words and grammar. Therefore, they learn and understand the basic knowledge of English very slowly, and it is difficult for them to really master English. Although some students are proficient in vocabulary and grammar, they have insufficient understanding of English culture, so it is difficult for them to communicate with others. Considering the relationship between language teaching and multiculturalism in today's world, the theory of multiple reading and writing strives to create a realistic classroom environment, so that students can improve their English and writing skills in the real world. In the traditional curriculum model,

reading and writing textbooks of science and technology knowledge, teachers will find several English science and technology textbook materials for students to read. After reading, the teacher will explain some key words and grammar. In this teaching mode, the teacher will take the initiative to greatly influence and control the learning rhythm and learning methods of students. If multiliteracies pedagogy is adopted, the teacher can establish a real teaching scenarios to conduct courses; for example, the teacher will lead the research on new energy, and first guide students to find relevant news reports, and then designs teaching tasks, including the introduction of new energy battery development process, mainstream technology research direction, and expected social impact. The process can be carried out in the form of exchange meetings, and all learning activities are carried out by the students themselves. The main role of the teacher is to provide advice and guidance. After students complete the learning activities, the teacher will evaluate and guide them to transform the language knowledge and skills acquired in the learning process into actual language applicability. Students will develop a deeper understanding of English, have a better grasp of English knowledge, and significantly improve their overall English culture.

5. CONCLUSION

In a word, the development of English linguistics course needs to keep pace with the times, innovate teaching mode and teaching strategy, and cultivate talents in line with the development trend of today's society. In the English teaching mode based on multiliteracies pedagogy, English teachers need to play their own professional knowledge and skills. And in the actual teaching process, teachers should master the connotation of multiliteracies pedagogy and the core content of multiliteracies pedagogy, and combine the theoretical basis with teaching practice, and finally carry out teaching through a variety of effective teaching methods to promote the overall development of students' English level.

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Research on Credit Management of Innovation and Entrepreneurship in Application-Oriented Institutes

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Abstract: The establishment of college students' innovation and entrepreneurship credits is an important way to promote innovation and entrepreneurship education in colleges and universities. Due to the inaccuracy of the standard orientation of applied talents training, the failure of practical teaching to the proper level, the imperfect teaching management mechanism and the lack of supply of innovative and entrepreneurial practical education, there are some problems in the practice of credit management of innovation and entrepreneurship in the application-oriented undergraduate universities. The universities pay more attention to results than to process; the standard and scope of identification are insufficient; the standard of recognition is not adjusted in time. So, the credit management of innovation and entrepreneurship should be improved from the aspects of practical teaching reform, curriculum construction and vocational qualification certificate education.

Keywords: application-oriented undergraduate course; credit for innovation and entrepreneurship; administration

1. INTRODUCTION

Deepening the reform of innovation and entrepreneurship education in colleges and universities is not only the need of the national innovation driven development strategy, but also the need of the comprehensive reform of China's higher education. The integration of innovation and entrepreneurship education into talent training program in colleges and universities is the inevitable requirement of education system reform. The establishment, accumulation and conversion of college students' innovation and entrepreneurship credits is an important way to promote innovation and entrepreneurship education, and an important measure to cultivate innovative talents. The credit system is a kind of flexible teaching management system which calculates the students' academic performance by credit. At the end of the 20th century, China's colleges and universities have carried out innovative credit practice in succession. For example, in 2012, Liaoning University of International Business formulated the Measures for the Implementation of College Students' Innovative

Practice Credit; in 2015, the Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities (GBF [2015] No. 36) pointed out: "colleges and universities should set up reasonable innovation and entrepreneurship credit, establish a credit accumulation and conversion system for innovation and entrepreneurship, and explore how to convert students' innovative experiments, papers, patents and independent entrepreneurship into credits. ". [1] By November 2020, qualified colleges and universities have gradually established credit accumulation and conversion mechanism for innovation and entrepreneurship, learning certification and credit recognition system for online open courses, and innovation and entrepreneurship education reform demonstration schools have established innovation and entrepreneurship transcripts for 2.06 million college students, and more than 3,700 college students have temporarily suspended from school for entrepreneurship in five years. Various colleges and universities across the country carry out the credit accumulation and conversion system of college students' innovation and entrepreneurship to varying degrees, and are gradually establishing relevant systems and regulations suitable for their own colleges and universities. [2]

As an important part of the higher education system, application-oriented universities undertake to cultivate application-oriented talents who can adapt to the rapid changes of technology and the needs of local economic and social development, and have necessary undergraduate background, innovative application ability, obvious professional expertise and good professional quality. It is worth discussing how to improve the innovation and entrepreneurship talent training system, set up a reasonable talent training program, improve the management system, and achieve the goal of talent training in the process of innovation and entrepreneurship education.

2. THE CURRENT SITUATION OF CREDIT MANAGEMENT OF INNOVATION AND ENTREPRENEURSHIP IN APPLICATION-ORIENTED UNIVERSITIES

Innovation and entrepreneurship credit refers to the full-time undergraduate students' innovative

intellectual labor achievements, entrepreneurial achievements and other outstanding achievements obtained in the innovation and entrepreneurship practice activities, which are awarded credit after being recognized by the relevant departments of the university. If you have not completed the required credits, you will not be eligible for graduation. In order to obtain first-hand information, this paper selects the same type of application-oriented universities in the province to carry out the research, and finds out the problems existing in the current management practice according to the implementation of credits.

2.1 Innovation and entrepreneurship credit management pays more attention to results than process

The credit recognition of innovation and entrepreneurship practice is often carried out in the graduation semester. As the management department of innovation and entrepreneurship credits, students' understanding of innovation and entrepreneurship credits is not deep and in place, and innovation and entrepreneurship credits have not been given due attention, due to not directly facing students and lack of interpretation of relevant policy documents. Most of the management departments of innovation and entrepreneurship credit only pay attention to this work in the identification stage, often only pay attention to whether students apply for credit, and ignore the guidance and process supervision and feedback of students' credit application.

2.2 Insufficient argumentation on the recognition standard and scope of the credits

Each university has a unified understanding of the importance of innovation and entrepreneurship credits, but the specific implementation of innovation and entrepreneurship credits will be very different for the different positioning of talent cultivation in different universities. From the specific implementation of various colleges and universities, there is great flexibility in the recognition standard of innovation and entrepreneurship credit, and its score setting is also lack of sufficient argument. If the scope and standard of innovation and entrepreneurship credit are not professionally demonstrated and documented, the standard may be too low or too high. Some projects related to the cultivation of innovation and entrepreneurship are included in the scope of identification, while some are not. If the standard is too high, it is difficult for students to obtain credits, but if the standard is too low, students can easily obtain credits. [3] Too low or too high is not conducive to personnel training. Which items can be included in the credit recognition items, and how much the score is, we need to combine the reality of education and teaching with the reality of students to conduct reasonable research and demonstration. It needs not only rigorous and scientific argumentation process, but also experts

with rich education and teaching experience to participate in the argumentation.

2.3 The standard of credit recognition for innovation and entrepreneurship was not adjusted in time

The recognition standard of innovation and entrepreneurship credit is not unchangeable, but gradually changing with the change of teaching practice.

In the next semester or academic year, innovation and entrepreneurship practice projects and activities will change, such as the adjustment of vocational qualification certificate, discipline competition, curriculum adjustment, etc. These changes may lead to changes in the standard of credit recognition. Therefore, the relevant documents of innovation and entrepreneurship credit management should be adjusted and updated in time with the actual situation. There are also some problems in practice, such as the lack of timely adjustment of the recognition standards. First, there is a lag in the division of responsibilities and information transmission between the innovation and entrepreneurship practice credit management department and the secondary colleges. Second, because of the division of labor in the credit management of innovation and entrepreneurship in the secondary colleges, the blind area of the department's work has not been able to grasp these changes in time. The standard of innovation and entrepreneurship credits is not adjusted and updated in a timely manner; the relevant identification documents are not revised in a timely manner; the corresponding changes and adjustments are not made with the semester and academic year, which lags behind the students' declaration, and the guidance for students' education and teaching is also lack of foresight and guidance.

3. CAUSE ANALYSIS

3.1 The recognition of the standard of local applied undergraduate talents training is not correct

There are many problems in the standard of talent training in applied undergraduate universities, such as wide objectives and convergence of specifications. The establishment of talent training objectives and specifications is the basic premise for all teaching activities. "If we don't have enough understanding of the objectives of universities, we can't know the quality of higher education in practice, or even what the so-called quality of higher education means". [4] In the process of formulating the talent training specification, colleges and universities are easy to simply follow the statement of the objectives and specifications of talent training in the Ministry of Education or other programs of training talents of the same specialty in the government work report and relevant departments. As for whether it is suitable for the students of the school, there is no sufficient investigation and demonstration. The result is that the training objectives and the industry requirements are misplaced, and the quality of graduates is difficult to

adapt to the change of the demand of the talent market. For example, considering the social adaptability of the major, some courses of professional direction are set on the basis of professional courses and some other professional module courses are added in the course of professional direction, which can easily lead to many but not deep courses, which is not conducive to the cultivation of students' ability. [5] Accordingly, the practical credit of innovation and entrepreneurship should not copy the relevant policy documents and guidance of the Ministry of Education, and should not simply refer to the management documents of innovation and entrepreneurship credits in other universities. How to integrate the innovation and entrepreneurship education into the complete education curriculum also needs to be determined by combining the talent training specifications of each university. What academic achievements can be identified as innovation and entrepreneurship credits are determined by the school's application-oriented talent training plan, should reflect the connotation of the application-oriented talent training standards, both the meaning of "application" and the basis of "high quality".

3.2 The practical education of innovation and entrepreneurship has not been paid attention to Although the misunderstanding of "emphasizing theory and practice" has been corrected gradually, the way and method of paying attention to practical education are still worthy of further study. The school education is mainly knowledge; teaching and instilling are the main methods. In the evaluation of teaching quality, the students still master and accumulate the knowledge. The lack of investment in the construction of practical teaching hardware and the slow reform of examination evaluation methods all show that the practical teaching has not reached its due attention in the process of educating people. The teaching of innovation and entrepreneurship practice education has not risen to the same important position as theoretical education. This root cause directly causes the school to guide students to obtain the credit of innovation and entrepreneurship practice.

3.3 The teaching management mechanism is not smooth

The management mechanism of the school and the secondary college in the field of innovation and entrepreneurship practical education is not smooth, which is also the important reason for the lack of credit management in innovation and entrepreneurship practice. In practice, some institutions of higher learning are the educational departments, while some colleges and universities are responsible for innovation and entrepreneurship colleges, students departments or league committees. But no matter which institution, students are not directly managed. The important basic teaching organization of credit management of innovation and

entrepreneurship is secondary college. On the premise of the correct top-level design, the level of the secondary college understanding the management system documents of innovation and entrepreneurship credits determines the quality and level of management. Only by giving full play to its autonomy and improving the rules for credit management of innovation and entrepreneurship, the secondary college can timely feedback the management demands and student demands to the school management department, so that the management department can adjust the management policy in time. The relationship between the school and the secondary school is not only the relationship between management and being managed, but also the relationship between guidance and being directed and service. It is constantly improved in the closed-loop of effective information transmission and communication.

3.4 Insufficient supply of innovation and entrepreneurship education

Innovation and entrepreneurship credit is the specific educational practice under the credit system. Only by providing a large number of innovative and entrepreneurial teaching projects, students can get sufficient educational resources, choose projects or practical courses related to their major and interested in learning, and selectively obtain high-quality innovation and entrepreneurship credits.

4. THE GENERAL IDEA OF CREDIT MANAGEMENT SYSTEM CONSTRUCTION OF INNOVATION AND ENTREPRENEURSHIP IN APPLICATION ORIENTED UNIVERSITIES

4.1 Target positioning

The talents cultivated by undergraduate colleges and universities are "senior specialized talents with innovative spirit and practical ability". They should not only highlight "application", but also "high quality". Because in the process of technology development and production management, the application of professional knowledge and the exertion of skills are often closely related to the personal sense of responsibility, morality, psychological quality, will quality, physical conditions and other non professional qualities, which directly affect the effect and quality of professional work. [6] Under the premise of "high quality" and adhering to the market demand orientation, students can master practical ability when they study in school, and become practical talents focusing on solving practical production problems after graduation. The training standard of applied talents focuses more on the learning results of students, focusing on "stipulating the knowledge, ability and accomplishment that students should possess after a period of study". [7] Therefore, the goal of innovation and entrepreneurship credit management in application-oriented universities is to serve the cultivation of "high-quality" and

"application-oriented" innovation and entrepreneurship talents, and effectively improve students' practical ability.

4.2 Practice teaching reform and innovation and entrepreneurship credit management

The recognition and conversion of innovation and entrepreneurship credits need to carry out practical teaching reform. Application-oriented colleges and universities should change the practice teaching, form an innovation and entrepreneurship practice teaching system with orderly connection of in class experiment, curriculum design, innovation and entrepreneurship training, social practice and other links, so that students can master knowledge. Accordingly, we should reform the evaluation system of innovation and entrepreneurship practice teaching, and establish a teaching evaluation system of application-oriented undergraduate talents, which is oriented by training objectives, training specifications as standards, focusing on practical ability training, and combining production with learning as a way. In order to change the talent view of "ability based on score", cultivate students' innovation ability and entrepreneurial ability, investigate the degree of students' mastery of knowledge, and attach importance to the investigation of students' comprehensive ability, we should encourage students to actively participate in innovative practice activities through flexible, open and personalized evaluation methods.

4.3 Curriculum construction and innovation and entrepreneurship credit management

Credit recognition and conversion need the support of systematic curriculum system. Credit recognition requires schools to provide students with various courses, activities, training, etc. The new connotation of innovation and entrepreneurship ability puts forward new requirements for the construction direction, content and teaching methods of innovation and entrepreneurship education curriculum system, and determines the setting of innovation and entrepreneurship education curriculum system in application-oriented universities. There are two aspects in curriculum construction. First, the curriculum construction is systematic. The curriculum goal should point to the professional training goal. According to the teaching objectives of the course, reasonable arrangements should be made in the content so that students can form a reasonable knowledge structure. Second, the curriculum process is reasonable. If students want to exercise and improve their innovation ability in innovation and entrepreneurship practice activities, they must have time and energy input. Therefore, to carry out the credit identification and conversion of innovation and entrepreneurship practice activities, it is necessary to ensure that students complete the credit tasks specified in the school teaching tasks, and give students sufficient time arrangement for innovation

and entrepreneurship practice activities inside and outside the school.

Credit recognition and conversion need to change the traditional curriculum evaluation concept. In practice, the curriculum assessment and evaluation standards of application-oriented universities have changed to a great extent, but it has not completely changed the status quo that the written assessment is the main method, and a small number of practical activities are used for assessment. The talent training program focusing on theoretical literacy does not meet the requirements of the society for applied talents. In order to meet the needs of local social and economic development, application-oriented universities should actively and timely adjust their own school running objectives and specialty settings, cultivate application-oriented senior talents for the first line of production, change the traditional concept of curriculum assessment and evaluation, advocate the "OBE" curriculum evaluation mechanism, encourage students to really participate in innovation and entrepreneurship practice activities, and exercise their practical ability of innovation and entrepreneurship. According to the teaching requirements of different majors, the school should issue the relevant regulations on credit transfer of innovation, practice and entrepreneurship training. Learning from the mature practice of experienced colleges and universities, students with spare capacity are allowed to independently arrange on campus learning and off campus entrepreneurship practice, through the implementation of the flexible credit system.

4.4 Vocational qualification certificate education and innovation and entrepreneurship credit management

The first is to promote innovation and entrepreneurship practice education with vocational qualification certificate. As an important part of the credit recognition of innovation and entrepreneurship practice, colleges and universities should strengthen the research on vocational qualification certificate. The main purpose of vocational qualification certificate education is to cultivate students' vocational ability and connect the vocational skills recognized by the society with school education. In the process of training applied talents, the vocational qualification certificate education should be actively carried out, especially the attempt to introduce relevant skill standards and examination standards into the classroom, which can make students establish clear learning objectives and stimulate students' learning motivation. It not only enriches the teaching content of application-oriented talents training, but also helps to improve the vocational ability of applied talents, and meets the training objectives of applied schools. [8]

At present, colleges and universities generally pay more attention to vocational qualification certificate education, and the proportion of students obtaining the certificate is gradually increasing. However, there

are still many problems in practice. There is a lack of communication and coordination between different certification implementation agencies in the way of obtaining professional qualification certificate; the caliber is different; the national qualification framework has not yet been formed, and the course certificate integration lacks the necessary ecological environment. There are many types of certificates, so it is difficult to determine the gold content uniformly. Teachers have insufficient understanding of the educational role of vocational qualification certificate; students' learning enthusiasm is not high, and the passing rate of high-level vocational qualification certificate is low. We can consider the construction of professional qualification certificate knowledge base, which is convenient for students to consult and study. Career guidance and professional course teachers have the responsibility to strengthen learning and help students identify and select various vocational qualification examinations.

The second is to promote innovation and entrepreneurship practice education by competition. In order to arouse students' learning enthusiasm, colleges and universities should encourage students to participate in all kinds of innovation and entrepreneurship competitions, professional ability competitions and skill competitions at all levels to promote learning. This puts forward new requirements for the setting of curriculum system in colleges and universities. The application-oriented universities can encourage students to participate in the competition by means of internal selection, so as to improve their professional quality, professional skills and innovation ability. Accordingly, the curriculum system should be adjusted accordingly. On the basis of ensuring the quality of theoretical teaching, the content of ability training should be increased timely and scientifically to provide support for students to participate in all kinds of competitions.

The third is to promote innovation and entrepreneurship practice education with industry level examination. Industry level examination is a kind of unofficial assessment method, which is led by industry associations and supervised by relevant competent departments. Its authority and effectiveness mainly depend on the management level of industry associations. The content of industry level examination is more extensive and closer to practice. In addition to the necessary basic theoretical knowledge, it emphasizes the evaluation of basic operation skills. Industry level examination is not only beneficial for enterprises to select and employ talents, but also can provide clear direction guidance for talent cultivation of colleges and universities.

Therefore, in order to adapt to the development trend of the industry level test, the application-oriented comprehensive undergraduate colleges should adjust the curriculum system and curriculum assessment methods, appropriately incorporate the content of the industry level test into the curriculum system, and promote the cultivation of students' innovation and entrepreneurship ability, especially the cultivation of innovation and entrepreneurship ability based on professional ability through the reform of the curriculum system.

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Analysis on the Chinese National Culture Default in Public English Teaching in Applied Technology Universities

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Abstract: Applied technology universities need to cultivate applied talents with high humanistic quality and comprehensive quality to serve the local economic construction. Based on this goal, the application-oriented college English teaching should focus on the integration of Chinese national culture and Western culture, in order to improve students' cross-cultural communication ability and humanistic quality. In view of the lack of Chinese national culture in public foreign language teaching in application-oriented universities, this paper analyzes its current situation, causes and countermeasures in order to find a practical solution.

keywords: Chinese national culture; default; public English; teaching

1. INTRODUCTION

The National Medium and Long-Term Education Reform and Development Plan (2010-2020) points out that we should establish a scientific concept of education quality, and take promoting people's all-round development and adapting to social needs as the fundamental standard to measure the quality of education.

With the development of China's economy, the improvement of international status and influence, the social demand for college students is more and more emphasis on the improvement of comprehensive quality and communication ability. College students should not only have relevant professional knowledge, but also truly inherit and carry forward Chinese national culture, with dialectical cultural view, profound cultural heritage and high English expression to spread Chinese national culture. However, in the public English class of applied technology universities, the imbalance between Chinese and Western cultures is obvious, and the lack of Chinese national culture is common. This phenomenon is mainly manifested in the following aspects: first, the public English classroom of college places too much emphasis on the introduction of the target language culture and ignores the teaching of the national culture of the native language, which leads to the students' low English expression ability of the national culture of the native language; second, most of the students,

especially the students majoring in science and engineering, have low cross-cultural communication ability; third, most of the students' comprehensive ability is low; finally, teachers' intercultural communication ability is limited.

2. THE REASONS FOR THE LACK OF CHINESE NATIONAL CULTURE

The results show that the reasons for the above phenomena are as follows:

2.1 The teaching idea is old

Since the 1980s, western culture has been pouring into college English classes with the opening of the national door. From the national key universities to the applied technology universities, the teaching focuses on the interpretation of English language knowledge and the introduction of western culture. This did greatly improve the students' English language ability, broaden their vision, and promote students to understand the western society more widely and deeply. However, with the improvement of China's comprehensive national strength and international influence, how to better introduce Chinese national culture to western society has become an equally important topic as understanding western society. The educational teaching idea that emphasis on introduction and neglect output has been obviously old. Foreign language teaching "not only trains, introduces and introduces foreign culture, knowledge, technology and science, but also bears the export of national culture, serves politics, economy, trade and communication, and serves for the spread of native culture". [1] The multi-objective orientation of foreign language teaching determines that the ultimate goal of foreign language teaching should serve two-way communication. Obviously, the old teaching concept hinders the current college English teaching.

2.2 The teachers' professional quality and comprehensive ability are insufficient

A large number of public English teachers still regard English language knowledge as the main content of classroom teaching, rather than grasp the western social and cultural connotation reflected in the language as a whole. Public English classroom mostly limits the teaching content to vocabulary, grammar and listening and speaking, and equates

English teaching with simple language teaching, rather than focusing on the social and cultural connotation reflected by language. Teachers are limited by their comprehensive ability, even in the classroom for the students' needs for Chinese national culture English expression, they can rarely skillfully and properly answer and guide. Teachers lack the English vocabulary necessary to express Chinese national culture, so it is difficult to explain the phenomenon of Chinese traditional culture in English accurately. The long-term single language teaching leads to the common phenomenon of Chinese national culture deficiency on the level of teachers themselves, which weakens the students' perception of cultural knowledge.

2.3 The design of teaching materials is unbalanced

Public English teaching materials are the main carrier of public English teaching activities, and also the main source of knowledge and information for students to learn English. At present, the teaching materials used in public English courses are the series of College Experience English published by the foreign research institute, the New Horizon College English series and the 21st Century College English series published by the higher education press. In the three textbooks, the introduction of British and American culture occupies a significant space, and the content of introducing Chinese national culture is obviously less. The lack of Chinese national culture in the teaching materials directly leads to the one-sided teaching content of teachers, and also makes the students lack the ability to express Chinese national culture in English.

2.4 The second classroom teaching resources are limited

In order to make up for the shortage of classroom teaching time and to mobilize students' enthusiasm in foreign language learning in three-dimensional and all-round way, most applied technology universities are actively building the second classroom teaching of foreign languages. The second classroom has many teaching forms, including network teaching, general elective courses, extracurricular lectures, various competitions and so on. But in content, it shows obvious singleness, and the teaching resources of introducing western cultural knowledge have absolute advantages, and the English introduction of Chinese traditional culture is obviously insufficient. Students can search for a large number of English introductions to western traditional festivals, religious customs and social customs, but for Chinese national culture, the English introduction with detailed and credible, good meaning and elegant words is obviously rare. Many application technology universities' online learning platform includes a large number of excellent soundtrack films in the UK and the United States, but it is difficult to find the English version of Chinese classic masterpieces. Students have the opportunity to understand the idioms of

English and American slang, but they can not learn how to introduce Chinese traditional customs to foreign friends in accurate English.

3. THE SOLUTION TO THE LACK OF CHINESE NATIONAL CULTURE

In view of the above reasons for the lack of Chinese national culture, this paper attempts to give the following countermeasures:

3.1 To update the teaching concept and curriculum

Curriculum design includes curriculum outline, teaching schedule, assessment methods and so on. In the setting of syllabus, the parallel comparison between Chinese national cultural knowledge and Western cultural knowledge should be set as one of the teaching contents, which should be included in the classroom teaching objectives as general knowledge. As for the setting of teaching schedule, besides the explanation of language knowledge in each unit, the teaching hours of culture should be reserved to make it a regular classroom teaching content, rather than a temporary additional content adjusted with the progress of the classroom. Only by setting the Chinese national culture as the conventional classroom content, can teachers face up to the knowledge in this field and regard it as a necessary teaching behavior in the aspects of preparing lessons before class, teaching in class and assessment after class. Under the guidance of teachers, students can take this content seriously as necessary knowledge. In the assessment process, students' intercultural communicative competence should be listed as an assessment item, which can be reflected by different kinds of test questions.

3.2 To improve the professional quality and comprehensive ability of teachers

College public English teachers should have a critical view of culture, and try to find a balance between the target language culture and the mother tongue culture, so as to have a certain ability to distinguish and appreciate the western culture and deepen the understanding of the connotation of Chinese national culture. Teachers have a solid foundation in Chinese and Western languages, at the same time, they also have profound Chinese and Western cultural literacy and humanistic literacy, as well as strong cross-cultural communication ability. They can spare no effort to guide students to establish a correct and comprehensive view of China and the West. They neither discriminate against foreigners nor extremely arrogant, discriminate their essence from western culture, and spare no effort to promote and exchange the essence of Chinese national culture. Teachers should cultivate students' awareness of cross-cultural communication, make them have subjective initiative, master the necessary skills of cultural communication, and improve their ability to solve cultural conflicts.

3.3 To improve the selection and design of teaching materials

Textbook is the basic carrier of classroom teaching and the basic tool to achieve the teaching effect, which directly affects the quality of talent training. In order to avoid the lack of Chinese national culture in applied technology University students, we should choose the version which contains the content of Chinese national culture in English systematically. Scientific and effective teaching materials are of great significance in promoting foreign language teaching of Chinese national culture. In the process of compiling textbooks, English materials should be appropriately added to express Chinese traditional culture, customs and traditional moral thoughts, especially in the areas where Chinese and Western cultures are prone to collide, which will help students understand the differences between Chinese national culture and Western culture more deeply. For example, when the theme is family education, we can compare Chinese and Western family education concepts, parents' role positioning and family education methods, and finally compare the advantages and disadvantages of Chinese and Western family education.

3.4 To expand the second classroom teaching resources

Rich and colorful second classroom activities can not only stimulate students' interest and initiative in learning, make them willing to consciously master Chinese national culture and its related English vocabulary, but also enhance their awareness and ability of cross-cultural communication. The school can invite experts inside and outside the school to

hold specialized lectures on Chinese and Western culture, or invite foreign teachers to hold activities with students during traditional Chinese festivals. The need for communication will enable students to actively master the necessary English vocabulary and phrases to communicate. Students' enthusiasm, self-confidence and intercultural communication ability can be effectively exercised and improved.

4.CONCLUSION

To sum up, the lack of Chinese national culture is common in the public English Teaching of applied technology universities, but it can be greatly improved with the efforts of the society, schools and teachers after updating the teaching concept. Students' cross-cultural communication ability can be greatly improved; the quality of personnel training can be greatly improved; graduates can better meet the social needs, and improve the quality of application-oriented technology universities serving local economic construction.

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A Study on the Imagery Translation of Plants in the English Translation of the Book of Songs by Legge from the Perspective of Foreignizing Translation Theory

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Abstract: Foreignizing translation focuses on the use of culture and customs of the target language. It aims to avoid external externalization and protect the autonomy of local culture. Foreignizing translation theory can be said to go beyond the level of language translation, and it focuses on cultural, political and other fields. This paper takes the image translation of plants in the English version of the Book of Songs translated by Legge as an example to analyze its alienation characteristics and try to summarize the translation strategies of Chinese classical poetry.

Keywords: Foreignizing translation theory; Legge; the Book of Songs; Imagery translation

INTRODUCTION

Imagery belongs to an important concept in ancient China. As a kind of writing method, it is full of emotions. Therefore, when translating ancient Chinese classics into English, attention should be paid to the treatment of imagery [1]. Plant imagery is an important component of the Book of Songs. To study the strategies of current translators to deal with plant imagery and summarize the characteristics of different expression methods will help to find a suitable method of plant image translation of the Book of Songs and effectively convey the cultural charm of ancient Chinese classics [2].

1. LEGGE AND HIS ENGLISH VERSION OF THE BOOK OF SONGS

James Legge is an outstanding missionary and sinologist in history. He successfully joined the London Society in 1838 and studied Chinese with Samuel Kidd, a famous Sinology professor at the University of London. After his own efforts, he became the dean of Yinghua Academy. After a long time of Chinese learning, he learned the charm of Chinese culture, so he set the goal of translating the Book of Songs into English [3]. In 1843, Legge followed the academy to the British colony of Hong Kong at the time. In 30 years of living in Hong Kong, Legge successively completed the translation of many ancient Chinese classics, such as the representative Confucian classic, Four Books and

Five Classics. The earliest English translation of the Book of Songs was published in 1871. At that time, there was a lack of research on rhythm, and the entire English translation was embodied in the form of prose. In the following five years, with the help of his nephew, James Legge completed the update of the English version of the Book of Songs, and paid more attention to rhyme on the basis of the first edition. In the following time, James Legge gradually completed the English version of the Book of Songs [4].

As one of the thirteen Confucian classics, the Book of Songs mainly reflects the politics, religion, ethics and other cultures of feudal society. In 2005, Li Yuliang, a domestic scholar, analyzed and summarized the translation purpose of James Legge's English version of the Book of Songs, and found that Legge paid more attention to ethics in the process of translation. Domestic scholar Jiang Yan analyzed Legge's English translation of the Book of Songs from a cultural perspective in 2009, and found that it was based on the theory of foreignizing translation and paid more attention to factors consistent with Western Christian culture. It has more limitations in the introduction of religious, political and other cultural knowledge. Legge did not refer to previous translations when translating the Book of Songs into English, but performs independent translations. Therefore, the English translations of the Book of Songs completed by Legge have their own characteristics [5]. Professors from the Chinese University of Hong Kong evaluated Legge's English translation of the Book of Songs from the perspective of religious philosophy through form, style, language, skills, etc., and pointed out the problems and advantages of Legge. Legge's English translation works did not blindly explain the content that is difficult to understand, but extensively collect relevant information in order to fully understand the relevant content in the Book of Songs. A professor at the University of Utah in the United States also evaluated Legge's English translation of the Book of Songs from the perspective of religious philosophy. He believed that Legge did not clearly define ancient

Chinese religions, and there were certain defects in the English translation of the Book of Songs [6]. In order to summarize the contents of the English translation of the Book of Songs in a comprehensive and in-depth manner, domestic scholar Jiang Yan analyzes Legge's English translation of the Book of Songs from a more comprehensive perspective. The content includes external factors in the completion of the English translation of the Book of Songs and the main factors of the translator, and summarizes the translation of religious thoughts, political culture and academic research. It is found that the English version of the Book of Songs has a good guiding significance in the transformation of ideas, and has significantly promoted the effective dissemination of Chinese classical culture.

2. IMAGERY AND ITS CONCEPT

Image, the external original form, conveys the meaning (mind, desire, modality, etc.), and it is one of the most important features of Chinese ancient poetry. The object image refers to the various forms of objective things and the appearance of them, such as flowers, trees, rivers, wind and rain and lightning [7]. But these objective objects bear the unique emotional activity image in the poet's writing. Although they still exist objectively, it seems that nothing has changed. But it is no longer the original image but the image. In short, imagery is the objective object image which is used to convey subjective feelings and is a specific image with some special meaning and literary meaning.

Imagery is an important and unique concept in ancient Chinese poetry culture. In the process of studying ancient poetry, we must pay attention to the study of imagery. As the first step poetry collection in the history of China, the Book of Songs expresses emotion through various imagery. Therefore, various imagery of the Book of Songs carry the function of conveying emotion and meaning. The various plant images used in the Book of Songs and the national style make these poems have unique artistic charm. There are many plant images with Chinese characteristics in the Book of Songs. How to translate these plant images accurately is one of the difficulties faced by translators in the process of translation. According to relevant standards, imagery can be summarized into different types. For example, according to the objects involved, one can be summarized as tree images, flowers and grass images, animal wind, frost, rain, snow, and water images, and images about human qualities. According to the content, it can be divided into four kinds of images: scenery, subject, things and human. According to the social attributes, it can be divided into two categories: natural image and social image. In addition, there are metaphoric images, symbolic images and descriptive images classified according to artistic expression methods.

3. IMAGERY TRANSLATION OF PLANTS IN

ENGLISH TRANSLATION OF THE BOOK OF SONGS BY LEGGE FROM THE PERSPECTIVE OF FOREIGNIZING TRANSLATION THEORY

Translation is not only a kind of activity at the linguistic level, but also an important way to spread culture. Based on the translation standard theory of Tuli, this paper takes the English translation of some plant images in the translation of the Book of Songs by Mr. Yang Xianyi and Mr. Wang Rongpei as the research object, and makes a comparative study, so as to find the similarities and differences of the specific translation process under the translation norms, and to put the translation activities into a broader cultural perspective for research.

In the history of Chinese translation studies, the study of the translation of the Book of Songs has been only more than 20 years, and it is still relatively weak. For example, the Book of Poetry, an English translation of the Book of Songs published by Xu Yuanchong in 1993, and the English translation of the Book of Songs by Wang Rongpei and Ren Xiuhua. In the 1990s, with the publication of two English versions of the Book of Songs by Xu Yuanchong and Wang Rongpei, the translation of the Book of Songs in China has risen slightly. Among them, Yang Xianyi's English translation is one of the most outstanding (Li Yuliang, Wang Hongyin, 2016).

James Legge is a famous translator who is mainly engaged in the translation of Chinese into English. Legge, with his unique literary translation theory, tries his best to show the world the true cultural image of China, and also makes great historical contributions to Chinese understanding of western culture and the cause of Chinese literature translation and research [8]. He introduced rich cultural heritage to the west, restored a real China and introduced the essence of western culture to China. Considering that Western readers want to understand Chinese culture, but they are lack of understanding of Chinese cultural background, he chose poems in the Book of Songs which are in line with the background of the time and have Chinese characteristics, and translated them into English, which not only can achieve the effect of cultural exchange, but also meet the readers' desire for cultural knowledge.

4. CONCLUSION

In summary, there have been more studies on the English translation of the Book of Songs translated by Legge, and the analysis of its content has become more comprehensive. From the perspective of foreignizing translation theory, the English translation of the Book of Songs by Legge points out the way for the English translation of plant images, but its research value has not been fully developed, and it still needs to be further studied by relevant practitioners. This paper analyzes the value of James Legge's English version of the Book of Songs from the perspective of other disciplines, so as to provide help for the research and development of Chinese

classical English translation and promote its successful completion of cultural communication.

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The Analysis of To Build A Fire from the Perspective of Structuralism

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Abstract: Based on structuralism, this essay mainly analyzes Jack London's short novel *To Build a Fire*. The concepts of binarism and symbolic codes in this naturalistic novel are fully interpreted in terms of understanding the theme of this short novel.

Keywords: Jack London; Structuralism; binarism

1. INTRODUCTION

As a significant part of western literary criticism, structuralism plays an important role in helping readers analyzing a literary text. Claude Levi-Strauss, and Roland Barthes, as the representative critics, they've both made a great contribution to the development of structuralism. On the one hand, the anthropologist Claude Levi-Strauss applied the structuralist outlook to the interpretation of myth. He encouraged readers to utilize concrete details from a story to produce a large structure, which is seen as an overall network of basic 'dyadic pairs' (like the contrast between art and life, male and female, etc.). On the other hand, Roland Barthes who applied the structuralist method to the general field of modern culture identified five codes about structuralism in order to analyze a literary work. Meanwhile, inspired by Saussure's view of duality on linguist, Roland Barthes held the view of using binary structure to interpret a text, and its deep meaning. He said that, "A structuralist decomposes a text and analyzes its meaning by finding out the dyadic pairs and interpreting their relationships".

The text being interpreted in this essay is Jack London's famous short novel *To Build a Fire*. This story mainly talks about a young gold digger who went to Alaska for the first time by his own in an extremely cold weather by the temperature of seventy-five below zero. No matter how the old-timer of Sulphur Creek persuaded him, he set out his journey only with a husky. At first, the journey was fine; he planned to meet the boys in the camp at 6 o'clock. After the lunch, however, he wet himself halfway to the knees in the spring, and got stiffed immediately. Then he was eager to build a fire, however, the snow on the spruce descended upon the fire, and blotted the fire out. He tried to build the fire again, but his hands were too numb to move, so he scratched the bunch with his two palms. Even though his flesh was burning, he endured to hold the match in order to get more warmth. What's more? He also intended to kill the dog for getting more warmth.

After so many times failures of catching the dog, he calmed himself, and decided to die with dignity. In the end, when his dog found the man was dead, it ran away to the camp without a hesitation in order to find the other food-providers and fire-providers as soon as possible.

2. THE ANALYSIS OF TO BUILD A FIRE FROM THE PERSPECTIVE OF STRUCTURALISM

In structuralism, first of all, we can see the description of this short story followed a diachronic change. As it said at the beginning of the story, "he paused for a breath at the top by looking at his watch. It was nine o'clock". When the man moved forwards, it went the description as "at twelve o'clock the day was at its brightest". In the end of the story, when the man was going to die, here came the description as, "the brief day drew to a close in a long, slow twilight." From these sentences, we can easily feel a surface structure of diachronism.

Secondly, as a naturalistic novel, this short story places three dyadic pairs for us. The first dyadic pair, apparently, is the relationship between the cold nature and the fragile man. As we can see, the young man who dreamed to conquer this cold weather with his own effort was a little bit arrogant. He thought everything would go well under his control. As the story said, "he knew he was ten miles from the forks. He looked at his watch. It was ten. He was making four miles an hour, and he calculated that he would arrive at the forks at half-past twelve." In fact, from the description of weather in the text, we can see, the natural condition was 100 times brute and cold than he thought. For example, "the man's red beard and mustache were likewise frosted, but more solidly, the deposit taking the form of ice and increasing with every warm, moist breath he exhaled". Even though, faced with this extremely bad weather condition, this man kept struggled forward against nature. The most shocking sight is his trying to use his palms to build the fire, and enduring the burning of his flesh. The description was so vivid as, "his flesh was burning. He could smell it. The sensation developed into pain that grew acute. And still he endured it, holding the flame of the matches clumsily". In this case, we could see the nature was cold. When the man was forced to even burn himself in order to get the hope of survival, the nature never made any concession, and still let the man being tortured by the cruelty of coldness. From this opposite relation, we can have a

better awareness of the conflict between man and nature.

The second dyadic pair is between the man and his dog[1]. The short story described the man's attitude to the dog as: "the dog did not know anything about thermometers. Possibly in its brain there was no sharp consciousness of a condition of very cold such as was in the man's brain". The man not only looked down upon the dog, but also took advantage of the dog as for granted. "There was no intimacy between the dog and the man, and the only caresses it had ever received were the caresses of the whip-lash". The man regarded the dog as a tool; accordingly, the dog didn't show its sympathy to the man. As I mentioned above, the man scarified his body to burning matches, while the dog just "sat in the snow, its wolf-brush of a tail curled around warmly over its forefeet, its sharp wolf-ears pricked forward intently as it watched the man". About these we can conclude, not like a normal relationship between a pet and its owner in which they get along well with each other. The man and the dog were not kind to each other. It seemed that there existed a counter force between them. Finally, when the man was too cold to survive, he became even more frenzied, and decided to kill the dog. "He got on his hands and knees and crawled toward the dog. This unusual posture again excited suspicion, and the animal sidled mincingly away". So far, it came to the climax between this dyadic pair. On the one hand, it fully shows the man's brutality and selfishness towards animal. On the other hand, it also sets off the merciless nature. It was the cruel natural condition that led to this man's psychopaths.

The last dyadic pair is the man's attitude to death and survival. At first the man was ambitious to walk out this snowfield. Confronted with difficulties that were out of his ability, the man gradually struggled with himself and then succumbed to death. From the author's description we can identify this man's psychological changes. "He strode up and down, stamping his feet and threshing his arms, until reassured by the returning warmth". This sentence shows his strong will against death at the beginning. After he wasted all his matches and failed to catch the dog, he was caught in an impasse. "The man sat up in the snow for a moment and struggled for calmness". Then he thought, "He was bound to freeze anyway. With this new-found peace of mind came the first glimmerings of drowsiness. A good idea, he thought, to sleep off to death". From longing to survival, this man finally chose to dead peacefully. This dyadic pair here constructs the structure of conflict of the man himself, highlights the theme of fighting against nature, and demonstrates the character's characteristics of persistence and perseverance.

The third aspect, I'd like to interpret the text, is from Roland Barthes' codes. As we can see, in this text the author mentioned the exact number of the temperature in Alaska, and the miles to the camp for

several times. I think the numbers here serve as the semic code, linked to the theme. For instance, the author wrote, "in reality, it was not merely colder than fifty below zero; it was colder than sixty below, than seventy below. It was seventy-five below zero". The author's tirelessly emphasizing of temperature is not useless. On the one hand, it can increase the authenticity and readability of the text, for being supported by specific numbers. On the other hand, it could also aim at highlighting the severe weather at that time in order to foreshadow the plot which is going on.

Apart from semic codes, as a classic short novel, *To Build a Fire* also has symbolic codes. The first symbolic code must be the severe weather condition in Alaska[2]. The author wrote as, "It was pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, it was unbroken white. In a month no man had come up that silent creek". This sentence shows us that the snowfield there was boundless, untraversed and a little bit mysterious. It was under this weather condition that the man started on his journey. In the whole story, we can see the coldness badly threatened the man's life. "He did not expose his fingers more than a minute, and was astonished at the swift numbness that smote them". "He stamped up and down until the stinging returned into the feet". All of these descriptions embody a symbolic code as the inexorable and merciless nature. Though, faced with this circumstance, the man never showed his fear and concession to nature. Even for dying, he chose a peaceful way with dignity, which fully evokes readers' sympathy to this man, who is brave, firm and heroic.

The second symbolic code can be the image of fire, which the man tried so hard to build. From the text, we can get the description of fire as, "He soon had a roaring fire. For the moment the cold of space was outwitted. The dog took satisfaction in the fire, stretching out close enough for warmth". As for this sentence we can feel that the fire in that condition can bring both man and animal a comfortable and cozy respite, so both of them were longing for it. When the man was too numb to build the fire, "he was a bit frightened", because he knew the tremendous cold had already driven the life out of him. According to the above we can conclude, the fire here symbolizes the hope of survival. Thus the man were willing to sacrifice his all to build it, once the fire went out, his was also doomed to die.

3.CONCLUSION

From the analysis above, we can see that the structuralism like the interior has established a frame of the text. The dyadic pairs of structuralism have structured the conflicts of the plot, which not only makes the plot fascinating, but also highlights the theme of man's fighting against nature, and meanwhile enriches the characterization of the hero.

As for the skillful use of semic codes and symbolic codes, they help the author to convey a provoking idea towards man and nature through a short narration. In a word, structuralism is fully displayed in Jack London's *To Build a Fire*.

Structuralism analyzes the text in a scientific way, which can tactfully dig out the deep meaning of the text. *To Build a Fire* is a classic short novel of Jack London, of which vitality cannot be fully analyzed by a single text. Whereas, trying to analyze *To Build a*

Fire from the perspective of structuralism is a meaningful way to study literary criticism.

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The Way of Equity Crowdfunding of Small and Medium-Sized Enterprises is Discussed

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Abstract: In Today'S Accelerating Economic Development in China, The Status of Small and Medium-Sized Enterprises Is Becoming More And More Prominent, In Order to Ensure Social Stability Has Made A Great Contribution. In recent years, with the rapid development of the Internet, a new financial form, Internet finance was born, and the key branch is equity crowdfunding, but also a new financing model in China, small and medium-sized enterprises also try to use equity crowdfunding for financing. Taking the opportunity of financing for small and medium-sized enterprises, this paper introduces and analyzes the actual situation of financing of small and medium-sized enterprises, and promotes the smooth development of small and medium-sized enterprises by analyzing the implementation and performance of equity crowdfunding, so as to promote the smooth development of small and medium-sized enterprises.

Keywords: small and medium-sized enterprises, equity crowdfunding, financing methods

1. RESEARCH BACKGROUND AND SIGNIFICANCE

In the process of China's rapid economic development, small and medium-sized enterprises have suddenly become the main force, if not very good to improve their financing difficulties, for China's economic transformation and development is bound to cause greater obstacles. Since the development of market economy, China attaches great importance to the development of state-owned companies and large private companies, but neglects the growth of small and medium-sized enterprises, which makes such companies difficult to finance, less access, high cost and so on. First of all, the form of Internet equity crowdfunding enriches the way of raising funds for small and medium-sized enterprises, secondly, financial intermediary organizations do not participate in Internet equity crowdfunding, which brings the distance between small and medium-sized enterprises and private capital, not only allows SMEs to finance more efficiently, but also enhances the efficiency of private investment.[1]

2 THE STATUS OF SME FINANCING

2.1 Policy effectiveness is not obvious, depending on the existence of a funding gap

China's support policy for SME financing from scratch, from weak to strong, indicates that the government's support for SME financing continues to

increase. By applying both initiatives and making effective use of their functions to support smoother financing for SMEs, governments provide direct policy support, first, and indirectly enrich support pathways. The government continues to raise the financial adequacy ratio of financial markets to help SMALL and medium-sized enterprises get a good space for development. However, from the current situation, the policy has not been effectively implemented, or there is a certain funding gap.[1] The key incentive is that many financial organisations, such as banks, are simply under policy pressure to lower the lending threshold, but are less proactive. Small and medium-sized enterprises in less developed areas of China have not achieved significant policy results because of the dual limitations of economic and geographical level, which prevent them from making full use of the state's support policies, and local governments have not implemented the relevant policies.

2.2 The financing path of the main bank

In the current market economy system, bank lending, capital market public offering and private borrowing and other traditional fund-raising model is still the main financing mode of small and medium-sized enterprises. Because the capital market financing access threshold is high, the vast majority of small and medium-sized enterprises do not meet the listing requirements, so it is not easy to successfully finance in the capital market, so have to seek bank and private loans. The latter is a private lending model, with higher interest rates increasing the financing costs of SMEs, so SMEs still prefer bank loans. The Bank of China Regulatory Commission wants to help SMEs successfully obtain bank loans, in 2018 issued a new standard, that is, "three not less than", one is to compare the average increase in the speed of various types of loans, loan growth needs not be lower; Chinese Min Bank disclosed about the loan balance of small and medium-sized enterprises can be seen, although small and medium-sized enterprises have been increasing the loan balance, compared with larger companies, the growth rate is also unprecedented.

2.3 Debt issuance financing through the bond market

Bond financing through the bond market often needs to meet certain standards and meet market access conditions, most small and medium-sized enterprises do not meet the relevant standards, so the bond

market is the main financing market for large and medium-sized domestic enterprises. China's Securities Law has provisions requiring the issuance of claims to meet the conditions: for limited liability companies to meet the total net assets of 60 million yuan, for limited liability companies, the issuance qualification is 30 million yuan of total net assets.

3 SMES TAKE ADVANTAGE OF EQUITY CROWDFUNDING

3.1 The entry threshold for equity crowdfunding is low

SMEs urgently need to find other effective means to replenish their funds, thereby enhancing their liquidity. Traditionally, internal financing is the preferred mode for SMEs to relieve their own financial pressure. However, this financing model can provide limited funding, can ease the pressure on corporate capital in a short period of time, but can not allow the future longer-term development funding needs to be met. Many small and medium-sized enterprises are still in the initial stage of development, the company's assets are small, mortgage collateral is less, so a large proportion of banks and other financial organizations will not actively allocate funds to small and medium-sized enterprises. The China Securities Industry Association issued the "Private Equity Crowdfunding Financing Management Measures (Trial)" this regulation, in the "Management Measures" related content is: First, the crowdfunding financing conditions relaxed, so that most investors are eligible to participate; In addition, the Administrative Measures stipulate that the amount invested by investors in a single project shall not be less than 100,000 yuan, that the limit for financial assets shall not be less than 1 million yuan, and that it will be relatively easy for SMEs to achieve. [2]

3.2 Low cost of equity crowdfunding financing

Equity crowdfunding, as a new way of network financial financing, so that small and medium-sized enterprises to raise funds to spend a significant reduction. First, as a network medium, crowdfunding platform is similar to the media existence of communication attributes, with the help of the network it can quickly spread the financing project information, and in the short term can attract a large number of private capital attention and gather these surplus funds, so that investment and financing of both the time cost can be reduced. Second, the crowdfunding platform will bring together the wisdom and strength of the team, the construction of investment and financing trading procedures more scientific and standardized, so as to save a lot of costs in the past fund-raising model. Third, as a medium between investment and financing, crowdfunding platforms charge only a service fee, usually at a 5% percentage of the amount raised. From the perspective of a company that has a need for financing, the cost is reasonable. Fourth, the combination of the new three boards and equity

crowdfunding, so that the Chinese world to obtain exit routes, in this regard, indirect reduction of the company's financing expenses. In summary, it costs less to use equity crowdfunding than traditional crowdfunding models.

3.3 Equity crowdfunding is highly efficient

In the first stage of enterprise life cycle development, that is, the initial construction of small and medium-sized enterprises generally do not have too many employees, management and financial mechanisms also have loopholes, but in the preparation of financial statements, the traditional fund-raising model of financial organizations will set very strict requirements, small and medium-sized enterprises are not easy to meet. In addition, companies and financial organizations, such as banks and other information asymmetry between each other, financial organizations can not fully and truly grasp the specific situation of small and medium-sized enterprises fund-raising projects, so will put forward more stringent loan requirements. Banks and other financial organizations want to weaken operational risks, generally allowing small and medium-sized enterprises that need to borrow to provide more and more detailed information in advance for their verification and assessment. The above pre-loan due diligence procedures have led to a long financing cycle for the company, which has missed the best time to start the project after actually obtaining the financing funds.

4 EQUITY CROWDFUNDING RISK PREVENTION

4.1 Improve the legal regulatory system

For the sake of project fund security, many crowdfunding platforms in China have handed over funds to third-party institutions for management, but there is no relevant legal provisions to have a more professional understanding, and through information aggregation, qualification examination of the way to supervise. Equity crowdfunding platform can also jointly recommend an industry organization, in the relevant laws and regulations system is not perfect, the development of industry standards, self-management and restraint, thereby reducing the burden of regulatory authorities.

4.2 Improve the information disclosure system

With the rapid development of network technology, the equity crowdfunding platform has suddenly become the medium for both investment and fund-raising to carry out financing activities, and has made a certain contribution to the stability of the market order. Network information technology has made global data sharing a reality, equity crowdfunding platform needs to seize this advantage and make use of it, with the help of network technology to effectively process and analyze data, more accurate assessment and analysis of the actual operation of small and medium-sized enterprises and future development strategies, and then develop

diversified products and services to different needs of enterprises.[2] At the same time, we should improve the project information disclosure system, and regularly disclose the integrated information to investors, in order to minimize the investment losses caused by information asymmetry. In order to reasonably meet the information confidentiality requirements of financing enterprises, crowdfunding platform learning to effectively abide by this treaty.

4.3 Build an equity crowdfunding platform regulatory system

The equity crowdfunding platform established in China should be registered with the CSRC first and then incorporated into the unified supervision of the CSRC. It is necessary to establish a comprehensive regulatory system, clarify the subject of supervision, formulate industry access and exit mechanism, and restrict the equity crowdfunding platform. At the same time, it is necessary to fill the regulatory gap, strengthen the supervision and work efficiency, and pave the way for the sustainable and healthy development of China's equity crowdfunding. Regulators can use the crowdfunding platform as a regulator for indirect management after implementing a strict access policy. Equity crowdfunding platform has first-hand information on both investment and

financing parties, and the funds are managed by various demand crowdfunding platforms.[3] Equity crowdfunding platform is a bridge between investors and financing enterprises, if the platform itself to manage these financing funds, it is likely that the platform will divert funds for other activities and may even lead to the risk of money running. However, the management of project funds by third-party institutions, such as banks and other financial institutions, can regulate the use of platform funds, so the implementation of third-party custody is particularly important.

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Optimization Research on the Music Education Personnel Training in Normal Universities

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Abstract: The purpose of the training of music talents in normal education is to train professional music teachers who meet the needs of the society today. It requires music teachers with "becoming expert in one field while possessing all-round knowledge and ability". The balanced development of "expert" and "all-round" puts forward requirements for the talent training ability and implementation level of colleges and universities. This paper discusses the optimization of the training mode of music talents from the perspectives of educational concept, education mode, teachers' strength and practicality.

Keywords: higher education; music education; talent training; optimization measures

1. INTRODUCTION

The vigorous development of Chinese cultural industry has raised the demand for music teaching talents. On the premise of meeting the "quantity demand", how to improve the demand of "quality" is an important proposition of music education. To train qualified music teaching talents to meet the requirements of "scientific" and "advanced nature" in personnel training, and to maintain the traditional advantages of music education talents training and to keep pace with the times in the specific implementation. Under this background, it is imperative to optimize the training program for music talents in colleges and universities.

2. THERE ARE PROBLEMS IN THE TRAINING OF MUSIC EDUCATION TALENTS IN NORMAL COLLEGES AND UNIVERSITIES, WHICH NEED TO BE OPTIMIZED

2.1 The loss of traditional advantages

After decades of practice and development, the music education talents training in colleges and universities in China has achieved good results, which provides a front-line educational guarantee resources for different periods of national development. The long-term teaching accumulation has formed a good teaching tradition and achieved good results. For a long time, the talent training programs of professional colleges and normal colleges have always been quite different. The former aims to cultivate music talents and the latter aims to cultivate future teachers facing basic education. In practical teaching, the former pays attention to the cultivation of professional

literacy, while the latter pays more attention to students' moral, teaching and comprehensive quality. With the establishment and expansion of music majors in various comprehensive universities at all levels, the employment of music graduates is facing increasingly severe challenges. In order to meet these challenges, normal students should not only have the professional PK level with the graduates of professional colleges, but also have the comprehensive quality of the same kind of graduates of comprehensive universities. This phenomenon is not only the inevitable process of social development, but also the new requirements for talent training program in the new era. Since the traditional way of talent training can not meet the needs of modern society, how to maintain the traditional advantages and balance the demand of employing is a big problem for normal colleges and universities.

2.2 Deviation of training objectives and programs

Music education, as an important part of aesthetic education project, has unified requirements and standards for students' comprehensive quality and ability. At the same time, because of the particularity of sound discipline, it emphasizes the uniqueness of individual. It is very important to keep the comprehensive quality of students and develop their special features. It is very important in the cultivation of talents in normal colleges. Comprehensive quality is the requirement of normal students' passing through line, and professional ability is the embodiment of competitiveness. But at present, most normal colleges and universities can not balance these two aspects well. With the establishment of non-normal majors in most normal colleges, the more fuzzy the talent training of normal colleges and universities, there are some biased orientation in the orientation of running schools. The orientation of normal colleges is to train basic music teachers with "one-purpose and multiple abilities", solid teaching ability and comprehensive quality, not professional performance talents. [1]

2.3 Teachers' resources can not be used reasonably

The impact of the surge of music talents is not only on normal university students, but also on the structure of teachers. In recent years, with the return of all kinds of high diploma and overseas high-level music talents, the structure of university teachers has

also undergone profound changes. Due to the saturation of music talents, the employment of teachers in colleges and universities is gradually in line with that of professional colleges and universities. Those who have the background of studying abroad graduate from famous universities.

The talented people who have won professional awards have begun to flow to all kinds of normal universities. The introduction of high-level teaching force brings new opportunities for normal universities, injects new blood, and optimizes the teaching team. At the same time, it is difficult for these top-notch professionals with special abilities to achieve a balance between their own ability and the comprehensive quality required by the training of talents in normal universities. With the emergence of high-level professional teachers, if they blindly pursue the top-notch specialty, it is inevitable that there will be a bias in the focus of teaching, which leads to the emergence of more and more professionals in talent training rather than comprehensive talents adapting to basic education. At the same time, some teachers' learning experience and experience abroad will be out of touch with the actual situation in China. [2] How to make good use of the advantages of these teachers and bring them into full play in teaching is an urgent problem to be solved.

3. THE OPTIMIZATION MEASURES OF MUSIC TALENT TRAINING IN HIGHER EDUCATION

3.1 To consolidate traditional advantages

Any practical activities can not be carried out without the guidance of consciousness. In order to optimize the development of music talent training in higher education, colleges and universities need to update their ideas, attach importance to the fundamental goal of music education talent training in normal universities, and establish a scientific concept of talent training. The cultivation of music education talents is the promotion of China's music and cultural undertakings, the confirmation of the self strength of colleges and universities, and the fundamental talent training goal of basic education. On this basis, the planning and implementation of music education personnel training program, combined with the direction of social demand for music teaching talents, will combine the development of music industry with personnel training, so as to make our school's music personnel training obtain higher value. [3]

3.2 To adjust measures to local conditions and implement effective personnel training programs

At the national education conference held in 2018, China's Secretary pointed out the importance of education in the new era and the fundamental educational problem of "What kind of men to be trained, how to train men, and for whom to train men". The music education major of normal universities is entrusted with the mission and responsibility of training qualified teachers for basic

education, and cultivate innovative techniques of moral integrity, mastery of teaching skills and comprehensive quality. Talent is an important proposition for all teachers colleges and educators. At present, the level of music education in normal universities is uneven, which includes the differences of geography, teachers, and students, as well as the differences of teaching conditions and resources. However, no matter which level of school, everyone's teaching goal is to keep up with the higher level, the first line is to look at the international, others are to look at the first line, and they all draw lessons from the highest and latest level in talent planning and training programs. This has also led to the "exaggeration and empty" situation of talent training programs in many local normal universities, blindly pursuing synchronization, resulting in many courses not starting from the actual teaching conditions. On the surface, students' learning is more comprehensive. In fact, due to the limitations of students' level, teachers' strength and teaching conditions, these courses not only occupy the time for teachers and students to complete basic courses. It also takes up teaching resources. Only by adjusting measures to local conditions and gradually keeping up with each other is the basis of quality and quantity guarantee.

3.3 To strengthen the overall utilization of teachers and make full use of them

Teachers are the leading part of educational activities. In music higher education, the importance of music teachers is self-evident. In order to optimize the training of music education talents, it is necessary to use the teachers as a whole. At present, most of the courses in normal universities are arranged according to the teachers' professional expertise. Vocal music majors teach vocal music and piano majors teach piano. The advantage of the old teachers is rich teaching experience, but compared with the new teachers, many old teachers' professional ability and teaching philosophy are insufficient and backward. Schools should make an overall planning and arrangement for new teachers, and put the experience of old teachers into practice, such as taking some professional theory courses rather than practice courses, or even training new teachers, so as to cultivate students' comprehensive quality and teaching ability; on the contrary, new teachers should take more professional practice courses to cultivate students' professional practice. [4] At the same time, it introduces some advanced information and resources for the school, and maximizes the personal ability while learning the experience of the old teachers. In other words, the overall use of teachers is also a reasonable way to maximize the use of resources.

4. CONCLUSION

In a word, the cultivation of music talents in normal universities should focus on the strength, and combine with the actual situation. It not only needs to

develop steadily, keep pace with the new units, control the school running characteristics and the direction and foundation of talent cultivation of normal universities, but also adjust measures to local conditions, make overall plans reasonably, and maximize the existing resources. Only in this way, can we make progress more solid and steady.

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On Dataism Exit and Professionalism Return in Journalism Education

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Abstract: The humanistic myth in the field of journalism education is caused by the emergence of data technology in various application fields, leading to a wave of dataism in journalism and media industry, squeezing the living space of traditional journalism, digging the root soil of professionalism spirit. We should follow the logic of regression, persistence and innovation during the process that the back of the "community of consciousness" of journalism education, the journalistic professionalism, which is called by the times.

Keywords: journalism education; dataism; professionalism

INTRODUCTION

One hundred years ago, the beginning of journalism education in China was the establishment of Institute of journalism in the Peking University, and forty years ago, the import of Communication Science promoted the reform of the journalism education. However, the viewpoint of "journalism without science" and even "journalism lost the soul" began to show up again under the background of technological revolution and social transformation. Besides, in this kind of collective anxiety, the influx and erosion of dataism is especially significant to the journalism education. Thus, it is extremely crucial to explore the transition and integration of professionalism in this process and restore the "community of consciousness" in journalism education, which has a unique significance.

1. STEPPING ONTO THE ALTAR: FROM "DATA" TO "DATAISM"

Data is born as soon as human beings learn to observe, experiment and calculate, which is not a product in recent years. In the long history of human beings, data has always played its own role until this century. It has become important unprecedentedly since the beginning of this century. That is because that the data technology that is take data as the core is entering human beings' daily life at a speed beyond imagination, which is affecting on human life. When data permeates into the field of journalism and communication with great power, it first gets the response and imitation of the media industry. The "data journalism" has become a popular product that everyone is chasing, no matter whether the technology is perfect, whether the talents match, whether the environment is suitable, whether the

audience is welcome or not. Even some scholars believe that the reform of journalism's production and communication and the reconstruction of media structure has been pushed by the data from the micro and macro levels.

Under the background of this era, the field of journalism and communication begins to panic whether the subjectivity and rationality of their own subjects can survive in the current of deconstruction. It should be eager to answer the "final question" left by the times. The God building movement from "data" to "dataism" has begun in the industry or academia. The dataism is a world value that "regard everything as data and take data as the center", which is actually a fanatical pursuit and respect of technology itself. Those who hold this idea try to make up themselves by facing up to the times and the data, and make their own views dominate the view market by expanding the advantages of technology with forgetting the limitations of it. Obviously, the technocrats are shining on the political stage, technologists are embarking their debut in the field of humanities and society and a large number of people with science and engineering background are changing to the field of journalism and communication, which makes the argument of "data is the king" too popular and makes the data journalism transfer from media platform to the class of journalism education in University, for example, "network data collection and mining", "data driven news", "news visualization", "advertising and marketing of social media" and "website flow analysis". The students who are majored in Journalism, titled with multiple professional identities such as engineers and analysts, are taken as the "journalism labors" which are suitable for the market produced by the colleges. The above trends not only squeeze the living space of traditional journalism, but also dig the root soil of professionalism spirit.

2. LEAVE THE LIST: FROM "CONFUSED" TO "CONFUSED AGAIN"

Some scholars realize that the "data worship" brings the problems and dangers to the media industry and even the whole society with examination and consideration, after experiencing the drastic upheaval of the science foundation. Some scholars make the humanity critique to the limits of data technology from the perspective of technology philosophy. Some scholars make the exploration to the application

boundary of data technology in the media industry from the perspective of journalism practice. Some scholars study the dialectical relationship between data hegemony and personal privacy protection from the perspective of civil rights. Some scholars advocate that people should pay more attention to its social and cultural significance while recognizing the important value of data from the perspective of national policy. During that period, the "cold thinking" of "data fever" has become the core agenda of academia and industry. However, from the God building to the destruction, the whole science seems to move from "confusion" to "confusion again". In fact, with the drastic changes in the industry and the confusion in the academia, it seems that there are little intelligent people who can offer advice on what journalism education should do in the tide of dataism. The confusion of journalism education is that whether the education system follow the science that will always develop forward in troubles to innovate, chase profit and frequently change in the process with a changing industry. The data journalism, as a new form of journalism, undoubtedly makes the brilliant world of journalism rich, but whether it is strong enough to influence or even guide the development of current journalism education, or in other way, will it, as a innovation of technology, be suppld, changed or even replaced by some new technologies? If every technology's reform will strike and promote the standard revolution of journalism, when this technology tends to decline, will the journalism industry bear the brunt of the deconstruction? The data journalism puts forward some new requirements to the journalism education, will it cause the confusion of professional cognition and the confusion of social division of labor. In other words, will the training path of "one specialty with multiple abilities" lead to "no specialty without abilities"? Or, there is no effect of the data journalism on the media industry, nor has it asked for journalism education, while all kinds of worries can only be attributed to the "self-presentation" of the journalism and communication. All the above questions become a humanistic myth of journalism education under the thoughts of dataism, besides, it also expects for the return of the "community of consciousness" of journalism education. Only by clarifying the margin of "changed and unchanged", can the "standard and substandard" be faced seriously.

3. OUT OF THE CAVE: FROM "PROFESSION" TO "PROFESSIONALISM"

Data has been existing in the long-term development history of human society, as an objective existence, it will always accompany human beings in the future. However, the human society has been promoted by the emergence, development and prosperity of data technology objectively. Although technology has its limitations, its value and positive significance should be affirmed and promoted. The purpose of this paper

is not to criticize data or data technology, but against the "dataism" or "data-only theory", especially opposing the erosion of this thought to the journalism education. Du Junfei pointed out that news is human, journalism is human science, hence, journalism and communication should complete the "humanistic transfer". Therefore, journalism education is a kind of humanism education for the first, avoiding the lack of humanism and finding out the balance between humanism and scientism. Even when facing the Integration of various innovative technologies, the humanistic education should always be standard without the limitations of discipline of technology.

The author believes that the relationship between journalism education and data should be "body" and "development" or "trunk" and "branch". We approve that the innovative technologies like data journalism promote the journalism industry, and we also support that the training of innovative technology and business exists in journalism education. In addition, data may help us restore the facts of news and cognize the truth of news comprehensively in a specific situation with its irreplaceable practical value. However, it does not mean that it can do anything or it will be better than the traditional professional skills such as interview, writing, editing, comment and photography. That is to say, "data journalism" should be "educationalization", while the "journalism education" should not be "data". Data technology may continue to evolve into new forms soon and even be replaced by more advanced products, however, this trend has begun to show under the background of rapid development of science and technology. Therefore, it will never occupy the peak of human science or on the other hand, even has never occupied before. When every time the new technology comes, we have to re-examine the core issues of professional education, which is no doubt that we are in a mess. During the period that the new God is built and then collapsed, should we find out what we lose in the history, finding out the community of consciousness in the existing value system and returning? The author believes that this initial springboard and final foothold should be unified into the "morality" that supporting "body" and "development", and the "root" that supporting "trunk" and "branch", that is, the journalistic professionalism.

Undoubtedly, people's understanding of journalistic professionalism is constantly evolving, and the innovation and development of journalistic professionalism theory will be promoted at the same time, with the new practice reacting on the theory. The author thinks that journalistic professionalism should follow the logic of regression, persistence and innovation. Regression refers to reaffirming the leading position and guiding significance of journalistic professionalism in the science from the perspective of tracing the historical context of it.

Persistence refers to the welcome of the interdisciplinary and integration of sciences deeply and extensively from the perspective of the reality of journalistic professionalism, however, we should avoid the parasitism or even domination of the core of the sciences, against the impact or even collapse of the trend of thought in the times. Innovation refers to eliminating the old regulations with the limitations of the times and regions, refining the value elements in line with the current and even longer term, enriching the connotation of professionalism, and building its own system, which makes it protect the subjectivity and legitimacy of the science of journalism and communication, standardize the professional behavior of media practitioners, guide the operation practice of industry organizations, and act on the whole journalism education throughout. The relatively separated academia and the industry can be connected and the steady development of journalism education and even the whole industry of journalism

and communication can be promoted, only by returning the humanity back to the journalism education, realizing "using unchanging to deal with changes" and "dominating technology by morality".

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An Analysis of the Octave Skills in Piano Playing of the Chinese Piano Concerto "the Yellow River"

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Abstract: From the perspective of skills in piano playing, this paper combs and analyzes the octave technique in the Chinese piano concerto "the Yellow River". It analyzes and discusses the force position of octave, the direction of force, the time of touching the key, the octave chord and the special alternating octave of both hands, so as to help performers to use their skills more scientifically to play this difficult and large-scale piano concerto.

Keywords: Piano Concerto "the Yellow River"; Octave; Performance skills

INTRODUCTION

Piano Concerto "the Yellow River" was adapted from "the Yellow River Cantata" composed by Xian Xinghai, a famous composer. After the successful performance, Piano Concerto "the Yellow River" has also been greatly spread. Piano Concerto "the Yellow River" not only successfully injects piano elements on the basis of the melody of the Yellow River cantata, but also deliberately retains its strong national style. The whole work is difficult in technique and expresses rich and colorful emotions. It is a rare Chinese piano concerto based on Chinese historical themes and incorporating Chinese national musical instruments and national composition techniques into Western piano elements. This work is well-known in China and a household name. It is no exaggeration to say that Piano Concerto "the Yellow River" is a fate symphony of Chinese people. This piano concerto is magnificent and large in length. The whole song is divided into four movements: Yellow River Chantey, Ode to the Yellow River, Wrath of the Yellow River, and Defend the Yellow River.

Musicians mostly study and explore this famous work from the historical status of music, the national character of music or the creative technique. This paper analyzes the works from a unique perspective from the numerous performance techniques of the works, that is "the octave skills in piano playing in the works".

In piano performance, the octave technique is an irreplaceable technique in expressing brilliant sound

effects. However, with the continuous progress of piano manufacturing technology and the scientific development of piano playing skills, piano timbre has been continuously enriched. The forms of octave technology are more and more colorful, which can not only express sonorous and powerful sound effects, but also express a variety of tones such as lightness, lyricism, warmth, and softness. In this grand concerto of the Yellow River, the octave technique is widely used. Therefore, the author wants to classify and analyze the octave skills in the piano playing of this concerto. A full understanding of the important role of octave technique in this work will help the performer to master this difficult work.

1. FORCE POSITION OF OCTAVE

Zhao Xiaosheng said in the way of piano performance that the complex piano technique requires that the force part of piano performance should start from the fingertips and becomes the synthesis of the whole body movement including wrist, elbow, arm, waist and foot.[1]

1.1 Fingertip octave

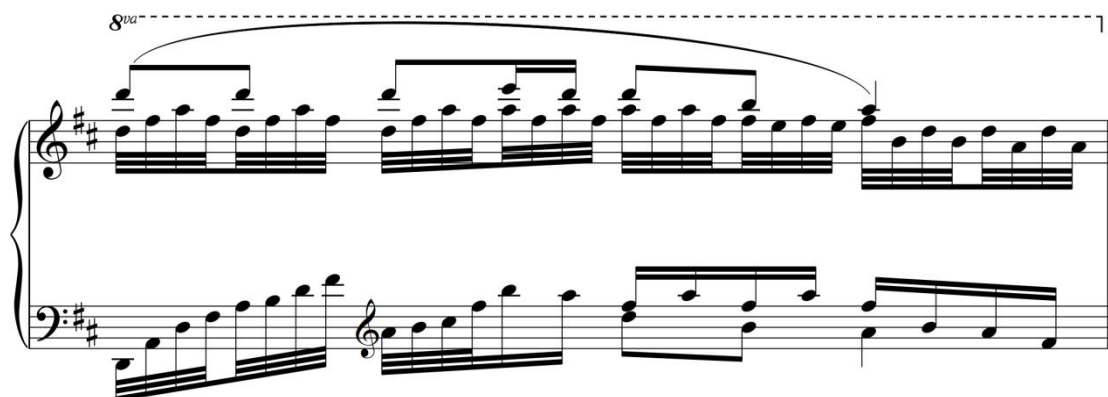
Fingertip octave refers to the first joint where the force is mainly concentrated. Its active performance drives the sensitive and light touch of fingertip, such as the tone of the 88th bar of the first movement of Piano Concerto "the Yellow River". Details can be seen in Spectrum Example 1.[2]

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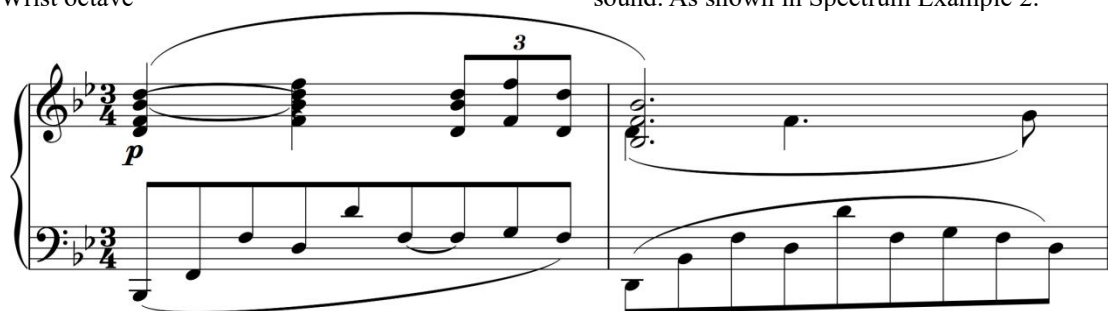
Example 1

The music here is clear and quiet, the melody is concentrated in the high part of the octave voice, and the melody needs to make a bright and soft sound. The musical image requires that the fingertip of the little finger of the right hand must be concentrated and flexible, and the active down button of the first joint of the little finger can increase the clarity of the voice in the octave outer part.

1.2 Wrist octave

Wrist octave refers to the sound obtained by using the wrist as the main force. The technique of wrist octave can be divided into lyric wrist octave and elastic wrist octave.

Lyrical wrist octave should use the characteristics of softness and tenacity of wrist, skillfully use the tenacity connection of arm and wrist to buffer pressure, and pop up lyrical, gentle, soft and warm sound. As shown in Spectrum Example 2.



Example 2.

Elastic octave refers to the use of muscle sensitivity of the wrist to quickly wave the palm, so that it can make a fast, accurate and light action, and pop up a fast and bright sound. For example, double octave

rotation part of the 8th bar of the fourth movement of Piano Concerto "the Yellow River". As shown in Spectrum Example 3.

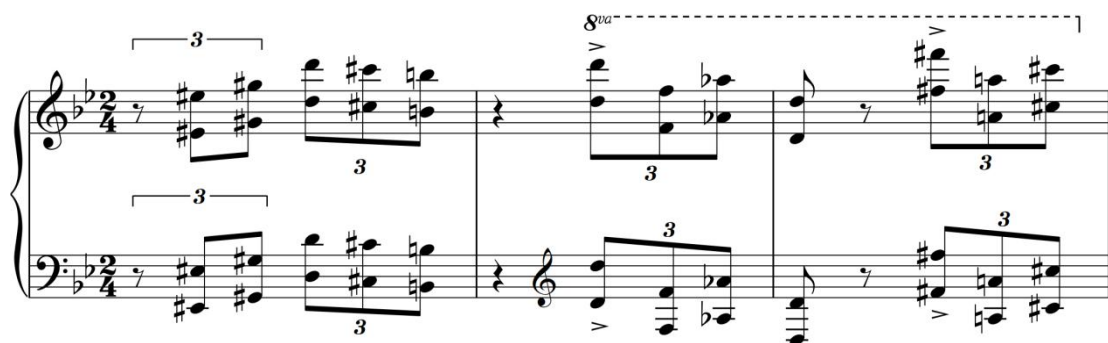


Example 3.

1.3 Octave technique of combination of fingertips and wrist

The octave techniques of combination of fingertips and wrist means that part of the music needs to use fingertip initiative to burst out bright sounds, but also

to use the elastic explosive power of the wrist and muscle sensitivity to move coherently and quickly. For example, the octave jump technique in the middle of the fourth movement is shown in Spectrum Example 4.



Example 4.

The piano part shown in Example 4 not only has big arm jumps, but also cannot reduce the brightness of the sound, so it must be used in conjunction with the wrist and fingertips.

1.4 Arm octave

The octave performance technique of the arm is to use the swing of the elbow joint to put the strength of the large and small arms firmly on the bottom of the

piano to produce a full sound effect. For example, the double octave theme of the piano in the eighth bar of the fourth movement. This piece of music not only shows the majestic momentum of the Yellow River, but also reflects the firm attitude of the Chinese people towards the war against aggression. Details can be seen in Spectrum Example 5.



Example 5.

2. The direction of force

In the actual application of piano octave performance, in addition to the force part that can change the sound effect, the "movement direction of the touch key"[3] is also worth studying, and it is mainly divided into vertical and horizontal directions.

2.1 Longitudinal movement of octave

Longitudinal octave playing refers to the vertical movement of the playing limbs, with the fingers and arms hitting keys from top to bottom, or playing from bottom to top. The performance has the characteristics of directness, short movement distance, and labor saving, which can transmit the power to the bottom of the keys thoroughly.

The double octave method of Spectrum Example 5 is a combination of the octave of the arm and the longitudinal force.

2.2 Horizontal movement of octave

Horizontal octave playing refers to the use of the strength of the wrist or arm to send forward, push or pull back, and bring the force in an octave, so that the force becomes relaxed and indirect. At this time, the octave sound will become soft and full.

Spectrum Example 2 is the combined application of wrist octave and horizontal touch.

3. Playing skills of alternating octaves with both hands

Alternating octaves with both hands is a fast playing technique of alternating octaves with both hands. It is often used in colorful, technical and brilliant passages.

There are many western classical musicians in their works using alternating octaves to achieve the effect of imitating symphony. For example, Beethoven, a German composer, and Liszt, a Hungarian composer and pianist. Liszt especially likes to use this method. In his large-scale works, such as Hungarian Rhapsody, the Second Ballad and Super Technical Etudes, such techniques are frequently used to maximize the piano's volume advantage and create brilliant music effects.

In Piano Concerto "the Yellow River", due to the need to shape the endless and majestic music atmosphere of the Yellow River, it is necessary to make full use of the resonance of the piano, so the technique of fast playing octaves with both hands alternately becomes the best way to express this way. Two handed alternating octave is also widely used in the first and fourth movements of this concerto, as shown in Example 3.

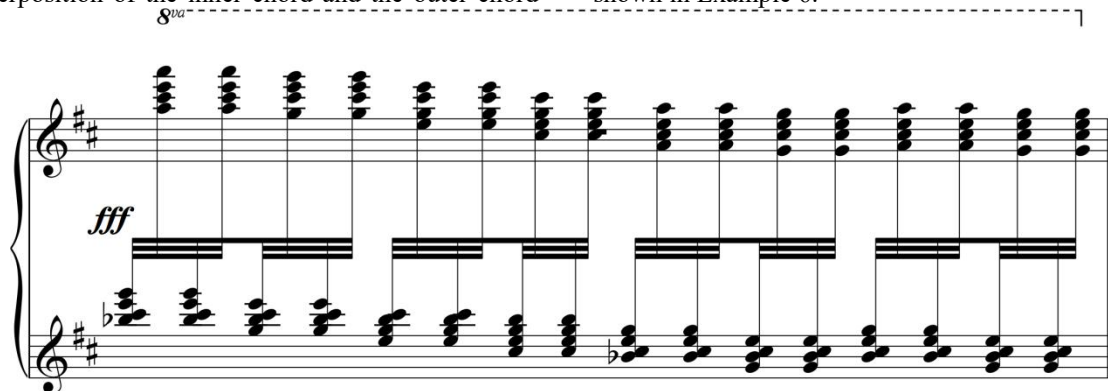
In addition to paying special attention to the swing height and uniformity when two hands alternate, whether it is the force of the wrist or the arm of the performance technique of alternating octaves with both hands, the initiative and agility of off key is another important guarantee of this technique.

4. The performance of chord octave

In addition to the pure octave, there are many ways to play octaves with chords. The pure octave playing mode refers to the interval composed of only two adjacent homonymous notes. The octave with chord

refers to the note organization form with the superposition of the inner chord and the outer chord

between the adjacent names. Typical examples are shown in Example 6.



Example 6.

When the pure octave way is used for piano playing, the sound is empty, clean and bright; the octave sound with chords is full and colorful. Therefore, when composers need to describe a single melody, they usually choose the pure octave way; when the melody needs rich and color variations, they usually choose the chord octave.

The pure octave way of playing will give the palm a firm frame and skeleton. The outer fingertips of the five fingers form a firm support, and the palm will be tighter; the octave chord performance will make the entire palm balanced and even, focusing on the color changes of the chords.

5. CONCLUSION

The large number of octave performance techniques in Piano Concerto "the Yellow River" are extremely difficult for the performer, and it is also a great test

for the performer in terms of endurance. Therefore, rational use of the characteristics of various parts of the body to scientifically play the octave technique of different passages will help the performer to better play this difficult work.

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From the Prospective of Violating the Cooperative Principle to Understand Metaphor

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Abstract: From the theoretical analysis of the conversational implicature of the Grice's principle of cooperation, most metaphors can be regarded as constructed by violating their relevant norms, so the metaphorical meaning can also be equated to the special conversational implicature. This article starts from the cognitive understanding of cooperation principles and metaphors, and explores the metaphorical meanings of the four principles that violate the cooperation principles in verbal communication through a large number of examples. Attempt to reveal the essence of metaphorical understanding and provide a new perspective for metaphorical cognitive understanding.

Keywords: metaphorical understanding; cooperation principles; conversational meaning

1. INTRODUCTION

In contemporary metaphor research, the meaning of metaphor is beyond the scope of rhetoric. As a cognitive phenomenon, it has attracted extensive attention of scholars. Lakoff & Johnson(1980)[1] believe that the essence of metaphor is to understand and experience a certain kind of things through another kind of things, in order to obtain a visual understanding of the things. As the source domain to help understanding and understanding, there must be some similarity with the target domain. On the surface of language, this similarity deviates from communication and violates the principle of cooperation, but in fact, it finds the internal similarity through analogy and associative reasoning. And this internal similarity makes the communication organically connected, which makes the words that violate the principle of cooperation literally have an implicit meaning. The language philosopher Grice also believes that metaphor is the result of the speaker's intentional violation of the quality criterion of conversation, and is an attempt at conversational meaning. A large number of domestic and foreign scholar have also done research on this from all angles, but they have not reached a satisfactory conclusion. This article will try to explore the metaphorical meaning of the four principles that violate the cooperative principle in verbal communication, starting from the cognitive understanding of the cooperative principle and metaphor. Attempt to reveal the essence of metaphorical understanding and provide a new

perspective for metaphorical cognitive understanding.

2. COOPERATIVE PRINCIPLE

American philosopher Grice(1975)[2] believes that in all language communication activities, in order to achieve a specific goal, there is a tacit agreement between the speaker and the listener, a principle that both parties should abide by. He calls this principle the cooperative principle of conversation (Cooperative Principle, CP for short). Specifically, the principle of cooperation is to require each conversation participant to speak in the course of the conversation in line with the goal or direction of the conversation. The principle of cooperation can be embodied in four principles: 1) Quantity maxim; 2) Quality maxim; 3) Relation maxim; 4) Manner maxim. The first three of these four maxim are related to the question of "what to say" when people talk, and the fourth is related to the question of "how to say". But these maxims are, after all, conventions which, unlike strict linguistic regulations, are not absolutely inviolable. In fact, these conventions are often violated, and it is the violation of these norms that gives rise to conversational implicature. Metaphor is a common linguistic phenomenon that violates the principle of conversation

3. METAPHOR

Metaphor is a common rhetorical technique, which has formed a position in people's consciousness since the time of Aristotle. Nowadays, people find that metaphor has a more complex expression as a rhetorical device, which is a special cognitive phenomenon existing in language conversation. Lakoff's understanding of metaphor is to map the cognitive representation of the source domain to the target domain. According to this view, the illustration in the metaphorical cognitive understanding is an abstract expression, which takes a the conceptual structure of the abstract domain is based on the sense of another more specific meaning domain. The source domain appears only for another conceptualization of the target domain, making it more visual, imagery, and interesting. For example, when we understand the metaphor of "Encyclopedias are gold mines." we can map a series of attributes in the target domain encyclopedia to a series of attributes in the source domain gold mine. Encyclopedia: rich in knowledge, people can draw valuable knowledge...gold mine: contains gold, which can be refined into a lot of gold; the value of gold is high...After reasoning, the

attributes of the encyclopedia are mapped to the illustrated cognitive structure of the gold mine. The commonality of "high value" puts gold mines and encyclopedias side by side. Through the semantic transfer of this mapping, abstract and difficult concepts have to be concrete and vivid.

4. STUDYING METAPHOR FROM THE PERSPECTIVE OF VIOLATING THE PRINCIPLE OF COOPERATION

The following article will classify the four principles of the CP to study how it violates the cooperation principle with examples.

4.1 Violation of quantity maxim and cognitive understanding of metaphor

The first maxim of the principle of cooperation is the quantity maxim. This maxim requires that the amount of information provided in the words spoken by the communicator reaches the level of detail required by the communication and meet the needs of communication. Once the metaphor is used, this maxim may be violated. Take the following dialogue as example:

E.g A: Is the problem difficult?

B: The problem is very thorny.

According to the quantity maxim, in example 1, B's answer should be "Yes, it is." or "No, it is not." to provide sufficient confirmation or negative information. But B here violates the requirements of the quantity maxim and uses thorny to describe the problem. To understand the meaning of B's discourse, A must make analogy based on the meaning of thorny and the difficult meaning provided by the context, to derive the idea of B. Metaphors are usually based on similarity and involve two areas of semantics. The semantics of one area is used to illustrate the meaning of another area. The specified domain is called the target domain, and the specified domain is called the source domain. The metaphorical meaning is actually to map the semantic features of the source domain to the target domain, thereby helping to understand the semantics of the target domain. Here, thorny is usually used to describe plants, describing the plants covered with thorns, easy to poke hands, can not touch casually. The Problem is divided into easy and difficult. The easy problem is easy to solve, and the difficult problem is more difficult to solve, just like the thorns on the plant, if it is not good, it will poke the hand. Therefore, through such analysis, A knows that B is mapped onto the target domain problem in the semantic meaning of the source domain thorny. In this way, it is avoided to use the word difficult repeatedly, and at the same time, the imagery dynamically illustrates the difficulty of the problem. On the surface, it violates the quantity criterion, but actually uses metaphorical imagery to express its ideas.

4.2 Violation of quality maxim and cognitive understanding of metaphor

The second maxim of the principle of cooperation is

the quality maxim. This maxim requires that the communicator not say what he thinks is not true or lacks sufficient evidence. But many metaphors in communication are violations of this maxim. Therefore, in order to understand its inherent meaning, one must derive it. In a sense, the use of metaphor becomes a violation of the principle of cooperation, and the process of understanding the conversational meaning produced by the violation of the principle of cooperation also promotes people's understanding of the metaphorical reasoning mechanism. As Grice said: "Metaphor is the purposeful use and violation of the 'Quality' maxim." Please see the following example:

E.g A: What do you think of his wife?

B: He has a lioness at home.

Literally seeing B's answer uses lioness at home. Obviously, the use of this word violates the quality maxim. It must be pointed out otherwise. This sentence has become a metaphor from ordinary language. "Wife" is an abstract image, but with the help of a specific lion can help us understand its hidden meaning. As we know, the lion is a beast and a symbol of strength. Lion is powerful, once a lion is in the way, nobody can get through. According to the inherent similarity, his intention to violate the quality criterion is to map the graphic structure of the source domain to the target domain and let them interact, so that A can find the similarity of the two, and then derive such implicit Meaning: The man's wife is in absolute dominance at home, and her husband can only obey.

4.3 Violation of relation maxim and cognitive understanding of metaphor

The third maxim of the cooperation principle is the association criterion. This maxim requires the communicator to speak to the topic and not to say anything that has nothing to do with the topic. But this rule is often broken by people, leading to metaphorical meaning. Take the following dialogue as example:

E.g A: What do you think of Shakespeare's works?

B: They are the flowers of the human brainwork.

In the above dialogue, the explicit meaning of B's discourse obviously does not meet the needs of communicative connection. Literally, B's answer does not seem to be related to A's question. Because the meaning of A's sentence only shows that he wants to know B's views on Shakespeare's work, B's answer unexpectedly states that they are flowers of human thinking. From the surface structure and sentence meaning, this kind of communication is neither coherent nor related, nor semantically smooth. But using Sperber & Wilson's relevance theory analysis, this is a successful implicit communication, because the dialogue language understanding plays an important role is the cognitive context composed of a series of assumptions of the listener, the listener needs to use a series of context assumptions to Deal

with the new hypothesis established by the speaker's discourse, and derive the contextual effect of the new hypothesis from the old and new relations, so as to derive the meaning of the discourse. A builds the premise of the cognitive environment through his own encyclopedia knowledge and B's answer, and knows that B's words have a layer of meaning through the cognitive environment reasoning, that is, "They are the flowers..." means "Shakespeare's works are The meaning of "inspiring and sapiential" is exactly what B wants to convey. A thus obtains the implied meaning in B's discourse, enabling the communication to proceed successfully.

4.4 Violation of manner maxim and cognitive understanding of metaphor

The last maxim of the principle of cooperation is the manner maxim. The maxim requires that language communicators' words should avoid obscure words and words that may lead to ambiguity. At the same time, the words spoken should be brief and organized. When people violate this rule, they don't use the usual concise way to speak, but use twists and turns, chew words and even ambiguity to speak, so that the listener feels that there must be a reason. When this rule is violated, people often use one material process to replace another material process metaphorically. Material process refers to physical behavior or event, which is usually expressed by verbs that represent actions, that is, verb metaphors that people often say, which is reflected in the discourse refers to the conflict between the verbs used in the discourse and the logical subject or object Formed metaphor. This collocation of verbs and nouns will disrupt the original semantic network and form a new semantic association. Please see the following example:

A: Did your treatment for stammering work?

B: Peter Piper picked a peck of pickled pepper.

A: How amazing!

B: Yes, b-b-but th-th-that's not s-s-something I v-v-very of-ten w-w-want to s-s-say.

B's first response did not answer positively whether his stuttering was cured, but gave A a illusion with an

unusual behavior as if his stuttering was cured. When A heard that B could speak a tongue twister in response, he inferred that he was indeed cured, so he had a "How amazing" comment. However, B's second response was actually to correct the illusion A generated from his first response. We see the above example as a violation of the mode code, because B's first response was actually intentionally misleading, and as a result, A issued a "How amazing" sigh. Here, "Yes, b-b-but...to s-s-say" is a counter-conventional usage and a metaphorical expression. The author uses this expression to indicate that B stuttering has not been cured.

5.CONCLUSION

The principle of cooperation is the maxim that people usually follow when communicating. From the analysis of the above large number of examples, we can see that most of the use of metaphors will violate the literal cooperative relationship and produce implicit meanings other than the literal meaning. Hence, in order to understand its inherent meaning, one must derive its metaphorical meaning. Therefore, the use of metaphors forms a violation of the principle of cooperation, and the process of understanding the conversational meaning produced by the violation of the principle of cooperation also promotes people's understanding of the metaphorical reasoning mechanism. Viewing metaphors from violation of conversational principles is an attempt to explain metaphors from a pragmatic perspective. Metaphor is a complex system. Combined with the research results of cognitive linguistics, multidisciplinary cooperation can help us open up new ways and perspectives to understand metaphor.

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Research on the Development of Children's Skills of Walking, Running and Jumping

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Abstract: Children learn things through body movements, explore and learn the external world, and express their emotions and wills. In the exploration stage, children's actions are rough and uncoordinated, and there is no fixed action pattern; in the development stage, children's ability to control actions and the stability of the action pattern are greatly improved; in the maturity stage, the action performance is efficient, action mode is stable.

Keywords: Children; Walking; Running; Jumping; Development

1. INTRODUCTION

The famous psychologist Piaget said: "Children's intelligence originates from actions, and through the continuous differentiation, combination and mutual coordination of the organizational structure of actions, it evolves from low-level to high-level development" (Piaget, 1990). Children's language and behavioral abilities are still in the developmental stage. Actions are the basic means for an individual to effectively interact with the environment. Children use body movements to understand things around them, explore and learn the external world, and express their emotions and wills. In the early stage of individual development, the development of movements is an important indicator to judge whether the individual's brain development is normal or not, and because the development of movements continues the individual's life, the acquisition and changes of important movements mean changes in the interaction between the individual and the environment, so movements are not only plays an important role in the development of children and adolescents' cognition, emotion, and social behavior, and also plays an important role in the development of adults (Dong, 2004). Early childhood is the "critical period" and "sensitive period" of children's physical development, which has an important impact on the development of a person's life. The development of children's movements is still in a relatively vague position in kindergarten activities, and there are still big problems in understanding the characteristics of children's movement development. This current situation urgently needs the guidance of relevant policies and theories, but the weakness of theory construction is far from being able to meet the needs of practical development. Based on the important value and significance of motor

development in the overall development of children, it is especially important to analyze the characteristics and structure of children's motor development at different stages. Many studies have basically reached a consensus on the age stage of the development of basic motor skills. They believe that the stage of basic skills acquisition is generally from 2 to 7 years old. This stage is the critical period and sensitive period of motor skills. Based on the following classification basis, this topic divides the stages of basic movement development into three stages: exploration stage, development stage and maturity stage.

2. CHARACTERISTICS OF CHILDREN'S WALKING

Walking refers to the process of moving the body forward or backward, transferring the weight of the body from one foot to the other, with one foot in contact with the ground, and the direction of arm swing is opposite to that of the leg on the same side. Walking is an important mobility motor skill, used in all aspects of our daily life, such as walking to school, performing sports and any other physical displacement activities. Toddlers in the exploratory stage already have the basics of walking, which is one of the most familiar movements for children.

2.1 Exploration Stage

- a) The walking pattern is flexible and unbalanced, with small strides, faster strides, and stiff strides;
- b) Excessive head extension;
- c) The torso of the body hardly rotates;
- d) Keep your arms high and hold stiffly, do not move or swing your arms excessively;
- e) Hip flexion is obvious, and the pelvis is slightly tilted forward;
- f) After the knee is stretched, the ankle bends quickly at the moment of landing;
- g) The lateral distance between the two feet is far, and the soles of the feet are on the ground, and the toes will appear inward or outward.

2.2 Development Stage

- a) The flexibility of walking patterns decreases, the movement of the center of gravity tends to be stable, the stride length increases but is not consistent, and the stride frequency slows;
- b) Excessive extension of the head;
- c) The torso of the body can rotate;
- d) The arms and legs swing in a coordinated manner, but are slightly stiff;

- e) The flexion of the hip joint is reduced, the rotation of the pelvis is increased, and the forward tilt is reduced;
- f) The lateral distance between the feet basically tends to be normal;
- g) Significant heel contact, reduced toe inward or outward.

2.3 Maturity Stage

- a) Walk smoothly, increase stride length to a suitable state, and increase walking speed and stride frequency;
- b) The body can be upright and have a good walking posture;
- c) The arm swings easily and freely;
- d) One knee lock mode is replaced by two knee lock mode;
- e) The heel touches the ground and the toes point forward.

3. CHARACTERISTICS OF CHILDREN'S RUNNING

There are many similarities between running and walking. The most obvious difference is that the movement of running involves two feet off the ground at the same time. Action skills extended from running actions include jogging, accelerating, sprinting, chasing, dodge and so on. All these action modes are very important for sports, such as track and field, basketball, football, etc.

3.1 Exploration Stage

- a) The body is upright, the running mode is similar to fast walking, the pace is quick and stiff, the stride is small and uneven, and the stride frequency is slow;
- b) The running speed is very slow, and there is no obvious flight phase during the running;
- c) The arms move back and forth on the side of the body, the posture is stiff, the control ability is poor, and only a certain body balance is maintained during running;
- d) The leg stretch is small and the swing is restricted;
- e) Exaggerated and uncoordinated movements of legs and feet;
- f) Generally, the whole foot touches the ground (part of it is the tip of the foot touches the ground), and the distance between the two feet is wide.

3.2 Development Stage

- a) The stride length increases and becomes more and more even, the flight time increases, and the running speed increases;
- b) Increased horizontal arm swing and gradually moved closer to the body;
- c) The hip joints, knee joints and ankle joints are stretched when the feet are off the ground, and the hind legs push the ground to give the body more power;
- d) When the foot lifts the leg forward from the ground, the height of the knee increases;
- e) Transition from heel to forefoot when the foot touch the ground.

3.3 Maturity Stage

- a) The torso of the body is slightly tilted forward, the use of force throughout the body is more efficient, the stride is moderate, the rhythm is even, and there is an obvious stage of flight;
- b) The arm is bent at the elbow joint, swings back and forth strongly, and the swing amplitude increases;
- c) At the moment of touching the ground, the supporting leg bends slightly and then stretches quickly and fully;
- d) At the moment of touching the ground, the transition from the heel landing to the forefoot landing.

4. CHARACTERISTICS OF CHILDREN'S JUMPING

Jumping is a bodily ejection skill, which includes flying and landing with two feet or one foot. In order to complete this explosive displacement correctly and completely, it is necessary to have a certain degree of lower limb jumping ability and the dynamic coordination ability of the body during the flight. When taking off, various parts of the body, such as arms, torso, and lower limbs, must coordinate and exert force, constantly adjust the relationship between the main parts of the body in the air, and prepare for cushioning when landing (Payne, Geng& Liang, 2008). Jumping moves the body weight from one or both feet to one or both feet. The jumping action is divided into three stages: take-off, vacant and landing. In the process of learning to jump, stride or jump on one foot, landing safely is also an action skill that needs to be focused on. Jumps include long jump, high jump, and one-leg jump. Long jump (can be called horizontal jump) action skills play an important role in sports (such as standing long jump, triple jump, etc.) and many other games and activities.

4.1 Exploration Stage

- a) Can only make part of the preparatory posture, poor control of various parts of the body, and uncoordinated posture of various parts of the body;
- b) The upward force of the body is usually greater than the forward force;
- c) In order to maintain balance, the arm is placed stiffly on the side of the body during the whole process, there is swinging but uncoordinated, and the efficiency is low;
- d) The jumping distance is very short, the hip and knee joints stretch very little at the moment of take-off and during the flight, and the swing of the two legs is inconsistent during the flight;
- e) When landing, there is a phenomenon of falling forward or backward.

4.2 Development Stage

- a) When preparing, the crouching posture becomes deeper, and the performance of the legs gradually becomes consistent;
- b) The arm movement drives the jumping movement, and the increase in the arm swing in the air makes the body more balanced;

c) During the take-off, the legs and feet stretch more uniformly. After the take-off, the whole body stretches more.

4.3 Maturity Stage

a) When preparing, the torso tilt angle is at least 30 degrees, the coordination of the flexion of the hips, knees and ankles increases, the depth of the crouch increases, and the more uniform, the arms swing behind the body;

b) Throughout the process, the arms move forward and backward in a smooth manner at the same time;

c) During takeoff, the hips and knees are stretched forward quickly and forcefully;

d) During the flight, the arms swing forward and reach the highest position, and the lower limbs are fully extended during the flight;

e) Before landing, bend both knees flexibly;

f) When landing, lean forward and land on both feet at the same time.

5. CONCLUSION

The development of children is also the process of changes in contradictory movements. Like other contradictory changes, the changes in children's cognition, psychology, physiology, and movements are all intensified and relaxed, which determines that all aspects of the development of children have phase characteristics. This staged feature is prominently manifested in the age characteristics of children's development (Gallahue, 2000). The development of children's movements is a very complex dynamic process, which is not only affected by the child's growth environment and education, but also by the child's own growth and development and cognitive level. The development of motor skills is closely related to age, and the development of motion itself follows the basic law of sequence of actions. Learners cannot make sudden changes from one stage to another, but gradually transfer or change (Magill, 2006). In the exploratory stage of developing basic

skills, young children begin to try to perform some observable movements. The characteristics of the movements at this stage are rough and uncoordinated, and the movements are a little too exaggerated and unable to control their bodies. From the exploration stage to the development stage, it mainly relies on maturity factors. This period is the transitional period between the exploratory stage and the mature stage. Coordination and rhythm will be improved, and children's control over movements will also continue to increase. The movements during this period still lacked fluency. Many adults only stagnate in the development stage in basic movements such as throwing and swinging. The maturity factors play a decisive role in the development to the development stage. However, due to the lack of acquired practice, encouragement and guidance, they cannot reach maturity. Therefore, for children, various basic activities should be adopted to assist them from the developmental stage to the mature stage. The maturity stage of the development of basic movement skills is mainly to integrate all the components of a movement pattern to form a correct and efficient movement.

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A Brief Analysis on the Practical Approaches to Combining Ideological and Political Courses with Major in Colleges and Universities

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Abstract: The ideological and political education in colleges and universities must follow education-oriented principle, be close to the actual situation of students, and combine the course with their major. The appropriate educational methods should be selected according to the ideological status and receptivity of the students. Only in this way can help students point out their direction of development and make the content of ideological and political education deeply rooted in the hearts of them.

Keywords: ideological and political education, major, combination

Colleges and universities are the cradle of cultivating high-quality talents for all-round development, undertaking the functions of talent training, scientific research and service to society. At present, the focus of international competition is shifting to the competition of comprehensive national strength which gives priority to talents. In particular, the competition for young talents has become an important target in government competition. Government always attaches great importance to the training and education of college students, especially their ideological and political education. The importance of college students' ideological and political education is constantly reiterated by each leadership collective from the perspective of the future and destiny of the country, which expresses the ardent hope for the healthy growth of the younger generation. Ideological and political education in colleges and universities has a very important strategic position, because it is related to whether our country can always be invincible in the fierce international competition, whether the socialist road with Chinese characteristics can always be successful, and whether there are successors to the great rejuvenation of the Chinese nation.

The mainstream of the ideological and political situation of contemporary college students is positive, healthy and upward. But affected by globalization, marketization, and informatization, some college students have some realistic ideological problems to varying degrees. To analyze the key and difficult

problems, the ideological and political education in colleges and universities is required to focus more on educational goal. There are many types of majors set up in domestic universities, which directly affects the way of thinking of college students to receive ideological and political education. Therefore, in order to enhance the effectiveness, the course should be carried out in a targeted manner and the methods of which should be continuously innovated according to the distinctive majors.

A concept often used by Kohlberg in his moral education theory is called "match", which refers to the appropriate relationship between the level of teachers and the level of children participating in moral communication. We use this term here to express the correspondence between elements of ideological and political education that have been linked by corresponding structural forms. This correspondence is directly related to the realization of the effectiveness of ideological and political education and its degree of realization. The core content of structural matching is that educators, taking the physical and mental characteristics of the educational objects and their receptivity of ideological information as the basics, set and adjust other elements of ideological and political education on the basis of in-depth cognition activities. This makes the ideological and political education and students form a matching relationship which is conducive to the normal conduct of ideological and political education activities and the realization of ideological and political education purposes. That is to say, in the teaching of ideological and political courses, teachers should flexibly adjust their thinking modes according to the different subjects studied by the students, and deeply explore the appropriate approaches for them to acquire knowledge. The specific measures are as follows:

(1) The corresponding education methods should be selected to achieve the matching of education methods with its objects.

Only an education method that matches the ideological status and acceptance characteristics of its objects can become effective and can promote the

realization of the effectiveness of ideological and political education. We conducted an experiment in a class with a majority of art students. From that we knew most of these students are studying art and design. In the light of the cognitive law, majors of students and the characteristics of their thinking mode, teachers should use more perceptual and intuitive teaching methods such as displaying pictures and playing video. This makes the students' emotional factors play an important role in stimulating the initiative of learning, and also makes the cognitive activities and emotional factors organically combined. Thus the teaching effect is greatly enhanced.

(2) In order to achieve the same goal of ideological and political education, different content should be specifically determined for the objects.

The matching relationship between the educational content and its objects is related to whether students can receive relative content, and whether they can form the ideological and political quality directed by the educational purpose after receiving the content, which directly affects its effectiveness of ideological and political education. In order to achieve an ideal matching relationship between educational content and its objects, educators must recompile the content according to students' ideological status and receptivity. Thus, the matching relationship can be achieved and the receptivity and effect of students for specific educational content can be improved. There are now a wide variety of majors in all the universities, which causes different learning methods and different scientific knowledge systems of the subjects. For example, research in liberal arts is human-oriented, studying human thinking, human language, human events, and human relations, etc.. People can find their own position and the meaning of life through it; while science and engineering are based on object, researching its composition, reactions, transformation, measurement and its abstraction, etc.. The principles and rules of objects are priority, thus human are only the observers among these courses. On the basis of research differences in these disciplines, teachers should pay more attention to the content of course and know the thinking characteristics of college students in the teaching process. For example, a point we should note that most of the students in liberal arts are mainly in divergent way of thinking, while students in science and engineering are mainly in logical thinking. Understanding the subject categories, knowing the characteristics of thinking, and targeting college students with ideological and political education will surely increase its effectiveness.

(3) Matching situation, teaching methods of ideological and political education with students.

The content of educational situation refers to the spiritual meaning in ideological and political education activities. The teaching methods involve

having courses, project discussion and practice activity with a designated theme, etc.. The match of educational context and educational objects is mainly reflected in the friendship formed by equality, trust and mutual respect between the educators and receivers. This requires professors to listen to students' opinions and suggestions and strengthen communication with students, so as to create a better teaching atmosphere. Then, the choice of teaching methods is closely related how much the professors know about the major students. Taking a previous teaching experiment as an example, a theme practice activity is carried out in a class dominated by art students. Combined with the recent political hot spots, we have sorted out the most concerned topics: how to endeavor to promote national renewal; how to solve the problems of real estate speculation; how to govern official corruption; how to develop the Xiongan New Area; how to build a moderately prosperous society in all aspects; and how to gather talents from all over the world and assign them a relative position. Everyone is responsible for the rise and fall of the world. Students are required to interpret these political hot spots from their own professional perspective, and finally show us in the form of painting and video. This theme activity is not only the content of the ideological and political courses, but also combines the professional knowledge of students. Still, it focuses on the political hot spots and exerts students' subjective initiative, making the courses relaxing and diverse. The activity is warmly welcomed by students and lots of works are received, some of which are displayed after careful selection. On the one hand, these works show the deep understanding and professional expression of students for these hot spots. On the other hand, more students are inspired to actively care about the revolution and revitalization of China, and consciously contribute themselves to the great cause of socialism with Chinese characteristics. These various teaching methods conform to the major of students, stimulate their enthusiasm for learning and put the content of ideological and political education into the hearts of college students and externalize them to behavior.

To sum up, we must continue to innovate ideological and political courses and enhance its effectiveness, because it is not only the transmission of culture, but also the shaping of personality. The professional elements of ideological and political curriculum will not be presented automatically, so based on the establishment, development, and improvement of this major, professors are required to integrate the ideological and political elements like the construction of knowledge system. In that the professional elements in ideological and political courses become the exciting and innovative points of teaching.

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Research on Ideological and Political Teaching Reform of Film and Television Major in Higher Vocational Colleges

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Abstract: In recent years, with the rapid development of film and television technology, film and television works are also increasingly rich, there are also good and bad phenomenon. As the future film and television industry practitioners, higher vocational students need higher professional technology and better professionalism. Combining with the teaching practice of Zibo Vocational College, this paper integrates the ideological and political work into the whole process of film and television students' education and teaching, implements the fundamental task of establishing morality and cultivating talents, realizes the organic unity of knowledge imparting and value leading, and cultivates high-quality technical talents with international vision and all-round development of morality, intelligence, sports, beauty and labor for the film and television industry.

Keywords: higher vocational education; Major in film and television; Curriculum ideological and Political Education

1. INTRODUCTION

With the promotion of national policies, the film and television cultural industry is booming, the film and television creation and communication of new media have also been developed rapidly, and the film and television works are constantly developing to the high-end trend. At the same time, there are also some disharmonious phenomena, such as paid news, vulgar content, spreading harmful information and false advertising, and even involving pornography, gambling and drugs. Although these phenomena are rare, they have seriously affected the credibility and communication power of radio, film and television, and damaged the image of the industry. All these are related to the low professional ethics and weak legal consciousness of the film and television practitioners. Therefore, as the main employees of the future film and television industry, the graduates of Higher Vocational film and television major should not only have superb professional skills, but also have professional quality. As professional teachers, they have the responsibility and obligation to guide the students correctly, to carry out the ideological and political education throughout the whole process of education and teaching, to strengthen the ideological and political education and value guidance in

classroom teaching, to make students become socialist builders and successors with all-round development of morality, intelligence, sports and beauty, so as to implement the fundamental task of establishing morality and cultivating talents.

2. THE SIGNIFICANCE OF IMPLEMENTING IDEOLOGICAL AND POLITICAL EDUCATION IN HIGHER VOCATIONAL FILM AND TELEVISION MAJOR

In recent years, the education and teaching of higher vocational colleges across the country has set off a wave of Ideological and political reform. In the specific implementation, teachers still pay more attention to the teaching of knowledge and skills. Ideological and political education exists the phenomenon of rote application. Ideological and political elements are rigidly implanted into the teaching content, which can not be well integrated into classroom teaching. Moreover, the excavation of Ideological and political elements is not deep enough. For example, it is divorced from the background of professional disciplines and majors, from the current situation and development trend of industry and industry, Apart from the teaching content, the teaching design is not reasonable enough to achieve the effect of teaching and educating people. On the whole, ideological and political education and professional teaching "two skin" phenomenon still exists, ideological and political education in Colleges and universities "island" dilemma, the pattern has not been fundamentally changed. two

As the future college students engaged in the film and television industry, they not only need to have a higher level of vocational skills, but also need to have rich cultural heritage and professionalism. Professional course teachers should pay attention to the students, and integrate the ideological and political elements such as social core values, Chinese excellent traditional culture, professional norms and professionalism into the teaching of film and television major, so as to realize the organic unity of Ideological and political education and knowledge system education, the organic unity of value guidance and knowledge teaching and ability training, and the organic unity of teaching and educating people. Let every future film and television practitioners know what they should and should not do, what they

advocate and what they oppose, lay a solid foundation in Ideological and moral education, enhance their ideals and beliefs, and establish social responsibility. one[1]

3. RESEARCH ON THE PRACTICAL PATH OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO HIGHER VOCATIONAL FILM AND TELEVISION MAJOR

Implementing ideological and political education in classroom teaching

The training objectives of film and television professionals in higher vocational colleges are: to cultivate high-quality skilled talents with good professional ethics and professional quality, physical and mental quality and humanistic quality, to master solid professional theory and practical knowledge, to be familiar with the cultural and creative principles and technical means of film and television industry, and to have strong cooperative innovation and lifelong learning ability. Its curriculum is mainly set up around the creative principles of the film and television industry and the pre -, mid -, and post production technology of film and television. Both professional basic courses and professional skills courses need to use a large number of video materials as the carrier to teach knowledge and skills. Therefore, the curriculum content is closely related to the film and television works of art, The students majoring in film and television are good at obtaining a large amount of information through the network as the source of creation and spreading it. Therefore, in the environment of uneven network information, professional course teachers should aim at the learning characteristics of film and television majors, such as "interest oriented", "practice oriented" and "employment oriented". Through Integrating Ideological and political education into teaching, they should guide students to learn to identify information, correctly select information and spread information, and turn information into material conducive to film and television creation. three[2]

Combined with the characteristics of the film and television major and the training objectives of film and television talents in our college, when explaining professional basic courses such as audio visual language and script creation, we should work hard from the case works and fully tap the ideological and political elements. We should not only choose the world's excellent film and television works of art, but also choose the "Chinese story" that embodies the Chinese spirit, Chinese wisdom and Chinese excellent tradition, guide students to learn to appreciate and feel the beauty, feel the artistic value and national characteristics of film and television works of various countries, enhance students' cultural confidence, and enhance their sense of responsibility and mission to carry forward and inherit the excellent traditional Chinese culture.

When explaining professional skills courses of film

and television production, such as non-linear editing technology, film and television post production, film and television column packaging design, we first talk about the ideological and political education of the course in combination with the development of industry technology, and combine the innovation of content with the ideological and political education of the course. For example, through films such as "me and my motherland", "wandering earth" and so on, it leads to the vigorous development of China's current film and television technology, the gradual narrowing of the gap with foreign countries, and the national policy support for the film and television industry, so as to stimulate students' patriotic enthusiasm and enhance their sense of responsibility and mission. We can also explore the three-dimensional synthesis technology and later film and television technology used in the documentaries "if the national treasure can speak" and "Yuanmingyuan", so that students can not only understand the historical and cultural significance behind it, but also arouse students' sensory cognition of Chinese civilization, and feel the national spirit of "heaven is healthy, and a gentleman is constantly striving for self-improvement" of the Chinese nation, Learn from the craftsman spirit of the masters and the innovative spirit of indomitable struggle and enterprising.

Developing ideological and political education in practice teaching

In addition to creating economic value, the film and television industry should pay more attention to the creation of cultural value, and embody and spread the traditional values and cultural spirit of the Chinese nation in the works. The ideological level, value judgment, moral standard and professional ethics of film and television practitioners directly affect the Ideological Expression and service quality of film and television products. As a teacher of film and television major, we should correct students' professional beliefs and artistic pursuit. When students carry out project practice and work creation, teachers should give correct guidance, guide students to correct their creative attitude, cultivate the craftsman spirit of continuous improvement, and integrate the learned knowledge and their own feelings into their works, so that they can transfer positive energy; Guide students to abide by professional norms, practice socialist core values, abide by laws and regulations, bear social responsibility, abide by professional ethics, and consciously maintain a good social image of the film and television industry.

At present, the implementation of Ideological and political education of film and television major in higher vocational colleges is still in the stage of continuous exploration, continuous attempt and continuous improvement, and there are also some problems to be solved, such as whether the ideological and political education awareness and

literacy of professional course teachers reach the required level, whether the ideological and political education is really integrated into the talent training program and professional curriculum standards, Whether the ideological and political education is effectively integrated into the teacher evaluation system needs us to sum up the experience in the process of practice. As the imparter of College Students' knowledge and the guide of their thoughts, higher vocational teachers should update their education ideas, improve themselves, implement and implement the party's education policy more responsibly and consciously, and strive to cultivate excellent talents for the country who not only have professional comprehensive quality, but also "have national feelings, international vision and responsibility".[3]

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The Enlightenment of the Practice View in The Theses on Feuerbach to Contemporary China

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Abstract: In The Theses on Feuerbach, Marx explained the basic viewpoint of new materialism, that is, the concept of practice, which has important theoretical and practical significance. The Marxist concept of practice inspires contemporary China to continue to take innovation as the core driving force of development and human's free and all-round development as the ultimate goal of development in the future.

Keywords: The Theses on Feuerbach; Marxist view of practice; Contemporary enlightenment

INTRODUCTION

"Marx liked to develop his own ideas by critically analyzing the ideas of other thinkers," David McClellan said. [1] Marx used The Theses on Feuerbach to criticize the old materialist thought represented by Feuerbach, and expounded the new materialist thought, and the Marxist view of practice began to sprout.

1.MARXIST CONCEPT OF PRACTICE WAS CONCEIVED IN THE THESES ON FEUERBACH

(1) Criticize predecessors' wrong cognition of practice

The old materialists believed that consciousness was a mechanical reflection of the objective world in the human brain and a simple reproduction of the objective world. On the other hand, idealism represented by Hegel attributes consciousness to human's subjective thinking and exaggerates the active role of spirit. That is to say, the old materialists insisted on the primacy of matter, but ignored the subjective initiative of man. The idealist considers the subjective initiative of man but ignores the materiality of the objective world. "They do not understand the meaning of revolutionary, practical critical activities," Marx remarked. [2] Marx drew on the principle of material primacy of old materialism and the principle of subjective initiative of idealism, and put forward a scientific explanation of practice in The Theses on Feuerbach: practice is both "human perceptual activity" and "objective activity". [3] That is to say, practice is an activity built on the material basis and integrated into people's subjective initiative. (2)Propose that practice is the objective criterion for testing truth

"Man should prove in practice the truth of his

thinking, that is, the reality and power of his thinking." [4] This is the first time that Marx proposed to take practice as the objective criterion for testing truth. Whether knowledge has truth or not can only be proved through practice, and practice has unique correctness. Marx noted that because the old materialists could not properly deal with the relationship between practice and knowledge, their views on testing truth were also wrong. Marx believed that only when any knowledge of the material world is put into practice and tested by practice can it be proved to be correct and to objectively reflect the material world. This is also in line with the nature of truth, that is, truth is people's correct understanding of objective things and the law of their development, and is consistent between subjective and objective.

2.THE SIGNIFICANCE OF MARXIST VIEW OF PRACTICE

(1) Theoretically, the methods that guide human beings to understand and transform the world

The Marxist practice view contained in The Theses on Feuerbach was established by Marx on the basis of subsuming the thoughts of Hegel and Feuerbach, which has important theoretical significance. In the material world, things are universally connected and constantly developing, and this connection and development are regular. The activities of human beings to transform the world have strong subjective color, but the development of the objective world will not change according to human's subjective will. Therefore, people's subjective needs and the objective development of things are often in contradiction. It is necessary for mankind to coordinate this contradiction in order to better understand and transform the world. Marxist view of practice emphasizes the combination of theory and practice, and the search for the greatest common divisor between people's subjective needs and objective laws of things, so as to give full play to people's subjective initiative and respect objective laws.

(2)Practically, the practice guiding all countries in their pursuit of independence and progress

The Marxist concept of practice originated from real life and successfully guided the practice of some countries in pursuit of independence and progress. The Marxist view of practice emphasizes that we

should combine the actual national conditions in practice, especially the situation of productive forces and relations of production, adjust the method in practice at any time to keep pace with The Times. Throughout the history of the world, those countries that have succeeded in pursuing independence and progress have always based their development strategies on their own social realities. Those failures have taught us that copying other countries' development models against the will of the people will eventually lead to abandonment and extinction by the people.

3.ENLIGHTENMENT OF MARXIST PRACTICE VIEW TO CONTEMPORARY CHINA

Marxist view of practice is a powerful ideological weapon and an important theoretical basis for solving China's problems. To continue to adhere to the Marxist view of practice in the new era will provide positive enlightenment for the realization of the "Two Centenary Goals" and the great rejuvenation of the Chinese nation.

(1)We should continue to take innovation as the core driving force for practical development

The report to the 19th CPC National Congress points out that innovation is the core driving force for practical development and the strategic support for a modernized economy. For some time to come, two erroneous tendencies should be corrected in China's social practice. First, social production does not attach importance to innovation. Second, there is blindness in social production. Since the reform and opening up, China has made good achievements in many fields of social production, but these achievements also make many industries content with the status quo, lack of consciousness of competition and innovation. At the same time, many sectors of social production are blindly following the trend, and duplication of construction and investment is a serious waste of social resources. Therefore, it is necessary to continue to guide practice with Marxist concept of practice, guide the subject of practice to adopt reasonable and scientific practice methods in social production, and avoid blindly following the trend. We need to incorporate the concept of "mass entrepreneurship and innovation" into every corner of social production, and use innovation to improve

product quality and industrial competitiveness, so that society will be more dynamic and the country will have greater momentum for development.

(2) We should continue to take the free and all-round development of human beings as the ultimate goal of development

In Marxist view of practice, man is not only the subject of practice, but also the subject of development. While practicing, man can achieve self-growth and development. [5] over the years, the people's living water, but negative impact brought by the social practice also increasingly highlight, part of the people's thought idea distortion happens, reduced to material production tools, the phenomenon such as money worship, hedonism, egoism, which run counter to the all-round development of human freedom is without a doubt, It is also quite different from the requirements of the Marxist view of practice. Since the 18th National Congress of the CPC, the CPC Central Committee has attached great importance to the improvement of cultural and ethical progress. It has introduced various policies and measures to encourage the people to improve their ideological cultivation and personal quality, so that the people, as the subjects of practice, can become qualified subjects of social construction and share in the fruits of social development. On the road of future development, we should continue to take the Marxist view of practice as the guidance, and take the realization of human's free and comprehensive development as the consistent goal of social development.

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Illustration and Printmaking: Research on the Relationship between Historical Significance and Applied Value

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Abstract: With the advancement of the melody of the times, the relationship between printmaking and illustration is constantly changing. In different historical stages, printmaking and illustration maintain a regular relationship in historical significance and application relationship, and they are intertwined with each other. After sorting out the relevant literature, it is found that there are some problems in fixing the relationship between the two, which is not conducive to the innovative development of printmaking and illustration. For this reason, it is necessary to re-examine the definition of each historical stage of printmaking and illustration based on the timeline of its development and the essence of the two social applications, sort out the relationship and evolution process between important stages and nodes, and distinguish printmaking and illustration. The dynamic evolution of the relationship between.

Keywords: printmaking; illustration; application relationship; application value; visualization

INTRODUCTION

With the advancement of the strategic deployment of cultural power, the new media industry has emerged, and my country's illustration industry has rapidly heated up. At the same time, there has been constant discussion about the relationship between prints and illustrations, but the phenomenon of fixing the relationship between the two is widespread, and it is worth arousing academic thinking. Judging from the important stages of historical evolution, the relationship between the two should be dynamically changing, and should not be fixed on "traditional prints, as a kind of painting born from printing, is the earliest form of illustration." Single level. It is necessary to study the three important historical stages of agriculture, industry, and media, analyze the historical significance and application connection of the two in different periods, and then deduce the visual evolution of the relationship between the two from the changes in social production and application.

1. ILLUSTRATIONS AND PRINTMAKING: EVOLUTION IN HISTORY

The history of art in our country is supported by existing historical materials and is about 7,000 years

old. The torrent of history is surging day and night, and the historical significance and connotation of prints have also changed with it, which is mentioned in the "General History of Chinese Traditional Prints" by Mr. Wang Bomin. First of all, from the perspective of text explanation, the book mentions "printing, as the name suggests, it is a kind of painting created by engraving on a plate", in which "engraving and plate" become the keyword that defines the engraving, and "engraving" is the engraving. Different from other painting techniques, the "plate" should be viewed in a broad sense. The "plate" is not a "board", and it does not refer to a wooden board alone. Here we talk about a template for printing. Printing is the core difference between printmaking and other painting methods. Secondly, there is another way of saying that it is a picture printed with an engraving template, that is, a "print". From the end of the 19th century to the beginning of the 20th century, it is believed that wood engravings were carved on wooden boards with a knife and printed. However, the "prints" of "Cihai" published by Zhonghua Book Company in 1936 explained: "The paintings copied on wood, bamboo strips, or drawn from woodblock plates are all prints." Explain the wooden "plates" and "prints". "Printed matter" can all be called prints. Finally, it is derived from the term "Ban Tuo". The rubbing of steles in ancient my country is also called "pan rubbing". Anyone who uses a knife or other sharp objects to engrave figures on the layout is classified as a print. This definition is mostly used to explore the origin of printmaking. The connotation of printmaking has different interpretations in different historical periods. Therefore, it is unreasonable not to say that "traditional printmaking, as a kind of painting born from printing, is the earliest form of illustration" in the context of the times.

From the perspective of the evolution of the definition of illustration. First, look at "illustration" from the perspective of text interpretation. The word "insertion" is a verb, referring to the application of paintings. The outstanding applicability is also the essential difference between illustrations and other types of paintings. "Painting" does not simply refer to "prints", but refers to various paintings suitable for the application environment. Secondly, "illustration" is a term of art of painting, and the explanation in

"Dictionary" is "illustration, illustration, illustration, example, example." However, this explanation is mainly for the definition of book illustrations, which is a narrow definition. Finally, due to the advent of the information age, the advancement and application of technology in modern society, the meaning of modern illustrations have changed. Illustrations are paintings created by illustrators based on different themes and different application environments, and the work carrier is not limited to traditional materials. In the media, the applicability is more prominent, and the consumability also increases. In different periods, the definitions of printmaking and illustration are constantly changing, so the evolution of the relationship between the two should be viewed flexibly. Not only that, but it should be the case from the rise and fall of the research objects. The rise and fall of both are tied to "applicability." Mr. Lu Xun once said: Chinese prints "had a very decent history". The history of traditional Chinese prints has been ups and downs. The Tang Dynasty reached its peak in the form of paintings on the front pages of Buddhist scriptures. During the Song and Yuan Dynasties, the engraving of the secretary's illustrations rose and there were also some "picture book" engravings, which all represented the prosperity of engraving in this period. In the Ming Dynasty, due to various factors, printmaking reached its heyday, and the "decent history" of ancient Chinese printmaking was also reflected in this period. At the beginning of the Qing Dynasty, printmaking continued to flourish for a hundred years, but with the withdrawal of the feudal dynasty, the "decentness" of ancient printmaking gradually dimmed. With the advent of the new era, emerging prints have grown stronger, and traditional Chinese prints have once again opened a new chapter of "decent". The ups and downs of traditional Chinese printmaking are relative to its applicability. Illustrations have always been dominated by "applicability", and their applied attributes have been continuously strengthened. Macroscopically, there has never been a sign of its applicability. Accordingly, the close relationship between prints and illustrations should be treated rigorously and variedly, and should not be generalized.

2. THE ADVANCEMENT OF THE HISTORICAL SIGNIFICANCE OF PRINTMAKING

In different historical stages, productivity and material and technical conditions have determined the production method of the research object. The different economic foundations and backgrounds in different periods make the essence and fields of application of printmaking and illustration different, and the significance of natural history is also different.

To understand the historical significance of each period of printmaking, historical evolution should be taken as an important research context. The era of the small peasant economy is one of the important stages

of the birth and development of printmaking. The development of carving tools in the Qin and Han dynasties and the portrait brick craftsmanship of the Han dynasty laid the foundation for printing and met the important material and technical conditions for the formation of printmaking. The Tang Dynasty stage is the initial stage of printmaking, which is mainly used for religious propaganda. Its subjects are mainly Buddhist stories, pictures, and texts. Among them, there are woodcut prints that can be dated to the 9th year of Xiantong of Tang Yizong (868). The title page of the first volume of "Vajra Prajna Sutra" has been one thousand and one hundred years old; the "Song, Yuan, Ming and Qing" stages are the development stage of printmaking. With the prosperity of the Song Dynasty commodity economy, traditional wood-based New Year paintings have become the mainstream form of printmaking. At this stage, the subject matter of printmaking was deeply influenced by Taoist culture and traditional folk culture. At the same time, the development of novels in the Ming and Qing Dynasties also provided new subjects for printmaking. Among them, the representative ones are Tianjin Yangliuqing, Suzhou Taohuawu, and Weifang Yangjiabu, all of which are unique in coloring, using bright and bright primary colors, and their characters are simple and simple. As early as the Song Dynasty, there were a large number of illustrations, including medical books from the Huizong period of the Song Dynasty, such as "Xuanhe Bogu Tu" and "Daguan Materia Medica", which contained a large number of illustrations. Illustrated prints can be said to be a stage of "close connection between illustrations and prints." "The relationship presented at this stage is the result of the interaction between the background of the times and the production technology. In the period of agricultural society, it was the stage of printmaking from scratch. It completed the transition from copying to creation. From the early copying of other paintings, it developed into one of the plastic art forms with unique artistic language, artistic image, and artistic connotation. The main application directions of period prints were the promotion of religions, traditional festivals, and graphic novels. In the industrial age, "red" fresh blood was injected into printmaking. In 1931, Lu Xun advocated "new woodcuts". The production technology of prints in the process of industrialization in my country and the reproduction of prints in the agricultural society are different, and they are also different in the essence and practical sense of application. The new type of prints in this period came into being with the liberation of the Chinese nation. It is closely related to the liberation of the Chinese nation and is closely connected with the fate of the broad masses of the people. It is an important part of Chinese revolutionary literature and art. As a weapon of an ideological united front in the process of

industrialization, printmaking played a pioneering role in the front of emancipating the mind and educating the masses. In the media age, the development of printmaking has ushered in earth-shaking changes. After the reform and opening up, the national economy has developed rapidly. As the so-called "economic foundation determines the superstructure", my country has officially entered the period of commodity economy. Printmaking at this stage can be roughly divided into three categories: ancient copying, free creation, and era creation. The main function of the ancient copy type prints is to protect the ancient cultural and artistic treasures of our country and inherit traditional culture; the freely created prints are also called commodity economy prints, which are mainly used for commodity circulation for collection, display, and decoration. There are two main creative motives for this type of printmaking, one is the subjective initiative of the printmaker, and the other is customization by the connoisseur, which is created by the printmaker and applied in a specific environment; the era creation type printmaking has the highest value of the times among the three types of printmaking. The first category refers to the print artist who gave the work a higher artistic connotation when creating. The final work possesses the storage of the common historical memory of the Chinese nation and is the material carrier of the spirit of the times. From the perspective of historical evolution, printmaking has developed from "skilled but not capable" to "powered by technology". Its creation, application, and practical significance are all dynamically changing. It has experienced a simple primitive application from an agricultural society to The dynamic evolution of complex professional applications in the information society.

3.THE ADVANCEMENT OF THE HISTORICAL SIGNIFICANCE OF ILLUSTRATION

Illustrations are also called illustrations in our country. From this perspective, the history of illustrations precedes printmaking. After reviewing the literature, it is found that some people think that "traditional printmaking, as a kind of painting born from printing, is the earliest form of expression of illustration", but this view is contradictory. Traditional printing is a form of painting spawned by printing, but illustrations existed long before printing was invented. The illustration can be traced back to the slave society period, and its birth predates the printing and printmaking in the agricultural society period. In the primitive society, the material carriers of illustrations were also diverse, such as "animal skins, rocks, tree trunks, etc.". The painted pottery pots with fish patterns on human faces unearthed from Banpo Culture in Shaanxi were one of the material carriers of illustrations in the Neolithic period. The illustrations at this stage are relatively simple, and their historical significance is relatively primitive.

Fraser's "Golden Branch" mentioned that art originated from primitive witchcraft. From the perspective of witchcraft, primitive people are very strange to the surrounding environment. , Trying to communicate with the surrounding environment through "imitating witchcraft". The primitive illustrations are part of the production activities and witchcraft activities. In terms of scientificity and rationality, it is a means of understanding nature and harmonious coexistence. one. The small peasant economy period was a stage where illustrations and prints really intersect. Before the invention of printing, illustrations were generally present on bamboo slips, silk, bronzes, and other material carriers, combined with various traditional arts and crafts. This stage followed With the advancement of social productivity and the gradual refinement of the social division of labor, illustrations are mainly used in the production and living materials; after the invention of papermaking and printing, traditional Chinese prints were born, and this node began to be in the "close connection" stage between the research objects. Since then, both traditional Chinese printmaking and illustrations have been different forms of painting art. In different historical periods, different material materials have been used as the medium to carry the two research objects. However, in the long historical process, "paper" has always been the public The familiarity has become one of the mainstream media in public awareness. At this time, the illustration as an "illustration" has become a step in the creation of printmaking. From the "draft", the first step of the printmaking process, is the step of drawing illustrations, and then undergoes plate preparation, transfer, engraving, and inking. Printing has completed the creation of a print. Although illustrations in the small peasant economy period are divided into two stages, the application meaning of illustrations always exists in serving the production and life of the society. Among them, the traditional illustrations began to be used in medicine, and the more representative ones are the two medical books "Daguan Materia Medica" and "Xuanhe Bogu Tu" during the period of Zhao Ji of Song Huizong, which contain a large number of illustrations. In the Song Dynasty, there was also an illustrated form of "Above Pictures and Below". A large number of book illustrations in the Song and Jin dynasties and later are illustrated by woodblock prints. Among them, the book illustrations published in the Jian'an area of Fujian are the most exquisite, such as "Miaofa Lotus Sutra", "Biography of Women", "Kao Gong Ji Jie", The emergence of books such as "Le Shu", "Preparation for Emergency Medicine in Economics, History, and Politics", "Sanli Tu", "Tianzhu Lingqi" and other books show the application of illustrations in many aspects. From here, we can see that the main form of illustration in ancient my country was printmaking. The industrial period was a period of

vigorous development of illustration. The mainstream meaning of illustration application in this period was consistent with printmaking. During this period, illustrations were mainly used in big-character posters, hand-written newspapers, etc., and played a pillar role in the anti-Japanese war stage, the liberation of extremes, the emancipation of the mind, the enlightenment of the people's wisdom, and the united front of various nationalities during the period of anti-Japanese war, the liberation of extremes, and reform and opening up. In the early stages of industrialization, printmaking and illustrations still maintained this "close connection" state, but my country's industrialization process was rapid. After the "First Five-Year Plan" from 1953 to 1957, the "close connection" state was gradually affected by the impact of traditional handicrafts. break-in. In the media age, compared with traditional illustrations, modern illustrations have undergone qualitative changes in terms of creation methods, creation tools, material carriers, application environments, and social benefits. Modern illustrations are not just static works produced by the creative method of hand-painting, they have shifted from traditional hand-painting methods to computer technology production, and the expression form of modern illustrations is not limited to a single material. The application environment has shifted to commercial illustrations, animation illustrations, and even GIF format illustration works, also known as "dynamic illustrations". With the continuous improvement of the social benefits brought by illustrations, the division of labor in society has been refined, and the emerging profession of "illustrator" has also been born. There are not many outstanding contemporary Chinese illustrators. For example, Hong Kong illustrator Ni Chuanjing, whose representative works include "One Horse Leads", "Wind Beast", etc., created "Glorious Stars" for Apple's official website in 2017. This New Year painting was created by Apple products iPad Pro and MacBook Pro completed the creation. In terms of the practical application of illustrations in the media age, on the one hand, they pursue the laws of the commodity economy market to meet consumer preferences; on the other hand, they provide new impetus for inheriting and carrying forward traditional culture, telling Chinese stories, and spreading Chinese spirit. In the media age, commercial illustrations have naturally become mainstream. Commercial illustrations that are popular in the market today include publication pictures, cartoon mascots, film and television posters, game character settings and in-game art scene design, advertisements, comics, picture books, greeting cards, and wall calendars. , Decorative painting, packaging, and other forms. Extending to virtual items and related visual applications on the current network and mobile platforms. Illustrations of this period played an

irreplaceable role and value in modern design, new media art, film and television art, animation and animation, and other fields. Excluding the commercial components of modern illustrations, illustrations in the new media era have the same functions as illustrations in the industrial age and agricultural society, that is, they reflect social phenomena in a certain historical period, are the carriers of traditional culture, national spirit, and other consciousness, and are a long-term culture. A thick and colorful stroke that relays to and fro.

4. APPLICATION CONNECTION VISUAL ANALYSIS

To sort out the evolution of definitions in each stage of printmaking and illustration and the transformation of historical significance, and to use applicability and timeline to construct a line chart of the visual connection between the two, and then analyze the connection between printmaking and illustration, thereby establishing the dynamic relationship between the two, To break the stereotype of fixed vision. Although the history of traditional Chinese printmaking can be talked about from the stage of primitive society, we can see through combing historical data: "Traditional printmaking in the true sense was born from the stage of agricultural society." The birth of illustration can be traced back to primitive society according to historical significance and definition. Therefore, there are four stages after visual design, as shown in Figure 1. Point A in the picture represents the birth of engraving printing technology, and the emergence of point B in the stage of industrial society, marking the birth of more technologically advanced printing. The following six clues can be obtained from the visual design performance of the application connection of the research object, which is conducive to deducing the extremely dynamic evolution of the relationship between prints and illustrations at various stages. First, by visualizing the connection between the research objects, you can see that published paintings and illustrations are related in the agricultural society; second, since the birth of prints and illustrations, their applicability has continued to increase; third, they are entering After the stage of industrial society, the applicability of the two gradually widened. Fourth, comparing the applicability of printmaking and illustration, it can be seen that the applicability of printmaking is relatively stable, and the applicability of illustration is generally more prominent; Fifth, in Figure 1. The application of the AB stage illustrations and printmaking overlaps and shows a long-term continuity. Sixth, from Figure 1, the applicability of the two began to misalign after node B, and both have developed, and they have not disappeared.

5. CONCLUSION

From the primitive society to the information society of the new era, both print and illustration belong to plastic arts and have similar application value in

terms of artistic characteristics. However, from the perspective of historical significance, the two are constantly changing with the progress of society. The application relationship is not static, but dynamic. First of all, "traditional prints are the earliest form of illustration" must be viewed as a contradiction in impressions. Traditional printmaking is producing illustrations at the stage of drawing patterns before chromatographic printing, and there have been many forms of illustration expression before traditional printmaking, such as ceramic patterns, textile patterns, etc. Secondly, through the visual design, it was discovered that the engraving printing technology was born in the A node period in the figure and entered the industrial society stage, and the more scientific and technical printing technique was born in the B node period, replacing the position of traditional engraving printing. After node B, the application of illustration is no longer restricted by engraving and printing technology, and the production methods and application channels are diversified, marking the gradual distance between printmaking and illustration. The AB stage can be called the "closely related" stage of the research object. In this stage, illustrations are part of the production of prints, and the production, application, and dissemination of illustrations rely on traditional prints with strong integrity. The attributes of illustrations have been weakened and passively become a part of traditional printmaking. Therefore, the unrefined view that "traditional printmaking, as a kind of painting born from printing, is the earliest form of expression of illustration" emerges. The "General History of Chinese Traditional Printmaking" mentions that mankind has mastered the technique of "chiseling and engraving" early on. All "carved" pictures, regardless of the presentation medium, are original prints, such as rock paintings.

Therefore, "print art is the earliest form of illustration" is worthy of scrutiny. Finally, the applicability of printmaking in the new media era is in a weak state. It is envisaged that printmaking and illustration will be integrated, and traditional printmaking elements will be used innovatively, and the "close association" will be strengthened to enhance the applicability of printmaking, which is conducive to the inheritance of traditional Chinese culture and the inheritance of traditional printmaking.

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Research on the Development Path of Dayu Cultural Tourism Industry in the Huaihe River Basin——Taking Tushan as an Example

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Abstract: Grasping the rhythm of the times of the coordinated development of cultural undertakings and cultural industries, the research on Tushan Dayu cultural tourism in the Huaihe River Basin mainly has the following weaknesses: First, it does not pay attention to the creative transformation of Dayu's history and culture into cultural tourism integration; second, there is no Pay attention to the coordinated development of cultural undertakings and cultural industries; thirdly, they have not paid attention to the construction and systematic construction of Dayu cultural tourism industry chain. Based on the cultural resources of Dayu in Bengbu, aiming at the consumption demand of cultural tourism, construct the Dayu cultural tourism industry chain in the Huaihe River Basin. Take the cultural tourism industry chain as the theoretical perspective to study the coordinated development of cultural undertakings and cultural industries, explore and improve the development and market operation model of the Dayu cultural tourism industry in the Huaihe River Basin, build Dayu cultural tourism brand, and help Bengbu integrate with the Yangtze River Delta cultural tourism integrated market. A solid foundation.

Keywords: Dayu culture; cultural tourism development; Tushan Mountain; industrial chain

1. RESEARCH BACKGROUND AND SIGNIFICANCE

Cultural self-confidence is more basic, broader, and deeper self-confidence, with more basic, deeper, and more lasting power. Therefore, the Huai River to make good use of the "Dayu Culture" to build a tourism industry, which is an important way to implement cultural power and promote the spread of traditional culture. At present, there are more and more researches on the coordinated development of cultural undertakings and cultural industries, but the distribution of cultural tourism in Anhui is still uneven. For many years, the development of cultural tourism in the Huaihe River Basin in northern Anhui has achieved little success. Bengbu is an important core city for Huaihe tourism. Among them, Yuhui District is surrounded by mountains and rivers, gathering natural landscapes, humanities, and history, and other tourism resources. It is the

birthplace of "Huaihe Civilization and Dayu Culture". However, the development of the local cultural tourism industry is uneven, the scale is weak, and the development strategy is not systematic so that the humanistic and historical resources of Dayu in the Huaihe River Basin have not been transformed into tourism resources that drive regional economic development. Bengbu City Tushan borders the Huaihe River and has a superior geographical location, which has a high value for the development of the cultural tourism industry.

It is of great significance to study the tourism industry chain in this area. First of all, in the context of the new era that promotes cultural self-confidence, tourism developers vigorously develop cultural and tourism integration and carry out an in-depth exploration of "Dayu Culture" to integrate cultural and creative industries with tourism, and then explore the protection of cultural resources. Let "Dayu Culture" inject fresh vitality into tourism. Secondly, study the development of Dayu cultural tourism resources, promote the supply of cultural tourism characteristic products with cultural creative design, and strive to enhance the Bengbu characteristics of cultural tourism souvenirs; third, study the construction of the cultural tourism industry chain, and continuously innovate and improve the development and operation model of Bengbu cultural tourism industry. Strengthen Bengbu's ability to undertake the integrated market of cultural tourism in the Yangtze River Delta; finally, study the coordinated prosperity and development of cultural undertakings and cultural industries, based on the city's positioning of happy Bengbu, and create a rural characteristic town and a leisure and tourist attraction.

2. RESEARCH STATUS

In Chinese academia, the research of Dayu mythology and legend mainly focuses on historical and cultural research, mainly the textual research of documents and cultural relics, the interpretation of story texts, and the dissemination and transformation. Relevant research results are mainly concentrated on: First, from the historical perspective, the historical research and identification of Dayu and his deeds, to solve the historical facts of Dayu and his deeds, Yudu Yangcheng, Yuxu ruins, and other historical facts.

The second is the cultural interpretation of the influence and status of the myth and legend of Dayu on the civilization of later generations from the perspective of culture.

From the perspective of folk literature, the textual interpretation of Dayu myth and legend reveals the ancient meaning or cultural connotation of Dayu myth and legend. Yang Dong (2010) believes that the Dayu spirit and Dayu culture have an immeasurable impact on the formation of Chinese civilization, the political consciousness of feudal countries, the bottom life of ordinary people, and the aesthetic culture of literature and art. The mythological concept and sacred narrative in the legend of Dayu Yu have exemplary significance for the "mythical" structure of Chinese traditional culture and have prototype significance for the narrative festival of later generations of literature.

From the perspective of anthropology, explore the spread and evolution of the myth and legend of Dayu. Zhou Shucan (2011) believes that the legend of Dayu has the characteristics of multiple coexistences, accumulation of "layers" and unity of stereotypes. Chen Jiali (2019) analyzed the foreign war in the legend of Dayu and its spread from the relationship between war and legend, and put forward the view that Dayu's foreign war was "shaped".

Since the reform and opening up, with the rise of cultural tourism and the "intangible heritage" movement, the research on the development and utilization of the resources of the myth and legend of Dayu has also become a new hot spot. Li Guangqin and Luo Benqi (2011) analyzed the abundant Dayu cultural resources possessed by Bengbu City and proposed strategies and suggestions for integrating Dayu cultural resources into local cultural tourism. Chen Xiaoyun and Liu Pingzhong (2018) believe that the development and utilization of Dayu cultural resources should deeply refine and integrate the elements of cultural and tourism resources, and construct a multi-state integrated development model of character development and efficient utilization.

In summary, the research on Dayu's culture mainly has the following weaknesses: First, it pays attention to the research on the history and culture of the Huai River Basin, but does not pay attention to the creative transformation of Dayu's historical culture into cultural tourism integration; second, it attaches importance to Dayu's cultural resources, However, it did not pay attention to the coordinated development of cultural undertakings and cultural industries; thirdly, it paid attention to the development of Dayu's cultural tourism industry, but did not pay attention to the construction and systematic construction of Dayu's cultural tourism industry chain. Therefore, taking the Dayu culture in the Huai River basin as a case to build the Bengbu Tushan cultural tourism industry chain, enhance the supply of cultural tourism products and market consumer demand, and promote

the coordinated development of cultural undertakings and cultural industries, has become a major issue that the local government of Bengbu needs to consider.

3. PATH BASIS FOR TUSHAN CULTURAL TOURISM DEVELOPMENT

I.Cultural choice and tourism integration

The Huai River is the mother river of the Huai River Basin, and the Dayu culture is the source of the Huai River civilization. There are many traditional cultural tourism resources in northern Anhui. Some cultural tourism resources have been developed accordingly, but there are also many precious historical and cultural tourism resources that have not been included. In the development process further, development is needed. Other cultures in the Huai River Basin have inherited the genes of Dayu culture. The Dayu culture included in "Bengbu Tushan" and more traditional cultures in northern Anhui are mainly folk culture. Which ones are representative, The original low-level development and the traditional culture consistent with the natural environment and cultural positioning of "Bengbu Tushan" has become a difficult point for its cultural tourism development? In addition, among the tourism resources that have been developed, the excavation of cultural connotations by scenic spots needs to be more in-depth. There are not only traditional religious buildings and intangible cultural heritage entities, but also a better historical and cultural atmosphere, and the formation of cultural atmosphere It takes a long time for the people in the community to cultivate together, so it is difficult to see obvious benefits in a short time. The characteristic cultural city is a modern city that can meet people's cultural and spiritual needs. It is a cultural city with distinctive urban cultural characteristics and a certain degree of popularity and reputation. Characteristic culture is the business card of a famous cultural city with characteristics. To build a characteristic cultural city, we must first determine the city's characteristic cultural brand positioning, then integrate the city's advantageous cultural resources according to the characteristic cultural brand, plan the layout of the cultural industry, sort out the basic ideas in accordance with the cultural construction process, and build a characteristic cultural city. The characteristic cultural brand of Bengbu should be Huaihe culture with Dayu culture as its core. Because Dayu was the ancestor of the Chinese nation that formed the identity of the Chinese nation, Dayu's culture embodies the source of Chinese civilization. It not only has the characteristics of Bengbu's local cultural resources but also meets the needs of building Chinese national identity and national identity.

The famous cultural city is the indicator of urban cultural construction. Cultural marketing is the fundamental method for cultural cities to enhance their popularity and reputation and to create urban

characteristics. Culture is the connotation of modern cities, and characteristic culture is the business card of city marketing. The city card is a basic way for cities to actively introduce themselves, and it is also a marketing vehicle to show the status and charm of the city. In the fierce urban competition, the characteristic cultural business card is not only the main means for a city to display the characteristic culture and create urban characteristics, but also a communication means for a city to display characteristic culture to meet people's spiritual consumption needs. Creating distinctive cultural business cards and marketing urban cultural characteristics is the inevitable way for a famous cultural city to move towards the cultural consumer market.

II. Explore cultural resources to cater to the market

At present, Tushan Scenic Area in the Huaihe River Basin is still in the initial stage of development, the passenger flow is unstable, and the market has not been fully opened. The source market is mainly cities around northern Anhui, with most tourists from Bengbu. As far as the current market is concerned, the traditional cultural tourism of "Bengbu Tushan" is not very attractive to tourists in the source market, because of its weak humanistic atmosphere, "Yufengtushan", "Hequan Town", and "Zhanggongshan". For tourists, it has strong homogeneity and cannot satisfy the psychology of curiosity. The traditional cultural landscape in "Bengbu Tushan" is more in line with the expectations of middle-aged and elderly people, but most middle-aged and elderly tourists still stay on sightseeing tours and have not yet accepted experiential tourism consumption. The development of the Dayu Cultural Tushan Scenic Area should cater to the needs of current tourism consumers, or adhere to the original development concept that requires further exploration. Culture is the core of tourism, and tourism is the embodiment of cultural values. As a tourism element, cultural resources are the basis for the development of tourism and the first driving force for the integration of culture and tourism. To promote the integration of cultural tourism, we must pay attention to the protection and mining of cultural resources, in-depth study of the value, characteristics, and advantages of natural landscapes, historical culture, ethnic culture, and folk intangible heritage, and use rich and colorful cultural resources to create a cultural tourism industry. Today, with the integration and development of culture and tourism, cultural resources have increasingly become the core competitiveness of tourism development and the soul of cultural tourism. We should base ourselves on the characteristic culture, build cultural tourism scenic spots and historical and cultural tourism routes with the concentration of resources and the convenience of transportation, concentrate on the construction of tourist attractions, and highlight the regional

characteristics of historical and cultural resources. To carry out cultural tourism development, we must plan and protect historical villages, highlight cultural resource advantages, and plan tourist attractions as a whole; attach importance to the tourism value of cultural elements, design characteristic routes with beads; integrate various social forces, and develop and organize cultural activities in a step-by-step manner. Promote the development of cultural tourism.

III. Cultural Tourism Marketing

The development of cultural tourism is inseparable from propaganda. Whether or not propaganda and the intensity of propaganda will affect the development and utilization of cultural tourism resources to a considerable extent. The development of the Dayu Cultural Tushan Tourist Area is a complete process from scratch, and there is not much foundation in the early stage. The current publicity needs to be strengthened to allow the development of traditional cultural tourism landscapes to fully enter the sight of tourists. Traditional methods such as WeChat public accounts, building official website platforms, and post bars are still used in publicity channels. In the future, online and offline publicity channels need to be expanded to increase visibility and popularity. Cultural marketing is a communication activity that uses culture to market products, services, and images. The purpose of cultural marketing is to shape cultural brands, enhance visibility, reputation, and social influence. The ways of cultural marketing include cultural packaging, cultural marketing, cultural imagery, and cultural tourism. The cultural marketing strategies mainly include localization strategy, nationalization strategy, and film and television strategy. The era when Jiu Shen is not afraid of deep alleys has passed, and cultural marketing is becoming more and more important in the development of the tourism industry. In the use of culture to market tourism, culture is not only the object of tourism but also a means of publicity for tourism. As the object of tourism, we must dig deep into the mainstream value of cultural resources and use cultural elements to shape scenic spots; highlight the characteristics of cultural resources as a whole, use cultural resource brands to promote scenic spots; continue to stimulate the vitality of cultural resources, and use cultural features to activate scenic spots.

4. DAYU CULTURAL TOURISM DEVELOPMENT STRATEGY

Based on Bengbu Dayu's cultural resources, innovatively develop Bengbu Dayu's characteristic culture, creatively design cultural tourism products and cultural tourist attractions, aiming at cultural tourism consumption needs, plan and build Dayu's cultural tourism characteristic town, and take the cultural tourism industry chain as the target. A theoretical perspective studies the coordinated development and prosperity of cultural undertakings

and cultural industries, continuously explores and perfects Bengbu's cultural tourism industry development and market operation models, and strives to build a Dayu cultural tourism brand, laying a solid foundation for Bengbu to integrate with the Yangtze River Delta cultural tourism market. Through the cultural structure system theory, the single research paradigm is broken, and the combination of multidisciplinary methods and system theory makes the research method scientific and systematic, and sustainable. It combines scenic landscape planning and design, marketing and traditional culture, and thinks about Dayu cultural tourism. The issue of the industrial chain proposes a logical system of Dayu cultural tourism that promotes the coordinated development of cultural undertakings and cultural industries.

The main countermeasures: The first is to develop Dayu cultural tourism resources: attach importance to the research of Dayu cultural theory, use cultural structure theory to deeply explore characteristic cultural factors; carry out industrial development based on characteristic cultural factors, and systematically develop the image design of Dayu cultural tourism industry; construct Dayu cultural tourism industry chain, to build Dayu cultural brand. The second is to enhance the benefits of the Dayu cultural tourism market: guided by the six elements of tourism, systematically construct Dayu characteristic cultural tourism towns; take the characteristic town model as a foothold to coordinate the development and enhance the tourism economic benefits of Tushan Scenic Area; construction Dayu's cultural tourism network marketing platform, builds a new business form of digital smart tourism; guided by the industrial chain model, and promotes Bengbu's cultural tourism market efficiency with characteristic cultural tourism brands. The third is to promote the coordinated development of cultural undertakings and cultural industries: attach importance to increasing investment in cultural undertakings, and promote the prosperity and development of social science research, intangible heritage protection, and cultural and cultural industries; attach importance to exploring the development path of cultural industries, and increase the creative design industry and

landscape architecture industry And the support of the advertising industry; pay attention to the planning, design, and construction of elements of the tourism industry, and enhance the operational effectiveness of the Dayu cultural tourism industry chain.

The Dayu culture and the Huai River Basin are mutually external and internal. In the new era, to strengthen the coordinated development of cultural undertakings and cultural industries lies in the integration of the Dayu culture and tourism industry in the Huaihe River Basin. Give full play to the value function of culture to promote careers and assist industries.

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Research on the Acquisition Mode of Literature Resources in University Library based on PDA

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Abstract: Patron-driven Acquisitions make readers really participate in the practice of library literature resources construction. It is a new mode of books acquisition. This paper briefly describes the current situation of literature resources construction in university library, analyzes the concept and application of readers' decision-making procurement, and puts forward the innovative mode of literature resources acquisition in University Library Based on PDA.

Keywords: Patron-driven Acquisitions, University Library, Books acquisition

INTRODUCTION

The acquisition of literature resources is the focus of library work and the basis and guarantee for the smooth development of other library work. Under the new environment, the external environment of University Library's literature resources construction has undergone profound changes, and at the same time, it also challenges the traditional literature acquisition mode. Reform and innovation have become the problems that university libraries must face in their survival and development. This paper focuses on the implementation mode of Patron-driven Acquisitions, in order to explore a new path for the acquisition of literature resources in university libraries.

1.CURRENT SITUATION OF LITERATURE RESOURCES CONSTRUCTION IN UNIVERSITY LIBRARY

With the increasing variety and quantity of literature in the publishing market, although the book acquisition librarians do their best to go deep into the front line of teaching and scientific research and collect publishing information through various means, the books they buy still can not meet the current reading needs of readers. At the same time, affected by the subjective judgment of interview librarians, it is difficult for the library to accurately grasp what books readers need, resulting in a large number of new books with zero borrowing rate every year. The disadvantages of the traditional mode of literature resources acquisition are gradually exposed.

1.1 Low utilization rate of Library Collection

According to the statistical data of various categories of books in a university, we can get the ranking of 22

categories of books in the annual borrowing amount. The data shows that the top five categories of book borrowing in recent five years are: I, T, H, F, B, namely literature, industrial technology, language, economy, philosophy; The last five categories of book borrowing for five consecutive years are: A, Q, N,X, Z, that is: Marxism, biological science, natural science, environmental science, comprehensive books.[1] Although the number of collections has been increasing, the number of books borrowed has been decreasing. The data show that the existing mode of literature resources acquisition is not ideal.

1.2 The target of purchased resources is not high

There is information asymmetry between libraries and publishers, book suppliers and readers. At present, the book purchasing of domestic libraries mostly adopts the form of government bidding. Booksellers, as the intermediary between publishing houses and libraries, only transmit the limited supply and demand of literature information to each other according to their own strength and their pursuit of economic interests, which affects the applicability and comprehensiveness of books purchasing. As a result, the effect of library reader service is not satisfactory.

1.3 Low reader satisfaction

The traditional construction of library literature resources generally takes librarians as the main body, relying on the subject background of interview librarians and subject librarians to analyze and speculate the reading needs of readers, and readers are excluded from the practice of book selection. Although most of the home pages of the library have the service item of "Readers' recommendation", the change of reading mode also affects the enthusiasm of readers' recommendation under the new environment, so the actual effect is not ideal. The library is buying new books every year, but few of them really satisfy the readers.

2.PDA –A NEW ACQUISITION MODE OF LITERATURE RESOURCES

In recent years, PDA, a new acquisition mode of literature resources, began to rise and be promoted in university libraries. PDA (patron driven acquisitions), translated as "reader-driven purchasing" or "reader decision-making purchasing", is a kind of library resource construction mode based on the needs of

readers, and an acquisition mode of ordering on demand. Its idea comes from two basic principles of traditional book purchasing: Based on readers' suggestions to buy books and making purchasing plans, that is, according to readers' actual needs and usage, the library determines the purchase of literature with certain standards or parameters. The biggest difference between it and traditional purchasing mode is that readers have the final decision-making power. The acquisition mode of PDA requires that the library's resource customization and purchase are completely decided by the readers, and the library is only responsible for the necessary purchase content specification and price range limit, so as to truly realize the demand order.[2] The acquisition mode of PDA greatly saves the library's book purchase expenses, improves the depth and pertinence of the collection resources construction, and is warmly welcomed by the readers. It has become a research topic of more concern in the current library circle. For two consecutive years, PDA has been designated as one of the themes of the annual meeting by the International Library Alliance (IFLA).[3]

PDA project has been widely used in European and American university libraries. In view of the limitations of many factors, such as evaluation index, operation funds, book supply system, reader demand level and so on, it is difficult for Chinese University Libraries to really implement PDA project. However, as an advanced experience, we should not only learn its experience, but also its concept. We think that PDA is not only a way of book purchasing, but also a new concept of collection construction and reader service. The demand-oriented reader decision-making procurement mode, with its precise procurement, on-demand procurement and many other high-quality service concepts, is bound to have a significant impact on the traditional literature resource acquisition mode of university library.

3.INNOVATION MODE OF LITERATURE RESOURCES ACQUISITION BASED ON PDA

The library of the author's University actively introduces the idea of PDA into the practice of collection construction, and gradually tries to promote readers from the receiver of resource construction to the decision-maker of resource construction, which has achieved certain results.

3.1Fine positioning of readers' needs

In practice, our library divides readers' needs into the following three levels: the needs of professional research and learning, including the decision-making reference of college leaders, the scientific research needs of professors and doctors, etc; The need to improve humanistic quality; The need of leisure and entertainment. We fully understand the specific reading needs of readers under the three basic levels by holding regular meetings of the literature construction committee, issuing questionnaires,

holding readers' symposiums, and collecting opinions on the Internet.

3.2Do a good job in the promotion of resources and improve the participation of readers

(1)Strengthen the education and guidance for the majority of student readers by holding Freshmen's library entry education, collection resources promotion meeting and other forms, so that students can generally learn to query, borrow books and materials and use electronic resources; Targeted literature retrieval courses are offered to students of different grades and majors, and are included in the credit management.

(2)Strengthen the recommendation and information service for teachers through OA system publicity and special reports, so that teachers can be familiar with the collection resources, especially electronic resources. The lecturers of digital resources are regularly invited to the library for scientific research literature retrieval training.

(3) Encourage readers to participate in on-the-spot purchasing of Library allocation meeting. First, invite teachers of professional courses to participate in the library matching meeting and collect and select professional books on the spot; Second, invite publishers or booksellers into schools to hold book fairs and hold activities of "you choose books, I'll pay for them", so that readers can directly become the decision-makers in book selection.

3.3 Strengthen the collection and analysis ability of literature resources information

(1)Connect with the professional publishing houses corresponding to the discipline construction, and track their publishing information. Through analysis, China Economic Publishing House, Shanghai University of Finance and Economics Press and Northeast University of Finance and economics press have strong strength in economic books, Tsinghua University Press, machinery industry press and people's Posts and Telecommunications Press are dominant in computer books, and chemical industry press is the core of chemical industry books.

(2)Issue and recycle book order catalogue regularly. The acquisition librarians of the library regularly distribute the collected book subscription catalogue to the professional teachers of each department for checking. The interviewing librarian will take back the selected electronic order catalogue in time, and order books in time after screening. This is fully in line with the concept of precision procurement advocated by PDA.

(3)Through interlibrary loan to obtain readers' reading needs. Pay attention to and track the application information of interlibrary loan submitted by readers. If the required literature meets the preset purchasing standard of the library, the interview librarian will start the quick order mechanism. After the purchased books arrive at the library, the green channel will be opened, and the books will be handed

over to the readers according to the principle of first using and then storing, and then reading and borrowing. This is fully in line with the idea of timely procurement advocated by PDA.

3.4 Purchase resources in different layers.

Based on the idea of PDA, we have carried out the following practice.

(1)Services to departments: University library can help departments to establish reference rooms to improve the borrowing rate of professional books and effectively track the utilization rate of professional books.

(2)Service to teachers : Teachers are encouraged to actively recommend books through the recommendation platform. Try to interact with the academic affairs office, distribute the "recommendation form of teaching reference books" together with the "teaching schedule", collect the opinions of teachers' teaching and research books, and realize the real-time purchase of teachers' teaching reference books.

(3)Service to students: Make full use of the student reading association to train part of the librarians and information workers to feed back the readers' demand information. Students are encouraged to participate in

book purchasing. For four years in a row, our library has selected student representatives to go out with the interviewing librarians to purchase books.

4.CONCLUDING REMARKS

As a new way of literature acquisition, PDA does have many imperfections and needs to be improved. But the idea of "reader participation" of PDA really represents the development trend of literature acquisition. We believe that with the maturity of the implementation environment, PDA mode will eventually enter the University Library of our country and become a powerful supplement to the construction of literature resources.

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Research on Influencing Factors of College Teacher Team Performance under the Creative Task Type

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Abstract: This research is carried out to explore impacts of communication level, leadership style, and creativity requirements on the performance of college teachers under the creative task types. 72 college teachers are selected as the research object to figure out the experimental results, showing that teams encouraged by leaders completes more effective graphics; and more effective graphics are completed under simple creative requirements than under complex creative requirements. In terms of contextual performance, college teachers are more likely to express opinions with sufficient communication. And teams encouraged by leaders are more likely to express opinions and feel satisfaction for the group's decision-making.

Keywords: team performance; leadership style; creativity

1. INTRODUCTION

Facing the increasingly complex external environment and fierce competition, contemporary colleges are required to adopt more flexible and problem- and task-facing organizational teaching methods. Especially as the modern information technology develops, the management mode of colleges, and communication and behavior of teachers have experienced great changes, requiring colleges to constantly accelerate its revolution frequency. Under such circumstances, many colleges adopt the teaching team mode to enhance their competitiveness of their own teaching and scientific research, and improve their working efficiency of the university. Drucker also expressed that future organizations would face the impact brought by complex information. So that only horizontal organizations establishing team work models can they successfully deal with such revolutions. Under such a social background, more researchers attach their attention to teaching team. Meanwhile, directions of team researches have changed from the benefits of the team to how to establish effective teams and relevant factors affecting the efficient operation of the team. Team performance refers to a description on the overall situation of team operation. Since team operation is affected by many internal and

external factors of the team, so that factors affecting team performance are also diverse. The communication level, leadership style, and creativity requirements as taken as influencing factor for the research carried out in this paper.

Creative tasks refer to tasks without fixed results. Instead, it requires team members to create results of different forms with creative thinking within a certain framework. Based on reviewing relevant literature, and the research purpose, this paper verifies the effects of the three independent variables (communication level, leadership style, and creativity requirements) on college teachers' team performance through experiments under creative task types.

2 Experiment Methods

2.1 Participants

72 college teachers are tested. Among which, the youngest is 35 years old, and the oldest is 55 years old. The average age is 45 years old. All participants without similar experiments experience are randomly divided into 8 groups of 4 people.

2.2 Experimental Design and Variable Operation Definition

The research adopts a completely random experimental design of three factors of 2 (communication level) \times 2 (leadership style) \times 2 (creative requirements).

The independent variable 1 of communication level is divided into two levels: inadequate communication (5 minutes) and adequate communication (10 minutes); the independent variable 2 of leadership style is divided into two levels: leadership encouragement type and leadership discouragement type; and the independent variable 3 of creativity requirement is divided into two levels: simple creative requirements, and complex creative requirements.

Dependent variable task performance. In this experiment, we take the number of effective graphics completed by the team as the measurement standard. The effective graphics require teams to give a name of the graphic and a function for every graphic completed. So that only the two conditions are given can it be regarded as an effective graphic. Referring the contextual performance in this experiment, all participants are asked to fill in an evaluation

questionnaire after the experiment to examine satisfactions on group decision-making, teams, ease for expressing opinions, mutual understanding on opinions of members, and satisfaction on individual decision-making. The questionnaire requires all participants to judge every description in the questionnaire in accordance with their own feelings. The answer is scored with five points.

2.3 Experimental Materials

The experiment uses the "Severn-piece puzzle" as material, including 7 pieces: 2 large triangles, 2 small triangles, 1 medium triangle, 1 square, and 1 rhombus. The experiment is carried out by taking each team as its unit (4 people per team). Controlled by different independent variables, every team is required to piece together as many graphics as possible within 20 minutes specified. Meanwhile, every team is required to give a name and a function for every graphic completed.

2.4 Experimental Hypothesis

The communication level, leadership style, and creativity requirements play different effects on team

Table 1 Variance Analysis of the Number of Effective Graphs Completed under Different Experimental Treatments

Variation Source	df	Mean Square	F Value	P Value
Communication Level	1	0.167	0.005	0.946
Leadership Style	1	433.500	12.400**	0.003
Creative Requirements	1	384.000	10.985**	0.004
Communication Level×Leadership Style	1	42.667	1.221	0.286
Communication Level×Creative Requirements	1	60.167	1.721	0.208
Leadership Style×Creative Requirements	1	13.500	0.386	0.543
Communication Level×Leadership Style×Creative Requirements	1	96.000	2.746	0.117

Table 2 Mann-Whitney U Test Results of Communication Level

	Satisfaction on Team Decision-making	Satisfaction on Team	Opinion-expressing Level	Opinions Understanding	Satisfaction on Personal Decision-making
Mann-Whitney Value	640.000	579.500	499.000	630.000	504.000
Z Value	-.098	-.860	-1.979	-.241	-1.767
Two-tail Test Significance Value	.922	.390	.048	.810	.077

The results indicate that a significant difference exists at the 0.01 level between the leadership style, creativity requirements and the number of effective graphics completed. Participants encouraged by leaders complete more effective graphics than participants does not be (M = 20.4167) encouraged (M=11.9167). Meanwhile, participants (M = 20.1667) complete more effective graphics under simple

performance under creative task types.

3 Significance of Research

Although many researches on influence of organizational innovation atmosphere on team performance have been carried out at home and abroad, most researches are basically carried out in the form of theoretical discussions or questionnaires. Effects played by organizational innovation atmosphere on college teachers' team performance under the experimental organization are discussed in this research from the experimental perspective.

4 Research Results

4.1 ANOVA (Analysis of Variance) Results of the Independent Samples of Three Factors

The quantity variance homogeneity of the effective graphics completed under each experimental treatment in this experiment is $F=3.991$, $p=0.056$, $p>0.05$. It can be known that the data is qualified for assumptions of normal distribution, homogeneity of variance and independence. So that variance analysis can be carried out on the number of valid graphics completed.

style and creative requirements are not significant. Please check Table 1 for specific results.

4.2 Contextual Performance

Contextual performance differences of different groups, non-parametric test (significance test of difference of two independent samples): Since the 5-point scale is adopted for evaluating contextual performance, and the dependent variable is sequential data expressing level, the non-parametric test method of independent sample is adopted to test the significance of the two levels of each dependent variable, that is, the Mann-Whitney U test method.

4.2.1 Communication Level

Results obtained by the Mann-Whitney U test method are listed in the following Table 2. It can be seen that a significant difference ($p < .05$) exist between the contextual performance dimension of teams with adequate and inadequate communications in expressing opinions levels. Therefore, members with adequate communication show higher level in expressing opinions than members with inadequate communication. But no significant difference exists between these two teams in terms of satisfactions on team decision-making, team, opinions understanding and personal decision-making.

4.2.2 Leadership Style

Results obtained by the Mann-Whitney U test method are listed in the following Table 3. It can be seen that significant differences exist in the following contextual performance dimensions between leadership encouragement teams and leadership discouragement teams: significant differences ($p < .05$) exist in satisfaction on team decision-making and opinions-expressing level between two teams. Therefore, teams encouraged by leaders show higher level in satisfaction on team decision-making and opinions-expressing level than that discouraged by leaders. But no significant difference exists in satisfaction on team, and personal decision-making, and opinion understanding between two teams.

4.2.3 Creative Requirements

Results obtained by the Mann-Whitney U test method are listed in the following Table 4. It can be seen that no significant difference exists in the five dimensions of the contextual performance between the simple creative requirement team and the complex creative requirement team. The five dimensions mentioned include: satisfaction on team decision-making, team, and personal decision-making, ease of expressing opinions, and opinions understanding.

5 Discussion

Table 3 Mann-Whitney U Test of Leadership Style

	Satisfaction on Team Decision-making	Satisfaction on Team	Opinion-expressing Level	Opinions Understanding	Satisfaction on Personal Decision-making
Mann-Whitney U	467.000	547.500	463.000	509.000	542.000
Z Value	-2.211	-1.253	-2.457	-1.860	-1.300
Two-tail Test Significance	.027	.210	.014	.063	.193

5.1 Impacts of Communication Level, Leadership Style and Creative Requirements on the Number of Effective Graphics Completed

It can be seen from the statistical processing and analysis of experimental data that leadership style and creativity requirements have a significant impact on the number of effective graphics completed. College teachers encouraged by leaders complete more effective graphics than those discouraged by leaders. Moreover, college teachers complete more effective graphics under simple creative requirements than those under complex creative requirements.

When college teachers are encouraged, they can perceive their leader's task and emotional supports, which affect the creativity of members. Current researches prove that leadership style is connected with the creativity to a certain extent. The leadership encouragement style promotes individual internal motivation, which stimulates the creative output of team members. When team members are encouraged by leaders, they are more likely to form an open and comfortable communication atmosphere, which further improves their creativity. Researches show that team members communicate frequently and their creativity improve when they are in a comfortable environment without being threatened psychologically. When team members perceive a "safe" atmosphere for sharing opinions with other members, they are more likely to discuss and communicate team works and development, so as to provide more opinions and suggestions. Otherwise, if team members perceive "threatening" atmosphere from other members, team members will not interact actively, which may affect employees' enthusiasm in creative activities and ultimately affect the development of their creativity. If team members are encouraged and supported by their leaders when they create a creative graphic, they will be motivated invisibly, inspiring them creating more creative graphics. Even if the creative graphics created are not that applicable, they may also come up with different thoughts on creating ideal graphics under such an atmosphere.

Under simple creative requirements, the optional flexibility may stimulate participants' high-level intrinsic motivation and creative desires. The development of creative graphics are indeed a direct reflection of such motivation and desires. Particularly, excitement level of individuals participating in works and their enthusiasms for completing tasks are also increased accordingly under simple creative

Value					
Table 4 Mann-Whitney U test of Creative Requirements					
	Satisfaction on Team Decision-making	Satisfaction on Team	Opinion-expressing Level	Opinions Understanding	Satisfaction on Personal Decision-making
Mann-Whitney U	631.000	596.000	602.500	634.500	637.500
Z Value	-.208	-.648	-.604	-.181	-.129
Two-tail Test					
Significance Value	.836	.517	.546	.857	.898

requirements. Meanwhile, such excitement and enthusiasm can improve individual's creativity. Such a situation may be caused by that participants are more able to attach their attention and focus attached to works when the task is flexible and the requirements are simple. So that participants can be more persistent, and are more likely to consider unconventional methods, so as to generate high creative performance. Moreover, when team members recognized that creativity is required for complete a certain task, they have motivation and recognition to engage in creative activities. When they actually engage in the task system of creative goals, they are more likely and equipped with a purpose of trying novel methods and steps to give a full play to their creativity. However, under complex creative requirements, the requirement that every graphic is completed with the seven pieces also limits the participants' creative thinking, which increases the difficulty of the creation and limits the creation without noticing. Therefore, it is understandable that the number of creative graphics is few when the requirement is complex.

5.2 Impacts of Communication Level, Leadership Style and Creative Requirements on Contextual Performance

The communication level significantly impacts opinions-expressing level. Members show higher level in expressing opinions under adequate communication conditions. Such a situation is caused by that team members are more likely to form an accurate task-sharing psychological model with adequate communication, so that they can express their opinions easily; meanwhile, members can also understand, recognize and agree better on opinions expressed by the team, learn new knowledge from others and improve personal skills, so that they are more likely to agree with opinions proposed by others in the team. Therefore, a significant difference exists in opinions-expressing level compared with the team with inadequate communication.

Leadership style has a significant impact on satisfaction on team decision-making and opinions-expressing level. Team members encouraged by their leaders show higher level in satisfaction on team decision-making and opinions-expressing. However, no significant difference exists in satisfaction on team and personal

decision-making, and opinions understanding between two groups. Such a situation is caused that members can communicate in a good cooperation atmosphere formed under the leadership encouragement type. As it has been mentioned above, team members are more likely to express their opinions with adequate communication. Under such circumstances, members can give a full play to their ingenuity and talents, so that they are able to come up with various creative graphics. Therefore, they not only play their role in the team and form a good self-identification, but also enable the team to complete tasks with creative performance. As a result, team members are satisfied with the team decision without doubts.

No significant difference exists in the contextual performance of the five dimensions between teams with simple creative requirements and complex creative requirements. The average of team members' satisfaction on decision-making and team is maintained about 4.5, indicating that the team communication and discussion is quite pleasant without pressures, and such a communication type is favored by most team members. Meanwhile, members are more likely to express their opinions, which can mostly be understood by others. The average value of such a high level is around 4, that is, fairly satisfied. It indicates that a democracy and participation atmosphere is adopted for team discussions. And every member has contributed to team performance.

6 Conclusion

Under creative tasks, college teachers encouraged by their leaders complete more effective graphics than those are discouraged; and college teachers complete more effective graphics under simple creative requirements than those under complex creative requirements. In terms of contextual performance, communication level has certain impact on opinions-expressing level. College teachers with adequate communication show higher level in expressing their opinions than those with inadequate communication. Meanwhile, leadership style has certain impact on satisfaction on team decision-making and opinions-expressing level of college teachers. College teachers encouraged by their leaders show higher level in satisfaction on team decision-making and opinions-expressing level than

those are discouraged.

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On the Subject Consciousness of the Director in the Documentary Creation

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Abstract. Documentary is an art form of film or television that takes real life as its creation material, takes real people and events as its object of expression, and processes and displays them with artistic techniques. As we all know, the birth of film once began with the creation of documentary. In 1895, French Louis Lumiere shot "Factory Gate", "Train in Station", "Baby's lunch" and other experimental films, all belong to the nature of documentary. The shooting of Chinese documentary films began in the late 19th and early 20th centuries, which were the photographic traces left by some foreign photographers with the social scenes in the late Qing Dynasty as the material. Today, these images are the most direct source of understanding of the changing times at the turn of the century.

Keywords: subject consciousness; director; documentary creation

1. INTRODUCTION

Documentary development to today, the momentum and influence of TV documentary is particularly strong. At the beginning of the reform and opening up, such works as "The Yangtze River", "The Canal", "Looking at the Great Wall" and "The Silk Road", and in recent years, such works as "The Forbidden City", "Huizhou", "Rethinking the Yangtze River", "New Silk Road" and "The Source of the Three Rivers", have received strong responses. China Central Television has even dedicated a channel to broadcast documentaries. Documentaries have become a unique, constant and beautiful scenery among Chinese TV viewers.

In essence, the documentary has so deeply rooted in the hearts of the people, in all forms of TV is a lot of adjustments and changes (such as column entertainment from early as a service to the present, live performance at a later stage of evolution of early American soap operas, until today, aggressive, etc.), still keep "express" to the facts, to life itself of the properties, still can maintain its relatively pure character, because the public - documentary selected for this form of identity, is often what people don't understand, close to the real and the process of the crack the secret is to satisfy the public good A singular process[1] ; Even familiar subjects like "West Side" and "The Square" are startlingly alien, as our usual lives are shown, face to face, on screen. It should be said that with such a collective psychology, documentaries, especially TV documentaries, will

always exist.

However, with the emergence of some stylized documentaries in recent years, especially some documentary works with strong personality marks, such as "Along the Railway", "Hill Home" and "Hui Merchants", a problem has surfaced. That is, for the documentary art which takes documentary as its life and foundation, should the creator's subject consciousness be involved in the creation? If so, how much? In other words, how to embody the subject consciousness in documentary creation, and to what extent is it right?

To clarify these problems, we must first clear what is subject consciousness? What is the role of subject consciousness in artistic creation? Subjective consciousness is the self-consciousness of the subject. It is a kind of conscious consciousness of the subject status, the subject ability and the subject value, and it is an important basis for the subjective initiative[2]. As far as artistic creation is concerned, subject art almost decides everything. It is the source of creators' creative impulse, material selection, method use and skill setting. Only with the subject consciousness, the work is alive, is individual, is thought, category, connotation.

To some extent, subject consciousness in writing, is the "performance", is to live to refine, condensation, fermentation, into the, not the copy of life itself (even zola and Chekhov, everybody advocate of socialism and naturalism, also for enrichment and clipping of life itself, but they more pay attention to not mark)[3]. Documentary, on the other hand, focuses on the true state of life, and is "the lens as a pair of eyes to watch and record the process of life". If so, it should reject the subject consciousness.

However, when we look through the earliest and contemporary documentaries, we often find that there is a writer-director technique in them. Moreover, it cannot be denied that these works are documentaries in the strict sense, because they are faithful to life. That is to say, no matter what kind of subject matter, as long as it enters the category of creation, it will be more or less involved, surrounded and restricted by the subject consciousness. Because, subject consciousness is not only thought, but also technology[4].

In this sense, we can think that documentaries need to advocate theme consciousness while emphasizing original ecology and life flow. It makes the documentary go this way, not that way: it makes the

material go this way rather than that way. Above all, the theme consciousness determines the depth, interest, quality and thought of the work, and determines how the creator views a period of life to the audience. Because of this attitude, even if the same material is put in the hands of different documentary creators, their narrative methods and themes are far different. For example, the AIDS theme, which is very popular these years, different versions of documentaries have been published. Some of the patients under the lens, shot into a group of waiting for death, there is no tomorrow of life[5]; Others captured the group's love for life, protection of dignity and warmth of humanity in the cold reality. Then, we have acknowledged the importance of subject consciousness for documentaries, and how to reflect this consciousness without violating the artistic characteristics of documentaries that take documentary as the background color is particularly important. The author tries to discuss from several aspects how to embody the subject consciousness in the documentary.

2. REFINEMENT OF LIFE

The refinement of life is essentially what you are prepared to express and how you are prepared to express yourself in the great complexity of the world. It needs the subject to the object of the calm examination and conscious discrimination. Most of the time, real life is stable, calm and lack of change. However, the truly precious emotions and conflicts must come from life, which requires the creators to discover. The discoveries here are not the great ones, but the seemingly ordinary ones, but the profound, the delicious little things that best illustrate the beauty of life. For example, *The Last Mountain God*, widely admired by the industry, tells the life of an ordinary Oroqen herdsman's family. In their quiet life, in the dependence between them and the mountains and forests, we gradually unscramble a long-lost unity of nature and man, quiet and peaceful life texture. It is said that the original choice of the film is also a certain risk, many people at that time think that it is difficult to make a decent documentary[6]. Most of us may not choose such a subject, but the director of the film has a unique eye to see the "potential" of this topic and the unique "this one". In a series of small events and details, the charm of the documentary is highlighted. Such works as *Dragon's Spine*, *Far Away in Beijing*, and *The Last Mountain Goddess*, from

topic selection to successful shooting, all illustrate the crucial importance of the subject consciousness that permeates between reality and performance at the beginning.

As early as 1922, filmmakers in the Soviet Union proposed the concept of "cinematic eyes", which was later called "direct cinema", requiring that life should be recorded directly like a mirror when reproducing reality. Up to now, a considerable number of people still insist that documentary is a concrete description of life. For example, some foreign documentaries advocate no editing, no explanation and no music, which is undoubtedly an abandonment of modern television means and an escape from the subject consciousness. In fact, when you turn on the camera, there is already a subjective element. Photographer always expect in tracking, waiting for some scenarios, although documentary does not allow too many human factors involved, even though sometimes you desire is much less than the reality of more wonderful and moving - but with this subjective consciousness (or active), will seize all of a sudden in the long wait a moment. The creator of the lack of subject consciousness, may be in a "flash point" after the flash still do not know, only shot a lot of worthless material, in the end also feel that the plane of life is not worthy of performance[7]. In this sense, making documentaries requires creators to have more careful thinking and superior ability to control the subject matter.

At the same time, the refinement and intervention of the subject consciousness on life is also reflected in the post editing. The material shot by a documentary is often dozens of times the length of the broadcast, and the choice of material can best reflect the subjective orientation of the director. Therefore, we must change the shallow understanding that "documentary is a simple recording of reality". Instead, we should interpret the material from the perspective of humanistic care. Only in this way can documentary be alive, thoughtful and powerful.

For example, the excellent documentary "Tiexi" (Wang Bing's work). The 551-minute panoramas show the existence of Shenyang Tiexi District, the largest heavy industrial base in the north of China, at the turn of the century. It is full of idle, bored people, workers joking and talking dirty. They eat, drink, walk, bathe and play cards all within the camera. The first instinct of this kind of film is that the director

must have paid a lot of hard work to let the workers ignore the existence of the camera, freely and truly act and live in front of the camera. However, even if such a film is called the closest to the essence of documentary, its editing ideas are still obvious. It begins with a rest after a bath. They are hard: powerless in the face of social change, but still relish the moment of relaxation, sublimation and leaping into a hot bathhouse after working in the cold each day. This moment, is the comfort of their lives, but also on the spirit of touch. It was this that the director captured and used as the first set of shots.

This is the recessive embodiment of subject consciousness. Compared with films and TV dramas and programs that are too dramatic, the subject consciousness in documentaries is mild, implicit, and even obscure[8].

3. SHAPING AND EXCAVATION

The essential requirement of documentary is to respect the reality and record the truth, but it does not exclude the infiltration of the creator's main emotion. Moderate penetration is beneficial to rendering, strengthening, extending and highlighting objective emotions, and is conducive to the expression of gist consciousness. Bill Nichols, an American documentary theorist, pointed out: "Documentaries should provide the audience with the history, the scene or the prospect they seek." The filming of the documentary was like walking in a fog, not knowing what was going to happen[9]. Although the creator cannot interfere with the direction of life, he will more or less inevitably sketch in his mind the prototype of an ideal film, even though this prototype is still very vague. This almost subliminal thing is in the control of you, in the early shooting, you have the impulse to shape and dig[10]. When the plot reaches a delicate crossroads, moving east or west, it is inevitable that the filmmaker will be guided without violating reality (that is, the reality of life).

Because the hero just arrived in a strange place, the mood is particularly agitated: in order to break the screen door of the child, the hero raised his hand to hit the child. At this time, the staff of the film team came forward to stop, and the director who had been waiting for a long time was on the side of the block, and one after another to accompany the shooting of the Sichuan cadres also discouraged[11]. Finally, the director of the "intervention" way is to ask the local aunt to persuade. While urging the protagonist, the aunt poured water to wash the child's feet (because children in Sichuan mountains are used to barefoot, sticking mud all over their feet), and took a needle and thread to sew up the hole in the screen door. This move, let the scene of all immigrants very moved, also became an important plot in the film[12]. This

detail makes the blend between the immigrant and the recipient prominent in silence. Although there were some changes in the direction of the event due to the guidance of the creators at the beginning, who can say that this kind of spiritual collision and blending between the immigrants and the local people in the Three Gorges is not real. In fact, there are many such collisions and blending, but we did not find it and did not catch it. Documentary is to tell stories to people. Since it is a story, there will be enough drama conflict. To realize the drama conflict, we should pay more attention to the shooting and pay more attention to the post-editing, which are inseparable from the creator's subject consciousness.

4. CONCLUSION

the proper intervention of subject consciousness will not affect the nature of the real life recorded by the documentary, but also because of the conscious clipping and selection, make an already wonderful life become more ups and downs and fascinating. Of course, when subject consciousness intervenes, there must be a bottom line[13]. For example, the direction of life cannot be interfered with. Some directors, in order to achieve their own goals, let the characters in the images speak and act in a pre-designed way, and "perform life". Some directors write scripts in advance, so that the characters, especially the interviewees, are expressed in accordance with the meaning of the scripts[14]. Subject consciousness should not be involved in documentary creation by violating aesthetic principles and humanistic care as the weight to attract attention and improve attention. No matter whether the characters are willing or not, they should blindly show scars, reveal the pain and emphasize the so-called "truth".

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The Relationship Between Western Government and Society in the New Era

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Abstract: While the government has the power conferred by the society, it has certain obligations to the society; there may be a certain gap between the behavior and the expectation of different governments; the behavior of government will have a certain impact on the society. Politics believes that the government is the representative of the state, and the behavior of the government is the behavior of the state. Government is the product of society. The relationship between government and society in western countries has experienced a long-term evolution, showing a development trend from political governance functions to economic and social management functions, then to public service functions as a whole. Thus, there are several relatively fixed government function models, which have historical rationality and applicable value.

1. THE FUNCTION OF GOVERNMENT AND PUBLIC MANAGEMENT

The government function is an important field of public management research, and the transformation of government function is an epochal topic raised by contemporary economic and social development. In order to study these issues better, we must understand the basic concepts of government and the transformation of government functions at first. A country is the product of a certain stage of historical development. Then, the government, as the state executive agency, will emerge into a country. It is mentioned that the government function here refers to the administrative function of the country. In addition, it means that the administrative function of the country is realized through the administrative agency of the family, so there is a government function.

In the long-term practice of social governance, western countries have formed a social governance system that is in a broad and narrow sense. It is constantly changing and reforming with the development of society. Since the 1970s, the administrative management and social governance systems of western countries have been through new developments and changes. The most worthy of research attention is the social governance of western developed countries. This concept has been emerged under the "new public management revolution". The practice of new public management reform in the west is multi-faceted and multi-field. Moreover, the most worthy of our attention and research is the

social governance system formed in the new public management reform, which is the "government-statutory institution system". "Small government, big society" is the political concept of western liberalism, but it is difficult to understand such a concept in practice. With the development and changes of the times, in fact, the social governance of western countries has become increasingly complex. The objective demand for expanding the scale of the government has been rising. To a certain extent, the new public management reform movement has provided a new way to solve this long-standing problem.

(1) The Meaning of government

The concept of government can be understood in a broad sense and a narrow sense. In a broad sense, government refers to all state institutions operating the public power, including legislative, administrative organs and judicial organs at all levels. In a narrow sense, government refers to the administrative organization in a country at all levels. In accordance with the principle of the separation of powers of the legislative, (administrative, and judicial, including the central and local administrative organ) the administrative organs are established. We discuss the evolution process of western government functions, mainly in the narrow sense of government concept, which focuses on discussing the administrative functions of western governments.

(2) Public Management Functions

The concept of new public management is quite abroad. It refers to not only a management theory that attempts to replace traditional public administration but also a new model of public administration. Besides, it refers to the ongoing development in the contemporary Western public administration field, reform movement. Its name is also different in Western countries. For example, it is called "managementism" in the United Kingdom, "entrepreneur's government" or "new public management" in the United States, and "market-oriented public administration" in some other countries. However, they all have roughly the same characteristics. The basic characteristics of the new public administration are as follows: first, the management function of the government is to "steer" rather than "paddle". The New Public Management advocates that the government should only formulate policies rather than implement policies in public

administration. The government should separate management from specific operations, and the government should only play the role of steering instead of paddling. Second, the government should pay attention to the efficiency, effectiveness, and quality of public services. According to the transaction cost theory, the new public management believes that the government should pay attention to the output and results of management activities. What's more, it should focus on the efficiency and quality of the services that are directly provided by the public sector. It should be able to actively, flexibly and cost-effectively respond to changes in external conditions and different benefits demand for a productive response. Third, new public management opposes the traditional public administration, which emphasizes the compliance of established laws, regulations, neglects performance measurement and evaluation. It advocates the relaxation of strict administrative regulations (which are mainly based on regulations and system control). In addition, it achieves strict target control performance, which confirms the specific goals of the organization and individuals, the measurement and evaluation of the completion of the goals based on performance indicators. Therefore, it came up with three Es, namely economy, efficiency, and effect and so on.

2. WESTERN TRADITIONAL GOVERNMENT

(1) Ruling Administrative Government

The history of the ruling administration can be traced back to the origin of the country. There are roughly three schools of theory about the origin of the state: one is the liberal school, which believes that the state is an institution created by people to meet common needs; the second is the Marxist school, which believes that the state is the product of class conflicts within society; The third is the German sociology school, which believes that the country is military conquest, especially the result of the conquest of a settled agricultural civilization by its marginal nomads. These theories about the origin of the state all point out the main reason for the emergence of a certain state.

The history of ruling administration can be traced back to the origin of the country. There are roughly three schools of theory about the origin of the state: one is the liberal school, which believes that the state is an institution created by people to meet common needs; The second is the Marxist school, which believes that the state is the product of class conflicts within society; The third is the German social school, which holds that the country is the result of military conquest, especially the conquest of a settled agricultural civilization by nomadic people on its edge. We can summarize these three schools as conflict theory and cooperation theory. These theories about the origin of a country have correctly explained the main reasons for the emergence of a certain

country or a certain country.

According to the theory of conflict, the state means that the society is caught in an unsolvable self-contradiction, divided into irreconcilable opposites and unable to get rid of them. However, in order to prevent these opposites and classes with conflicting economic interests from destroying themselves and society in unnecessary struggles, there is a need for a force that is ostensibly above society; the force should ease the conflict and keep the conflict within the scope of "order"; the force emerges from society but pretends to be above it and is increasingly divorced from it, which is called the state.

The theory of cooperation is applicable to another situation. When a human community does not have obvious social stratification and does not live in a strong environment threatened by foreign invasion and war, the emergence of a country is a political community established out of the need for cooperation in dealing with internal affairs of the community. In such a political community, the government is not mainly used as a tool for rulers to maintain their ruling order, but plays a more important role as a defender of the interests of most members of society and a manager of social common affairs. Locke pointed out in *Two Treatises of Government* that people establish a country through contracts to protect their lives, freedom and property. And the country has no other purposes.

The first type of country is above society, with obvious violence and the characteristics of autocratic rule; although there are social conflicts in the latter type of countries, such conflicts are not branded with autocratic brutality like the former type of countries, but have the color of moderate democracy. Athenian democracy in history belongs to this category, but it was later annihilated by the brutal invasion of the Romans. Human history seems to belong to the same autocratic and dark political society.

During this period, the government was above the society, with obvious violent color, and had the characteristics of autocratic rule. The ruled has nothing, even the rights of life and survival are in the hands of the ruler, and the ruler has all the rights and freedoms. Before the emergence of modern society, due to the inequality of rights and freedoms between the ruler and the ruled, and even the fundamental opposition, it will inevitably lead to violent conflicts between the ruler and the ruled. Also, the government mainly plays its role of suppressing the ruled and maintaining the ruling order that is beneficial to the ruler. Government administration has not yet been separated from the state's ruling function. In this period, the administrative management only existed as a tool of class rule, and all administrative management activities were subordinate to the purpose of rule. Therefore, we call the government governance model in this period as the ruling

administration.

(2) Management Administrative Government

The starting point of public administration is in the modern society. After the bourgeois revolution, with the establishment of the constitutional system, "equality, freedom, and democracy" became the foundation of capitalism. "Political freedom, democracy, and equal rights" ushered in a new era in human history. In modern society, the bourgeoisie formed the national legislature through regularly-elected parliamentarians, the will of the ruling class through collective deliberations, enacted laws, and exercised political rule. The administrative power, judicial power and other state powers are different from the legislative power exercised by relatively independent state agencies, such as the government and the courts. This constitutes a pattern of "separation of powers, mutual checks and balances". In detail, the legislative power represents the will of the country, the executive power executes the will of the country, and the judicial power protects the interests of the people. In this way, the government was separated from the mixed state apparatus, specializing in the will of a relatively independent state and the management of social public affairs, thus creating a new era of public administration.

In Britain, "in the mid-19th century, the government's vision was very limited, and its main interests were foreign affairs activities and maintaining law and order". In the United States, until the Civil War in the mid-19th century, the federal government, state government and local government played a certain role only when the shortage of capital and insufficient transportation capacity became the biggest obstacles to the economic development and industrialization. Even after the Civil War, as Hillsman pointed out in *To Govern America*, the government has played little role in the economic field except for granting land for railway construction, passing immigration land laws, establishing a postal system and some other measures. The decline of the government's administrative ruling function provides space for the growth of administrative management function.

In the early days of capitalist development, western capitalist countries generally followed Adam Smith's proposition of "the smallest management, the best government". The government implemented a *laissez-faire* policy, basically not intervening in the national economy, and only acting as a "night watchman". During this period, the government's functions were very limited. Its main task was to passively protect personal property, maintain social order, and defend the country from aggression. In the middle and late nineteenth century, the free competition of capitalism began to be gradually replaced by monopoly. During the period of monopoly capitalism, not only did the rapid development of social productivity and the huge

changes in economic structure give rise to a large number of social affairs that needed to be managed by the government, but the monopoly itself also brought about many unprecedented social contradictions. For this reason, the government began to change from the past. It was from negative, then passive attitude, to actively intervene in social life. Unlike the administrative rule in the pre-capitalist period, which solidified the contradiction between the ruler and the ruled, it only served to solve contradictions and conflicts. The government intervention was based on the principles of equality, freedom and democracy in this period, seeking to eliminate contradictions. There are approaches to manage the conflicts, resolve crises, and maintain equality and freedom. Especially, when the Keynesian economic intervention theory was adopted by Western governments, the government's management functions were quickly enriched, and the administrative management required to manage social and public affairs began to grow rapidly. We regard the historical trend-oriented mature form of administrative management as management administration. The purpose of administrative administration, serving the management of social public affairs, includes the possibility of administrative management. The management accepted more public participation, social supervision, and even the socialization of administrative management.

3. THE NEW WESTERN GOVERNMENT-SOCIAL RELATIONS NEW MODEL

(1) The New Type of Government in the West

The west has changed from a ruling government and a management government in the past to a new type of service-oriented government. The service-oriented government is guided by the concept of citizen-based and social-based, and under the framework of the entire social democratic order, through legal procedures and in accordance with the will of citizens. A government is established to serve the people and bear the responsibility of serving the people. The government's policy goals must first obtain the consent of the service target, that is, the public. Secondly, it must go through a certain democratic legal procedure, that is, citizens are required to participate in the decision-making process, and the decision is made by the people and the government through two-way communication and interaction. From this point of view, the government can only act and provide services within the scope authorized by the law and the people. The government must administer in accordance with the law. It must be a government governed by law, not an arbitrary, executive-willed government.

(2) New Social Relations

For this new type of administrative model, the role of the state's administrative system in society is not only farewell to the function of governance, but also the

state and the government themselves are not overriding the society and administering the society. It is established according to the purpose of service. It not only reflects the purpose of serving the public to the society in the setting of an objective system, but also deeply embodies the subjective motives of administrative personnel from time to time and starting from the public interest. The public's strong desire to serve society. Service administration has begun to take shape in some contemporary western countries. The gradual maturity of civil society, the widespread rise of the public sphere, the emergence of social intermediary organizations, non-profit organizations, volunteer organizations, and various mass organizations have created conditions for certain socialization of public administration. In areas such as community management, the government's administrative functions have gradually weakened with the increasing ability of community autonomy and self-government. With the extensive participation of the community's public, the administrative service functions have become increasingly clear, and the government has become more involved in such autonomous and autonomous network structures. Land plays the role of a social service provider.

4. IN CONCLUSION

Reforming the deformed relationship model of the traditional "omnipotent government" and realizing the ideal relationship model of separation between the government and civil society require a two-way effort. That is to say, on the one hand, it is necessary to carry out system innovation of limited government, to define the limits of government power, to "correct" the government's cross-border behavior, and to change the government's all-encompassing and all-inclusive scale, power and function expansion tendency; on the other hand, it needs to be carried out. Institutional innovation for the construction of civil society. We must vigorously cultivate social forces, build a fully developed social body, and strive to build a civil society. This process is also the process of realizing the liberation of society from relying on the government or even being included in the government system and forming the process of separation of government and civil society. To realize the system innovation of limited government, it is necessary to follow the principle of separation of government and society, and to clarify the functions and powers of the government and social organizations in community social work affairs. The most basic thing is to transform government functions and strengthen the government's public service functions and social security functions; the second is to reform the government's behavioral

methods, and to make administration according to law and rule the country as the basic governance strategy; in addition, it is necessary to reform the government system and improve institutionalization. The participation mechanism of the whole society is improved, and the structure and rules for the aggregation and expression of interests of the whole society are improved. Cultivating the institutional innovation of civil society is to vigorously support and develop various social organizations and social forces, and continuously enhance the ability of social self-management; rebuild the social structure and social mechanism, cultivate the "middle class" team, in the government, social elites and the public establish an institutionalized communication, service and interaction mechanism between them.

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Research on the Strategy of Rural Revitalization Assisted by the Culture of Rural Prominent Personages

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Abstract: In the new era of socialism with Chinese characteristics, the great rejuvenation of the Chinese nation is inseparable from the development of the countryside. The culture of rural prominent personages is extremely important in guiding the development of rural culture and in the development of rural revitalization. Rural virtue is a group of people with special ability rooted in the local countryside, they absorb the traditional culture of our country. With the changes in society, in order to revitalize the rural economy and culture, we need to actively promote and implement the development of rural roads. In this process, it is necessary to combine the relevant national policies, change and revitalize the traditional ideas of villagers, so that villagers can participate in the construction of rural revitalization. This paper analyzes the effective strategies of the culture of prominent personages in promoting rural revitalization and development.

Keywords: Culture of rural prominent personages; Rural revitalization; Development strategy

INTRODUCTION

In the new era of socialism with Chinese characteristics, the great rejuvenation of the Chinese nation is inseparable from the development of the countryside, and the rural revitalization strategy in the new era includes the construction of rural culture. The culture of rural prominent personages is rooted in the local rural culture, and there is a close connection between them, and it has an important power to drive the thinking of the whole township. The culture of rural prominent personages takes rural sentiment as the development link and gathers successful people from all directions in the countryside, drives rural development with their own successful experience and professional knowledge, and creates and constructs beautiful rural landscape. The culture of rural prominent personages not only is the advanced culture of the area, but also can guide the villagers to change their ideas and devote themselves to the revitalization of rural development.

1. THE IMPORTANT ROLE OF THE CULTURE OF RURAL PROMINENT PERSONAGES IN THE RURAL REVITALIZATION

1.1 To promote the construction of rural spiritual civilization

In order to realize the Chinese dream of the great rejuvenation of the Chinese nation, it is necessary to realize the overall coordination of rural development. It requires the joint efforts of many parties to use the culture of rural prominent personages to help the rural society carry out multiple coordination and create a good social development environment. The culture of rural prominent personages attracts elites from various industries. It can provide theoretical, technical and empirical support and assistance in many fields such as rural agricultural development and production, and it can also complete policy work through government agencies. Therefore, it is necessary to pay attention to the inheritance and promotion of the excellent culture of the Chinese nation, and the development of the culture of rural prominent personages. The culture of rural prominent personages attaches importance to the ideological and moral education of the villagers from the connotation, which plays a certain role in the positioning and promotion of the rural management work. It can be considered and explored according to the development status of the village and the perspective of life. It can help the villagers establish correct socialist core values, effectively improve the development values of the villagers, ensure the order of rural development, and bring positive effects to the revitalization and development of the village.

1.2 To promote the development of rural society

The focus of rural revitalization and development is whether the rule of law can be used to improve rural governance. Therefore, it is necessary to establish a scientific and complete theory of the rule of law to effectively carry out rural governance. From the perspective of modernization, the culture of rural prominent personages brings strong constraints to rural rules and regulations. The establishment of scientific and perfect rural laws and regulations helps to maintain the village management system and order. For example, rural prominent personages can inherit the effective part of rural regulations and incorporate them into the construction of laws and regulations. Combined with the actual situation of the villagers, we can continue to develop and innovate, and form a perfect system of laws and regulations, so as to promote the revitalization and development of rural areas.

2. STRATEGY OF PROMOTING RURAL REVITALIZATION AND DEVELOPMENT WITH THE HELP OF CULTURE OF RURAL PROMINENT PERSONAGES

2.1 To create a social atmosphere for the development of culture of rural prominent personages

The culture of rural prominent personages reflects the interaction and support between rural neighbors. Especially in the construction of the countryside, the improvement of people's living standard brings the villagers economic benefits and experience education. Rural prominent personages are important social resources in the rural governance system. They should be ensured from the system and other aspects, and the incentive system for rural prominent personages in the new era should be actively studied to create a harmonious atmosphere for the development of rural prominent personages, so as to encourage rural prominent personages to contribute to rural development and revitalization. To create a social atmosphere for the rural prominent personages, we should first strengthen the study of the culture of rural prominent personages, and suggest that the Ministry of Culture establishes the Association for the study of the culture of rural prominent personages, and establish a special organization to extract and sort out the local cultural data of the rural sages and release relevant research materials and strengthen the analysis of the historical data of rural prominent personages. Secondly, we should strengthen the positive propaganda and leadership role of rural prominent personages, vigorously promote the new style of rural prominent personages in the new era, organize special investigation and special report. And we can also show the outstanding work of rural prominent personages by taking short video or other forms, and commend the talents who have made contributions in the development of the rural areas. The harmonious cultural atmosphere of rural prominent personages is constructed to promote the economic and cultural revitalization of the countryside.

2.2 To establish a platform for rural prominent personages and give full play to the positive role of rural prominent personages

Rural prominent personages are group of talents who are profound knowledge, intelligent, broad-minded, highly prestigious and good at accepting new things. They have strong discourse power in rural development, and have a high reputation among the villagers, and they are leaders leading the countryside. Therefore, we should first build a platform for rural prominent personages, so that rural prominent personages can participate in rural governance. On one hand, it needs to explore and implement the rural governance mode of village committee plus rural prominent personages, select excellent people from rural areas to join the group of village committee and

serve as the consultant of the village committee to guide the township head to participate in rural governance. On the other hand, the rural prominent personages are guided to revitalize the rural work through their experience, actively support the development of the hometown through the rural project development and knowledge development through their successful experience, and focus on the rural infrastructure construction and public service. We can help the poor in poor villages get rid of poverty, promote the development of the countryside, revitalize the rural economy and improve the quality of life of the rural people through aid to industry.

2.3 To optimize the construction of grass-roots party organizations and improve the satisfaction of rural prominent personages

In order to effectively play the role of grass-roots party organizations in rural development, we must effectively reform and innovate the working methods of party organizations, adopt various ways, and highlight the functions and advantages of party organizations. For example, in the work of rural grass-roots party organizations, the party organizations should coordinate and reverse the traditional organization methods of party members. At the same time, we should constantly improve the existing party organization system according to the actual management of rural villagers. It is possible to introduce rural prominent personages into this management system, because some rural prominent personages have concerns that they no longer have the right to manage their own enterprises, which seriously affects the development of the enterprise. Therefore, in order to avoid this problem effectively, the party organization can recommend rural prominent personages to enter the leadership of the basic party organization and act as consultants in the process of building the party organization in private enterprises, which can solve the encouragement of rural prominent personages and improve the satisfaction of the rural cadres. As a result, rural prominent personages can spare no effort to carry out the rural revitalization and development.

2.4. To expand the connotation of rural prominent personages and realize the diversified development of rural prominent personages

In traditional culture, rural prominent personages refers to local elites and talented successful people. In the context of modern society, people's activity abilities are constantly improving, and the scope of communication is also expanding. The introduction of rural prominent personages cannot blindly adopt the traditional definition of rural prominent personages to screen people. The elites who are restricted in the development of their hometowns have begun to try to move out of the countryside and move closer to places with greater development directions. That is to say, the culture of rural prominent personages has gradually developed in the

direction of openness, tolerance and diversification. Therefore, rural management can promote the development of the hometown by introducing talents with real strength from various places. As long as they have talents, broad vision, in-depth knowledge and rich resources, they should be attracted by various means to return to their hometowns. Only by constructing and revitalizing rural culture and economy can we effectively improve rural revitalization.

3. CONCLUSION

All in all, we must first to understand the important role of the culture of rural prominent personages in rural development and increase the importance of rural managers, so as to promote the revitalization and development of the countryside through the culture of rural prominent personages. Furthermore, it is necessary to build a harmonious cultural and social atmosphere of the culture of rural prominent personages, give full play to the positive role of rural prominent personages, increase the satisfaction of rural prominent personages, and further increase their

interests in the revitalization and development of the village, so as to effectively promote the cultural and economic development of the village and realize the great revival dream of our country.

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The Viva's Role in English Majors' Postgraduate Degree Examination: A study of two Chinese Universities

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Abstract: My research examines the viva's role in two Chinese universities' postgraduate degree examinations for students majoring in English. Questionnaires and interviews were designed respectively for teachers and students. The results reflect current process and criteria of viva examination, the supervision situations, and the prevalent attitudes, beliefs and opinions about the viva held by China's English major postgraduate degree program teachers and students. This study contributes to higher quality English major postgraduate degree education and research.

Keywords: Viva, role, English major, the postgraduate degree, assessment

1. INTRODUCTION

In China, the viva examination has quite a long history in postgraduate degree education. However, a lot of criticisms are received during the expansion of university enrollment. However, the viva's role in China's English major postgraduate degree examination has received little research attention. To fill in this study gap, viva's role in China's English major postgraduate degree examination was investigated in the current research.

2. LITERATURE REVIEW

2.1. Previous studies on postgraduate degree viva

2.1.1. The divergent viva formats

The viva formats have been studied worldwide. Gill and Burnard (2012) compared postgraduate degree viva's roles in Finland, Australia and UK, and presented their sharp contrasts in privacy and compulsion. Denicolo (2003) illustrated how postgraduate degree viva implementations are different institutionally in the aspects of supervisors and examiners, criteria and purpose, as well as details of process. Morley, Leonard and David (2002) also discussed variation in the postgraduate degree students' preparation for viva and their knowledge about it.

2.1.2. The problems of postgraduate degree viva

The postgraduate degree viva also meets some problems. These problems were discussed from different perspectives. Perhaps the most challenging problem of the postgraduate degree viva examination

comes from the students. Viva places stress and undesired effects on some students. In China, the problems also come from the society, such as the social utilitarianism.

2.2. Background theories

2.2.1. Assessment approaches and viva

Two assessment approaches can be identified -- formative approach focuses on learning, and summative approach focuses on grading. The postgraduate degree viva is more likely to be attributed to formative role by the academics, since they believe it can provide examiners a chance to provide guidance to the viva candidates (Gill & Burnard, 2012). The candidates, however, would like to attribute summative role to viva out of pressure. In the Chinese context, we also find students' pressure about viva assessment in some researches (Gu & Chen, 2011).

2.2.2. Motivation, attitudes and viva

Dai and Sternberg (2004) distinguished intrinsic and extrinsic motivation. They referred intrinsic motivation to internal 'enjoyment' with learning activities, and extrinsic motivation to external 'regulation' from social context. But the current the postgraduate degree viva brings students a lot of pressure. Students' emotional feelings deserve more attention, and their integrative interests need to be emphasized.

2.2.3. Teacher-student relationship and viva

Positive teacher-student relationship promotes students' academic success, while negative teacher-student relationship hinders students' learning (Spilt, Koomen, & Thijs, 2011). They also believed that communication is significant in building positive teacher-student relationship. In China, a more robust teacher-student relationship in viva should be advocated.

2.2.4. Learner autonomy and viva

According to Benson (2007), learner autonomy is the learners' ability to take charge of their own learning. He also pointed out that autonomy in language learning depends on the development of learners' ability to detach, critical reflect, make decision, monitor and evaluate on their learning. However, as for China's English major postgraduate degree, there

are few studies investigating the relationship between viva and learner autonomy.

3. RESEARCH QUESTIONS

In light of the internationally explored postgraduate degree viva variations, as well as its problems in and outside China, this study addresses the following three research questions:

Q1. Is there institutional variation in the current process and criteria of the two universities' English major postgraduate degree viva examinations? If so, where and to what extent is the variation?

Q2. Are there sufficient and reasonable supervisions for students to take their viva examination in the two universities' English major postgraduate degree programs? If so, what are they?

Q3. What are the prevalent attitudes, beliefs, and opinions about the benefits and problems of viva held by the two universities' English major postgraduate degree program teachers and students?

4. METHODS

4.1. Research design

This is a mainly qualitative study with statistical descriptions. Data was collected from the questionnaires and interviews designed for the target teachers and students respectively, so as to get a fuller picture to answer the research questions. Closed and open questions are used in combination to enhance the study credibility. The collected data was reported in frequency and percentage.

4.2. Participants

The target population selected from the participants of the study was the English major postgraduate degree teachers and students in China's two famous universities: a comprehensive and a specialized one. The total sample for the study were 10 teachers and 20 students from each target program. The sample is not very large but it represents the target English major postgraduate degree programs.

5. STUDY FINDINGS

When comparing the data from the two target programs, as well as between teachers and students, insight into the study's research questions is revealed: divergences in viva process, criteria and supervision exist in different target programs, as well as in the same program; teachers and students from the same target programs have similar descriptions and views of viva; the target students' motivation in their viva has not been well stimulated; good teacher-student relationship is believed important to viva success, and learner autonomy in viva should be studied and developed; viva's role is believed beneficial, but it also has some problems need to be improved upon.

6. DISCUSSION

6.1 The viva divergences

From the findings, we can learn there are great divergences in the viva process and assessment criteria, not only between different universities, but also within the same postgraduate degree program. It

matches the study finding of Gill and Burnard (2012) in that there are divergent viva formats.

Moreover, both teachers and students still have different understandings of viva criteria. As Black and William (1998) indicated, the assessment format could be flexible, but the criteria should be clear and united so as to promote the fairness. If different viva supervisions lead to different supervision outcomes, the divergences in the same degree program supervision mean that students of the same academic level will get different learning outcomes.

6.2 The viva similarities

However, we can see there are also some meaningful similarities. Firstly, the agreement of target teachers and students on the viva purposes reflects their similar understandings of the basic goals of English major postgraduate degree examination.

Secondly, the teachers and students from the same program have similar answers on viva process and assessment criteria. This can not only prove the validity of the research data, but also shows us the teachers' influences on students, as well as the academic culture in different postgraduate programs.

Thirdly, the teachers and students have similar understandings of viva failure responsibility, and viva supervision. The notion that students should be responsible for the viva failure still requires further consideration. It is necessary to consider whether this view brings students too much pressure and leads to some academic misconduct.

6.3 The students' motivation in viva

Both teachers and students believe that the viva drives them to take the research more seriously and work harder during their studies. But the current viva gives students too much pressure, and demotes their motivation. The study results suggest avoiding formality in viva, and reducing the students' pressure by letting them get familiar with viva process and criteria beforehand. It is also useful to seek better assessment and supervision methods, so as to motivate students intrinsically and develop their interests in researching.

6.4 The teacher-student relationship and learner autonomy in viva

In the viva supervision, we can see numerous unregulated styles. The target teachers and students all believe it is the students' duty to take responsibility for their viva. However, data shows the students' learner autonomy has not been fully developed in the viva preparation.

Both teachers and students believe that good teacher-student relationship is very beneficial to the viva success. As Spilt, Koomen, and Thijs (2011) indicated, positive teacher-student relationship is very important to promote successful learning outcomes. Therefore, it is significant to develop better teacher-student relationship and supervision styles.

6.5 The teachers and students' attitudes towards viva

Both teachers and students in the target programs attribute positive roles to the viva in English major postgraduate degree examination. According to the teachers and students from two target samples, viva can promote the students' thinking in doing the research, enhance their academic knowledge and provide them chances to communicate with the supervisors and examiners. It can also help teachers to better supervise students, and increase the research degree quality.

However, they also point out some problems of the viva. The most significant is that the viva sometimes has no actual effect, and some teachers and students lose faith in it. Another problem is that viva is quite subjective assessment, and not all the examiners are experts. These critical ideas will benefit China's current viva research and education.

7. CONCLUSIONS

To conclude, this study on the viva's role in English major postgraduate degree examination in the Chinese context provides useful evidence for viva studies and implementation. We can learn from the research findings that it is significant to consider the differences and similarities, so as to better promote China's postgraduate degree viva development. The investigation of viva's benefits and problems provides some constructive suggestions on the viva supervision and implementation. It also leads to further investigations that validate and extend the study results.

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An Aesthetic Study of Gu Hongming's Translation of the Analects of Confucius

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Abstract: Gu Hongming (Thomson) is a famous translator in the Qing Dynasty. He is proficient in western science and language, and is the first Chinese scholar in oriental Chinese studies. His English translation of the classic Analects of Confucius follows western translation aesthetic standards, and uses western allusions to effectively interpret the content of the Analects of Confucius, thus promoting the popularity of the English translation of the Analects of Confucius in western countries. It has got a great response and resonance. This paper will further analyze and discuss Gu Hongming's translation aesthetics of the Analects.

Keywords: Gu Hongming; English translation; the Analects of Confucius; translation aesthetics

1. INTRODUCTION

The Analects is one of the classic works of ancient Confucianism in China. It records the words and deeds of Confucius and his disciples in detail, which is the first style of quotations. It has become an important way for western countries to deeply understand the Chinese traditional excellent culture by translating the Analects. Although western missionaries have carried out the translation of the Analects since the 19th century, for example, the missionaries of London missionaries in England translated and introduced the Analects in Volume I of the Chinese classics written in 1861. However, due to the obvious cultural differences between China and Western countries, the content of the Analects translated by him did not succeed in that period, which caused too much attention. However, Gu Hongming, a Qing Dynasty translator who is proficient in Western science and language culture, translated and interpreted the content and connotation of the Analects scientifically and effectively by standing in the aesthetic angle of western aesthetics. His translation of the Analects aroused a warm response and resonance in the western countries.

2. THE BACKGROUND OF GU HONGMING'S ENGLISH TRANSLATION OF THE ANALECTS OF CONFUCIUS

The reason why Gu Hongming translated the Analects of Confucius in English is that he loved studying Chinese culture and lamented the subtlety of the content of the classic Analects of Confucius. On the other hand, he was very sorry for the quality of all kinds of translated works of the Analects of

Confucius. In order to successfully reverse the prejudice and misleading of western centralism to the study of Chinese traditional culture, Gu Hongming began to study and translate the Analects of Confucius. In the preface of the Analects of Confucius translated by Gu Hongming, we can see that he sneers at the translation of the Analects translated by British missionary Jacob. He not only thinks that the translation of the Analects of Confucius is not classical, but also has a lot of mistakes and superficial translation contents, which will affect the people's wrong learning views of Chinese classics in western countries. For those ordinary people in the society, because they generally lack a relatively complete common sense of the original concept of traditional Chinese culture. We can not understand the subtlety of the book from the content of the English version of the Analects translated by the missionary Jacob, which will mislead the western people into thinking that the original Chinese ideas and cultural concepts are so shallow that it is difficult to be elegant. The western missionaries' translation of the Analects of Confucius not only failed to help China carry forward and spread the excellent traditional culture, but also caused the people of western countries to have greater prejudice against China, and to a certain extent abused the excellent traditional culture of the Chinese nation. [1]

In view of this, Gu Hongming, a famous translator in China, decided to study and translate the Analects of Confucius from the perspective of western translation aesthetics, with the help of his own cultural knowledge of China and the west, so as to help his beloved country carry forward and spread the essence of Chinese excellent traditional culture. In the process of translating the Analects of Confucius, Gu Hongming translated it in strict accordance with the language habits of the people in western countries, which is conducive to the correct and complete understanding of the cultural connotation of the words and deeds of Confucius and his disciples. In order to help the country vigorously promote the dissemination of excellent traditional culture, Gu Hongming helped Zhang Zhidong, a representative of Westernization school, to organize Westernization affairs, and at the same time used his spare time practice to translate the Confucian classic Analects of Confucius. In the end, Gu Hongming completed the

English translation of the Analects of Confucius, which became the first Chinese translation of the Analects of Confucius. The independent translation of classic works not only marks the great progress of China's translation level, but also makes the people of western countries realize the breadth and profundity of Chinese traditional culture.

3.ON GU HONGMING'S TRANSLATION OF AESTHETICS

3.1 Translation from the perspective of culture

As we all know, there are obvious cultural differences between China and Western countries. There are great differences between China and Western countries in terms of language habits, ways of thinking and living customs. Therefore, when translating the Analects of Confucius into English, only when the translators carry out the correct translation from the perspective of cultural differences can they ensure the transmission of the profound cultural connotations contained in the original works. For example, in the classic Analects of Confucius, a large number of names and place names are involved. If translators use literal translation, it will make it more difficult for target language readers to understand. Therefore, considering the cultural differences between China and Western countries, Gu Hongming decided to use the names and place names familiar to the people in western countries as a substitute, scientifically and effectively subtracting those names that are not very important. When Gu Hongming translated the names of some Confucius disciples in the Analects of Confucius, he only selectively retained the names of some well-known disciples, such as Yan Hui, Zi Lu and other well-known figures. The names of other Confucius disciples were all replaced by the English word one discipline. [2] Based on this kind of translation from the perspective of western countries' cultural background, it can make the subject of discourse communication in the book more simple and clear, make the translated English content have a kind of intuitive and concise beauty, better facilitate the easy understanding of Western readers and users, and will not be confused because of the large number of complex names in the book. In addition, in the process of translating the Analects of Confucius, Gu Hongming also showed his deep and comprehensive understanding of China's broad and profound traditional culture through his translation of the classic "gentleman". For example, when Gu Hongming translated the content of "gentleman is not afraid" in the Analects of Confucius, he translated it into "a good and wise man is without anxiety and without fear". The meaning of this sentence is that a gentleman will neither worry nor fear. [3] Gu Hongming's translation of the word "gentleman" does not follow the English word "superior" used by James Legge, a British missionary. This kind of English translation can more comprehensively show the wise and erudite side of the image of "gentleman" in

ancient China, so that the people of western countries can clearly understand China Chinese gentlemen are superior to ordinary people both in social status and wisdom.

3.2 Translation from the perspective of language

Compared with English in the compact English European language family, the Chinese language structure in the Sino Tibetan language family is relatively loose. In view of this, when Gu Hongming translated the Chinese content of the Analects into English, he scientifically chose to express the sense of language in the original text truly and completely. [4] Based on the theory of western translation aesthetics, Gu Hongming will also pay attention to the complete presentation of the aesthetic information in the original text of the Analects of Confucius, so as to make the final English version of the Analects of Confucius have deep literary and Western aesthetic features at the same time. For example, when Gu Hongming translated into the Analects of Confucius, the author translated it into "Now, to be a good son and a good citizen--do not these form the foundation of a moral life", in Gu Hongming's English translation of the core word "benevolence", science describes it as a desire for good, and effectively extends a kind of life with noble morality. The translation of another key word "filial piety" into "to be a good son and a good citizen" can fully and accurately express the true meaning of ancient "filial piety", which is more in line with the language habits of English speaking people in western countries. [5] In addition, when Gu Hongming expounded the content of morality in the Analects of Confucius, he was more inclined to show that morality is an important principle to judge whether it is right or not, and it is also the core standard to distinguish a person's good and evil. From the perspective of language, Gu Hongming used the popular English translation method to accurately convey the true meaning of the content of the Analects to the readers of western countries, and at the same time raised the ancient Chinese "benevolence" thought to a new philosophical level.

4. CONCLUSION

To sum up, Ku Hongming's English version of the Analects is highly literary and aesthetic. From the perspective of western translation aesthetics, he uses different translation methods to present the profound cultural connotation of the Analects, so that Western readers have a deeper understanding of Chinese culture.

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Research and Analysis of Higher Education System based on Fuzzy Comprehensive Evaluation Model

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Abstract: With the rapid development of all aspects of the world, higher education has undoubtedly entered a stage of rapid development. Building a powerful country in higher education and improving the quality of higher education in an all-round way is an important part of higher education. A country with a healthy and sustainable higher education system means that a country has a more long-term and healthy road of development and prosperity. Considering the QS ranking of world recognition, the number of patent applications related to scientific research, the number of colleges and universities related to opportunities, seven indexes of the system evaluation system are determined, and the principal component analysis method is used for dimension reduction. Finally, the fuzzy comprehensive evaluation model is established. The evaluation results are obtained and analyzed, and the final ranking is obtained: USA > Australia > Japan > Finland > Germany > Switzerland > Kazakhstan > Sweden > Mexico > Vietnam.

Keywords: Fuzzy comprehensive evaluation, higher education system, principal component analysis.

1. INTRODUCTION

Higher education system is very important for each country. In order to evaluate the quality of higher education system in each country, we should consider using scientific methods to evaluate the national education system, and put forward improvement methods [1]. Therefore, we applied the relevant knowledge in the fields of statistics and computer. In order to help us build the model, we collect a large number of data of higher education in various countries in recent years. In order to avoid disputes caused by copyright law [2]. All the tabular data is collected by us through the network and generated by computer.

Considering the need to establish a model that can effectively evaluate the higher education system of various countries, we need to determine the indicators that can fully evaluate the higher education system of various countries. By consulting papers and other relevant information, we determine the number of patents of universities in various countries, the

number of top 100 universities in QS university rankings, the number of students in Higher Education (undergraduate level), the first stage of higher education graduation rate, the expected length of higher education, the population of higher education age, the total number of inbound students, the number of Universities, the number of University patents in different countries, etc. are selected as the model indicators, and the data of China, Japan, Kazakhstan, the United States, Vietnam, Finland, Sweden, Switzerland, Mexico and other nine countries are selected for modeling [3].

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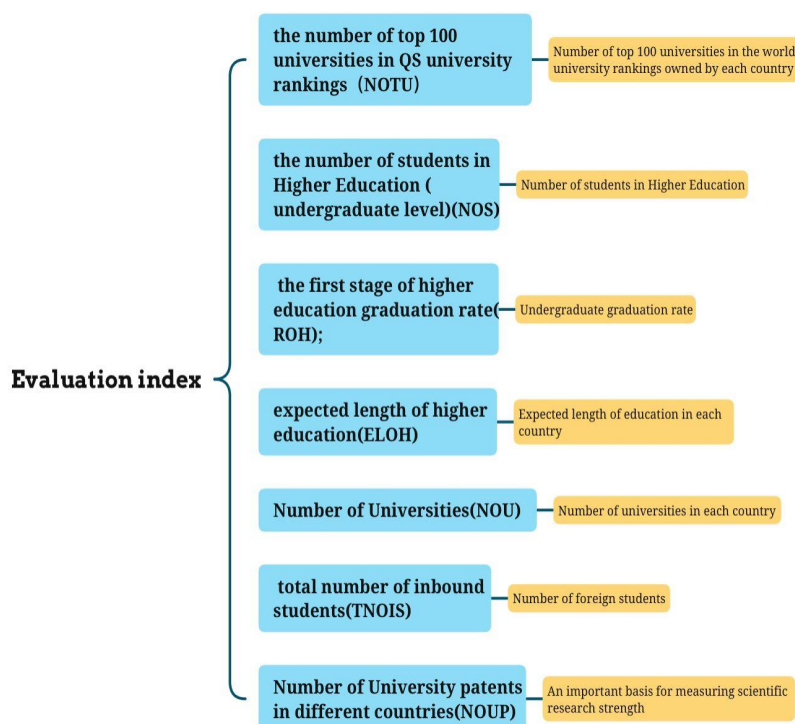


Figure 1: Higher Education System Evaluation Index

2.PRINCIPAL COMPONENT ANALYSIS

In order to simplify the model, this paper uses Principal Component Analysis to evaluate and analyze the quality of higher education development in selected countries, and selects spss23.0 as the statistical analysis tool. Principal Component Analysis uses a few principal components to explain the internal structure of multiple variables. That is to say, a few principal components are derived from the original variables so that they can retain as much

information as possible, and they are not related to each other. The final principal component can be expressed by the linear combination of the original variables:

$$F_i = a_{1i}x_1 + a_{2i}x_2 + \dots + a_{pi}x_p$$

$i=1, 2, \dots, p$

① Data standardization processing. Through the standardization of the data, the following data are obtained:

Table 1: Eliminate dimensional indicators of data

Indicators Country	NOTU	NOS	ROH	ELOH	NOU	TNOIS	NOUP
American	2.79286	2.54679	-0.2238	0.69196	2.71888	2.75107	2.02339
Japan	0.07607	0.18838	0.31363	-0.0318	0.12869	-0.37033	1.73066
Germany	-0.46729	-0.1039	-0.081	0.03883	-0.2814	0.41143	-0.13011
Australia	-0.14127	-0.4241	1.4218	1.90113	-0.5307	-0.30041	-0.39899
Finland	-0.46729	-0.7053	0.88056	0.94792	-0.5307	-0.41553	-0.53944
Switzerland	-0.14127	-0.7081	0.71275	0.3583	-0.5581	-0.40612	-0.51027
Sweden	-0.24994	-0.6945	-0.5489	0.02118	-0.5508	-0.41405	-0.52909
kazakhstan	-0.46729	-0.6082	0.58424	-0.6496	-0.4513	-0.41886	-0.54895
Mexico	-0.46729	0.64636	-1.1997	-0.985	0.28121	-0.41522	-0.5485
Vietnam	-0.46729	-0.1374	-1.8596	-1.5763	-0.2257	-0.422	-0.5487

Note: The above DATA are from EPS Data, International Statistical Yearbook 2016, and QS World University Rankings

② Data validation. Through the standardized processing of the data, kmo and Bartlett spherical test were carried out, kmo value was 0.685, P value of spherical test was less than 0.05, indicating that there was correlation among variables, which was suitable for Principal Component Analysis.

③ Principal components were extracted. According

to the total variance explanation table, the factors are extracted by factor analysis. The cumulative variance contribution rate of the first two principal components is 90.486%, which shows that the two principal components reflect the information of most variables and can effectively reflect the quality level of higher education development.

④ The principal components of each country are

calculated as follows:

Table 2: Principal component matrix

	F1	F2
Country		
American	5.82	0.05
Japan	0.69	0.27
Germany	-0.25	-0.01
Australia	-0.66	2.36
Finland	-1.12	1.34
Switzerland	-1.1	0.37
Sweden	-1.05	-0.27
kazakhstan	-1.2	0.03
Mexico	-0.25	-1.72
Vietnam	-0.87	-2.41

3.EVALUATION ANALYSIS - BASED ON FUZZY MATRIX EVALUATION OF RELATIVE DEVIATION

In this paper, coefficient of variation and principal component contribution rate are used to determine the weight. The design principle of coefficient of variation method is: if the value difference of an index is large, it can clearly distinguish the evaluated objects, indicating that the discrimination information of the index is rich, so the index should be given a larger weight; on the contrary, if the value difference of each evaluated object on an index is small, then the ability of the index to distinguish the evaluated objects is weak, so the index should be given a larger weight Less weight. Calculate the mean and variance of index i:

$$\bar{x}_i = \frac{1}{n} \sum_{j=1}^n a_{ij}, s_i^2 = \frac{1}{n-1} \sum_{j=1}^n (a_{ij} - \bar{x}_i)^2$$

$v_i = s_i / |\bar{x}_i|$, Normalized v_i is the weight of each index:

$$\omega_i = v_i / \sum v_i$$

① Establish virtual ideal scheme $u=(u_1, u_2)$. The principal component analysis shows that the main component is principal index, the virtual ideal scheme can be obtained by taking the maximum value of all principal components obtained:

$$u = (5.82, 2.36)$$

② Establish the relative deviation fuzzy matrix R:

$$R = \begin{pmatrix} 0.7308 & 0.4382 \\ 1 & 0.4885 \\ 0 & 0.4843 \\ 0.9530 & 1 \\ 0.9886 & 0.2138 \\ 0.9786 & 0.5514 \\ 0.9858 & 0.4172 \\ 0.8647 & 0.8553 \\ 0.8647 & 0.4969 \\ 0.9231 & 0 \end{pmatrix}$$

③ According to the contribution rate of principal components, the weight is determined as follows:

$$\omega_i = (0.6115, 0.3885)$$

④ According to the coefficient of variation method to determine the weight, the results of principal component analysis into the weight can be obtained:

$$\omega_i = (0.71, 0.29)$$

The weighted average deviation of each scheme is as follows:

$$F = (0.6171, 0.8013, 0.1881, 0.9713, 0.6876, 0.8126, 0.7649, 0.8610, 0.7218, 0.5645)$$

Because of the relative deviation method, the smaller the result is, the closer it is to the virtual ideal scheme, and the order of the result is: USA > Australia > Japan > Finland > Germany > Switzerland > Kazakhstan > Sweden > Mexico > Vietnam[4].

Since the importance of principal components cannot be determined, the results of weight calculation based on the contribution rate of principal components are as follows:

$$F = (0.6269, 0.8212, 0.1598, 0.9590, 0.7230, 0.8278, 0.7883, 0.8529, 0.7346, 0.6092)$$

and the order of the result is: USA > Japan > Australia > Germany > Finland > Switzerland > Kazakhstan > Sweden > Mexico > Vietnam.

4.CONCLUSION

In conclusion, this paper manages to use a series of mathematical models, including Rank-Sum Ratio Model, Time Series Model, BP Neural Network Model and Factor Analysis Model to measure and assess the health of higher education system at a national level. We apply the model to five representative countries. Firstly, we use Rank-Sum Ratio Model to analyze and rank the current comprehensive education strength of these five countries. According to the ranking result, we choose United States, Japan and China for further analysis as they take the bottom three. Secondly, we use Time Series Model to predict the missing higher education data in 2020 of the United States and Japan[5].

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Problems and Countermeasures of Calligraphy Education in Primary and Secondary Schools

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Abstract: The Ministry of Education of the People's Republic of China has issued many documents about calligraphy education, which indicates calligraphy education has ushered in a period of development opportunities. Strengthening calligraphy education in primary and secondary schools is gradually becoming social consensus. Calligraphy Education in primary and secondary schools can not only improve students' comprehensive quality, but also promote excellent traditional Chinese culture and enhance national and cultural confidence. However, there are still many problems for the calligraphy course to enter the primary and secondary school classroom, which are mainly manifested in the shortage of calligraphy teaching teachers, imperfect textbook compilation and imperfect calligraphy teaching mechanism. Based on this, this paper thinks we should strengthen the construction of calligraphy teachers, build a perfect calligraphy teaching system, and mobilize the enthusiasm of students to effectively solve the current problems of calligraphy education in primary and secondary schools.

keywords: Calligraphy Education; Primary and Secondary Schools; Problems;

INTRODUCTION

In order to comprehensively implement quality education, inherit and carry forward the excellent culture of the Chinese nation, the Ministry of Education of The People's Republic of China issued The Opinions of The Ministry of Education on Calligraphy Education In Primary and Secondary Schools in 2011, the official document put forward clear requirements for the overall goal, comprehensive requirements and guarantee for the implementation of calligraphy education in primary and secondary schools. The Chinese Curriculum Standard For Compulsory Education (2011 Edition) published in 2012 also emphasizes the requirements for writing. The Ministry of Education issued the guiding outline for calligraphy education in primary and secondary schools in 2013, which put forward specific teaching requirements for calligraphy courses. A series of documents have played an important role in promoting the popularization of

calligraphy education. However, there are still many urgent problems to be solved.

1. THE SIGNIFICANCE OF CALLIGRAPHY EDUCATION

On the one hand, for the primary and secondary school students, calligraphy education can improve their comprehensive quality. Specifically speaking, it can be divided into two points. First, calligraphy education can train students to write well, and then enhance students' self-confidence. Most parents in China often worry that their children can not write Chinese characters well, and worry which will affect children's final scores in various examinations. Through calligraphy education, we can solve this problem well, and help students write neatly and beautifully. Second, calligraphy education can promote the all-round development of students. Through calligraphy education, students can be familiar with the shape of Chinese characters, understand the structure of Chinese characters, know the historical evolution of calligraphy, and then form an overall understanding of calligraphy. At the same time, calligraphy training can continuously improve the artistic accomplishment of primary and secondary school students. The improvement of artistic accomplishment can not be achieved in a day. It can only be achieved through long-term and continuous training. Calligraphy learning can gradually cultivate students' artistic sense. In addition, calligraphy education can also play an enlightening role. By practicing calligraphy works and appreciating all kinds of calligraphy works, we can improve students' acceptance of ancient knowledge and cultivate their awareness of autonomous learning.

On the other hand, from the national level, the smooth development of calligraphy education is conducive to carrying forward excellent traditional Chinese culture and enhancing national confidence. The recorded history of Chinese characters can be traced back to the Oracle Bone Inscriptions in the Pre-Qin Period, and it's closely related to the formation of calligraphy. It can be said that calligraphy is one of the traditional Chinese cultures, the crystallization of Chinese history, and an indispensable part of basic education. Calligraphy education is not only the foundation of calligraphy

development, but also an important part of quality education. It is an important measure to improve students' writing ability of Chinese characters, cultivate their sentiment, improve their cultural accomplishment and promote their all-round development. Therefore, to inherit and carry forward the art of calligraphy is to inherit and carry forward the excellent traditional culture of the Chinese nation.

2. PROBLEMS IN CALLIGRAPHY EDUCATION IN PRIMARY AND SECONDARY SCHOOLS

(1) Shortage of calligraphy teachers

First of all, One problem is the lack of full-time teachers. At present, there is a serious lack of calligraphy teachers in primary and secondary schools. Many schools don't have professional full-time calligraphy teachers. Some have hired local calligraphy lovers as calligraphy teachers, but these teachers' teaching methods and ideas are obsolete, which leads to terrible teaching quality[1]. Secondly, calligraphy teachers' calligraphy accomplishment needs to be improved. Some schools have set up calligraphy and writing courses, while some schools have not yet. Some teachers don't attach importance to calligraphy teaching, and don't teach according to the requirements of the curriculum standards, so the teaching is neither rational nor scientific, and sometimes there are even common sense mistakes. Therefore, the serious lack of calligraphy teachers has become the bottleneck of calligraphy education.

(2) The compilation of teaching materials is not perfect

At present, several calligraphy textbooks have been launched in the domestic market, some of which are compiled led by experts teams, but there are still some problems. First, the teaching material system is not complete. From a horizontal perspective, the teaching content is not only centered on Chinese character writing, but also lacks the necessary argumentation for the cultural content of calligraphy. Second, calligraphy teaching materials can not match with Chinese learning. Most of the calligraphy teaching materials are out of touch with the current Chinese teaching, and can not form a benign interaction[2].

(3) The teaching mechanism of calligraphy is not perfect

Now, calligraphy education in many primary and secondary schools is difficult to be normalized and lack of perfect teaching and research mechanism. Although some schools have calligraphy syllabus, but it's not clear. There are calligraphy courses arranged on the curriculum, but it's more just a face project in order to cope with the inspection of higher leaders. Most schools also lack the corresponding calligraphy research section and classroom evaluation system, which is easy to ignore the calligraphy class. The lack and imperfection of teaching and research mechanism lead to many students' lack of understanding of

calligraphy class, and calligraphy class has not received the expected teaching results.

3. COPING STRATEGIES

If we really want to hope calligraphy education plays its due role, many reforms must be carried out.

(1) Strengthening the construction of calligraphy teaching staff

In view of the shortage of calligraphy teachers and the poor teaching quality, we must vigorously strengthen the construction of calligraphy teachers, which can be carried out from two aspects. First, through the introduction, training to solve the problem of personnel shortage. The competent departments of Education at all levels can introduce calligraphy teachers in a planned way, constantly expand the teaching team, and gradually establish a full-time calligraphy teacher team with high professional quality[3]. Second, we should strengthen the training of existing calligraphy teachers. We can increase the number of calligraphy teaching staff by means of employ experienced calligraphy teachers outside the school to teach in primary and secondary schools.

(2) Constructing perfect calligraphy teaching system

In light of the actual situation of calligraphy education in primary and secondary schools in the region, the administrative departments of education at all levels should make reasonable plans for the curriculum arrangement, teaching management, teachers' qualifications and resource allocation of calligraphy education, and strive to form a set of standardized teaching programs with calligraphy as the teaching means. In order to form a long-term mechanism of calligraphy education, we should select high-quality teaching materials with appropriate difficulty, reasonable system, and in line with the characteristics and teaching rules of calligraphy curriculum. In teaching practice, we should constantly clarify the basic requirements of teaching, improve the existing teaching system of standardized characters, so as to improve students' writing and application ability. At the same time, schools should make a long-term calligraphy teaching plan. They can gradually strengthen the actual teaching effect by compiling practical teaching plans, selecting targeted calligraphy teaching materials, and formulating practical teaching supervision mechanism[4].

(3) Mobilizing the enthusiasm of students in all aspects

First, we need to stimulate students' interests in learning calligraphy. With the help of multimedia equipment, teachers can guide students to widely appreciate calligraphy works, and guide students to learn to appreciate calligraphy works and understand the beauty of calligraphy. Second, we should strengthen the publicity of calligraphy teaching. We can keep a calligraphy part in the school's publicity window, and widely mobilize the learning enthusiasm

of students by setting up columns such as Famous Calligraphy Expo and Little Calligrapher. We can also set up calligraphy competitions every semester[5]. Third, we should build a free communication platform to enhance students' enthusiasm and arouse their interest. We can carry out long-term cooperation with local Calligraphy Association, children's palace to guide students to learn calligraphy actively through various calligraphy activities.

4. EPILOGUE

Calligraphy art represents the excellent traditional culture of our country. Promoting the popularization and dissemination of calligraphy education is not only of great significance to primary and secondary school students, but also of great significance to the preservation and promotion of excellent traditional culture. In today's era, Chinese comprehensive strength is constantly improving and people's living standards are being significantly improved, publicity and promotion of calligraphy education are not only the specific requirements of the development of the

times, but also the inevitable requirements of the Great Chinese Dream represented by national prosperity, national rejuvenation and people's happiness.

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Research on the Construction and Application of Network Teaching Resources in Applied Private Colleges

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Abstract: Most private colleges and universities are important bases for building application-oriented talents. Under the current trend of informatization, Internet + has become an inevitable process. In order to enhance the development efficiency of application-oriented private colleges and universities, and enhance the effect of education and teaching, it is feasible and valuable for reference to strengthen the construction of network teaching resources based on the trend of informatization and pay attention to its application in actual college education.

Keywords: applied private colleges and universities; network teaching; resource construction; applied research

1. ANALYSIS OF THE DEMAND FOR NETWORK TEACHING IN PRIVATE APPLICATION-ORIENTED COLLEGES AND UNIVERSITIES

1.1 Efficient retrieval

The main purpose of the construction of the network teaching resources teaching system is to share and manage massive educational resources. In the construction of the educational network teaching resources of private applied colleges, the construction of the search system needs to classify the teaching resources according to different standards. To evaluate these resources, store video courses, electronic tutorials and other resources, so as to build a more effective search mechanism, realize the distributed storage of resources, and at the same time, to realize resource sharing, it is also necessary to encourage relevant excellent teachers to share teaching resources [1].

1.2 Collaboration of resources inside and outside the school

The establishment of a network teaching system is essentially to reverse the current situation of non-centralized teaching resources and low student search ability in the teaching process of private colleges and universities. The teaching system is managed based on the teaching resource database of privately-run applied colleges and universities as the research object, and retrieval is carried out according to the content input by users. Then, the content is segmented by keywords, and then the relevant keywords are used to extract the download addresses

and detailed information of the relevant resources. Grab, refine and store the searched resources, and store the effective data in the local database.

2. DIFFICULTIES IN CONSTRUCTING NETWORK TEACHING RESOURCES FOR PRIVATE COLLEGES

2.1 Network resource education is not centralized

The online teaching resources developed and constructed by many schools are mainly for internal use by the school. These resources cannot be obtained from the outside and therefore form an information island. The low efficiency of co-construction and sharing with other colleges and universities has led to inefficient use of curriculum resources among colleges and universities, resulting in a large amount of waste of educational resources and low-level repeated development [2].

2.2 System construction resources are not supplemented in time

The construction of network teaching resource systems in many similar colleges and universities has the characteristics of focusing on quantity and light on quality, and the content is often simply "copy" teaching videos and PPT lecture notes to the Internet. Even the resources from a few years ago will be uploaded, and there may be a problem that the knowledge content is outdated and cannot keep up with the development of the subject. In addition, due to technical limitations and financial constraints, many paid resources are difficult to earn in time, leading to delayed supplementation of advanced educational resources and ineffective maintenance of resources.

3. THE MAIN POINTS OF CONSTRUCTING THE NETWORK TEACHING RESOURCE SYSTEM OF PRIVATE COLLEGES

3.1 The resource library should be personalized

The resource bank needs to be built on the educational characteristics of application-oriented private colleges and universities, and its personalized design should be strengthened. Personalization is manifested in the actual resource library design process, which needs to be oriented to the requirements of application-oriented talent training and strengthen its personalized design. And through the combination of theory and practice, to create a multi-level, wide-ranging resource library resources

to enhance students' interest in learning. Therefore, in the actual construction process, the educational reality of our school should be taken into consideration, and targeted resources should be optimized for our school's superior majors. Combining our school's advantages in corporate cooperation, education experience, and teaching equipment, we will coordinate and optimize the construction of network resources to enhance overall development efficiency.

3.2 The construction and application of the network resource library is technical

The technicality is that the network resource library should have a certain degree of security and identification. Many of the educational resources of private colleges and universities are unique and only open to teachers and students in the school. It is necessary to set up keys and regulate login permissions in order to enhance the overall system application value. Therefore, in the actual management process, technical research should be strengthened, combined with the computer major of the school and the information technology talents of cooperative enterprises, and the technical content of the construction of the resource library should be improved.

3.3 The network resource library should be managed by a dedicated person

Network resources are changing rapidly, and based on this, optimizing the use of network resources to improve the use of resources should be based on dedicated maintenance and regular updates. The resources in the network resource library need to be updated in a timely manner, and new educational content should be added in time to ensure that the progress of network resources matches the progress of students' education and teaching. It is also necessary to design diversified resource categories according to the different development needs of freshmen, graduates, and graduate students. With the continuous expansion of the resource base, colleges and universities should be equipped with professional management personnel to ensure the normal operation of the overall resource base.

4. CONSTRUCTION AND DESIGN OF NETWORK RESOURCE SYSTEM FOR PRIVATE COLLEGES AND UNIVERSITIES

4.1 Technical support feasibility analysis

This teaching resource platform is jointly developed by the school and cooperative enterprises. The technical structure uses a browser/server. The back-end database is MYSQL. The web page is JavaEE, the layout uses CSS+DIV, and jQuery_u+ regular expressions can be used for form validation. The above technologies have been very extensively studied, and there are technical and management advantages, which can better integrate the education system and ensure the smooth operation of the system. In the process of building a network resource

education platform, we need to pay attention to the feasibility of technology. We should first evaluate the technical feasibility and then invest in system design, which can reduce cost and waste.

4.2 Practical reliability analysis

The teaching resource platform adopts the interface design of the UI development interface, and the back-end database support is provided by the cooperative enterprise. The teaching resource platform can be divided into two parts, the front-end application and the back-end management. The main functions of the foreground operation part are resource call and resource download, and interactive forum module. The background management is mainly to restrict the permissions of each role [4].

4.3 Permission division and management

Resource management is one of the most important functions in background management. Every basic operation unit in the platform can be run. In order to ensure the comprehensiveness of educational resources, it is necessary to add, modify, delete, and release various educational resources. In this permission setting, each teacher can upload and modify the resources of their courses, and students can read and evaluate the resources in the system.

The teacher is the basic unit to complete and improve the curriculum resource library. Teachers can log in and log out through the school certification portal, and assign different user rights to different students through courses. Through the school registration certification of the educational administration management system of private colleges and universities, the student identity certification is simultaneously authorized according to different departments, majors, and different courses. The platform only allows authorized legal users to log in. After logging in with their student ID, students can study course resources with corresponding permissions according to the requirements of the course unit, ask questions through interactive forums, and conduct academic exchanges with teachers.

5. CONCLUSION

All in all, the development of private colleges and universities is an important place to improve the quality of online teaching resources based on the construction of comprehensive and applied talents. In the context of informatization, creating high-quality online teaching resources can accelerate the pace of reform of private colleges and universities. If in this process, the construction, development, management, and evaluation of the resource system are not paid attention to, it will hinder the process of online education and teaching due to various problems. Based on this, when constructing the network teaching resource system of private colleges, we should pay attention to the key points of the construction and promote the reform of education and teaching in an all-round way. Private colleges and universities should strengthen system optimization,

do a good job of actual research and management, improve overall construction efficiency, strengthen the efficiency of resource utilization, and realize the leap-forward development of higher education teaching.

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Analysis on the Construction Path of National Rock Climbing Characteristic School

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Abstract: In 2014, Chinese Mountaineering Association planed to launch "National Rock climbing Characteristic School". Through literature method and expert interview method realized the current construction situation and the problems existing in the construction process of the National Rock climbing Characteristic School and put forward reasonable suggestions, in order to promote the development of the National Rock climbing Characteristic School better, so that improving students' in-declining physical fitness, promoting students physical health, promoting the development of rock climbing, and cultivating rock climbing competitive talents.

Keywords: Campus rock climbing, rock climbing characteristic school, rock climbing talents

1.INTRODUCTION

At present, China's school physical education has made positive progress but it is still in a relatively weak link in the whole education system, the students' physical health level is still the short board of students' quality. Except for the known physical education problems, the attractiveness of physical education itself is also an important factor that restricts students to do physical exercises. Rock climbing has attracted many loyal fans with its unique charm. In order to promote rock climbing, Chinese Mountaineering Association made a plan to introduce rock climbing into campus in 2014. The construction of National Rock climbing Characteristic School can improve the physical quality of teenagers in our country, cultivate the independent tenacious, hard-working spirit and cultivate the competitive talents of rock climbing[1].

2.CURRENT CONSTRUCTION SITUATION OF NATIONAL ROCK CLIMBING CHARACTERISTIC SCHOOL

Youth rock climbing in China has a short development period but the speed is fast[2,3]. By going through the Chinese Mountaineering Association's website about the National Rock climbing Characteristic School policy documents and interviewing related leader by E-mail knew that from 2014 to 2019, in order to guide the safe development of rock climbing in primary and secondary schools in China, the Chinese Mountaineering Association has awarded a total of 72 primary and secondary schools in four groups the title of National Rock climbing

Characteristic School [4] (Table 1).

Table 1 Current construction situation of National Rock Climbing Characteristic School

Time	Batch	number	Construction situation
2015	first	4	All reserved
2017	second	22	4 disqualified , 1 ordered to rectify
2018	third	19	1 disqualified , 1 ordered to rectify
2019	forth	27	Not assessed yet

Data source: Youth Committee of China Mountaineering Association.

Affected by the epidemic, we could not have a face-to-face interview with relevant experts. We interviewed one of the person in charge, Secretary General of Youth Committee of Chinese Mountaineering Association through email, and learned that: 1)The retained title of the schools, are continuing to carry out rock climbing projects with various forms, every school combines with the development of the school planning and needs, to take the broaden of the venues, expand carrying forms, introduce professional talents, and the construct teams or organizations and other measures, As for these schools, more schools aim to popularize rock climbing, and only a few schools with better facilities and professional teachers focus on training high-level rock climbers; 2)The schools that are required to rectify within a time limit have the situation that the pitches does not conform to the actual development situation of the school, and the relevant personnel complain about the irregular behavior in the process of carrying out the rectification;3)The disqualified schools failed to submit performance reports as required and no longer supported rock climbing due to various reasons, including leadership changes.

3.SUGGESTIONS

Enhancing development support

Organization and leadership. In order to avoid the problem of focusing on application but neglecting construction, the approved school must have a school-level leader responsible for the related matters of rock climbing, and clarify the first person responsible for the quality of the characteristic school construction; Establishing a leading organization led by the deputy-principal and related departments of

the school to guide the development of campus rock climbing; Establishing rules and regulations, formulating and continuously improving campus' climbing work implementation, enrollment, teaching management, after-school training and competition, safety precautions, teacher training, inspection and supervision and other rules and work systems[5]. Incorporating campus rock climbing work into the mid- and long-term development plan for school development and strictly implement it.

Funding support. The development of rock climbing requires high-safety professional venues and equipment. Therefore, schools should establish special funds for rock climbing teaching, training, and competitions. They can apply to the government or cooperate with social enterprises to absorb funds, and gradually improve supporting facilities.

Teaching staff. In recent years, the Chinese Mountaineering Association has vigorously carried out the training of rock climbing social sports instructors and rock climbing coaches for teenagers throughout the country, and has trained many social sports instructors who "knows rock climbing". however, it is necessary to ensure their physical and mental health from all aspects according to the theory of the stage of physical and mental development of primary and secondary school students. Therefore, when recruiting rock climbing coaches, the school requires the recruited personnel to formulate corresponding access standards based on the climbing instructor certificate, so as to ensure the physical and mental health of students during climbing teaching and training. On the other hand, schools should ensure that climbing coaches enjoy reasonable salaries to effectively protect the enthusiasm of climbing coaches.

Venues, equipment and facilities. Safety issues are the most important than everything. Rock climbing is highly technical and professional, and has high requirements for safety [6]. Ensuring the safety of rock climbing sites and equipment is the prerequisite for all construction work. The construction of the rock wall must designate the official construction contractor of the national primary and secondary school standard rock wall to ensure professionalism and safety. In addition, it is necessary to conduct regular safety inspections on the venue, maintain and improve the venue, and keep a record of the maintenance, so as to discover and solve problems in time to avoid safety accidents. In the case of sufficient funds, expand the area of the venue to meet more students' activity space. Schools must look for UIAA or CE certification when purchasing rock climbing equipment to avoid safety accidents due to quality issues.

Rock climbing echelon team building

The rock climbing characteristic school must meet the conditions for retaining the title [7], the effective way is to comprehensively formulate long-term and

short-term rock climbing development plans, carry out echelon team building, and train first- and second-line players: the first-line players strive to compete in youth competitions at the city level (including) and above (middle school rock climbing competitions) , Rock Climbing Hope Star Competition, Youth Championship) won the top three in each individual event. The goal of the second-line players is to improve their competitive ability and fully master the skills and tactics. In the three individual events of speed, lead, and bouldering, according to the players' sports skills and special training for physical fitness advantage to cultivate the reserve force of rock climbing competitive talents.

Creating rock climbing culture

Students are the main body of the course. Schools should design a rock climbing curriculum system that is in line with students' cognitive ability and physical and mental development, and fully mobilize students' enthusiasm and participation. The explicit courses such as basic theoretical knowledge of rock climbing, technical skills, and the hidden courses of social etiquette and culture in rock climbing are perfectly integrated into the curriculum [8]. In teaching, it is necessary to learn theoretical knowledge and technical movements step by step according to the cognitive level and physical and mental characteristics of young people. As Secretary-General said: "The main task of national rock climbing schools is to promote and popularize rock climbing." Rock climbing culture is the fertile ground for the development of rock climbing. Therefore, schools should vigorously promote the construction of rock-climbing culture, create a strong atmosphere of rock-climbing culture, enrich the rock-climbing culture on campus, and promote the promotion of rock-climbing through various forms of the establishment of rock climbing clubs, rock climbing competitions or theme activities in the school.

Establishing a safety responsibility system

First of all, the safety management system is a powerful move to reduce or even eliminate the worries of rock climbing teaching and training, and it is also the focus of ensuring the safety of rock climbing on campus. First of all, design a system related to campus safety liability accidents to free schools, climbing teachers, and coaches from the quagmire of accountability. The education management department should formulate corresponding laws and regulations to clarify the responsibilities of schools and teachers, so that schools and teachers have a clear awareness of safety standards, so that schools and teachers have full space for teaching rock climbing activities. Secondly, school rock climbing venues should be managed in a closed manner, open regularly according to the needs of teaching, training, and community activities. Any unit or individual who has not fulfilled the relevant procedures or without permission is strictly

prohibited from using it [3]. Before the rock climbing course is taught, the safety inspection of the venue and equipment must be done carefully, and the teaching and training can be organized after ensuring the safety.

Establishing a sound insurance system

The Chinese Mountaineering Association signed a cooperation agreement with the China Insurance Industry Association, and started to develop exclusive insurance for primary and middle school students to carry out rock climbing in a targeted manner by cooperating with the insurance companies[6]. Rock climbing schools can cooperate with insurance companies that have signed a cooperation agreement with the China Mountaineering Association to establish and improve the school rock climbing liability compensation system, implement the socialization of school sports injury accident liability compensation, and release the teaching pressure of schools and climbing teachers.

4.CONCLUSION

International Climbing Federation President Marco once said: "China is a leader for the International Climbing Federation and the entire world sports arena. China is a country that cultivates champions, especially from the perspective of the Olympic Games to promote the development of rock climbing." The establishment of rock climbing schools can not only promote the reform of school sports, but also have important significance for cultivating reserve talents for rock climbing sports. Promoting the development of rock-climbing schools by consolidating security, echelon team building, culture construction, establishing safety responsibility

systems and insurance systems, will surely achieve the original intention of running rock-climbing schools.

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On the Status and Function of Methodology in Literature and Art Research

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Abstract: The methodology in the research field of literature and art is irreplaceable. First of all, the basic principles of methodology guide us to sum up the experience from the practice of the discipline research of literature and art, and finally apply it to our further discipline research of literature and art. Secondly, methodology provides us with a scientific way of thinking in solving problems in literature and art research. Finally, the self-innovation and advancing with The Times of the methodology, in the social development and change and continuous progress, broaden the horizon for the study of literature and art, so that researchers can more comprehensive, more in-depth research, and let our value be better realized in the process of research.

Keywords: methodology; theory of literature and art; principle; scientific thinking; broad horizon

INTRODUCTION

Different disciplines need different methodologies as guidance. As one of the literature disciplines, the literature and art study mainly consists of three branches: literary theory, literary history and literary criticism. In recent years, the breadth and depth of its research continues to expand, the comprehensive research has been strengthened, but also requires the improvement of the comprehensive quality of researchers. In the field of literature and art research, Marxist social science methodology provides the basic principles for subject research and guides the conduct of subject research. At the same time, in the process of analyzing and solving the problems of literature and art, it provides a scientific way of thinking and guides the researchers to conduct more precise and in-depth research. Moreover, with the progress and development of The Times, Marxist social science methodology has opened up a modern research horizon for us in the field of literature and art research in the new era.

1. METHOD AND METHODOLOGY

There are some differences in the definition of method between China and the West from ancient times to the present. In ancient China, the word "method" stands for rules and regulations. In Mozi Tianzhi, which is well known to us, one method to measure the circle with "rules" is called the method of circle, and another method to measure the square with "moments" is called the method. Therefore, there is a saying that we often say today: no rules, no

square. Similarly, in the West, the etymology of the word "method" is Greek, and it is not a single word, but a combination of the Greek words "way" and "along". It's all about moving in the right direction. Today, we say, the method, by definition, is a subject based on the object of the law of development to form their own understanding, after the activity way and stipulated in the code of conduct for yourself, it is used to achieve the specific purpose of certain means or ways, main body is close to and actively grasp the convenient tool to transform the object or useful Bridges.

"Methodology is a theory about methods, which takes a variety of methods as the research object, explores the basic principles and basic principles of methods, and points out the direction for people to correctly understand, evaluate and transform things. Marxist critique of social science methodology inherits the positive achievements in the history of human social cognition, overcomes the historical limitations of idealism and old materialism, transforms and innovates according to the progress and development of human civilization, and opens a new era of scientific human society." Thus it can be seen that Marxist social science methodology is a scientific methodology, which provides practical and reliable methods for our research, guides us to use and helps us to establish correct viewpoints and positions in the course of disciplinary research, and conducts scientific analysis with correct methods. The methodology mentioned in this article mainly refers to the methodology of Marxist social science.

2. THE STUDY OF LITERATURE AND ART FOLLOWS THE BASIC PRINCIPLES OF METHODOLOGY

Literature comes into being and develops from social practice, while literature and art is a summary of relevant theories in literary practice, which is mainly composed of literary theory, literary criticism and literary history. Every age has its own unique literature and literary theory and method of using the already has the activity, literary modernization development, is no longer limited to traditional literature in the field of the research works, the author, if there is no suitable theoretical principles as a guide, we would find it difficult to form a systematic classification and research, it also increases the difficulty of our research.

The study of literature and art follows the basic

principles of Marxist social science methodology, namely, objectivity, subjectivity, wholeness, concreteness, and development. These principles are of guiding significance to the in-depth research methods of literature and art, at the same time, facilitate the summary of literature and art theories in literary practice, and can be put into the new research practice in the further research.

To be specific, first of all, the principle of objectivity makes it possible for us to understand literature as it really is. Scientific knowledge and research without subjective emotion are more relevant to us. Secondly, the application of the principle of subjectivity is based on the needs of people to comprehensively understand and evaluate, giving play to the core role of people, and providing guidance for people to understand and transform the existing theories in the study of literature and art. The principle of wholeness, then, allows us to place the study in a larger context, to better examine the context in which the study of literature and art has developed over the years, including when it came into being and how it has spread. Thirdly, the application of the principle of concreteness is aimed at the particularity of literature, and the study of literature and art is placed in a specific time and space, so as to facilitate us to form a concrete and scientific grasp. Finally, the principle of development allows us to look at the problems in the study of literature and art with both horizontal thinking and vertical observation, and will not regard the current study of literature and art as an isolated part, with the vision of development rather than a layer of constant thought to look at the problem. As it is, literary theory research for us to provide the guidance and promote the development of literary theory research.

3. METHODOLOGY TO FORM A SCIENTIFIC WAY OF THINKING AND BROAD VISION IN THE FIELD OF LITERATURE AND ART RESEARCH

3.1. Analyzing and solving problems requires scientific thinking

The study of literature and art has two directions, both the ancient Chinese literary theory and the western literary theory, with the development of The Times are faced with many problems. The ancient Chinese literary theory has experienced a long development from the proposal of "poem expressing ambition" in the pre-Qin Dynasty to Liang Qichao's novel "infuse, immerse, prick, mention" and Wang Guowei's "realm theory" in the Qing Dynasty. The western literary theory involves many aspects such as linguistics, semiotics, hermeneutics, etc. In such a huge research system, we are faced with a variety of problems. The Marxist social science methodology, which can provide guidance for the study of various disciplines, then provides us with a scientific way of thinking to analyze and solve problems.

In this process, induction and deduction, analysis and

synthesis, abstract and concrete, logic and history and other scientific thinking methods are used. However, it is worth noting that these thinking methods can't be used alone and in isolation. When we analyze and solve specific problems, we should be selective and adopt a positive and reasonable way of thinking, so as to ensure the scientific conduct of our research.

3.2. The development of The Times and the transformation of research methods need to broaden the research horizon

Literary studies in seventy after the founding of the people of the time, in domestic has formed the situation in which more and more broad, the sinicization of Marxism degree deepening, Marxist social science methodology in advancing with The Times of more scientific and reasonable guiding the literary researchers in the research model, promote China's modernization development literature research methods and means innovation, At the same time, under the impetus of globalization, the study of literature and art has formed a broader horizon.

On the one hand, there is no doubt that the research of literature and art must rely on Chinese characteristics to develop on the soil of Chinese academia. So, the 21st century today, Xi Jinping, a new era to remind us firmly grasp the socialism with Chinese characteristics, adhering to and developing Marxism social science methodology, based on the actual situation of our country, through ancient and modern Chinese and foreign, to absorb more abundant historical and social experience, we base on the current research on literary practice in China, follow science research in China, Reflect the characteristics of The Times and Chinese characteristics, and strive to build academic research fields in line with Chinese characteristics.

On the other hand, in the study of art in the west, the book contains Greek, French, German, etc. And the theorists and other researchers are in numerous times and different countries, that also requires us to have a broader knowledge reserve to understand and discover problems. Under the enlightenment of Marxist scientific methodology, diversified and abundant research methods have been formed. At present, no country or nation can exist independently as an isolated and separate island in the tide of globalization. In recent years, China's "One Belt And One Road" construction has made great achievements, but also provides a reference point for our diversified development. Marxist social science methodology is scientific and advanced, enables us to in today's literary study of be good at expanding international vision, and form a broader horizon.

To sum up, methodology is irreplaceable. First, the basic principles of Marxist social science methodology guide the practice of literature and art research. Second, under the guidance of Marxist social science methodology, we have formed a dialectical way of thinking in the course of our

research. Third, the diversified development of Marxist social science methodology promotes the formation of our broad vision, and the diversity is the basis of our mutual communication, which also enables us to achieve a more optimized value. Therefore, in the study of literature and art, it is necessary to combine the theories and methods of both China and the West, so as to promote the grasp of more profound laws and development context, and make the discipline research achieve great development.

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The Teaching Exploration of "Cross-media Reading and Communication" from the Perspective of Deep Learning

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Abstract: "Cross-media reading and communication" is one of the eighteen task groups proposed by the general high school Chinese curriculum standards. It faces many challenges in the teaching process. Using the concept of deep learning to guide the implementation of "Cross-media Reading and Communication" is conducive to the development of students' media literacy.

Keywords: Deep learning; Cross-media reading and communication; Challenges; Teaching strategy

1. DEEP LEARNING AND "CROSS-MEDIA READING AND COMMUNICATION"

(1) Deep learning

Deep learning is mainly used in the field of machine learning and education. In 1976, deep learning was first proposed in the field of education. American scholars Ference Marton and Roger Saljo published "The Essential Difference of Learning: Results and Process". They proposed deep learning and shallow learning according to the different ways learners obtain and process information.[1] Deep learning mainly refers to students' deep understanding and construction of knowledge and the transfer and application of knowledge. In this process, students are in an active, exploratory, and constructive high-level thinking mode. Professor Li jiahou believes that deep learning is the ability for learners to critically learn new ideas and facts based on understanding. Students can not only integrate new knowledge into the original cognitive structure, but also transfer existing knowledge to new situations.[2]

(2) Cross-media Reading and Communication

"Cross-media" refers to crossing the limitations of traditional media and digital media, fusing the symbolic information of two or more media. It emphasizes the span and integration of information, and pays attention to coordination between information. The main task of "Cross-media Reading and Communication" is to guide students to analyze the characteristics of language and text in cross-media information, and finally through learning to enable students to freely share and communicate across media. The characteristics of "Cross-media Reading and Communication" include rich and diverse carriers, high participation of reading subjects, and deep integration of reading and

communication.[3]

(3) "Cross-media Reading and Communication" from the perspective of deep learning

"Cross-media Reading and Communication" should adhere to the characteristics of the language and literature, and it should avoid the entertainment, fragmentation, and technical tendencies brought about by cross-media. The characteristics of students' enthusiasm and life-long learning emphasized in deep learning are in line with the requirements of the "Cross-media Reading and Communication" learning task group for students.

2. CHALLENGES FACED BY "CROSS-MEDIA READING AND COMMUNICATION" IN THE TEACHING PROCESS

Technological tendency that ignores the nature of the subject

The Chinese course is a comprehensive and practical course, which mainly teaches students how to use the native language. The new curriculum standard repeatedly emphasizes that teachers should not only guide students to learn the characteristics of cross-media languages and characters, but also help students understand the influence of online culture on language and characters, so as to achieve the purpose of improving students' appreciative ability.[4] Facing the emerging teaching task group of "Cross-media Reading and Communication", many teachers have made teaching explorations. A variety of cross-media applications have appeared in the Chinese classroom. Computers, mobile phones, multimedia equipment, etc. have become indispensable tools in the classroom. Under such circumstances, the focus of the Chinese class is constantly tilted towards the display of technology and the use of multiple media. The Chinese class has become a multimedia technology class and a news communication class.

(2) Tendency to lack media literacy

There is no clear teaching material for the "Cross-media Reading and Communication" learning task group, and Chinese teachers are required to develop curriculum resources and select curriculum content. In the new media era, all kinds of information spread rapidly and spread widely. However, due to the openness of the network environment, Various "title parties" appeared one after another, mixed with false news and distorted

values. Some Chinese teachers lack good media literacy, and it is difficult to select content with teaching value from complex information, which makes the teaching of "Cross-media Reading and Communication" easy to fall into the danger of marginalization and formalization.

(3)Lack of the superficial tendency of critical thinking

The use of cross-media in the Chinese classroom provides students with a rich reading carrier, creates a dynamic reading environment for students, and builds an open reading vision for students. However, this diversified form of hypertext presentation distracts students' attention in class, and students are attracted by the external forms of short videos, music, pictures and other media. Students tend to have a tendency to over-entertainment in the process of visual and auditory enjoyment, which makes the real teaching content separate from the students. Students ignore the characteristics of information expression in different media and the law of language use in different media and other content learning. The low learning efficiency caused by the students' distracted attention not only affects the normal teaching progress, but also causes the students' learning to be superficial.

3.THE TEACHING STRATEGY OF "CROSS-MEDIA READING AND COMMUNICATION" FROM THE PERSPECTIVE OF DEEP LEARNING

Scholars studying deep learning summarize its characteristics in the following six aspects: master the core concepts of the subject, be able to communicate effectively in the learning community, have the ability to cooperate learning, learn to think critically and solve problems, learn how to learn, and develop a profession academic thinking.[5]The characteristics of deep learning are consistent with the core literacy of Chinese. It is of great significance to use deep learning to guide the teaching of "Cross-media Reading and Communication".

(1)Pay attention to the study of language and characters in Chinese

Deep learning emphasizes students' mastery of the core concepts of the subject. Chinese is a course for learning the language and the use of characters in the motherland. The use and construction of language is the foundation of the core literacy of Chinese. Therefore, the teaching of "Cross-media Reading and Communication" must be based on language. The new form of cross-media provides a rich and diverse carrier for the expression of language, but its focus should still fall on the reading and communication of language. In the context of the rapid development of networking, language teachers should adhere to the nature of language subjects while improving students' media literacy. Teachers should help students to distinguish the positions of different media. Ultimately improve students' ability to use and

construct different media languages.

(2)Pay attention to the construction of a learning community in a cross-media context

Deep learning emphasizes that students can communicate effectively in the learning community and possess the ability of cooperative learning. Teachers should help students build a cross-media learning community in a real cross-media application context. Students take the initiative to improve media literacy in an independent, cooperative, and inquiring learning mode. The learning community forms a relationship of resource sharing and information exchange. Diversified media information can provide rich curriculum resources for students' learning, promote students to broaden their horizons in a broad multimedia environment. Students are the main body of the cross-media learning community, and it is necessary to stimulate students' initiative and enthusiasm in the process of cross-media learning.

(3)Emphasize critical thinking and problem solving awareness

Deep learning emphasizes that students must learn to think critically and solve problems. Facing the massive information bombing in the era of new media, teachers should guide students to use critical thinking to analyze media positions and distinguish between true and false information. The information that students come into contact with in the process of cross-media reading is different from the content of textbooks that have been screened in layers. The cross-media reading process contains a lot of false news, commercial advertisements and distorted values. Teachers should help students establish correct values to resist the temptation of the online world. In the teaching process, teachers should not only focus on students' collection and sorting of cross-media information, but should guide students to form critical thinking and allow students to view the development of online culture with a critical perspective. The teacher's cross-media reading design should be oriented towards the solution of real problems, allowing students to solve new problems raised in the era of new media under the drive of tasks.

(4)Cultivate the thinking style of cross-media learning

Deep learning emphasizes that students must learn how to learn and form professional academic thinking. Teachers should cultivate students' thinking styles of cross-media learning and help students adapt to the new requirements of the era of media literacy. Before class, teachers can allow students to retrieve materials needed in class through a variety of media. In class, teachers can appropriately play videos that are conducive to students' understanding of the teaching content. After class, teachers can guide students to complete presentations in groups to share and exchange the results of classroom learning. Teachers should change their teaching concepts,

improve their own media literacy, improve daily Chinese learning methods with cross-media learning thinking, and create massive learning space for students in the Internet environment.

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An Investigation on the Application of AI Technology in College English Teaching

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Abstract: This research mainly aims at the application status of AI technology in English instruction in the Chinese universities, mainly through questionnaire survey, taking students in East China, North China and South China as the main research objects. Through investigation, it is found that the types of the major and school are the main factors affecting the application of AI technology. In instruction, listening classes and translation software are widely used, and the applications in other types of English instructions need to be improved.

Keywords: AI, English Instruction, University

1. INTRODUCTION

With the progressing of science and technology, artificial intelligence(AI) technology also develops rapidly, and is gradually promoted and applied to all fields of society, including the field of education. However, there are few studies on the actual application of AI, and the actual application and effect are doubtful. The research on the application of AI technology in college English teaching can promote teaching reflection and technological improvement, further promoting the teaching and learning.

The research is designed to the exact application of AI in the field of teaching and learning, and whether students will consciously use these technologies to help their learning, will be obscured.

2. LITERATURE REVIEW

On the one hand, the application of AI in college English teaching changes the traditional way of learning English knowledge from teachers. On the other hand, it also provides more independent learning methods for students, making it possible for English learning to walk out of the classroom and into students' life[2]. Zhang Yanlu explored the application of AI technology in college English teaching and the changes it brought to college English teaching from four aspects: listening, speaking, writing and translation. Students can also choose listening materials according to their own interests and hobbies to achieve personalized teaching[3]. In oral English teaching, AI devices can create a variety of virtual communication contexts for students and help learners form inertia memory with accompanying dialogues, such as English training pronunciation software or APP. In the writing class, AI technology is embodied in the application of

writing correction platform and machine-aided translation.

In addition, AI technology can not only directly assist teaching, but also promote feedback teaching[4]. For example, for students, AI technology can upload the learning results to the data system and provide feedback information through evaluation, so that students can grasp the problems existing in independent English learning in time and maintain the correctness of the learning direction [5].

3. RESEARCH DESIGN

3.1. The present study

This study investigates and analyzes the current application of AI technology in college English teaching, from the perspective of students, so as to have a more real and comprehensive understanding of the current situation.

The current situation of using AI technology in college English teaching will be revealed in this research. According to literature review, a variety of AI technologies have indeed been adopted in English teaching in colleges and universities, but whether they vary according to different regions, schools, grades and majors is the main problem of this study. This investigation of these problems can further clearly show the specific problems in the process of technology implementation, so as to better improve the process of technology application and teaching in the future.

3.3 Subject and procedure

This questionnaire is in the form of online questionnaire and it is aimed at all college students online in China. However, due to the short survey time and small number of questionnaires collected, it can only be analyzed selectively within a certain range.

This questionnaire covers a wide range of subjects. A total of 62 questionnaires are collected, of which 62 are valid. Except for Northeast China, other regions have certain questionnaire information. Among the collected questionnaires, East China, Central China and South China account for the majority. Considering that in some regions, such as the northwest, only one questionnaire is received and the data is not representative. Thus, it is not considered as the focus in this study.

Most of the schools of the subjects are comprehensive schools, engineering schools and normal schools. Education, literature, engineering

and management accounted for a large proportion in the returned questionnaires and are also one of the main research directions. All grades are covered, among which senior grade accounts for the majority.

4. RESULTS

4.1 Application of AI technology in English teaching in class

From the regional point of view, the use of AI technology in English teaching is roughly the same among regions, ranking as North China > East China > South China. The application in listening class and the use of translation software are more. The frequency is about 90%. The application and cloud platform monitoring in oral and writing classes are less than the former, and the frequency is about 50%.

From the perspective of school types, from high to low, the use frequency of AI is comprehensive college > science and technology college \approx normal college, and the use is translation software > listening software > essay grading platform > speech training software > cloud platform monitoring.

From the professional point of view, the major to some extent affects the frequency of using AI technology in English teaching classes and different majors have different usage situations. In different classes, listening class and translation software are used optimally, while voice class and composition correction are less satisfactory, especially voice training software and cloud platform monitoring are rarely used. In terms of grade, it has a certain influence on the application of AI technology, but further investigation and verification are needed. However, it is obvious that intelligent technology and translation software are used more frequently in listening class in different classes.

It can be seen that the use of AI in English teaching in regions, school types and professional teams has a certain impact. In terms of region, North China had the best performance, comprehensive schools had the best performance, and literature is the best in terms of major. Technically, the use of intelligent technology and translation software in listening class is the best, while the use rate of other three items is not high enough.

4.2 The use of AI technology in English teaching after class

From the regional point of view, after class, students consciously use AI technology to assist English learning, and the time and frequency are relatively high. The situation is similar in three regions, with South China being the best.

From the college type, the use frequency of the word software is similar, and the use frequency of the comprehensive college is the highest. On the whole, in terms of the use of word memorization software, the situation is similar in all schools. Students can consciously use it after class, with high frequency and long single use time.

From different majors, the use frequency and sources of word software are similar. It can be seen that major is one of the factors affecting the application of AI technology in English teaching. Engineering and management majors will spend more time using word memorization software.

In terms of grades, students of all grades also use it. The proportion of senior students using it more than seven times a week is the largest. And the time of using it is similar among all grades.

To sum up, students from different regions, schools, grades and majors all use word memorization software. About half of them use it five or more times a week, and most of them use it for less than 40 minutes each time, which is good.

5. CONCLUSION

In the current situation of using AI technology in English teaching in colleges, the use of AI technology in English teaching is influenced by the region, school type and major in class to some extent. Regional performance in North China is the best, school type in comprehensive schools is the best, and major in literature is the best. Technically, the use of intelligent technology and translation software in listening class is the best, while the use rate of other three items is not high enough. In terms of after-class use, taking the word recitation software as an example, students from different regions, schools, grades and majors all use the word recitation software. About half of them use it five or more times a week, and most of them use it for less than 40 minutes each time, among which there are some differences between majors.

In these directions, the future of AI technology to make more efforts, so as to achieve a wide range of promotion, further update English teaching methods, improve the efficiency of English teaching.

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Analysis of Collaborative Education between Family and School in Post Epidemic Era

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Abstract: In the post-epidemic era, at present, the cause of education in China have undergone reorganization and deployment. As a new teaching attempt, collaborative education between family and school can not only discover problems in students' learning in time, but also enable teachers' teaching tasks to be efficiently implemented. And students' learning is more effective. This paper analyzes the problems in the current education mechanism between family and school and finds that there are problems such as lack of laws and regulations, no leaders, and chaotic management of the trusteeship. On this basis, an optimization strategy is proposed to innovate the current collaborative education mechanism.

Keywords: Class sponsor management; Collaborative education between family and school; Rule of law

INTRODUCTION

In 2020, the coronavirus epidemic has swept across the motherland, and there is still no special medicine for the epidemic. What we need to do is to strengthen the prevention and control of the epidemic, and win the battle against the epidemic from the source. The post-epidemic era is the normalized management and control of the epidemic under the prerequisite of the normal resumption of production and work in the society and the beginning of classes in schools, including carrying a health QR code, wearing a mask, reducing gatherings in public places, and focusing on disinfection in restaurants. As the flowers of the motherland, students shoulder the hope of realizing the great rejuvenation of the Chinese nation. In the post-epidemic era, it is necessary to carry out collaborative education between family and school to ensure students' safe and healthy growth. Whether schools and families can communicate with each other, the establishment of a cooperation mechanism is directly related to the improvement of education and teaching. The Nineteenth National Congress of the Communist Party of PRC clearly stated that collaborative education between family and school should be an important direction for teaching reform in the new era, and the modernization of school teaching should be accelerated. Doing a good job of collaborative education can not only improve the teaching efficiency of the school, but also enable students to have a good learning experience and become useful pillars of the country.

1. PROBLEMS IN THE EDUCATION MECHANISM BETWEEN FAMILY AND SCHOOL

1.1 Lack of laws and regulations on collaborative education

In the post-epidemic era, to promote the collaborative education mechanism between family and school, it is necessary to clearly regulate the rights and responsibilities of parents, schools, and students. The country promotes collaborative education only from the macro perspective requires all parties to put forward guidance and suggestions for student education, there is no clear standard and implementation rules. Family education and school education are both important fields for students to receive moral and knowledge learning. Schools and parents may have cognitive misunderstandings and do not know how to cooperate. This construction process is slow and the implementation effect is greatly reduced. In addition, most schools take into account the cumbersome process of legalization of collaborative education, and the willingness and enthusiasm for promotion are not high. A good legal mechanism for collaborative education needs to be explored in practice.

1.2 The chaotic management of the custodian institution

In the context of the epidemic, many new economic growth formats have been born. Primary and secondary school students generally end school at about 4:30 in the afternoon, which does not coincide with the time when parents go off work. On the basis of considering the safety of students, the needs of after-school learning and the convenience of parents' transportation, a large number of student after-school trusteeship education institutions emerge as the times require. But after all, the teaching market is blind and profit-oriented [1], and many unqualified institutions earn unscrupulous money in the name of training and management. For example, there are hidden dangers in the safety of educational facilities, and the teaching content is out of the actual situation, and the phenomenon of arbitrary charging of fees is proliferated. The custodian institution often ignore the growth laws of students and forcefully inculcate knowledge. Under strong learning pressure, students are prone to rebellious psychology and even learning-weary emotions.

1.3 Lack of leading objects

When the epidemic is rampant, students are basically learning at home through online cloud classroom. Parents, as guardians, should always care about students' learning situation and promote their all-round development of morality, intelligence, sports, beauty and labor. However, parents need to take care of the elderly at home. They are basically in the state of waiting for employment or working in the cloud. They also need to rush to buy living materials to support their families. They basically have no time to care about their children's learning and education. Teachers also play a one-way role in imparting knowledge in the cloud classroom, which is different from traditional classroom teaching. It not only puts forward requirements for teachers' Internet use technology, but also requires careful preparation of courseware. The feedback of students' learning situation is not well understood, and there is no unified planning and designated responsible person in the home school collaboration. The lack of leading objects makes the teaching quality unreasonable.

2. THE OPTIMIZATION PATH OF EDUCATION MECHANISM BETWEEN FAMILY AND SCHOOL

2.1 To construct the cooperative education mechanism with class sponsor as the core

The class sponsor must be arranged when students enter the school. The class sponsor must have strong language communication ability, organization and coordination ability, emotional cognitive ability and student management ability [2]. Only when we attach importance to the construction of the class sponsor team, can we have a leading core in teaching, and the cooperative education mechanism can be better implemented. The class sponsor plays a leading role in the teaching in the post epidemic era. The class sponsor should take the initiative to communicate with teachers, parents and students. After students return to school, the class sponsor should record the individual learning situation of each student through the test and teaching situation of each subject school, and then hold the parents' meeting regularly to carry out the family education of parents in collaborative education, so that parents can take the lead in setting an example at home, care about and supervise the completion of students' after-school tasks, and clarify the important responsibility in students' educational growth. At the same time, the class sponsor should be good at making use of modern Internet technology to establish Wechat group and QQ group composed of parents and teachers to publish the recent learning arrangements and students' performance ranking in the group, let parents know their children's learning trends in time, and relieve some parents' worries in teaching through Wechat, and give some suggestions and urge children to learn, so as to strive to achieve close interaction and jointly promote the growth of students.

2.2 To introduce laws and regulations on

collaborative education between family and school

The country should issue detailed laws and regulations on collaborative education between family and school, make clear legal responsibility and authority provisions for the current school education, family education and off campus trusteeship education, and provide legal system guarantee for the development of collaborative cooperation. First of all, we need to know the legal disputes in home school education in advance by means of field visits, questionnaires and so on. Then, the representatives of school leaders, teachers and parents are invited to conduct in-depth discussion and voting on the legal projects in collaborative education in the way of democratic decision-making, and make the basic legal plan. And then pilot projects are carried out in some schools, and the clauses in the law that do not conform to reality are adjusted in time to make the law more practical. Finally, through the law propaganda group, news media, banners and slogans in the form of extensive publicity, the laws and regulations for collaborative education between family and school are truly implemented.

2.3 To make clear rewards and punishments and conduct regular evaluations of collaborative education mechanism

Education Bureaus in all regions should plan schools in their respective regions in a unified way, and establish a scientific collaborative evaluation mechanism between family and school and reward and punishment system. On the one hand, we should pay attention to the evaluation of the mechanism from the source, select experts and scholars in the education sector to scientifically establish evaluation standards and content. The teachers' requirements for basic teaching abilities, teaching effects, the degree of interaction with students, whether to communicate with parents in a timely manner about student growth issues, etc. are assessed. And for class sponsor, they need to conduct in-depth research on the class management, students' recognition, class honors and awards [3]. On the other hand, we must also pay attention to the results, clear rewards and punishments should be given to the evaluation results. For outstanding teacher education collaboration cases, the school's official website and TV broadcasts should be widely publicized, and the honorary award of "outstanding teaching worker" should be awarded. Teachers who have misunderstandings, stagnated advancement, and inaction in collaborative education should be ordered to make regular rectifications. If they are qualified, they will be recognized in the form of ideological reports. If they are not qualified, they will be allowed to leave their posts, and set a model to better promote the mechanism of collaborative education.

3. CONCLUSION

The construction of collaborative education mechanism between family and school in the

post-epidemic era should pay attention to the communication and coordination of class teachers, class teachers, students, and parents, and establish an efficient teaching system with good cooperation. It is necessary to give full play to the main coordinating position of the class sponsor, and to do a good job of planning in the mechanism; establish relevant laws and regulations to regulate the rights and responsibilities of different subjects with laws, strengthen supervision and inspection of the trusteeship institutions outside the school to combat chaos, and establish a sound evaluation mechanism of rewards and punishments, so that students can enjoy a good educational environment.

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On the Reform and Innovation of College Physical Education Evaluation Methods

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Abstract: College physical education is an important part of physical education. In the teaching system, teaching evaluation is an indispensable part of college education system. As one of the most effective ways to test the quality of teaching, it can most directly reflect the final teaching effect of teaching subjects. In physical education teaching, teaching evaluation is helpful for physical education teachers to find out the problems in the teaching process in time, so as to make real-time improvement on the teaching form and teaching method. It's helpful to improve the teaching quality and achieve the teaching goal. Through the investigation, it is found that there are still many problems in the goal, content and participants of physical education teaching evaluation, although the physical education teaching in colleges and universities of China has made some stage achievements. Starting from the current situation of college physical education teaching evaluation, this paper discusses the principles that should be followed in the evaluation process, and finally puts forward some specific strategies for reforming the evaluation methods.

Keywords: college physical education; teaching evaluation; evaluation method; present situation; method reform

1. INTRODUCTION

In the context of quality education, physical education in colleges and universities plays an important role in promoting students' physical and mental health and improving their comprehensive ability. With the development of modern education, colleges and universities across the country increasingly recognize the importance of physical education, and the reform and innovation of physical education teaching evaluation reflects the importance of physical education in colleges and universities. The evaluation of physical education teaching is the embodiment of education evaluation in the field of physical education, which requires all evaluation subjects to take the school physical education teaching objectives as the reference basis, make full use of effective evaluation methods and means, make quantitative analysis of students' physical education literacy in the process of physical education teaching, and make value judgment and guidance.

2. CURRENT SITUATION OF PHYSICAL EDUCATION TEACHING EVALUATION IN

COLLEGES AND UNIVERSITIES

2.1 The teaching goal is not clear enough

Teaching objectives have a guiding function for the development of various teaching contents. However, from the current situation of physical education in colleges and universities, educators generally lack of reasonable setting of teaching objectives. This leads to the phenomenon of different evaluation standards and unscientific evaluation results in the daily sports teaching evaluation activities. On the other hand, it will also lead to the students' lack of purpose in sports learning and the decline of learning enthusiasm. At the same time, teachers will also breed the mood of going slow, resulting in the decline of teaching efficiency. [1]

2.2 The evaluation content is not scientific enough

In the evaluation of physical education teaching, the evaluation objects generally cover the teaching process, teaching quality, teaching effect, the improvement of students' sports skills, students' emotional changes and so on. At present, the formulation of the evaluation content is generally made by the leadership of the sports department, which is easily separated from the practical activities of teachers and students, resulting in the unscientific evaluation content. In addition, most colleges and universities carry on the physical education teaching evaluation through the examination form. In the last class of each semester, physical education teachers will work out the examination tasks according to the teaching content of this semester, and then score according to the students' completion of the sports tasks, which are generally divided into pass and fail. This way is easy to lead to one-sided evaluation, unable to measure the real situation of students.

2.3 The evaluation subject is not comprehensive enough

The evaluation subject of physical education includes all the members who have evaluation ability and participate in the evaluation activities. In the current standards of quality education, the subject of teaching evaluation covers a wide range, including PE teachers, students, parents, school leaders and so on. But at present, the teaching evaluation of physical education teaching is relatively monotonous, mainly the substitute teachers' evaluation of students' teaching acceptance, which makes the evaluation results unfair. Students' participation in teaching evaluation is not enough, which will lead to the evaluation is difficult

to reflect the will of students, is not conducive to the overall development of students' sports quality. The overall evaluation is not comprehensive and scientific. [2]

3. PRINCIPLES TO BE OBSERVED IN THE EVALUATION OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

In the evaluation of physical education teaching, first of all, we should abide by the principle of comprehensiveness, based on the students' practice and learning, guided by comprehensive education, and combined with the students' sports emotion and sports behavior. In addition to the related content of students' physical quality, the evaluation system of physical education should also cover students' physical health, social adaptability and moral education. Secondly, we should pay attention to the objectivity of evaluation activities. Objectivity is the basis of teaching evaluation. If we lose objectivity, teaching evaluation will lose its significance. In the formulation of evaluation standards and the selection of evaluation means, we should fully avoid the emergence of subjective evaluation, ensure the authenticity and standardization of the evaluation process, and reduce the occurrence of accidental results. [3]

From the perspective of the historical development of education, physical education in China is deeply influenced by the single teaching mode of the former Soviet Union, which leads to the sameness of physical education and teaching content, and the low enthusiasm of students. In the process of teaching evaluation, teachers should adopt more diversified evaluation ideas, fully mobilize students to participate in the process of teaching evaluation, and improve their learning enthusiasm. Secondly, students' participation also helps to integrate students' will into the teaching process. Teachers can timely capture students' physical and mental development and personalized differences. Finally, "it's better to teach people to fish than to give them fish". The strengthening of the interaction between teachers and students can help students master the teaching content better, and the strengthening of the interaction between students can also help students improve their interpersonal skills and promote their comprehensive quality. [4]

4. SPECIFIC STRATEGIES FOR THE REFORM AND INNOVATION OF THE EVALUATION METHODS OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

4.1 To make clear the subject status of students

Students are the direct participants and beneficiaries of physical education activities, and occupy an important position in the classroom. PE teachers should change the role of evaluation, change the main body of teachers into the leading role of teachers, make clear the dominant position of students in teaching evaluation, and change the situation that

teachers control the whole process of evaluation. The evaluation activities of physical education teaching should be regarded as the activities of students' self-evaluation or mutual evaluation with their classmates in order to improve their physical education literacy, combined with the teaching links of physical education teachers. It can make students find and correct problems actively in the evaluation activities. [5]

4.2 To innovate the content and standard of physical education teaching evaluation

In the formulation of evaluation content, physical education teachers should keep pace with the times, actively learn from advanced physical education teaching ideas, clarify the advantages and disadvantages of traditional teaching mode, promote the transformation of teaching evaluation standard from the past examination results to students' practical ability and innovation ability, avoid using a single standard to evaluate all students, and fully combine with students' self-test and self-evaluation. There are many kinds of evaluation methods, such as students' mutual test and teachers' evaluation. Secondly, as guardians, parents have the right to put forward opinions on the development of their children's sports literacy. Schools should pay attention to improving parents' attention to sports teaching and give full play to parents' supervisory role. Finally, in sports teaching activities, teachers should also pay attention to the evaluation of sports skills, establish students' positive outlook on life and indomitable spirit of struggle, promote the formation of students' sound personality, and make them develop healthy sports habits. In addition, we should integrate the investigation of the formation of students' lifelong sports consciousness into the teaching evaluation, so as to promote students to gradually develop the concept of lifelong sports.

4.3 To improve the evaluation method of physical education teaching

In the traditional evaluation model of physical education teaching, attendance rate is an important index to investigate the quality of teaching, and the evaluation method of final examination makes the whole evaluation process too dependent on summative evaluation, ignoring the formative evaluation, diagnostic evaluation and other contents in the teaching process. Physical education teachers should actively improve the evaluation methods of physical education teaching, introduce formative evaluation and diagnostic evaluation methods in daily teaching activities, such as classroom investigation or targeted evaluation activities after learning specific sports skills and movements. This is helpful for the synchronous development of teaching evaluation and course teaching, and the real-time adjustment and improvement of the problems exposed in the daily teaching process. In addition, we should combine qualitative evaluation with quantitative evaluation.

Under the influence of exam oriented education, quantitative evaluation accounts for a large part of the traditional physical education teaching evaluation, which includes the quantification and analysis of a variety of teaching indicators for students. But the actual physical education teaching is a dynamic and complex process, which contains many non intellectual factors that are difficult to quantify, such as students' personality, interest, emotion and so on. If we ignore these factors, it will lead to one sidedness of teaching evaluation. In short, PE teachers should use a variety of evaluation methods to expand the evaluation content. [6]

5.CONCLUSION

College students are the reserve force of socialist modernization, the improvement of college students' comprehensive quality is of great significance to the progress and development of society, and the quality of physical education is related to the training quality of comprehensive talents in colleges and universities. In order to realize the reform and innovation of physical education evaluation, we need to consider many factors, always put the development of students in the first place, based on the actual situation, optimize and improve the problems in each link of physical education evaluation, improve the scientificity and effectiveness of evaluation, so as to promote the healthy development of physical

education in colleges and universities, to cultivate more excellent sports talents for the society.

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Audit Risk Control of Certified Public Accountants

——Taking Dongfang Electronics' Audit Case as an Example

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Abstract: With the steady development of China's socialist market economy, the businesses involved in various types of enterprises are developing in the direction of diversification, integration and complexity. This article through the "Oriental electronic audit case" a typical case analysis, concrete analysis by the east electronic company of fraud and other bad behavior, it is concluded that certified public accountants audit in enterprises produced in the process of audit risk, and summarized the causes of certified public accountants audit risk, and causes a summary by certified public accountants audit risk control measures, So as to promote the normal development of CPA audit work, provide guidance for the development of CPA audit industry. In addition, in the process of audit risk management and control, it is of great significance for enterprises to develop a reasonable allocation of socialist economic resources, and to create a good image of audit. Audit risk is not conducive to the development of the industry and even the society. For example, improper packaging of listed companies will result in the flow of social construction funds that do not conform to industrial development policies. When a listed company is at risk, it has an adverse impact on the stock market, on many investors, on the economy and on the lives of thousands of families.

Keywords: Audit risk; CPA; risk control

1.OVERVIEW OF DONGFANG ELECTRONICS' AUDIT CASE

Eastern Enterprise conducts e-commerce data analysis information network technology innovation industry economic development stock financial management capabilities Co., Ltd. On January 21, 1997, as a Chinese stock exchange in Shenzhen, it successfully achieved listing in my country, and it was on the rise right after it was listed. Rapidly, after a series of processes, the share capital has increased by more than ten times, but the stock price is still strong, maintaining at around 20 yuan per share. Millionaires are also produced in this process. A large number of investors attracted by false statements in 2001 helped create the capital myth of eastern electronics. Dongfang Electronics, with a registered capital of only US\$68.3 million, quickly accumulated wealth in the capital market. Data analysis shows that

the senior executives of Dongfang Enterprise Development Electronics used Science and Technology Co., Ltd. to purchase 10.44 million original employee shares during the 1997-2001 annual inspection, and conducted network marketing hype in the secondary capital market, and obtained up to 1.708 billion income. Since then, they have disclosed false accounts, and their main business income is as high as 159,500 yuan. Dongfang Electronics was investigated by relevant departments in July 2001. Through the analysis and adjustment of the retrospective system of "main issues affecting my country's accounting management information technology errors", other countries temporarily included the amount after tax deduction into long-term accounts payable, so that my country The average net asset per share of the enterprise is RMB 0.595. On December 29, 2002, the former chairman of Dongfang Electronics and others were prosecuted for providing false financial reports. The audit case of Dongfang Electronics has since been made public.

2.ANALYSIS OF THE CAUSES OF CASE AUDIT RISK

2.1.Defects in audit and execution procedures

Whether the audit cost matches the audit risk is a question that modern audits emphasize. The issuance of audit opinions should be based on the use of appropriate audit methods. Audit methods include more content, including audit methods such as inspection and monitoring. Adopting improper audit methods is followed by bad behaviors such as fraud and forgery. In the process of auditing certain subjects, some necessary audit procedures cannot be ignored, such as the handling of accounts receivable. Dongfang Electronics uses private engraving of customer seals, pasting and photocopying, etc., to form false sales contracts and sales invoices, and its main business income is to clean up the proceeds from stock trading. But in fact, Ganzhou CPAs had flaws in the implementation of specific confirmation procedures. The certified public accountant did not follow the requirements for issuing the letter of inquiry. In the specific operation process, when the relevant personnel were responsible for the audit investigation and evidence collection handed over by the institute, they did not carefully check some abnormal situations. This turned the letter of evidence

into a mere formal workflow, and did not really play its role.

2.2. Auditors did not follow the principle of independence and lacked accounting professionalism. Based on the relevant audit regulations, the accountant is required to be an independent third-party audit entity to review the financial status and operating performance of the audited entity, and the accountant is required to have high professional quality and professional ethics, and have sufficient experience in accordance with the relevant regulations. Judge the audit work.

Under this circumstance, almost all audit failure management companies have different economic and social interests from related customers, which is a very important factor in judging audit failure. Shandong Ganju Certified Public Accountants provided an unqualified audit report at a price of 2.04 million yuan. The close economic development interest relationship between the two can not help but make people question the relevant processes. When Dongfang Electronic's counterparts may have doubts about revenue and profit, the accounting firm attributed the audit failure to the defect of independent audit quality standards: the funds were recovered after the contract was signed, and there was no need to implement the truth of the contract. In addition, the company's previous supply contracts and bank funds have no doubt about the situation. To sum up, although the company's final audit failure was partly attributed to the defects of the "Code", it still violated the requirements of the "Code", failed to maintain due professional certified accountants, improper audit reports, and failed to perform its audit function of "disclosure of major fraud that may exist in the statement".

2.3. The complexity of the company's environment increases the difficulty of auditing

According to the public information, the chairman of Dongfang Enterprise Electronics and the chairman of the listed company are held by the same person, and the group's financial company and the listed company are in the same building. Such a company's management structure has increased the relationship between stakeholders to a certain extent, and consequently, bad behaviors such as mutual shielding and fraud between management personnel will occur. The benefits flow to the centralized management personnel, which will affect the company. The interests of other personnel and investors are adversely affected. The CPA is independent of the audited unit and cannot fully grasp the actual situation of the company. This has become an important factor in the CPA audit risk. Based on the above situation, it has virtually increased the difficulty of auditing by CPA auditors. Due to the development of the socialist market economy in China, the development of enterprises has become more diversified and integrated. Different enterprises

operate different businesses with a wide range of business scopes. However, CPA auditors need to conduct different business processes in different enterprises. Audit, from a side perspective, this means that for different companies, we have to carry out a corresponding and appropriate audit process based on the specific situation of the company.

3. MEASURES TO REDUCE THE AUDIT RISK OF CERTIFIED PUBLIC ACCOUNTANTS

3.1. Improve audit and execution procedures

Increase penalties for certified public accountants, reduce behaviors and ethics that violate standards, and strengthen internal auditing; ensure that financial statements reflect the company's financial risk status as of the balance sheet date and annual operating results objectively and fairly. The China Securities Regulatory Commission should strengthen the company's listing and annual financial report review to make it more objective and reliable. Enhancing the independence of corporate senior managers has played a central role. There should also be a certain percentage of minority shareholders and employee representatives on the board of directors. Improve the audit mechanism by changing the company's current recruitment model. Auditing accounting firms may be designated by certified public accountants to conduct audits, and members of the audit committee may charge fees for the hired certified public accountants. To ensure that management plays a supervisory role in the audit work, rather than a leading role. Strengthen supervision and management during the review process.

3.2. Enhancing the professional ethics of accountants

It can be effectively considered that the establishment of a national special industry market environment supervision department for Chinese enterprises needs to pass the internal control audit of the social organization accounting firm to ensure that the relationship between the accounting firm and the audited entity is independent, or it has not established an accountant by itself. Professional ethics is an important factor in the selection of certified public accountants, and it affects the degree of completion and attitude of certified public accountants. When arranging due diligence investigators, you should avoid stakeholders as much as possible, avoid involvement in related investigations, and ensure the independence and reliability of the accountant's work. Strengthen corporate supervision and optimize corporate internal structure

Optimize the company's structure, establish a mutual supervision system within the company, and establish a corresponding reward and punishment system based on the facts. The public and private are clearly distinguished, so that the structure of the company is more clear. First of all, it is necessary to form a sound corporate ownership structure. Unreasonable distribution of equity will result in internal control of the financial management system of traditional

Chinese enterprises. Therefore, appropriate arrangements can be made through data and information to design an equity structure that combines social science and relatively checks and balances. In addition, the company should focus on transparency, which means that the company has an obligation to disclose information to shareholders and stakeholders. In addition, the company should focus on transparency, which means that the company has an obligation to disclose information to shareholders and stakeholders. Therefore, in the process of optimizing the internal structure of the management company, relevant information disclosure rules should be improved in accordance with the law, and the supervision of transparency should be strengthened.

4.SUMMARY

There are many reasons for CPA audit risks, including objective factors such as changes in the legal environment, the complexity of modern auditing, the increasing influence of audit reports and the expansion of audit scope in the era of knowledge economy, as well as subjective factors. Therefore, it is impossible to truly control audit risk by only

regulating and requesting the CPA itself or the industry. At the same time, it also requires the joint participation of relevant departments and the society to jointly promote the process of controlling CPA audit risk.

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Research on the Future Development Trend of Physical Education Teaching in Colleges and Universities Under the Vision of Physical Education Integration in the New Era

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Abstract: While deeply implementing the national strategy of national fitness, speeding up the construction of sports power and strengthening the physical education in schools, China should focus on the educational concept of health first, and promote the coordinated development of cultural learning and physical exercise for the vast number of teenagers. However, in recent years, with the improving of the national scientific and technological level, some college students on the outside of the dependence of the intelligent products gradually produced a certain psychological, resulting in some college students body appear downward trend year by year, severity must pay attention to on this issue, we as university sports education workers in for each section of physical education, at the same time, It is also necessary to study and explore new teaching ideas seriously, so as to constantly improve their teaching methods, which is also a new strategy to effectively improve the overall teaching level, which is conducive to further realizing the overall goal of talent training in contemporary colleges and universities from the perspective of physical education integration, and promoting the healthy development of students' body and mind. In the perspective of integrating physical education with new educational guiding ideology, we should combine "lifelong physical education" with "health first" as the main direction of teaching reform and development of physical education courses in colleges and universities.

Keywords: Integration of physical education, College physical education, Teaching status quo, The development strategy of

cornerstone of education, but education is also the cornerstone of national progress and innovation, social stability and development, which is the theoretical basis for the priority development of education. From the perspective of moral, intellectual, physical, aesthetic and labor aspects of education, physical education is the most important foundation. Comrade Mao Zedong wrote in "A Study of Sport" in 1917, "To civilize the spirit is to barbarize the body. To civilize the spirit, we must first barbarize the body. If you barbarize your body, then the spirit of civilization will follow." Comrade Mao Zedong made a high summary of "physical education" in his article "The Study of Sports" [1]: "Physical education contains the carriage of knowledge and the house of morality." Therefore, in education, physical education is the "foundation of all education". It is obvious that physical exercise is an effective way to promote the healthy development of the whole people in terms of strengthening the body, cultivating the personality and shaping the spirit of spirit. The reform of teaching method is the key in the teaching reform of most ordinary colleges and universities in our country, and the reform of teaching method is the key and difficult point. And the reform of teaching contents and curriculum system is the key of the teaching reform in [3], college sports workers must stand in the new era of Angle and height on [4], how to teach fused the sports education reform and development, on the basis of the sports workers also should from the content of courses in the school, create an effective sports tutorial system and lifelong physical education concept of thinking, The training of talents in line with the new era of social development needs and development direction.

2. AN OVERVIEW OF THE INTEGRATION OF PHYSICAL EDUCATION

A strong youth means a strong country. The healthy growth of young people is the future hope of the country and the nation. On April 27, 2020, General Secretary Xi Jinping presided over the 13th meeting of the Commission for Deepening Overall Reform of

1. INTRODUCTION

Physical education is the material and spiritual wealth of the development of human society, and physical education is a purposeful and organized education process according to a certain plan and curriculum standards. We set out from the thinking Angle of education and teaching, physical education is the

the CPC Central Committee, which deliberated and adopted the Opinions on Deepening the Integration of Physical Education and Promoting the Healthy Development of Teenagers (hereinafter referred to as the Opinions) [5], which included institutions of higher learning into the scope of the deepening reform of the integration of physical education and education in the new era. Thus it can be seen that the integration of physical education is a general trend, and the relevant departments of the state pay wide attention to the physical quality of the majority of teenagers, the training of athletes and the development of sports cause. Integration of body and education, concept first. At the same time, the school and family level should also correspond to the direction of social and market development, so that the integration of physical education and education can achieve the effect of "1+1 > 2". At present, the fusion of physical education is one of the new terms. Its basic significance lies in the combination and related reform of the physical education department and the education department, which is also the reform of the educational content and teaching method. Some scholars believe that the "integration of sports and education" is a new concept that continuously extends physical education and provides theoretical reference for the sustainable and healthy development of high-quality competitive sports talents [6]. The integration of physical education is a magnificent project, not accomplished overnight, walking on the road of this magnificent project also needs us to study and study continuously.

3. THE BASIC STATUS OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

3.1 The structure of physical education curriculum is unreasonable

The form and view currently, a majority of students are now one-child family, was born in the applause and dote on home environment, plus in the era of intelligent products, some of the students of these outside the dependence of the intelligent products gradually produced a certain psychological, present a physical decline year by year, even to make as a result of these factors Some students show an aversion to physical exercise. For these reasons, the vast majority of colleges and universities sports curriculum structure in our country set up mainly from the perspective of the students' own body safety as a starting point, not conducive to the benign development of physical education curriculum teaching, due to the common base of schools offer physical education learning content basically within the campus, but off campus physical education content is likely to be neglected, This may lead to the lack of communication with the outside social sports activities and the lack of intensive contact, which will lead to the lack of structural system of the physical education curriculum content in and out of school,

and the lack of diversity in the learning content of physical education. In this way, in the long run, some students may easily have a negative impact on the setting of the curriculum structure. It is easy to lead to college students' enthusiasm for physical education is not very high. The study content of PE class is mainly practical operation and hands-on, while the study content of theoretical knowledge is relatively small, which leads to the lack of comprehensive development of theoretical learning and practical operation. There is a lack of connection between theory and practice.

3.2 Differences in teachers' professional quality

Nowadays, with the gradual deepening of the reform of physical education teaching methods in colleges and universities, there are two situations in the development of some physical education workers and teachers in colleges and universities. One is that they have a high educational level and are strong in the field of physical education theory knowledge, but their personal majors are weak. The second is that the educational level is relatively low, and the physical education knowledge is limited to some extent, but the teaching ability and personal professional level are strong, and they have participated in major sports events at home and abroad. Of course, how many of these two situations occur will present some problems in the teaching. First, some teachers are not deep enough in knowledge structure. Some prominent, the physical education teachers in professional skills in the process of teaching demonstration action standard, neat details specification, but theoretical knowledge is relatively weak, on combining teaching in and knowledge of other disciplines at the same time more difficult, also affected the the effect of the content of the curriculum and teaching, to stimulate students' interest in active learning; Second, physical education teachers learn to improve their professional level and teaching ability. Physical education teachers in some degree the doctoral degree is above, but prefer to scientific research and theory, and in the process of sports teaching, the physical education teachers can't express decomposition steps related to teaching and skilled show sports skills, which may be caused by not good to students' learning sports knowledge and skills, also related to the effects of teaching.

3.3 Weakness of extracurricular activities of sports associations

At present, the extracurricular sports interest activities of physical education courses in colleges and universities in our country are in a relatively weak link, the school holds a sports meeting every year and other large-scale organized sports activities are very few. Basically, they are all sports culture and art festival activities organized spontaneously by student sports associations and exchange activities of freshmen cup basketball match. However, they need to be improved in order, organization and safety,

because students' self-restraint is not very good and they occur randomly to a certain extent. In addition, some students also lack a certain understanding of extracurricular sports activities, and have a weak sense of initiative. At the same time, colleges and universities are not deep enough in cultivating students' sports management ability, which may easily lead to students' lack of thinking mode of self-organization, self-management and self-exercise in extracurricular activities.

4. PHYSICAL EDUCATION DEVELOPMENT STRATEGY UNDER THE BACKGROUND OF PHYSICAL EDUCATION INTEGRATION

4.1 Establish the guiding ideology of lifelong physical education

According to the data of the current National College Students Physical Fitness Test and Physical Fitness Investigation Report, the contemporary college students' physical ideology, the growth rate of function and the endurance quality show a trend of declining year by year. Therefore, the ordinary university sports teaching work according to the current actual situation of college students to master sports skills and guide you in the form of lifelong physical exercise, form the good habit of proper exercise is ordinary institutions of higher learning must be resolved by the relevant units as well as the sports teaching department a topic. Based on this understanding, the teaching guiding ideology and teaching objectives of physical education in colleges and universities [7]: face all students, educate people in an all-round way, and put health first. Lifelong education, lifelong sports, lifelong health. Therefore, sports is also one of the most effective ways to cultivate qualified people in the contemporary era, and it is also a necessary means to cultivate the civilized spirit of the majority of young people who love sports and effectively promote the national quality.

4.2 Reform and development of physical education teaching methods

In order to further implement the development goal of physical education integration, the teaching content and mode of schools should be improved accordingly. In the future, we should change the teaching method of "emphasizing physical ability and ignoring skills" in school physical education. The reform direction of physical education teaching method makes students develop from passive physical exercise to active physical exercise. Therefore, from the physical education curriculum teaching guidelines, teaching plan, teaching content and training target, courses teaching materials, students learning objective, in the process of sports teaching evaluation and so on several levels, education itself is a kind of experience and learning is a conscious activity, is the main body through the subjective role and groups to implement "theory, a targeted using the method of demonstration in

physical education teaching Different teaching methods such as teaching, probing teaching method, simulation teaching method, situational teaching method and exercise teaching method are effective ways to realize the transformation from the traditional "teacher-centered" teaching method to the modern "environment-active" teaching method. This will be conducive to the students under the macro guidance of the physical education teacher, in a free and harmonious atmosphere, the students play their learning enthusiasm and subjective initiative.

4.3 Improve physical education teachers' own professional knowledge and skills

In order to ensure the gradual and in-depth development of the reform of the physical education teaching mode in colleges and universities, it is necessary to strengthen the investment management in improving the personal quality and professional knowledge and skills of the physical education staff and teachers. Thus it can be seen that the leading role of college physical education teachers in the teaching role is very critical. Physical education teachers in institutions of higher learning generally have the dedication spirit of daring to bear the burden of suffering, outstanding ability in teaching methods and scientific research level, excellent character, and have the awareness of modern physical education science, and further strengthen the physical education teachers to go out of the campus to communicate and study with the physical education teachers of excellent colleges and universities. Regular participation in physical education teacher education charging learning in accordance with the specified time, in order to improve the creative professional skills of physical education teachers, but also to encourage physical education teachers to develop in the direction of scientific research, the combination of teaching level and scientific research ability, is conducive to improve the physical education staff and teachers of the excellent teaching and scientific research ability.

4.4 Pay attention to the development of school sports associations

School sports club is on the basis of different sports development, to carry out different sports content as the main development mode, because of different sports, after-school club sometimes timing for close to student life events and has fun harmonious group activities to let more students to participate in the fun of sports. With the development of the sports club activities in full swing on campus, but club sometimes some interesting sports activities held its size also has certain differences, sports club is built on the foundation of the students have the same hobbies, have independent selectivity and agile diversity, and it can have the students decide to carry out sports activities, If have relevant professional sports teachers proper instruction, sports clubs of multilateral development projects in different

directions, to improve the students' interests and hobbies, strong physique, can promotes the extracurricular activities, to cultivate the students set up the "lifetime sports" and the thought of "health first" idea has played a good effect, It effectively popularizes the knowledge of sports culture and the publicity of the whole people's participation in sports activities, so that more and more students can understand the true connotation and charm of sports, cultivate the idea of lifelong sports for students [8], promote common progress among students and promote healthy growth together.

5. CONCLUSION

Although there are still many problems in the physical education teaching mode of ordinary colleges and universities, new ways and methods of physical education are emerging gradually from the perspective of physical education integration, and the requirements of school physical education are also attached great importance to, and the teaching concept of "health first, lifelong physical education" should be advocated. Fusion perspective in this paper, the body of the teaching reform and the development direction of physical education teaching methods are discussed in this paper, according to my opinion think importance of lifelong physical exercise, the school is in increasing spending on sports equipment and venues, also should strengthen the athletics teacher to "go out" learn business skills and teaching level, but also in the aspect of teaching and scientific research innovation and development, On teaching methods, teaching contents and school sports association should attach importance to it, and regularly carry out various kinds of interesting sports activities enable more students to participate in, cause the attention of the majority of school teachers and students, as well

as arouse the enthusiasm of the students physical exercise, improve school physical exercise together, is conducive to the harmonious development of the students physical and mental health, Forming the concept of "lifelong sports".

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Researches on the Choice of Undergraduate English Teaching Mode and Principles of Teaching Design in Colleges

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Abstract: With the rapid development of our country's economy, the influence and cultural technology have been greatly improved, and the cause of education also needs be changed. On the one hand, the change of education goals should be changed with the development of the society. On the other hand, it is necessary to innovate the selection of undergraduate English teaching mode and principles of teaching design in colleges. Therefore, education system in China is constantly reforming, innovating current education methods and goals, and cultivating talents suitable for the needs of modern society. And schools must accordingly improve the traditional teaching mode, establish the curriculum system and design the teaching content. This paper mainly analyzes the problems in undergraduate English teaching, and discusses measures to improve the undergraduate English teaching mode and principles of teaching design to meet the needs of current social development, so as to further promote the development of undergraduate English in colleges.

Keywords: College English; Teaching mode; Teaching design

INTRODUCTION

In the talent training system in China, regular institutions of higher education and institutions of higher vocational education belong to two different education systems, which are independent and complementary to each other. And the institutions of higher vocational education is different from ordinary institutions of higher vocational education which mainly cultivate research talents. Institutions of higher vocational education aim to provide and cultivate applied social talents, while undergraduate colleges and universities focus on cultivating academic talents. Therefore, college education pays attention to collecting relevant information on social development trends and other aspects to ensure that the teaching quality and teaching results of colleges and universities are effectively improved. It is necessary to analyze the current education models and education concepts, and formulate new teaching models and teaching designs.

1.THE CURRENT PROBLEMS IN ENGLISH TEACHING OF HIGHER VOCATIONAL SCHOOLS

1.1.The teaching concept is backward.

The current undergraduate English teaching in colleges and universities has been adjusted according to the current social development and the constantly changing learning conditions of students. But generally speaking, due to the inertia and delay of the concept of teacher training, the current undergraduate English teaching in colleges and universities is facing the problem of backward teaching concept. In the undergraduate education for English majors in colleges and universities, teachers subconsciously promote the role of theoretical knowledge. Teachers are considered as the domination of the teaching, and schools ignore that the student groups should be the focus of all kinds of educational activities. The backward teaching mode and teaching design are also reflected in the teaching process of teachers. Students only learn by listening mode. Under this teaching mode, students are being in a state of absolute understanding and acceptance of knowledge, which is not conducive to stimulating the subjective initiative of students and will greatly reduce the teaching effect of English majors.

1.2.Students are weak in English foundation.

Regular institutions of higher education are better than vocational colleges in theory, but English performance is not the basis for higher undergraduate institutions to select students. There is no priority for students who have good English performance in individual subjects. The source of enrollment is usually determined by the total score. Therefore, the complexity of the source of students in higher undergraduate colleges and the different situations of students in different educational backgrounds pose a huge challenge to English teaching. Generally speaking, students with poor basic English knowledge do not intend to learn English, nor do they have good study habits and good learning ability. The situation of each student is different, which leads to the lack of development of the quality and effectiveness of college English teaching.

2. NEW REQUIREMENTS AND COUNTERMEASURES OF ENGLISH TEACHING MODE

2.1 To improve undergraduate English teaching mode under the concept of lifelong learning

With the continuous development of modern society,

the demand for social talents and students' social work become more and more intense. With the development of international society, higher requirements are put forward for the professionalism of English knowledge. The survival and development of enterprises around the world are facing unprecedented challenges. Therefore, undergraduate English majors in colleges play a decisive role in personnel training, and teaching mode and the design of teaching content must be changed accordingly. In this case, the concept of lifelong learning has been recognized by everyone. Therefore, the reform of teaching mode of colleges and universities can actively introduce the idea of lifelong learning to cultivate students' idea of learning all the time and make students realize the importance of English learning. It has great advantages for continuously improving students' personal ability and is also beneficial to students' personal development. For example, in teaching activities, teachers no longer use the backward teaching mode, no longer preach textbook knowledge, but take students as the domination of the teaching, respect students' learning ideas, guide and stimulate students' learning enthusiasm, so as to further promote the development of college English teaching.

2.2 To take comprehensive English literacy as the principle of teaching design

According to the modern educational idea, students play an irreplaceable leading role in the teaching process. Therefore, in the reform of teaching mode and English design in colleges and universities, we should follow the student-oriented principle, and all teaching activities should be student-centered. This principle requires that in the whole teaching process, teachers should first conduct a detailed investigation of students' learning ideas, and master all students' learning conditions, especially students' basic knowledge of English. However, under the influence of the idea of examination-oriented education, the traditional English teaching in colleges and universities is highly utilitarian, and students' examination scores are the only index to evaluate the teaching effect. This unilateral teaching concept leads to the fact that the overall quality of students' English has not been significantly improved, and students cannot master high-quality English, which is not conducive to improving the overall ability of students. The teaching mode and teaching design of undergraduate professional English require schools and teachers to firmly establish the principle of training and take English literacy as the teaching core to cultivate students' comprehensive English literacy, including English theoretical knowledge literacy and cultural knowledge literacy, and then improve students' comprehensive English ability.

2.3 To emphasize student-centered teaching design

In order to improve the effect of English teaching, teachers must emphasize the students' dominant

position when carrying out teaching activities. In the construction of student-centered teaching mode, students are the center and subject of learning. All teaching activities should focus on cultivating students' interest and enthusiasm in learning. Teachers must first understand the current level of students' knowledge and language skills which are the basis of building a student-centered position. On this basis, teachers should consider the difficulty of learning content, students' interest and the feasibility of teaching design, select appropriate learning content, and organize the process of scientific classroom activities. It means that teachers should appropriately screen the content of textbooks. For college students, whether they can effectively stimulate their subjective initiative is an important teaching standard. In addition, teachers should focus on establishing a good learning environment and choosing an appropriate information teaching platform. Learning environment and selection platform are the elements of constructivist learning environment. Finally, teachers should give learners appropriate learning intensity and take into account the progressive characteristics of teaching progress. In the teaching mode, teachers and managers overemphasize the realization of teaching objectives. In the design, managers should innovate ideas, deeply understand the teaching mode of constructivism, and give teachers tolerance and freedom, so as to design English in higher vocational education in the framework of the model. Constructivism is not just a form.

3. CONCLUSION

To reform the current situation of undergraduate English teaching in universities, it requires a lot of effort from school administrators, teachers and students. First, teachers need to innovate teaching concepts, change traditional teaching models, scientifically choose teaching models, take students as the dominant position, optimize teaching design, and further improve students' learning enthusiasm and promote the development of undergraduate English teaching in colleges and universities. Teachers are required to have a deep understanding of the constructivist teaching model, correctly grasp the principles of teaching design, adapt to the development of the times, and choose a scientific teaching model to promote students' enthusiasm for learning English knowledge and improve their learning efficiency and quality.

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Analysis on the Reasons Why Chinese Japanese Learners can't Use "Sumimasen" to Express Gratitude

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Abstract: In the expression of gratitude, it is rare for Chinese Japanese learners to use apologies like "sumimasen" to express gratitude. This paper takes "sumimasen" as an example to analyze its causes. It is found that owing to the cultural differences between China and Japan, Chinese culture has a great influence on Japanese learners in China; In addition, the design of the language expression on the occasion of gratitude is not reasonable in the domestic Japanese textbooks; Besides, it is far away from the target language circle, unable to feel the culture of the target language and other reasons, resulting in the low utilization rate of "sumimasen".

Key words: Express of gratitude; Sumimasen; Cause analysis

1. Preface

In the Chinese language society, when someone offers his seat on the bus, most of them express their thanks by saying "thank you" and so on. But language in Japanese society, the vast majority is to

use "sumimasen" or "sumimasen. arigatougozaimasu" and other forms of language to express. Through the investigation, it is found that Chinese Japanese learners rarely use "sumimasen" in the occasion of gratitude. This paper aims to explain what causes this phenomenon and how to guide students in teaching.

2. Data collection and research methods

2.1 Investigation methods and objects

This survey adopts the method of dialogue completion to set up the questionnaire, which sets 13 occasions altogether. In those situations, if it's you, how would you express your gratitude? According to the words provided by the other party, let the respondents complete the dialogue. The questionnaire involves five groups, which are junior, middle and advanced groups learning Japanese in China. For the need of comparative research, the same questionnaire is also conducted for Chinese native speakers (non-Japanese learners) and Japanese native speakers. The questionnaire refers to the questionnaire of sun (2007).

Table 1: Details of respondents

Group	Belonging to	Japanese Proficiency	Experience in Japan	Number of questionnaires collected
Chinese native speakers	A University of science and technology in China	0	N/A	21
Japanese native speakers	Osaka B & E National University	Native Japanese	Living in Japan	22
Domestic primary	Japanese major of A University of science and technology in China	Level 3	N/A	22
Domestic intermediate	Japanese major of A University of science and technology in China	Level 2	N/A	20
Domestic senior	Japanese major of A University of science and technology in China	Level 1	N/A	24

2.2 Analysis technique

As for the classification of gratitude speech act, Qu

Weiguo, Chen Liufang (2001) and Li Lina (2004) all divided it into direct gratitude and indirect gratitude, in which the expression of apology was divided into indirect gratitude speech act. On the basis of these classifications, the author divides the speech acts in

the situation of gratitude into three types: gratitude expression, apology expression and other expressions. In this paper, all speech acts containing apology, regardless of whether there are words of thanks and other words, are divided into apology type words.

Table 2: Classification of speech act types in thank you situations

Classification	Characteristic	Detailed classification	Example
Thank Type	Idioms with clear signs of thanks	Individual thanks	arigatougozaimasu
		Thanks + Other words	arigatougozaimasita。tasukarimasita
		Thanks + Thanks	arigatou,sankyu-
Apologize Type	Idioms with clear signs of apology	Individual apology	sumimasen
		Apology + Thanks	arigatou,wazawazagomenne
		Apology + Other words	senseimoisogasiinoni,wazawazasumimasendsita
		Apology + Thanks + Other words	gomenne,arigatou.tasukattawa-
Other Type	Non idiomatic expressions other than the above two categories	Other words	uresii,oneetyangadaisuki

3. Results and analysis

3.1 Usage of "sumimasen"

Table 3: Use of apology

Group	Apology usage rate	Among them, the share of "sumimasen"
Native Japanese	35.7%	86.7%
Native Chinese	9.5%	Answer in Chinese
Primary level	5.5%	37.4%
intermediate level	16.5%	2.4%
Advanced level	14.4%	36.4%

It can be seen from Table 3 that in the proportion of apologies to all thank-you languages, the Japanese native language group is the highest, and the Chinese native language group (without Japanese learning experience) is only 9.5%, which is only about 1 / 4 of the Japanese native speakers group. Let's look at the usage rate of apology among Japanese learners. The highest is the intermediate level group, and the lowest is the primary level group, with only 5.5%. The usage rate is even lower than that of the Chinese native speakers group. The proportion of "sumimasen" in the group of apology is as high as 86.7% in the Japanese native speakers group, 36.4% in the primary and 37.4% in the advanced level group, and only 2.4% in the intermediate level group.

There are several reasons why Chinese Japanese learners have a low use rate of apology, and the share of "sumimasen" is not high.

3.2 Analysis of the factors affecting the use of "sumimasen"

3.2.1 Cultural differences between China and Japan and the influence of mother tongue

In the Japanese language environment, when the apology is used on the occasion of gratitude, it is mostly estranged from the other party and increases the burden on the other party. That is to say, the Japanese use "sumimasen" out of uneasiness or feeling ungrateful because they focus on the added burden of the other party (Sun 2007). In the Chinese context of gratitude, focusing on the favor received from the other party, although there are occasional words like apology for causing trouble to the other party, they are far less frequently used than apology in Japanese. In Chinese, the most important language form of expressing gratitude is "thank you, thanks, Thank you so much", and the corresponding Japanese is "arigatougozaimasu", rather than "sumimasen". Therefore, even if Japanese learners use Japanese to write questionnaires, due to the influence of Chinese mother tongue, it is still "arigatougozaimasu" in the majority, and "sumimasen" only accounts for a small proportion. In addition, in Chinese, "sumimasen" corresponds to "I'm sorry", and "I'm sorry" is a typical apology, which is mostly used in the situation of making a real apology for something wrong. This may also explain why Japanese learners do not use apologies more frequently. The cultural differences between China and Japan determine the choice and utilization of language. The influence of mother tongue on foreign language acquisition makes the learners' inter-language have clear characteristics of mother tongue.

3.2.2 Influence of teaching materials

Table 4: The occasions of gratitude and the use of apologies in the textbook

	The occasion of gratitude	The occasion of using apology
Standard Japanese primary I (标日初级上)	5	0
Standard Japanese primary II (标日初级下)	2	0
Standard Japanese intermediate I (标日中级上)	1	0
Standard Japanese intermediate II (标日中级下)	3	1
The new edition of Japanese 1 (新编日语 1)	8	0
The new edition of Japanese 2 (新编日语 2)	23	0
The new edition of Japanese 3 (新编日语 3)	8	0
The new edition of Japanese 4 (新编日语 4)	2	1
Total	52	2

There are two kinds of teaching materials which are listed in Table 3. Standard Japanese primary and intermediate are the abbreviations of 《standard Japanese for Sino Japanese communication》(《中日交流标准日本语》)(People's Education Press, 1998). The new edition of Japanese is published by Shanghai Foreign Language Education Press (1993). It can be seen from the above table, the two versions of the textbook about the use of apology in the gratitude occasion, in a total of 52 gratitude occasions, only two use apology. The author has no intention of criticizing the appropriateness of the use of gratitude language in textbooks. However, such scene design will make learners misunderstand that "arigatou" series of gratitude language should be used as long as it is a gratitude occasion, and "sumimasen" can not be used in gratitude occasion. At present, in the domestic Japanese learners mainly rely on textbooks to learn Japanese, it can not be said that textbooks have no

impact on students.

3.2.3 Impact of learning environment

Far away from the target language circle (Japan) and learning Japanese in China, we can only regard Japanese as "JFL" (Japanese as a foreign language). That is to say, we can only learn the language with the help of textbooks and grammar without using Japanese in our daily life and feeling Japanese culture. Then, the use of language will become a problem. Although Japanese will be used in the classroom during oral practice, it is difficult to make an accurate judgment on the appropriateness of language use because the teachers (except a small number of foreign teachers) and the surrounding students are not native speakers of Japanese.

This also provides a big topic for our classroom teaching, that is, how to create a specific context outside the target language circle, so that foreign language learners can understand and recognize the target language culture, understand the background of language existence, so as to use the language more accurately and appropriately.

4. CONCLUSION

The biggest problem that foreign language learners face is the lack of context when learning a foreign language far from the target language circle. Through the investigation of the acquisition of language expression in the context of gratitude, it is found that learners have a very low utilization rate of apology words in the context of gratitude, especially represented by "sumimasen". How to create context and how to improve and guide learners' language use ability is a subject that needs to be considered.

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Research on Network Morality under Educational Psychology

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Abstract: With the development of Internet technology, the development process of network informatization is accelerated, and network technology is widely used in people's life. It is worth admitting that the development of network information effectively makes use of resource sharing and brings great convenience to people's clothing, food, housing and transportation. But it is undeniable that network technology is a double sided mirror; it can provide convenience for life, but its content is uneven, resulting in network moral problems are becoming increasingly serious due to the complexity of the network system. From the perspective of educational psychology, this paper discusses the current situation of network morality and gives some suggestions.

Key words: educational psychology; network world; network moral problems; coping strategies

1. INTRODUCTION

The network moral problems derived from the network information constantly affect the physical and mental development of teenagers. In this situation, to standardize the network moral problems, teenagers need to make corresponding changes and improve their ability to distinguish right from wrong; at the same time, people from all walks of life need strong guidance. In the meantime, from the perspective of educational psychology, we should give teenagers the correct network psychological counseling.

2. NETWORK MORAL PROBLEMS FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

2.1 Psychological problems

Educational psychology is the theory or research of psychology used in education, which provides an effective theoretical basis for the psychological education of teenagers. The judgment of mental health, to a large extent, is related to the external environment (the things they come into contact with). Nowadays, teenagers are more exposed to the Internet world. In the Internet environment, those false statements and pictures that are not conducive to the physical and mental development of teenagers will directly affect their thoughts, leading them to be directly closed in their own world and regard the Internet world as their own world or the outlet of self catharsis. [1] In the network world, people only need

to abide by the corresponding rules, not to touch the legal bottom line; people can "speak freely", and the communication between people is not limited by time and space. Over time, teenagers alienate from the communication with people around them, and long-term in the network world leads to unpredictable personality changes. Secondly, the network world embraces people of all ages. People's different qualities and three outlooks will lead to more or less conflicts, resulting in uncivilized speech acts or a large number of negative behaviors, which will leave negative and uncomfortable feelings in the hearts of teenagers, and even lead to bad psychological problems. From the perspective of educational psychology, people's mental health has a great relationship with the environment. Teenagers only grow up in the communication with people and society. The emergence of the Internet has changed this situation and made the real communication problem become a big obstacle. If people's moral problems can't get healthy guidance, it will lead to network moral problems.

2.2 Ideological issues

Bad network information will affect the moral development of teenagers, which is embodied in emotional cognition, realistic behavior, personal development and so on. From the perspective of educational psychology, teenagers' self-consciousness, will, starting motivation and other internal and external factors are intervened by the outside to varying degrees. In the network environment, teenagers are mentally unsound, easily addicted to online games, or influenced by pornographic violence, which has an impact on their thoughts. With the accumulation of time, they can make inappropriate measures. From the perspective of educational psychology, teenagers, as the successors of socialism, their ideas are directly related to the development of modern society in China. Therefore, teenagers need to improve their cognitive level, fully realize the advantages and disadvantages of the network, and strengthen the construction of ideas.

3. THE CAUSES OF NETWORK MORAL PROBLEMS

3.1 Subjective reasons

Young people's self-control ability is not strong; because of the concealment and virtuality of the network, young people often lack personal restrictions when they carry out network activities,

and some behaviors are wandering on the edge of morality, and then they will make some immoral problems in the lack of specific norms of the network world.

There is a gap between the real world and the Internet world; some people are two people with opposite personalities in reality and the Internet, forming two different "moral environments". In reality, teenagers are constrained by their parents, teachers and classmates. Their moral behavior is subject to the supervision and self-consciousness of external personnel. Teenagers need to act according to the social standards for individuals. In the network, people don't know each other and don't need to worry when they do all kinds of behaviors, which leads to various network moral phenomena.

3.2 Objective reasons

The Internet world lacks standardization; the popularity of the Internet makes everyone have access to the Internet world, but due to the lack of effective control, such as mobile phones, computers and other frequent pop-up promotional, violent, pornographic advertising, young people are very curious. It is inevitable that they will not understand other things, which threatens the physical and mental development of young people.

Network information is lack of dominance; network culture has diversity, but in view of the complexity and diversity of the network world, network culture lacks the guidance of a dominant consciousness, which makes people's values change under the impact of network information. However, young people have not yet formed a stable system of values, which makes it difficult for young people to judge which information is advanced and worth learning when facing all kinds of network information, which will make their thoughts invaded by bad culture and then make immoral behavior.

4. NETWORK MORAL EDUCATION UNDER EDUCATIONAL PSYCHOLOGY

As for the problem of network morality, we should make a concrete analysis in combination with the corresponding problems. From the perspective of educational psychology, we should put forward the corresponding solutions to the existing problems as follows:

4.1 Strengthening network moral education

Network morality restricts network behavior, and the occurrence of network morality will directly attack people's heart, cause psychological distortion and form negative values. [2] Therefore, in order to reduce the corresponding problems, people should strengthen the network moral education, strengthen people's ideology, so as to improve the network environment. At the same time, we should reasonably use all kinds of ways to carry out network moral education for teenagers with appropriate methods, to guide teenagers to correctly define the network. It can help teenagers not indulge in the network, not form

excessive dependence psychology, and have the ability to distinguish the good and bad information on the network. Secondly, we should provide positive and meaningful resources for young people, such as learning websites, exchange post bars, sharing discussion groups, etc.. We should let young people learn, contact positive content, strengthen ideological and moral construction, so as to maintain a good moral concept.

4.2 Strengthening family education

Family education plays an important role in the growth of teenagers. As parents, first of all, they should strengthen their own education and improve their personal quality. Parents should often communicate with their children, establish good friendship with them, and guide them in the right direction in the process of communication. Secondly, in the network problem, we should reasonably set children's online time, guide children to the correct Internet, but also let them understand the network knowledge. [3] In addition, we can take time to carry out outdoor activities with children, reduce children's online time, and enhance parent-child relationship on weekends. If a child encounters something that can't be solved independently on the Internet, parents should find it in time and guide it as soon as possible. Parents should not only play a leading role, but also become the child's dependence.

4.3 Strengthening school education

As a place for teaching and educating people, schools should not only impart students' knowledge, but also pay attention to the cultivation of talents' character. The occurrence of network moral problems is more or less related to school education. To effectively improve this problem, we must strengthen the supervision of school education, and carry out unified management of campus network, computer classroom and mobile phone entering the campus. In addition, the inner communication between students and people can be strengthened, and the fun of campus life can be increased.

4.4 Strengthening network management

With the development of information network, people's ways of communication are constantly changing, and the ways of making friends are constantly expanding. At the same time, there are also many criminals who use the Internet to commit crimes. There are more and more network crimes, involving a wide range of aspects, and teenagers know little about this aspect, so they are easy to be deceived. Therefore, strengthening the management of the network world is very important. First, the government and relevant departments should strengthen the anti pornography and fight against the Internet in the Internet world, and widely publicize network knowledge simultaneously. Secondly, the society should also strengthen the network control of minors, such as the prohibition of juveniles from entering the Internet bar; in addition, we should

establish and improve the network and information security management system, and strengthen the website and official account platform information release review and supervision. [3]

5. CONCLUSION

The emergence of the Internet is the product of the times. It brings convenience to people, but also has disadvantages to different groups. This article makes an overview of the network moral psychology of teenagers, and analyzes the network moral problems from the perspective of educational psychology. Based on the diversity of network information, young people do not have enough ability to distinguish, including the subjective and objective factors of their own existence, which requires external forces to intervene, and requires strengthening the construction of network morality, improving people's understanding of the network, and the joint action of family, school and society to regulate the network

world.

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Analysis of Psychological Pressure of Referees in Large-scale Sporting Events and Its Countermeasures

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Abstract: Large-scale sporting events reflect the level of professionalism, and referees are indispensable role. Referees must have excellent psychological quality to flexibly respond to various emergencies on the court, and timely and accurately call a stop to ensure the objectiveness and fairness of the game that is an inevitable requirement for the continuous improvement of the level of sporting events. This paper analyzes the main performance of referees' psychological pressure in sporting events, and proposes an optimized path to provide references for the improvement of the current referees' penalty level.

Keywords: Referee; Psychological pressure; Emotional management; Morality

INTRODUCTION

With the continuous improvement of economic development level in China, people's material life needs are increasingly being met, and their needs for spiritual life have become more intense. In recent years, various large-scale sporting events, such as basketball games, volleyball games, badminton games, and regular games of League of Legends, have attracted tens of thousands of spectators for sporting events. The huge flow space makes the standardization and fairness of sporting events more strict. Under this background, referees of sporting events must improve their professional level and adapt to the requirements of the new era of watching games and responding to emergency, so as to make the athletes happy in the game and have a good participating experience. At the same time, only a fair environment can have more fans like sporting events and promote the healthy development of sports. However, as the enforcer of the rules of sporting events and the enforcers of the game, some referees are currently under more or less psychological pressure, which is manifested in: being unable to stop illegal actions or operations in time, and tending to lean to one side of the two sides of the competition driven by interests, and compromising to one side due to different degrees of coercion. These pressure have directly contributed to the current situation of match-fixing, fighting between teams, and deliberately injuring a certain athlete. In order to have a good control and effective countermeasures on the

psychological pressure of the referee, we must deeply analyze the causes of the psychological pressure of the referee, so that the referee can make the most correct choice in the dilemma.

1. REASONS FOR THE PSYCHOLOGICAL PRESSURE OF REFEREES IN LARGE-SCALE SPORTING EVENTS

1.1 Insufficient ability for adjudication in the game

The professional quality of referees in the game is an important criterion that affects the fairness of the game. Referees must not only have an in-depth grasp of the basic knowledge of rules to adjudicate, common foul operations, and how to reflect fairness in the ruling, but also have a flexible response to the rules of the competition. Generally, a game requires the cooperation of several referees to complete together. If the degree of cooperation is not tacit, one thinks a foul while the other does not, then the level of the referee's adjudication is clear. Although it is just a suspension of the game and a final decision by the whole team, after all, there would be one who was accused and considered to be of insufficient level. In this way, he loses face in front of his peers and is prone to psychological pressure.

1.2 Poor physical fitness

In the large-scale sporting competition, both athletes and referees should run to catch the specific operation in the competition at the first time, judge in the mind, and finally make a decision. For example, according to the international practice, the basketball match is divided into the first half and the second half. In each section, according to the attack and defense speed of both sides of the ball, the referee should move the whole court and make accurate response stimulation in his mind, which requires high mental and physical strength. If the referee usually does not pay attention to do physical exercises, unhealthy diet, staying up late for a long time, lack of sleep quality and so on, there will be misjudgment, missed judgment, and reverse judgment [1], which will have a negative impact on the final result of the game, and the referee is prone to psychological pressure.

1.3 Low personal moral quality

Referees, as "judges" in sporting events, must conduct fair and accurate research and judgment, so that the game can be carried out normally. However, some referees' moral line is not high enough, and

they accept bribes from a certain team before the game. If they intentionally find fault with a certain team in the game, there will be significant bias in the process of judging. Once they make an unfair decision, it is equivalent to opening up a field to give others a handle. Once they no longer accept bribes in the next competition and provide biased rulings, it is easy to be exposed and lose their jobs. At present, there is no clear evaluation standard for the professional ethics of referees, so that some referees are often in the dilemma of conscience justice and forced law enforcement in the competition, and their psychology is in a sub-health state.[1]

2. OPTIMIZATION PATH OF PSYCHOLOGICAL PRESSURE OF REFEREES IN LARGE-SCALE SPORTING EVENTS

2.1 To build up morality and good professional quality

As a referee, he must have correct values. In the whole society, we should publicize the socialist core value system through public service advertisements, television, radio, propaganda banners and slogans. Especially for the referees, we should strengthen the ideological and moral construction to form a positive atmosphere for the whole society. At ordinary times, referees should deeply study the details and professional knowledge that may exist in the competition, and shape their personal moral cultivation with such excellent moral qualities as impartiality, impartial law enforcement, adherence to principles, consistency of words and deeds, and dedication. It is necessary to be advanced in benchmarking, take the lead in setting an example, have good self-confidence, keep a clear mind at all times on the field, and enrich the mind with positive values, so as to fundamentally ease the psychological pressure and become the elite of the refereeing circle.

2.2 To strengthen business training to build a professional team for adjudication

The basic professional ability of the referee is the basis of the decision. In all areas of competition, the major companies should make unified planning and carry out normalized professional training for referees. First of all, the organizers should invite experts and elites in the field of refereeing to conduct regular training for referees in terms of skills, details and standards of refereeing. Referees should be shameful to ask the elites in the industry about their own problems, exchange their practical problems and share their insights. At the same time, the training program should be adjusted in time according to the demands of the referees, so that the referees can learn something. Then we should learn the good referee experience of other regions in time through regional

cooperation and dispatch communication, so that we can use it in the competition field. Finally, the industry should hold the referee adjudication competition, and the operational countermeasures are practiced through some actual situations in the competition adjudication. The first place is selected and commended, and an atmosphere of "catch up, compare, and exceed" is formed, so that the referees can make continuous and positive progress in the positive incentives.[2]

2.3 To do a good job of emotional management and relieve pressure on the court

The mood of the referee will be affected by factors such as the degree of enthusiasm in the game, the voice of the audience, the nervous atmosphere, and the mental outlook of the athletes [2]. Referees must put their emotions under the game, sharpen their strong will not to be disturbed by the environment, and keep their emotions more balanced and easy-going. We can resolve our emotional stress in a variety of ways. First of all, before the game, the referees can take regular deep breaths, watch comedy videos, and listen to music to keep their emotions in good condition in advance. Secondly, in the game, the referee should use the rest time of the game to drink Red Bull, Dongpeng Special Drink, Pulse and other functional beverages to make themselves energetic and make correct judgments on the field. And finally, after the game is over, they must take the initiative to ask the two sides of the game to shake hands or hug each other. It is also a kind of disguise affirmation after their fair referee competition, and make themselves in a comfortable and happy state when they are referees.

3. CONCLUSION

Large-scale sporting events have put forward higher requirements on the professionalism of referees. For the referees, they must cultivate their own morality, maintain good conduct, make their decisions credible, and convince both sides of the game. In addition, they must manage their emotions, relieve their pressure in time, and ensure the objective and fairness of the game. For the competition unit, it is necessary to conduct regular training for referees, build a professional referee team, and make sporting events more in line with the professional level.

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Research on Metaphor and National Image Through Analysing Important News Discourse of the Olympic Winter Games

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Abstract: In today's increasingly fierce global competition, major sports events must be one of the important ways to display the national image. On the occasion of the Olympic Winter Games, the General Secretary made many field visits to the preparations for the Olympic Winter Games and made series of important speeches. By using the method of literature and MIPVU metaphor recognition, this paper combs General Secretary important speeches of Winter Olympics, and analyzes the use and expression of metaphor in these speeches in terms of the construction of national image. The high-frequency metaphorical structure is "promise", "opportunity" and "cause". The national image of China includes: "big sports view" image, "overall layout "image", "warm and friendly" image. These conceptual metaphors show the humanistic feelings of the Olympic Winter Games and show the image of China as a civilized, pluralistic and harmonious country.

Keywords: Olympic Winter Games, metaphor, national image

1. INTRODUCTION

Sports carries the dream of national prosperity and national rejuvenation, which is related to national luck and people's livelihood. Since the application for the Olympic Winter Games, General Secretary

has visited the venue many times to investigate the preparations for the Olympic Winter Games, and issued a series of speeches on the Olympic Winter Games, which reflects the importance that our country attaches to the Olympic Winter Games. According to statistics, during the preparations for the Olympic Winter Games, the General Secretary held 12 reports on preparations for the Games and delivered more than 20 important speeches. The General Secretary stands at the height of developing a "sports power" and plans sports development into the national development strategy.[1]

2. RESULTS AND DISCUSSION

Through sorting out and summing up General Secretary Winter Olympic series, 42 core speeches were selected as research samples, and further metaphorical identification and statistics were carried out on the text content. It was concluded that the spirit of General Secretary Winter Olympic series covers five aspects of national society, economy, culture, sports and ecological civilization. The text structure used is mainly in the following three forms: "promise", "opportunity" and "cause". Based on the analysis of the total number of keywords, the number of keywords and the resonance value of the source area, The metaphorical part is "Winter Olympic is a promise", "Winter Olympic is an opportunity", "Winter Olympic is a cause", as follows:

Table 1 Number of Key Words, Resonance Value of Source Domain

Metaphors	Total keywords	Total number of keywords	Source domain resonance
Winter Olympics is a promise	9	81	729
Winter Olympics is an opportunity	7	91	637
Winter Olympics is a career	9	42	378

(1) The Winter Olympics is a commitment
The development of sports plays a great role in the rise of the country and the rejuvenation of the nation. It is not difficult to find in

General Secretary Winter Olympic series that the word "commitment" runs through all the time and appears very frequently, symbolizing China's firm determination to actively fulfill

its international responsibilities and promote the great development of sports.

Table 2 The key words and number of occurrences of the metaphor "Winter Olympics is a promise" in Table 2

Metaphors	Number of occurrences	Metaphors	Number of occurrences
Preparation	20	Wonderful	6
Do well	17	Safeguards	5
Implementation	8	High quality	4
Commitment	6	Excellence	3
Source resonance :729			

China attaches great importance to the preparation of the Beijing Olympic Winter Games, and we will make great efforts to present a green, shared, open and clean Olympic Winter Games to the world. It also reflects the enthusiasm and passion of the Chinese people for the winter sports, the determination and confidence of the Chinese people to serve the Olympic Winter Games efficiently and fully, and the good image of the Chinese government's great importance to the Olympic Winter Games and the sense of responsibility and mission. The Olympic Winter Games should not only "do as scheduled" but also "do fine and fine ". From

the point of view of language analysis , "commitment" and "excellence" are metaphors, thus constructing the image of a big country in which our country adheres to its promise and overall layout in the world.[2]

(2) Winter Olympics is an opportunity

In the General Secretary's series of speeches, the key words appeared many times, a total of 80 times, highlighting the strong role of the Olympic Winter Games in promoting China's development. Its concrete metaphors mainly include "development ", "ice and snow movement ", "Chinese spirit" and "culture ". The details are as follows:

Table 3 Metaphorical "Olympic Winter Games as an Opportunity" Key Words and Occurrences

Metaphors	Number of occurrences	Metaphors	Number of occurrences
Development	34	International	8
Ice and snow sports	14	Innovation	8
Chinese Spirit	11	Opportunity	3
Culture	8		
Source resonance :637			

Metaphor has a certain social function in the news articles. From the above table, we can see that the key words "development ", "ice and snow movement" and "Chinese spirit" are used more frequently. The Olympic Games, as the highest standard sports event, have naturally attracted the attention of the world.

The General Secretary has also issued a call to "drive 300 million people on ice and snow ". Beijing Olympic Winter Games is a once-in-a-lifetime opportunity to promote the integration of scientific and technological innovation and ice and snow in China. The key words of the metaphor are as follows:

Table 4 The key words and metaphor "Olympic Winter Games is a career" in China

Metaphors	Number of occurrences	Metaphors	Number of occurrences
Beijing-Tianjin-Hebei Cooperation	9	Vigorously	4
Ecological civilization	9	Business	3
National Fitness	5	Social	3
Green Olympics	5	Economic	3
Source resonance :378			

For example: from General Secretary speech on the preparation of the Olympic Winter Games in Hebei Province, we have seen that taking the Olympic Winter Games as an opportunity, we should actively encourage the masses to participate in ice and snow sports, thus improving the construction of stadiums

and gymnasiums according to demand, creating necessary conditions for the development of competitive sports, and providing talent reserves for the development of ice and snow sports in China.

As an international event, the Olympic Winter Games will be a good cultural carrier. It will

spread the history of Chinese civilization for thousands of years, the history of traditional sports and the products of sports science and technology to the masses of the world, show the world the achievements of China's current sports development, and create external impetus for the development of China's sports industry.

The General Secretary has deeply recognized the unique role of sports in promoting national exchanges, taking "development ", "opportunity" and "ice and snow sports" as metaphors, shaping the national image of our country's "great sports view ", promoting cultural exchanges among countries, and actively integrating into the tide of world sports development.

3. WINTER OLYMPICS IS A CAREER

In AntConc3.5.8 statistics, its key words include, closely related to China's "Beijing-Tianjin-Hebei integration ", " Belt and Road ", " National Fitness" and other policies.

From the micro level, the Olympic Winter Games as a "cause" is conducive to improving the physical health of the people, through the ice and snow upsurge, let the public experience the fun of ice and snow. The General Secretary has repeatedly expressed that the development of sports should be based on the needs of the people.[3] has shaped our country's "close to the people ", "serve the people ", "the interests of the people above all" image of a great country.

From the meso level, the Olympic Winter Games promoted economic development. In General Secretary speeches, sports played an important role in the policies of "Beijing-Tianjin-Hebei regional coordination" and "Belt and Road ". Sports have confirmed the relationship between the national system and market mechanism, the promotion of sports reform, the professionalization of sports and the

development of sports industry, and international sports exchanges.⁴

From the macro point of view, in the theory of image science, the individual strength often does not match its image, under the dominant value system, the Chinese image is difficult to obtain the beautification effect in the short term, and the Olympic Winter Games is an opportunity to enhance the international community's value recognition of China through high-quality competition and competition.

Metaphor, as a concrete form of cognition, makes it more vivid and concrete and easy to understand that unfamiliar words or contents beyond the scope of cognition are simplified in daily life.⁵ General Secretary Winter Olympics series uses structural metaphors to reveal the current situation of China's preparations for the Olympic Winter Games and the higher requirements for the Olympic Winter Games. It reveals the significance of the Olympic Winter Games to China's development and the key to the promotion of international image. On this basis, it clarifies the historical contribution and the enlightenment of the times in General Secretary Winter Olympics series, It has precious theoretical value and practical significance for the current sports reform and development in China.

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The Application of the Integration Concept of "Teaching" and "Learning Industrial Production" in the Management Mode of Secondary Colleges in Colleges and Universities

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Abstract: The teaching and learning industrial production management of secondary colleges in colleges and universities is an important part of personnel training. Only by giving full play to the interaction of the two and forming the collaborative management between departments, can the teaching purpose of "educating people" be realized. This paper starts with the practical significance of the concept of "teaching and learning industrial production" integration in the management mode of secondary colleges in colleges and universities, and analyzes the necessity of their collaborative development. On this basis, it analyzes the current situation and difficulties of the application of the concept in colleges and universities, and explores the implementation path of the development of teaching learning engineering integration.

Keywords: teaching; learning industrial production; secondary college of university; management mode

1. INTRODUCTION

The starting point and end point of higher education is to cultivate socialist successors with all-round development of morality, intelligence, sports, beauty and labor. Students are required to master not only the professional knowledge and skills taught in class, but also the social practice ability and hands-on ability to meet the needs of future social development. Teaching management and learning management are the two key links of talent cultivation in colleges and universities. Teaching is mainly the teaching of professional knowledge, while learning management is the development of students' daily affairs, ideological and political education, party and league activities. Although they belong to different departments and work in different natures, they are student-centered. Through the management of student affairs, they can improve students' practical ability and innovation ability, and promote the realization of the teaching objectives of all staff education, whole process education and all-round education.

2. PRACTICAL SIGNIFICANCE OF "TEACHING

AND LEARNING INDUSTRIAL PRODUCTION" INTEGRATION CONCEPT IN SECONDARY COLLEGES

2.1 IT is helpful to improve the efficiency of collaborative work between teaching and student management

At present, the teaching work and student work in colleges and universities are independent of each other. The teaching arrangement and daily management of students belong to different departments, and there is a lack of effective communication, which leads to the backward efficiency of student work and the waste of teaching resources in secondary colleges. The educational administration department in charge of teaching only focuses on teaching and scientific research and student achievement, so professional teachers only appear in the class, focusing on teaching, not educating or preaching students. However, the Student Affairs Office or the Youth League Committee in charge of student affairs only pay attention to the management of student affairs, and do not pay attention to the professional learning of students. [1] Therefore, the student affairs and teaching work of secondary colleges in colleges and universities present the unrelated state, unable to penetrate each other, and realize the overall optimization of student management. However, the implementation of "teaching and learning industrial production" integration mechanism is conducive to improving the traditional isolated and decentralized management mode, achieving "1 + 1 > 2" work efficiency, and promoting the all-round development of students.

2.2 IT is conducive to the formation of linkage mechanism and the improvement of college students' innovation ability

In the national education reform and development plan, it is pointed out that colleges and universities should pay attention to personnel training, focusing on cultivating high-quality talents with good moral character, rich knowledge and excellent skills. [2]

Innovation is the first driving force to lead the development, and is an important driving force for the development of science and technology and social progress. Students are the future of the country. To improve students' innovation ability is to cultivate successors for the country. Under exam oriented education, innovation ability is often ignored by schools and teachers, but the integration of "teaching" and "learning work" can integrate teaching work and student work system, reasonably allocate teachers' and students' work, form a linkage mechanism, cultivate students' innovation consciousness and strengthen students' innovation practice by "learning work", so as to cultivate students' management ability and social practice ability. In addition, the integration of "teaching and learning industrial production" can also strengthen the communication between academic administrators and professional teachers, and cultivate students' innovation ability in practice.

2.3 IT is conducive to promoting the reform of teaching and realizing the unity of teaching and educating people

In the secondary colleges of colleges and universities, following the integration concept of "teaching and learning industrial production", it can build a communication platform for teaching work and student work, give full play to the interaction between the "first class" of professional teachers and "second classroom" of the academic and engineering department. While teaching students with rich theoretical knowledge, we can test and improve teaching results through the practice of students, and the purpose of improving teaching and educating people. [3] At the same time, it is also an effective measure to promote curriculum reform under the background of the change of educational environment, which reflects the education concept of quality education and talent training as the main, solves the problem of "only teaching infertility" or "only education but not teaching", and realizes the unity of teaching and education in secondary colleges. Therefore, we should pursue the "teaching and learning industrial production" linkage education, add the student work to the teaching management, optimize the management construction of the department team, cultivate the students' social practical ability and innovative consciousness, help the college students adapt to the employment environment as soon as possible, and enhance the future employment competition.

3. THE CURRENT SITUATION AND DILEMMA OF THE APPLICATION OF THE CONCEPT OF "TEACHING AND LEARNING INDUSTRIAL PRODUCTION" INTEGRATION

3.1 The integration of teaching and learning industrial production is insufficient

The integration of teaching and learning industrial production is mainly related to the differences between their management systems and educational

platforms. [4] First of all, there is a clear division of functions between the academic affairs office and the academic work office in the secondary colleges of colleges and universities. In the process of their work, they only focus on the affairs within their own responsibilities. Teachers in the teaching system are mainly responsible for students' professional knowledge learning and professional skills improvement, and they don't know much about students' learning and working activities. Teachers in the student work attach importance to students' management services rather than knowledge learning. For example, the learning industrial production office in the secondary college will carry out ideological and moral education, solve daily life problems or carry out mental health education for students. Even if there is communication at work, it is often superficial, and does not really achieve the integration of them. As a result, teaching and education belong to different management systems, resulting in low efficiency and waste of teaching resources. Secondly, the education platform of teaching and learning is not coordinated. Teaching is mainly based on classroom teaching, supplemented by professional practice, so teaching management focuses on classroom management, while student work is student activities and daily affairs, and management focuses on after class. As a result, teaching and student work maintain mutual independence or single line interaction, unable to achieve true integration.

3.2 Unequal information and resources

College education is based on the cultivation of all-round applied talents for the country, society and enterprises, so as to achieve the dual purpose of teaching and educating people. In the process of integration of teaching and learning industrial production, there is an inequality of information and resources. For example, in terms of personnel allocation, teachers in teaching are far more than those in charge of student work. College counselors usually allocate according to the ratio of 1:200, which inevitably makes teachers unable to pay attention to each student. In addition to the asymmetry of students' information, teachers in charge of teaching mainly understand students through their classroom performance, homework completion and examination results, while teachers in charge of students' work mainly understand students through the family information uploaded in the student system. The lack of communication between dormitory conditions, students' personality characteristics and students' self feedback will lead to the limitations of teachers' cognition of students.

4. THE EXPLORATION PATH OF THE INTEGRATION OF "TEACHING AND LEARNING INDUSTRIAL PRODUCTION" IN THE SECONDARY COLLEGES OF COLLEGES AND UNIVERSITIES

4.1.To strengthen the interaction and exchange among the staff of "teaching and learning industrial production"

In view of the problems in the process of the integration of teaching and learning industrial production in the secondary colleges of universities, the intersection of the two work should be analyzed carefully, and a platform mechanism for communication between them should be built to ensure the collaborative linkage between teaching and learning. First, it's necessary to ensure regular communication between the leaders in charge of teaching and student work in the secondary college, feedback each other's teaching and daily life, and formulate a cooperative and interactive communication mechanism. Secondly, through the way of QQ or Wechat group chat, students' information sharing can be realized, and the work efficiency and the unity of the publishing task are ensured. This not only meets the needs of modern curriculum reform, but also ensures the fairness of teachers' evaluation of students. Finally, we should also increase the degree of integration between teaching and learning. While students work around teaching, it also applies the advantages of teaching information resources to the students' work.

4.2.To establish a special linkage working group to promote collaborative education

The important premise of realizing the integration of teaching and learning in secondary colleges is to establish a special linkage mechanism to ensure the development of the cooperative and linkage work. The establishment of the linkage working group makes the integration of "teaching and learning work" no longer stay in the thinking level, and truly implement this concept into social practice, and realize the responsibility of special personnel and supervision by special personnel. As the main body of teaching and learning industry linkage, teachers should discuss the work content regularly to ensure the operation of the linkage work. After the linkage group has gradually embarked on the right track, it is necessary to report to the school and the education department to formulate relevant regulations and articles of association reasonably, and strengthen the cooperative education mechanism of teaching and

learning from the system level. [5]

5. CONCLUSION

Teaching management and learning industrial production management is an important part of talent training in secondary colleges of universities. It is an active attempt under the background of the current educational environment and social development process. In terms of college development, it is beneficial to increase the connection between teaching system and learning engineering system, and improve the work efficiency and quality of the college. In terms of student training, it is conducive to enhance students' social practice ability and innovation ability, and provide experience for better adapting to the employment environment in the future. Only by facing up to the problems in the process of "teaching and learning industrial production" integration in colleges and universities and exploring a new collaborative mechanism, can we improve the comprehensive quality of students and achieve the teaching objectives of colleges and universities.

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On the Reform of Teaching Mode of Social Psychology in Colleges and Universities

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Abstract: The social psychology course is the main course for colleges and universities to carry out mental health education for students. At present, social psychology course is still being reformed. Teaching goals, the combination of theory and practice, teaching content and teaching methods are reformed. Only by continuously reforming the teaching mode of social psychology course in colleges and universities can the enthusiasm and initiative of students in course learning be effectively mobilized, and can the psychology and behavior of students be effectively improved. This paper mainly analyzes the reform content of the teaching mode of social psychology course in colleges.

Keywords: Colleges and universities; Social psychology; Teaching mode; Reform

INTRODUCTION

Social psychology mainly analyzes how social conditions cause the social psychology or activities of individuals or groups, which embodies various social behaviors and social problems, and social psychology can predict and regulate social behaviors of groups. In the current society, interpersonal communication is frequent, and most colleges and universities also pay great attention to the subject of social psychology. Students learn about their own psychological development, know themselves and understand the society by learning the course of social psychology [1]. The content of social psychology can be used to regulate students' own emotions and psychological state, which is beneficial to optimize personal psychological quality.

1. PROBLEMS IN THE TEACHING OF SOCIAL PSYCHOLOGY IN COLLEGES AND UNIVERSITIES

1.1 Unscientific teaching objective

The course of psychology in colleges and universities is taught in accordance with the professional knowledge of the subject, ignoring the improvement of psychological quality of learners. Teachers of social psychology require students to master the content of psychology based on the professional curriculum knowledge of psychology, such as academic concepts, and the origin of psychology. This kind of teaching method tends to enable students to master the logic and knowledge system of the discipline, but ignores the practical role and value of students after learning.

1.2 Textbook-based teaching content

The social psychology course meets the requirements of cultivating students' good psychological quality, and the reform of the teaching content of the social psychology course needs to be considered. The several types of social psychology textbooks selected by colleges and universities mainly have the following characteristics. One is that there are more theory than practice. The other is that more attention is paid to different theoretical schools, and there is no comparative analysis of different theoretical systems. The teaching of social psychology course takes the textbook as the axis, so the teaching content also pays more attention to elaborating and listing relevant theoretical knowledge.

1.3 Monotonous teaching method

The teaching methods of social psychology are single, that is, the explanatory teaching mode. Teachers explain and demonstrate the content of the course in the classroom [2]. Explanatory teaching has a certain educational function, but its limitations are obvious, which is not conducive to human operation ability, and also restricts human discovery and exploration ability. The continuous use of this teaching mode will form cracking teaching, and students can only one-sided understand what they have learned, and can't carry out learning feedback. This single teaching method is not conducive to the development of students' enthusiasm and initiative in learning.

2. THE REFORM STRATEGIES OF TEACHING MODE OF SOCIAL PSYCHOLOGY

2.1 Reform teaching objective

The teaching objectives include teaching purpose and specific tasks. The main purpose of social psychology is to explain social life and understand social behavior to solve the contradictions and conflicts in social life. This subject is mainly to help people understand the psychological phenomena in social life and deal with various problems in social life. Therefore, the social psychology in colleges and universities should teach students the basic theory of social psychology, and guide students to apply psychological knowledge in practice, so as to improve their self-confidence and psychological quality. Teaching objectives include guiding students to master basic social psychology knowledge, guiding students to apply social psychology knowledge in combination with their own learning life, and improving students' ability to analyze and

solve problems. Setting practical teaching objectives is helpful for the overall and healthy growth of students.

2.2 Reform teaching content

In the teaching of social psychology, the practical effect of the teaching content should be taken into account while ensuring the complete knowledge system. Therefore, the application of basic theoretical knowledge and the cultivation of students' practical ability should be emphasized in the course of social psychology in colleges and universities, and the teaching focus should be changed to clarify concepts and strengthen applications. Teachers should carefully select the content of social psychology according to the textbooks, and appropriately delete some highly professional pure theoretical knowledge when preparing lessons, and increase the content related to actual life, so as to effectively cultivate students' psychological quality and develop the real role of social psychology [3].

2.3 Reform teaching method

The contents of teaching in different teaching stages are different, and the teaching methods that need to be selected are also different. Teachers' teaching methods should be students-centered, and appropriate teaching methods should be applied to stimulate students' interest in learning. Social psychology course is a public elective course in university courses. The teaching objects come from different colleges. Students are not familiar with each other, and their personality characteristics are different. Therefore, teachers can flexibly change their teaching methods. For example, group counseling activities can be carried out in the first class, and students can be taught by means of activity forms, so as to improve students' participation and enthusiasm in the classroom, and students will be more familiar with each other. Meanwhile, in the process of conventional explanation teaching, other teaching methods, such as situation simulation and role play, can also improve students' enthusiasm in learning, and it is easier to guide students to understand social psychology knowledge and apply them flexibly to social life. In the teaching of social psychology course, teachers can insert various psychological measurements. These psychological measurement contents involve all aspects of students' study and life. The results of the measurement have important role in guiding students to improve their psychological status, adapt to college life and develop healthy personality. In order to facilitate communication with students, teachers can also set up social psychology online classes to facilitate students to learn and ask questions at any time.

2.4 Highlight the value pursuit of teaching

The low level repetition of teaching research comes from the pursuit of utilitarianism of scientific research and the neglect of teaching value. Under the guidance of theoretical research results, the scientific research department of colleges and universities takes measures to encourage teachers to carry out the practice of psychological teaching reform. In the way of combining student evaluation with expert evaluation, the results of practice are timely investigated, so that psychology can return to the essence of teaching, and policy support are given to theoretical and practical exploration aiming at improving teaching effect. The support includes research funds, achievement evaluation awards, and sharing of teaching resources [4-5].

3. CONCLUSION

The main purpose of social psychology course in colleges and universities is to cultivate students' good psychological quality. Students at different stages have different mental states and personality characteristics, and the society is constantly changing and developing. Therefore, it is necessary to reform the teaching mode of social psychology course. The curriculum teaching mode consists of teaching objectives, teaching content, and teaching methods. Through continuous improvement of these contents, students' understanding ability and enthusiasm for course learning can be effectively improved.

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The Role of Victim Involvement and Its Improvement in Criminal Justice Processes

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Abstract: The view of victims and whether such view is considered in criminal trials are crucial. This essay argues that to what extent victims' view taken into consideration depends on the type of crime and the stage in criminal justice processes. To illustrate this proposition, this essay will firstly explain why the victim's concerns and needs are vital in certain crimes. Second, it will evaluate whether victim statement schemes ("VSS") is an effective mean to achieve the victim's involvement.

Keywords: victim involvement; criminal justice process; victim statement schemes

1. INTRODUCTION

The policy of the modern criminal justice system tends to be rehabilitation or punishment-driven, which the interest of justice and security of the state is balanced against the rights of an accused. Thus, the most affected party by crime, the victim appears to be marginalised. The last two decades have seen the rise of the restorative justice movement, which puts the victim at the heart of the criminal justice system. However, as Ashworth argues, the criminal justice process is a complex chain. It consists of various individual agencies with specific interests and practices at different stages. This naturally raises the question of to what extent needs and concerns of victims should be taken into account in formal criminal justice processes.

2. THE CONNECTION BETWEEN VICTIMS' VIEWS AND THE CRIMINAL JUSTICE PROCESS

This section focuses on the importance of victims' needs and concerns in the criminal justice system and the difficulties derived from a restorative policy. The idea of restorative justice is closely linked to the needs of victims. The justice system is equally at the service of victims, with the ultimate goal of restoring their violations and rebuilding their damaged relationships. This section will show that while it is pertinent and crucial to include victims' concerns in certain types of crime and initial stages of the criminal justice process, it is inappropriate to prioritise their views in others.

The first argument in support of wider victim's involvement in the criminal justice process is that victim's needs, and concerns are essential for the initial stage of crime detection and the later stage of the criminal justice process such as policy formulation and law reform. Maglione argues that unless we listen to victims' concerns, certain areas of

law cannot be reformed, and crime could not be prevented. This is particularly true in the areas of domestic violence and sexual assaults. The Huang and Chung's empirical research on intimate partners abuse reveals immediate and lasting mental and physical health effect on the victims. Children who routinely witness frequently violence also exhibit behavioural and psychological disturbances. Without the victim's engagement in the criminal justice process, law enforcement would find it difficult to regulate abusers' behaviours and attend to the needs of victims. Besides the legal reform, Richards states that, a more complete comprehension of victim trauma which is resulted from personally listening to and soliciting input from victims and others who represent them is salient. This helps policymakers to formulate a comprehensive support scheme. For instance, it is suggested that victims' most needed information is the progress of their case. They wish to be trust and not being criticised for their behaviours.

Thanks to the increased reported cases and feedbacks from victims, the government has been able to proceed with the regulation reform and implement the new laws targeting domestic abuse. For example, seven specialist domestic violence courts were set up in 2004, prioritising children and women's safety. Another progress of it is thanks to the effective feedback, the Charters have been replaced by a Code of Practice introduced under the Domestic Violence, Crime and Victim's Act 2004, which set the minimum standard of services that victims could expect from the criminal justice agencies. For instance, most victims have the right to information about decisions relating to case progress, to be reported. The law reform in domestic violence vividly demonstrates the importance of victims' needs and concerns in the criminal justice process.

However, at the trial stage, victims' needs, and concerns appear to be less pertinent to the crime itself. This claim relies on its main preoccupation with the defendant's right to a reasonable trial. Defendants are entitled to the guarantees of fair procedure and are meant to include the presumption that individuals are not guilty. When the needs of victims are prioritised at the detriment of offenders' defence, the accused's privileges are irreversibly diminished. While the significance of not convicting innocent citizens is emphasised, government policies are clash with that value. The unfair emphasis on victim raises the likelihood in miscarriages of justice. Innocent

citizens who are suspects are likely victims of the criminal justice process. Moreover, in practice, we cannot draw the conclusion that reducing the defendant's rights would deliver better justice to the victim. In this delicate circumstance, it is necessary to safeguard the victim, while also guaranteeing defendants' basic rights protected from infringement. Accordingly, victims' concerns and needs should be excluded from the trial stage.

Some scholars argue that victims' rights are not in contention with the accused, even at the trial stage. The language of balance implies that victims' interests must be balanced against offenders. Some methods are developed to ensure the interests of defendants and victims balanced. On the one hand, for example, presenting details or TV connections in court which allows victims to be informed, could act as supporting tools to the criminal justice system. Bednarova argues that these supporting tools are not necessarily a danger to the accused' rights. On the other hand, a variety of mitigating factors is allowed to reduce the defendants' sentences. This may operate against victims' expectations as well as jeopardise the accused' interests. For example, Fenwick's empirical study reveals that a guilty plea may often induce innocent citizens to plead guilty out of fear. Therefore, these means of balancing interests have been criticised for developing unreasonable expectations of the right balance. As Jackson rightly points out, at the trial stage, it is unrealistic to strike a balance between victims' concerns and the accused's rights. It is essential to put the defendants' interests before the victims.

In addition to the trial stage, the opinion of victims or victims' family is less relevant and useful to the sentencing in the criminal formal process. Echoing Dignan's argument, in some serious crimes such as murder, those statements of victims and their families tend not to provide benefits to the procedure of criminal justice since they might be extreme and not fact-based, caused by the nature of revenge. Thus, as far as traditional justice is concerned, prosecutors and the jury are the only two parties that decide on the length of sentencing. Victims are not officially allowed to participate in criminal proceedings. This is because victim engagement is inconsistent with standard sentencing and disciplinary procedures and may be a breach of the principles of fair desserts, objectivity, and proportionality. Additionally, sentencing rulings are rendered based on public safety and interests rather than on private (victims') interest. When the wishes and interests of a victim are taken into consideration during sentencing, it can skew rational reasoning and justice. However, as demonstrates in the next part below, although it is not a very successful exercise, criminal justice process does attempt to include victims' views through VSS in the sentencing stage.

Finally, excessive attention to victims' concerns and

need will blur the objective of the criminal justice system. If we focus too much on the victim rather than the offender's behaviour, this is putting the cart before the horse in structuring the justice system. The goal of the justice system is to prevent crime, to understand the causes of crime, to give the offender a second chance to enter society, and finally to achieve rehabilitation. If we focus too much on the victim's point of view, we cannot achieve the purpose of the justice system very well.

To sum up, it is argued that at the initial report of crime detection, crime prevention and legal reform, victims' needs, and concerns are crucial. Without attention to their voice, certain crimes such as domestic violence or sexual assaults are unlikely to be uncovered and dealt with. Without inputs of victims, these areas of law would also struggle to reform in accordance with reasonable support schemes.

3. VICTIM STATEMENT SCHEMES NEED TO BE FURTHER REFORMED TO ACHIEVE BETTER VICTIM INVOLVEMENT

Victims and advocates of restorative justice have suggested that the justice process should be extended to include the input of victims while deciding sentences. Victims in nearly all common law countries already have the right to engage in the penalty phase, typically by presenting evidence about the impact of the offence. This impact testimony is sent to a sentencing court in the form of a victim impact statement ("VIS") in Scotland or a victim personal statement ("VPS") as it is called in England and Wales. Roberts and Manikis argue that Victims' statements provide a range of benefits including justice being strengthened, victims' sense of empowerment and recognition, psychological benefits, and respectful after-crime care. Additionally, the statements can include supplementary evidence, assist to arrive at a suitable punishment, enable victims to collaborate, and improve their trust and satisfaction with the system.

However, the implementation of VSS does not come without any criticism. A few scholars have questioned the scheme's efficiency to improve the victim's engagement and doubted any meaningful impact on the sentencing stemming from such scheme poses. Criticisms of the impact statements mainly rest on their incompatibility with adversarial justice which victims are excluded from the process. Nevertheless, the assessment of the VSS in England received mixed feedback. On the positive side, it is said that the VSS lifted the victims' expectations of the criminal justice system and improved their perceptions of justice. On the negative side, it is reported that victims' overall satisfaction towards the criminal justice process did not improve and they felt they were not taken seriously during the process.

Such feedbacks are the result of a combination of identified two factors. The first factor is that victim's

poor engagement in the scheme. Previous studies in England and Wales shines no light on the percentage of victims of crime who filed VPS. As Chalmers notes, the response rate has been 'very patchy' to date. However, a range of strong patterns is emerging from previous studies. First of all, only a limited percentage of victims indicated that they had sent a statement. The response rates recorded in previous studies varied. On average, the percentage of victims who participated in VPS was around 15% for general crime (such as theft) in Scotland. For areas such as domestic violence, this number surged to 42 per cent. This did not come as surprise since domestic violence is the area of law where victims' statement weighed most during the initial investigation stage. Mastrocinque suggests that in England and Wales, we witnessed an average of 30 per cent VPS response rate across all categories of victims of crimes. The WAVES results also shed some lights into the number of victims who gave a statement at the initial investigation stage as well as the proportion of victims who subsequently participated. Not unexpectedly, victims of the more violent offences are least inclined to issue a statement. The result of A's empirical studies echoes this observation.

The linked obstacle to more extensive usage of the VPS includes the failure of institutional professionals and practitioners who are entrusted with the programme to deliver the results. Poor understanding of the VPS is the top factor, leading to inconsistent implementation. In 2009, the Collaborative Thematic Analysis identified significant variance in the experience and interpretation of the scheme on the part of police officers. This can explain the uneven response rates. Shapland concluded the implementation of the VPS initiative is a complete failure due to the lack of enforcement mechanism. For example, in England and Wales, there is no statutory obligation on the police, lawyers or all legal practitioners to remind and inform victims of the VPS system. However, in other countries such as Canada or New Zealand, clear obligations are imposed on practitioners by the law to guarantee that victims are made mindful of the VPS.

Moreover, judges in the United Kingdom are also not statutorily required to consider the victim account during the sentencing stage. In contrast, a clause in the Penal Code obliges a sentencing court to investigate if the survivor has been informed of the ability to write a victim impact statement in Canada. Besides, the lawyer or someone supporting the victim can seek an adjournment to enable the victim to prepare a declaration and statement. Judicial provisions of this sort may promote a more vigilant approach to reminding victims of their rights. As Bottoms and Roberts rightly argue, the lack of consequences for non-compliance may impede the successful implementation of the VSS initiative in the UK.

4. HOW CAN VICTIM STATEMENT SCHEMES BE REFORMED?

The first field of change is the promotion of a general understanding of VIS and VPS. A study published in 2009 found that most individuals from England and Wales were not well educated about victims' rights. This study reveals that less than one in five people are fully aware of their right to retain their VPS. Just 1 in 10 English was aware of the freedom to create a VPS. This entails that unless the victim is told of their willingness to perform the VPS, most victims will remain ignorant of the service. Latest studies in other countries also support that the promotion in the general understanding of victim care and victims' rights helps the victim participation in the criminal justice process. For example, a nationwide survey performed in Canada in 2011 found that 73% of respondents reported little to no information at all regarding victim impact statement. After the wider promotion and training programme, this rate reduced to 30% in 2018. This shows that promoting a general understanding of the VPS system is vital in raising the participation rate.

The second area of reform is to allow more flexibilities when it comes to the format of the victim statement. For example, different forms to present the victim statement can be used. First of all, we should not limit victim statements to paper-format only written by victims in person. For some special groups, such as children, foreigners, and some victims who have suffered serious crimes, and who often have lost the ability to give a statement, victim statements can be taken in the form of video recordings or interviews with a matched interpreter. Some New Zealand scholars have demonstrated that video recording of victim statements facilitates the entire criminal trial process. For example, taking a victim's statement on video can significantly increase the rate of early guilty pleas in domestic violence cases.

5. CONCLUSION

It is undeniable that the victims' voice is vital in ensuring their needs and concerns being attended. As demonstrates in the first part, victims offer valuable insights into the stages of crime prevention and detection during the criminal justice process. Without their contribution, the legal reform would not be able to effectively target crime prevention and provide adequate support towards victims. It is particularly true for areas of crime such as domestic violence. In contrast, views of victims and victims' family can be less valuable in the trial and sentencing stage. This is because their accounts of the crime tend to be extreme and biased. It is argued that the interests of defendants need to be put first during the trial stage.

This essay also admits that victims' account can be useful during the sentencing stage. VSSs are utilised as a mean in the hope to achieve higher victim participation. However, its implementation was an unsuccessful exercise due to the lack of awareness of

the VSS and the lack of recognition among professionals. To improve the efficiency of the scheme, this essay proposes two areas of reform. First, the government should promote the understanding of VSS and second, flexible forms of VSSs should be allowed to improve the victim's participation.

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Environmental Assessment of Real Estate Investment in North Anhui Province

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Abstract: the five cities in northern Anhui refer to Bengbu, Huaibei, Fuyang, Bozhou and Suzhou, which are located in the north of Anhui Province. In 2017, Anhui Province issued the "Central Plains Urban agglomeration Development Plan Anhui Province implementation Plan", which clarifies the development tasks of the five cities in northern Anhui Province. Compared with southern Anhui, the economic development of northern Anhui is relatively backward due to historical, geographical and other factors, but with the development of the integration trend of the Yangtze River Delta and the tilt of government policies, its development has a great tendency to catch up. Real estate is an important support for China's economic development and an important factor affecting social stability and people's living standards. The purpose of this paper is to use AHP to evaluate the investment environment by collecting the secondary indexes of economic, financial, market and cultural environment of real estate investment in five cities in northern Anhui.

Keywords: five cities in northern Anhui; real estate; analytic hierarchy process; investment environment

1. INTRODUCTION

1.1 Research background

Northern Anhui is located at the junction of three provinces of Jiangsu, Anhui and Henan. It is the only way through the construction of "Belt and Road" in Anhui Province. With the support of the central government and the Anhui Provincial Government, northern Anhui has become a new economic growth pole in East China. Since 2010 to 2018, the GDP growth of five cities in northern Anhui has achieved high speed growth, especially in the municipal districts of the five cities. Since 2010, its GDP growth rate has remained within 7-10% for a long time. The rapid growth of urban GDP provides a solid economic environment for real estate investment.

Since 2010, real estate investment in five cities in northern Anhui has been rising all the way, although investment fell short-term from 2014 to 2016 due to the influence of national real estate policy. But when the "house restriction order" policy untied, housing investment rebounded, in 2017 and 2018 real estate investment reached a record high. According to market investment theory and experience, this trend will remain for a long time. Real estate has also become an indispensable and important industry to

support economic growth in northern Anhui.

1.2 Literature review

Previous studies mainly focus on two aspects, on the one hand, focusing on macro analysis, focusing on the relationship between real estate and economic development[1]. By constructing a dynamic stochastic general equilibrium model, He Qing points out that preference shock in real estate investment is an important driver affecting China's economic cycle[2]. Xu Lijie uses cointegration theory to obtain a stable long-term equilibrium between real estate investment, economic growth and urbanization.[3]

On the other hand, small incision research, focusing on some areas of real estate investment research. From the perspective of the present situation of Bengbu real estate market[4], Liu Huilin analyzed the real estate inventory problem in the third and fourth tier cities[5], and Yu Lingling used cluster analysis and factor analysis to study the real estate investment environment in the capital cities of China.[6]

Throughout the previous research, more macro-angle, and the study of real estate investment in northern Anhui less articles. Therefore, this paper can fill the blank in this field to a certain extent, and the research method, this paper adopts the analytic hierarchy process and the empirical analysis, the conclusion is more reliable and has certain practical significance.

1.3 Significance of this study

The theoretical significance of this paper is to sum up the factors that affect real estate investment into four major factors: economy, finance, market and social culture, and to make use of the method of expert scoring to empower each factor, and to use the analytic hierarchy process to evaluate, which adds a method to evaluate the benefit of real estate investment. At the same time, the research of this paper is more practical significance, through data processing and model analysis, the real estate investment of five cities in northern Anhui is studied. It can provide suggestions for enterprise investment and cooperate with the planning of national urban agglomeration and the macro-control of real estate.

2. CHARACTERISTICS OF REAL ESTATE INVESTMENT

Real estate investment refers to the economic behavior in the field of real estate development and management in order to obtain higher income. Therefore, real estate investment is divided into two parts: one is real estate financial assets investment,

the other is real estate industrial investment. In general, real estate investment has the following characteristics:

High risk and high returns coexist. The real estate industry is a high income and high risk industry, which is affected by many factors, such as national macro-control, development cycle and so on, and the uncertain factors in the future are very large, which also increases the high risk of the real estate industry.

Long development and recovery cycle. The development procedures of the poor premises are cumbersome and need to go through a series of processes, such as feasibility study, planning and design, construction, sales and rental. Each link must be strictly guarded, otherwise it will have a very negative impact, as small as endangering the main body of investment and destroying the steady state of national economic development. At the same time, the real estate recovery cycle is long, often with decades as the return cycle.

poor liquidity. Real estate is illiquid assets, once the purchase of real estate, a large amount of capital will precipitate in the real estate can not flow in the short term, realize. Compared with stocks, bonds and other investment instruments, real estate sales process is very long, and higher transaction costs. As a result, real estate liquidity is very poor, but also make many investors in the face of sudden shortage of funds can not be realized, debt repayment and bankruptcy.

3. ESTABLISHMENT AND SOLUTION OF REAL ESTATE INVESTMENT MODEL IN FIVE CITIES OF NORTHERN ANHUI

3.1 Model preparation

According to the theory of real estate investment, the main factors that affect the effect and risk of real estate investment are economic environment, financial environment, market environment and social and cultural environment. The secondary indicators are as follows:

Table 1 Environmental indicators of real estate investment

Indicators	Secondary indicators	Description of secondary indicator symbol
Economic	X11	Gross regional product
	X12	GDP per capita
	X13	Total investment in fixed assets
	X14	Value added of tertiary industry
Financial	X21	Interest rate
	X22	Financial institutions credit balance
	X23	Total household savings
Market	X31	Completion of investment in real estate development
	X32	Commercial housing sales area
	X33	Average price of commercial housing
	X34	Per capita disposable income of farmers
Socio-cultural	X41	Urbanization rate
	X42	Population density
	X43	Millions of cars
	X44	Number of students in colleges

3.2 Model building

The steps of AHP are as follows:

1. Establishment of hierarchical structure model

When using AHP, the problem should be hierarchical, which is divided into three parts: the highest level (destination layer), the middle layer (criterion layer) and the lowest layer (scheme layer). Generally speaking, the elements in each level are not more

than 9.

2. Construct all judgment matrices at all levels

In order to quantify its importance, the number 1-9 and its reciprocal are used as scales to define the

judgment matrix $A = (a_{ij})_{n \times n}$.

3. Single Order Consistency Test

First calculate the CI: of consistency index

$$CI = \frac{\lambda_{\max} - n}{n - 1}$$

Secondly, look for RI. consistency indicators Finally, calculate CR: consistency ratio

$$CR = \frac{CI}{RI}$$

At $CR < 0.10$, it is considered that the consistency of the judgment matrix is acceptable, otherwise the judgment matrix should be corrected appropriately.

4. General Ranking and Consistency Check

Finally, we should get the ranking weight of each element, especially in the lowest layer, so as to select the scheme, check the consistency of the total ranking of the hierarchy, calculate the synthetic weight of each layer element to the total target of the system, and sort the options.

3.3 Model solution

Therefore, we take the real estate investment effect as the target layer A, and B the four environments that affect the real estate investment effect as the middle layer1B, I2B, I3B, I4Five cities in northern Anhui were C as measures:C1(Bengbu), C2(HuaiBei), C3(Fuyang), C4(Bozhou), C5(Suzhou), using matlab to model:

The evaluation factor matrix of real estate investment effect is A, economic, financial, market, social and cultural environment evaluation factor matrix of five cities in northern Anhui is B1,B2,B3,B4,:

$$B_1 = \begin{bmatrix} 1 & 7 & 1/2 & 5 & 3 \\ 1/7 & 1 & 8 & 7 & 4 \\ 2 & 1/8 & 1 & 3 & 2 \\ 1/5 & 1/7 & 1/3 & 1 & 1/3 \\ 1/3 & 1/4 & 1/2 & 3 & 1 \end{bmatrix}$$

$$B_2 = \begin{bmatrix} 1 & 5 & 1/4 & 2 & 2 \\ 1/5 & 1 & 1/9 & 1/3 & 1/2 \\ 4 & 9 & 1 & 3 & 3 \\ 1/2 & 3 & 1/3 & 1 & 2 \\ 1/2 & 2 & 1/3 & 3 & 1 \end{bmatrix}$$

$$B_3 = \begin{bmatrix} 1 & 3 & 5 & 3 & 5 \\ 1/3 & 1 & 2 & 1 & 1/3 \\ 1/5 & 1/2 & 1 & 1/3 & 1 \\ 1/3 & 1 & 3 & 1 & 2 \\ 1/5 & 1/3 & 1 & 1/2 & 1 \end{bmatrix}$$

$$B_4 = \begin{bmatrix} 1 & 1/3 & 4 & 5 & 4 \\ 3 & 1 & 7 & 8 & 8 \\ 1/4 & 1/7 & 1 & 1 & 2 \\ 1/5 & 1/8 & 1 & 1 & 1/2 \\ 1/4 & 1/8 & 1/2 & 2 & 1 \end{bmatrix}$$

The consistency test $CR = 0.0317 < 0.10$, and the test was passed.

This is followed by a general hierarchy:

Table 3 Summary Ranking Table

Guidelines		Econo mic	Fina nce	Mar ket	Soc ial	Tot al
Criteria layer weights		0.569 0	0.27 80	0.10 08	0.0 827	sort wei
Progr amm e layer weig hts	Ben gbu	0.458 1	0.21 03	0.47 10	0.2 502	0.3 796
	Huai bei	0.299 8	0.04 82	0.18 36	0.5 522	0.2 314
	Fuya ng	0.133 8	0.49 33	0.08 09	0.0 760	0.2 254
	Boz hou	0.036 3	0.14 15	0.18 36	0.0 475	0.0 810
	Suzh ou	0.072 1	0.10 67	0.08 09	0.0 741	0.0 827

It can be seen from the table that the comprehensive evaluation value of real estate investment in Bengbu is the best, reaching 0.3796, which is far higher than that of the other four cities. The difference between Huaibei and Fuyang is small, 0.22-0.24. Among them, Bozhou and Suzhou are the lowest, are about 0.08.

4. FINDINGS

4.1 The real estate development environment in Bengbu is better than that in the other four cities

Through the model of analytic hierarchy process, the overall real estate investment evaluation index of Bengbu has reached 0.3796, which shows that the comprehensive social environment of Bengbu is better than that of the other four cities. From the empirical point of view, on the one hand, Bengbu is the main road of northern Anhui, the two main lines of high-speed rail meet again, convenient transportation has laid a solid market guarantee for real estate investment; on the other hand, Bengbu GDP and per capita GDP are among the top five cities.

4.2 The financial environment of real estate investment in Fuyang City is better

For the solution of the AHP model, the evaluation value of the financial environment in Fuyang has reached 0.4933, which is much higher than that in the other four cities, which means that the financial environment of real estate investment in Fuyang is better. Looking back to reality, Fuyang has a large population, and the number of deposits of financial institutions in Fuyang is the highest in northern Anhui, which means that the society is idle and the liquidity is more abundant, which is conducive to the financing and development of the real estate industry. At the same time, large population, population density for real estate development provides a broad consumer market and potential.

4.3 Huaibei real estate investment social and cultural environment is better

In the overall ranking table, the social and cultural environment evaluation value of Huaibei City is 0.5522, which is the only index above 0.5 of all the evaluation values, which means that the social and

cultural environment of Huaibei City is very suitable for real estate investment. In fact, Huaibei City urbanization rate is the highest of the five cities in northern Anhui, and the rural township population is small, infrastructure construction, green environment and other fully equipped, conducive to real estate development after sales. But at the same time, we should raise GDP growth by developing economy and lay a better economic environment for real estate development.

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Master's Thesis, Festival Selection and Media Attention

——Keywords for the development of Chinese Micro-Films in 2019

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Abstract: Looking back at the statistics of the development of China's microfilms in 2019, we found that the master's thesis, festival selection and traditional media pay more attention to microfilm works. Microfilms are short and concise. They are the best combination of film and television media professional theory and practice, and have become a research hotspot for professional master's thesis. The micro-film market is not in theaters, but in various exhibitions and events. Therefore, the festival selection is the main driving force for the creation of micro-films. Traditional media reports on the development of the microfilm market, and the media pays attention to enhancing the industrial value of microfilms.

Keywords: micro-film, micro-film market, master's thesis, festival selection, media attention

INTRODUCTION

In the 21st century, information technology continues to develop and social processes continue to accelerate. Because of its strong creative flexibility, low threshold, strong interaction of works, and remarkable dissemination effect, micro-films have become an important means of people's daily thought expression and cultural dissemination. Looking back on 2019, domestic colleges and universities used micro-films to develop professional talent training, and micro-film competitions were widely held in various places. Traditional media attached great importance to reporting on the creation and screening of micro-film works. These three aspects are relatively prominent phenomena in the development of Chinese micro-films. The main development trend of the film market.

1. CREATION ELABORATION AND TALENT TRAINING IN COLLEGES AND UNIVERSITIES

At present, colleges and universities in various places are actively responding to the call of General Secretary Xi Jinping, striving to create high-level professionals in the new era, and proactively and timely grasp the new situation. With the development of the new media era, micro-films have a strong dissemination power and have attracted widespread attention. The in-depth research on micro-films by

universities in various places has become the mainstream of micro-film theoretical research. According to HowNet data, from 2012 to 2019, there were 36, 128, 138, 164, 169, 85, 96, and 93 master's research articles on microfilms from 2012 to 2019. After doubling and increasing in the past few years, the relevant research has gradually stabilized. However, we can still see that microfilm is still one of the hotspots of academic research in radio, film and television media, and the master's thesis is still the theory of microfilm in colleges and universities. Important text for research.

In 2019, the number of master's theses on microfilms reached 93. Among them, Shanghai Normal University published 18 articles, accounting for 19.4%; Northwest University and Hebei University each published 7 articles, accounting for 7.5% of the total, Nanjing Normal University, Hangzhou Normal University, Shandong Normal University, and Harbin Normal University each published 3 Articles, accounting for 3.2% of the total. Among them, up to 46.2% of the papers (ie 43 papers) used a specific micro-film as an example to study the narrative techniques, character image modeling, cultural expression and other aspects of the micro-film. Readers present their rational thoughts on the creative techniques and expression effects of micro-films. Another 9.6% of the essays are the author's own creation and description. Whether it's the "Realistic Micro-Film <Heroic Dream> Creation Explanation" by Yang Mengyuan of Nanjing Normal University, Pang Zhenyu's Exploration of "Sounding" and "Silent" by Pang Zhenyu of Hangzhou Normal University-Interpretation of the micro-film "Cicada Ming", or Jiangxi Science and Technology Normal University Wang Huiji's "Circular Narrative Structure in Film and Television Works-Micro-Film <Ring> Creation Explanation for Graduation Design Works", you can find that most of the micro-films are small, small characters show big themes, and small stories. Show big feelings, pay attention to marginalized groups, use proficient shooting skills and narrative methods, use "small things" to unfold the storytelling of micro-films, reflect more prominent social issues, and guide the audience to

think about more important social issues. Being concerned Among the many problems, some problems are important problems that need to be solved and improved urgently in social development and progress. Microfilm producers put these problems on the screen, trying to attract the attention and attention of all sectors of society, and promote the rational solution of social problems or contradictions. Statistics It shows that the master's thesis with the theoretical characteristics of micro-film creation and exposition has become one of the main ways for colleges and universities to train high-level talents in radio, film and television.

The artistic creation of graduate students with a master's degree in radio, film and television media is not only a learning process of practicing radio, film and television media professional practice, but also a process of using professional theories to reflect and guide the professional practice of radio, film and television media. Need to combine efforts to create value process. As a high-level professional talent in the new era, use the new era of radio, film and television media technology to put the ability to serve social development into the practice of micro-film creation and production, use professional film theories to explain the practice of micro-film creation, and adhere to the theoretical and practical aspects. Unifying, paying attention to social and people's livelihood and practical issues, and striving to be a fighter in the radio, film and television media profession, this undoubtedly meets the requirements of General Secretary Xi on ideological and political education. As a kind of film and television product, micro movies are short and concise, intuitive in content, easy to understand, and low in cost. You can freely choose mobile phones, cameras, camcorders and other equipment for shooting and production with only one idea. Postgraduates majoring in radio, film and television media create and shoot micro-films, apply theory and practice during the shooting process, gain new knowledge, accumulate experience, and are consistent with the profession itself. It is a combination of knowledge and action, a combination of theory and practice, and it is also a combination of theory and practice. It is the only way for colleges and universities to fulfill their mission of training high-level professional talents in the new era.

2. FESTIVAL SELECTION AND MICRO-FILM MARKET CULTIVATION

All sectors of society hold several micro-film competitions every year, and the quantity and quality of works are showing a trend of continuous increase. In 2019, to celebrate the 70th anniversary of the founding of New China, a series of micro-film competitions were held across the country. These competitions basically focus on the cultivation and practice of socialist core values, rural revitalization, targeted poverty alleviation, and the Belt and Road Initiative. They can reflect the social life that reflects

the country's major policies and the development of the new era, and implement them for all sectors of society. The major policies of the party and the country have created a good atmosphere of public opinion. On February 2, 2019, the Propaganda Department of the Gansu Provincial Committee of the Communist Party of China held the second "Practicing the Core Values of Socialism, Building a Happy and Beautiful New Gansu" themed micro-film contest. The contest collected 248 works, and finally 24 winning works were selected. The rate is 9.6%. On September 4, 2019, the Central Political and Legal Committee held the 4th Ping An China Micro-Film Micro-Animation Micro-Animation Competition and the "70 Years of Politics and Law" Short Video Collection and Awarding Ceremony. The competition collected nearly 10,000 works, among which the award-winning micro-film works were selected. There are 110 titles in total, with an award rate of 1.1%. On October 26, 2019, the China University Film and Television Association held the 8th International University Student Micro-Film Festival, which collected 7,000 micro-film works. On November 9, 2019, the 2019 Anhui University Student Micro Film Competition, hosted by the Department of Education of Anhui Province and co-organized by the Anhui University of Finance and Economics and the Anhui University Drama and Film Professional Cooperation Committee, successfully concluded at Anhui University of Finance and Economics. The contest invited more than 70 academics and industries from the Chinese Academy of Sciences, Communication University of China, Shanghai University, Hefei University of Technology, Nanjing Normal University, Shaanxi University of Science and Technology, Anhui Film Studio, Anhui Micro Film Association, and "China Television". Famous scholars and experts attended the conference. Anhui University of Finance and Economics held the Anhui University Student Micro Film Festival with the support of the 2019 Anhui University Student Micro Film Competition. The micro film festival includes the China Art Communication Summit Forum, the Micro Film Festival Award Ceremony, and the "Huai River Spring" intangible cultural heritage performances 7 Events. The competition is divided into four sections: micro-film, micro-video, micro-animation, and micro-comment. A total of 475 semi-final works (176 micro-movies, 170 micro-videos, 35 micro-animations and 94 micro-comments) are collected, with rich subject content. The winning works were exhibited and broadcasted on the Dayu Cultural Data Platform, Dolphin Network TV and other websites. This competition fully demonstrated the artistic quality and responsibility of contemporary college students, and contributed to the cultivation of the micro-film market in colleges and universities. On November 26, 2019, the Political and Legal Committee of the

Sichuan Provincial Party Committee held the third micro-film, micro-video and micro-animation competition with the theme of "Seeing Sichuan in Safe China". The competition collected 112 micro-film works, and the number of micro-films accounted for 65.9 of the total entries. %. These events are enough to show that the public has a high degree of participation in the micro-film competition and their enthusiasm for micro-film creation. We believe that the creation and production of micro-films will continue to flourish. With the continuous improvement of the micro-film competition system, the development environment of the micro-film market will surely be further strengthened.

The report of the 19th National Congress of the Communist Party of China emphasized: "The young generation has ideals, skills, and responsibilities, the country has a future, and the nation has hope." [1] Short video applications represented by Douyin and Kuaishou have been popular as soon as they came out. The vigorous pursuit of the general public has even begun to become one of their main channels for obtaining various social information such as news and entertainment. In order to pursue click-through rate, play volume and popularity, short online videos often have vulgar and excessively entertaining content, which can easily transmit wrong values to young people. Nowadays, mainstream media have entered short video platforms one after another. For example, the People's Daily, Xinhua News Agency, CCTV News and other central mainstream media have successively registered official accounts on the Douyin platform. The number of fans reached 93.632 million, 31.685 million and 84.695 million respectively. In fact, the relevant government departments and all walks of life have never underestimated the guidance of young people's thinking. In today's new media environment, they use relevant micro-film competitions to promote the main theme and positive energy topics, and promote the core values of socialism. In this way, the micro-film competition not only played a role in moral education, but also helped young people to establish correct values. On December 1, 2019, the 5th Shanghai Charity Micro-Film Festival Awards Ceremony co-sponsored by Shanghai Charity Foundation, Shanghai Film (Group) Co., Ltd. and China Business News The public welfare promotional film of the Youth Foundation won the first prize of the "Best Public Welfare Micro Film" in the competition. The director used the camera to tell the story of caring and helping out-of-school girls in poverty-stricken areas to return to school and work hard to realize their dreams. The plot is very moving. With the help of micro-films to spread good ideas and positive energy, educate the public in a subtle way, and gather more love, consensus and strong spiritual power for national development, social stability, and personal

growth.

The government adheres to the principle of active guidance and encourages the creation of micro-films. In December 2016, General Secretary Xi Jinping mentioned in a national college ideological and political work conference that new media and new technologies should be used to make work alive, promote the high integration of traditional advantages of ideological and political work with information technology, and enhance the sense of the times and attractiveness. [1] The report of the 19th National Congress of the Communist Party of China also pointed out that in order to stimulate the vitality of cultural creation and innovation of the entire nation, micro-films are an effective way for all people to participate in cultural creation and cultural innovation. [2] The rapid development of the college micro-film market can also be said to be a positive response to the party and the state's public opinion propaganda and national education requirements. As a way of practical teaching, micro-films can effectively liberate cultural education from the predicament of preaching, dullness, and lack of attractiveness that has always existed. The more prosperous the university micro-film market, the more it can show the inner world of university students and the vigor and vitality of youth groups in the new era. The micro-films taken by the students in school generally only need a small amount of capital investment, and do not pursue commercial advertising income. The creation of the works has a high degree of freedom and the subject matter is rich. Some are adapted from real people, some are completely original, and some are imitated and spread. Gao's film and television works are full of wild ideas. Of course, colleges and universities should also combine their own campus cultural construction to encourage students to pursue the quality creation consciousness that content is king. [3] The university micro-film market is different from the mass market of commercial cinemas. It can be said that today's micro-film focuses on the niche market of young people. We must attach importance to the cultivation of niche markets and disseminate outstanding works of thought and creativity. We must not only attach great importance to cultivating the micro-film market in universities and expand the influence of the micro-film market in universities, but also give full play to the role of micro-films in college students' ideological and political activities. The important role in education is to correctly guide college students to pay attention to the main theme, strive to promote positive energy, create self-portrait micro-films with the correct "three views", and strengthen the ideological and political education of colleges and universities in the form of professional practice courses.

3. MEDIA ATTENTION AND MAINSTREAM DISCOURSE POSITION

The development trend and industrial value of the

micro-film market has become the object of media attention. In 2019 alone, the types of media active in major micro-film festivals and selection activities include newspapers, magazines, radio, television, online media, new media, etc. The number is nearly 100. All sectors of society pay more and more attention to the commercial and public opinion trends of the micro-film market. In terms of industrial value, the commercial value brought by the "placement" of micro-film commercial advertisements and the indirect public opinion influence brought by its own information dissemination function have attracted considerable media attention.

There are a total of 32 mainstream journals for micro-film works in 2019. Among them, there are 15 professional journals related to the micro-film market such as "Communication Research", "New Media Research", and "Southeast Communication", accounting for about 50 %, it is precisely because of the voice of professional magazines that some of the low-quality works are eliminated, and the standardization and professionalization of the market is promoted. In the same year, the micro-film advertising works attracted the attention of 9 journals in the industry, accounting for about 10%. The micro-film advertising "placement" innovatively used the principle of profit-seeking of capital, making it the type of micro-film most concerned by the media in the year. Of course, education , Legal system, children, archives, public welfare and other types have also received attention. Many employers and creators have gone deep into the micro-film market, abandoning the previous advertising model that directly displayed products, and started to focus on content, so as to integrate good storytelling and marketing products. For example, in 2019, the micro-movie "What is Page" directed by Zhang Dapeng has been released, and more than 60 related research papers and articles have been published in various publications, covering fact reports, marketing enlightenment, Reason analysis and theoretical interpretation of artistic visualization, etc. "What is Page" is a marketing advertisement for the Lunar New Year movie "Little Pig Peppa New Year". While telling the story of returning to family and embracing the theme of family affection, it also made good advertising for Lunar New Year movies, which has emotional appeal and The double value of business interests.

The media has the role of transmitting information and supervising public opinion. The media must avoid "eyeball theory" behavior and take the initiative to assume social responsibilities in order to achieve long-term development. As a new art form in the new media environment, micro-films have been widely used in education, commerce, art and other fields. However, in the face of the complex performance of the micro-film market, how can we rationally and objectively guide the market value? It is particularly

important to establish the responsibility of the industry. The focus of the media should not only be on the commercial performance or value of micro-films, because its essence is to focus on resource input, distribution and benefits. []Commercialization can indeed enable the rapid development of the micro-film market, but I want to explore A standardized development path, paying attention to the unity of subjective and objective creation of micro-films is the source of its value, actively reporting and focusing on micro-films with diversified themes, supporting and encouraging authors, scientifically guiding consumers, and calling on creators to return to the content Only with creativity can we truly win the market. The successful case of advertising "placement" in the micro-film-"Old Boy", sponsored by the automobile brand Chevrolet Cruze series, has greatly aroused the emotional resonance of the audience with the content of youth, struggle, and passion, and has gained widespread attention.

Throughout 2019, more and more micro-film works focus on people-oriented, and they are more willing to pay attention to people's emotions and living conditions on the theme. Through twists and turns and moving storylines, they show vivid and full character images, thereby narrowing the distance with the audience ; Technically pursue high-quality images and provide audiences with audiovisual feasts; market development focuses on professional talents, and many colleges and universities offer art courses to effectively combine industry needs with talent training. This trend not only conforms to emerging art forms The development of the film is also in sync with the development of the times. The achievements of the micro-film market this year provide more valuable and rich experience for its future development.

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Photography Education Accelerates Artistic Literacy

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Abstract: With the arrival of the era of new media, economic science and technology have reached a higher level. The improvement of national artistic literacy has become a major demand for increasing people's happiness in life. Photography, as a form of art which has an entering level of teaching and a wide audience size and strong operability, therefore, also became a "shortcut" for promoting photography teaching and enhancing national artistic quality education in this new era.

Keywords: Photography; education; art; literacy

1. INTRODUCTION

From the 4th century BC, a Chinese author details the imaging phenomena of light in *Mo Jing*. By 1939 the world's first camera "Daguerre camera" was born. In 1975, Kodak laboratory invented the first digital camera, and for decades with the development of modern science and technology, photography has evolved from a luxury fantasy out of reach to a skill within reach.

After the industrial revolution in the West, China focused on "Mr. Science" and "Mr. Democracy" and vigorously developed economic production. In terms of art education, China also gave up the "Musical Instruments, chess, painting and calligraphy" inherited from ancient times and turned to more technology-based art cultivation aimed at pragmatism.[1] On the one hand, all kinds of professional schools were set up, and the technology of art was indeed improved. On the other hand, the disadvantage of a general arts literacy is also increasingly obvious.

For a country, the improvement of its economic foundation requires the improvement of people's cultural and artistic literacy. It's a method to enhance its soft power. As a major medium of art, photography is relatively closely related to people's lives. The popularization and innovation of photography education is an important entry point to accelerate Chinese people's artistic literacy.

2. CHINESE ARTISTIC LITERACY BACKGROUND

The difference between developed and developing countries is mainly reflected in the degree of economy, technology and people's living standard. In 2020, American experts have expressed their opinion that China has become a developed country. Indeed, China has become the world's second largest

economy on the basis of economy. There is no doubt that its economic development has been continuously and steadily improved every year. [2] In 2008, the Ministry of Science and Technology of China released the national science and technology standard, which has reached the level of moderately developed countries. Despite the external material gap is relative quantitative can efficiently improve, people's spiritual culture, art accomplishment is hard to quantify and be improved in a short term. They need time and education to change the ideology, culture and life concept, so as to achieve a qualitative change.[3]

Artistic literacy refers to people's feeling, experience, evaluation and ability to create art. It includes "aesthetic cultivation" and "aesthetic cultivation", which also includes the mastery of art theory and art history knowledge, the understanding of artistic creation, artistic appreciation and the law of artistic development, as well as the sensibility, imagination, judgment, understanding, creativity and so on. Zhou Haihong, the vice president of the Central Conservatory of Music, called "artistic literacy" "perceptual literacy" and associated it with the experience of happiness. He believed that if people want to achieve a happy life, they not only need to acquire the quality of happy living conditions, but also need to have the ability of experiencing happiness.[4]

Artistic quality also affects everyone's psychological state. Each work of art has a unique and independent aesthetic value. Every time you appreciate a piece of art work, it is a nourishment for the field of the soul. It encourages you to think and understand your inner desires and hopes. It is like a light that guides you to pursue and make peace with yourself.

The difference of artistic quality at home and abroad comes from two aspects, one is ideological innovation, the other is the development process of artistic literacy. Foreign art forms are more innovative. After the 19th century, with the development of capitalism and the emergence of ideological enlightenment, it provides a reliable material guarantee and ideological impetus for art to break through the ancient tradition and innovate and diversify the art. For example, with the advent of the industrial revolution and the rapid development of science and technology, the revolutionary development of art also took place. In the aspect of fine art, people broke the rule of classicism and

emerged realism, impressionism, Dada and surrealism, breaking the conventions in the use of color, composition and elements. In aspect of music, Romantic music and new music, which are different from traditional classical music, have also made breakthroughs in forms, harmonies, instruments and tones. However, because of the poverty and backwardness of modern society, the upward development of Chinese artistic literacy did not interrupt as it should have. Not until the founding of New China, the national artistic quality of China has been further developed. Especially after the reform and opening up, along with the rapid development of China's politics, economy, science and technology culture, the expansion of the exchanges with the outside, the increasingly rich life image, high art and popular art boundaries have been broken. Art is increasingly penetrated into the current Chinese People's Daily life. All these have changed people's attitude towards art. More and more people have the requirement and passion to pursue art, and have certain experience in enjoying and creating art. It can be said that compared with the past, today's artistic literacy of the Chinese people has been greatly improved.

But in a negative way, nowadays, China's artistic literacy education has become more utilitarian and artistically oriented. Fundamentally, children are naturally interested in art, while most parents let their children learn art for the main purpose of getting higher score when the entrance exam. Many parents, who eager for quick success and instant benefit, have not even laid a solid foundation before they take their children to the test or participate in the competition. Parents believe that children with art skills will have more advantages when applying for schools, while the so-called cultivation of children's artistic literacy is like a bargain of "buy one and get one free".

What causes parents to hold this view? When they are young, they don't have the resources to experience the joy of art. The appreciation of music and even the appreciation of art were associated with the decadent capitalism in that time. It's the sort of meaningless things for the idle. This perception, like the effects of scarcity, is entrenched, unaccountable, rational and detrimental.

So, despite the parents' generation is no longer suffering from the short of material things and but has maintained the habit of thrift and enterprise. Many of them are either materialistic in their pursuit of collection and vanity, or are still extremely stingy. In such a family, the love of art and the pursuit of artistic literacy are either talked about by parents as flagging family education, or scolded for "idle and good-for-nothing". Both of these are not conducive to the cultivation of artistic literacy. The former is to study art for utility and vanity, the latter is a deadly crackdown and killing of artistic literacy education.

But think about it. When you have the basic artistic

accomplishment, your "listening to music" and others "listening to music" is completely different, your 'appreciation of arts' and others "appreciate arts" is completely different, your world of "beauty" is much more abundant than others. You will just like getting a new world.

3. PHOTOGRAPHY EDUCATION IS A "SHORTCUT" TO ACCELERATE ARTISTIC LITERACY

With the arrival of the visual era, pictures, short videos and other film and television arts are closely related to our lives. Without professional training, ordinary people can also shoot excellent works with their daily mobile phones. "Photography" is not only a tool of life for modern people, but also a form of art activities that have no threshold to everyone. Thanks to its strong operability and low economic threshold that photography art education has a very large audience and a platform for popularization.

For artistic literacy, we can't simply regard it as skill achievement or diploma of awards. It is a comprehensive quality formed during the whole growth process of a person's life and study. The influence of this literacy on photography education should be divided into two aspects. Firstly, we should put effort in technical aspects, such as the operation of photographic equipment and shooting skills. Secondly, we can't ignore the aspect of content. A photographic work must be more than just a simple picture by pressing the shutter. The work should be the author's experience and observation of the world which has his own emotional expression. Having a good artistic literacy will make the photographer have a more nuanced understanding and a better perspective. It's of great benefit of getting more understanding of your audience, the influence can extend even to people who haven't seen your work. There are many of the best photographs in history having meaningful value to the world.

The great photographer Ansel Adam once said, "We don't just take pictures with a camera. We bring all the books we've read, the movies we've seen, the music we've listened to, the people we've loved." In fact, photography is an aesthetic experience with the supremacy of sensibility. However, many photography education in universities or in the society is a systematic teaching with technology as the primary direction. From the perspective of aesthetics, there are differences between the original intention of photography and the artistic literacy.

Superficially, photography is something about lines, light, composition, color and the design of elements. To some extent, it integrates the subjective intention of the creator into the photographic works just like other arts such as painting. Different shooting angle technology, especially the artist's personal aesthetic ability will have great impact on the final picture of same subject. The perception of beauty, is not a few years of training or some photography practice

experience can be rapidly improved. Relying on fragmented time to learn some theories can't be effective to one's aesthetic ability. Many well-known photographers have many aspects of the art training at an early age, such as under the influence of parents working in the field of literature and art, or under the guidance of their parents at an early age, interested in all kinds of art exhibitions, chronic influence. As time went by, they formed their own unique observation and aesthetic ability. This ability is imperceptibly embedded in our lives. Therefore, the creation of aesthetic reflection in the works is a natural phenomenon.

Up to now, most photography education exists for the purpose of commercial profit. The society needs to popularize more teaching in the nature of public welfare to stimulate people's enthusiasm for discovering and recording beauty. After breaking the economic barrier, photographic art should remove the technical barrier. And meanwhile, the lowering of the threshold of art can make people feel and enjoy art

more freely. The cultivation of artistic literacy is a long-term accumulation process, and photography is a relatively effective shortcut to improve people's artistic literacy at this stage.

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Application of Benchmarking in University Library Management

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Abstract: This paper introduces the background, connotation and implementation steps of calibration comparison, puts forward the specific implementation steps and significance of scaling ratio super analysis method in university library management. Finally, the paper briefly expounds the shortcomings of the application of benchmarking in university library management.

Keywords: benchmarking; University Library; Library management

INTRODUCTION

With the development of science and technology, the competition of higher education at home and abroad is increasingly fierce. Competitive intelligence plays an increasingly important role in the future and destiny of colleges and universities. If the university library wants to understand itself and its competitors comprehensively, it needs to take new competitive means constantly in order to win the strategic opportunity. Benchmarking is an effective tool in enterprise management. In order to meet the challenge of environmental change, the library industry has also learned from the contingency measures and management methods of the enterprise. Benchmarking has become an effective tool in library management. In recent years, it has been well practiced in many foreign libraries.

1.ABOUT BENCHMARKING

Benchmarking is a new management method, which was first proposed by Xerox in 1979 to meet the challenges from competitors, and finally successfully recaptured the market. Since then, many famous enterprises began to follow Xerox's example and widely carried out benchmarking activities. Benchmarking has become a very popular management tool in western countries [1]. Benchmarking, business process reengineering and strategic alliance are the three major management innovations in the 1990s [2].

Specifically, benchmarking refers to the process of comparing, analyzing and judging with the most advanced benchmark objectives of the first-class organization, and continuously applying some optimized benchmarking objectives to the improvement practice of the organization, so as to learn and catch up with the first-class organization, create excellent organizational performance, and enter a virtuous circle [2].

Since the 1990s, librarians have gradually realized the role of scaling and surpassing. Benchmarking method was first used in the improvement of reference, acquisition and Cataloguing in American libraries. In August 2006, at the World Congress of Library and information and the 72nd IFLA Congress held in Seoul, South Korea, Marla Seissl introduced the practice of benchmarking by Austrian university libraries. With the development and evolution of practice, benchmarking has attracted more and more attention in improving the modern management and service level of university libraries, and has become an effective method to compare with other libraries and improve their own management.

2 IMPLEMENTATION STEPS OF BENCHMARKING IN UNIVERSITY LIBRARY MANAGEMENT

Since the 1990s, Chinese intelligence workers began to accept foreign competitive intelligence ideas and theories, and applied competitive intelligence methods to China's practice. Because of the scientificity, rationality and operability of the research method, benchmarking has been widely used in the modern management and service of university library. The application of benchmarking method in university library management mainly includes the following steps: selecting the content of benchmark, determining the target library, collecting and processing data, analyzing information, putting forward countermeasures and formulating implementation plans[3].

2.1 Selection of benchmarking content

In order to achieve the ideal effect of benchmarking, first of all, it is necessary to determine the content of Library benchmarking, which is the most basic and important work, and also the premise of follow-up work. The content of benchmarking in university library depends on the goal it expects to achieve. It can be said that every link of university library can be benchmarked, which requires the library to fully understand its own situation and select the link that needs to be improved most. According to the content of benchmarking, we can divide the benchmarking into team building benchmarking, management benchmarking, information resources benchmarking, service benchmarking, development strategy benchmarking, etc.

2.2 Determine the target library of benchmarking.

The choice of target library must be scientific,

reasonable and operable. The appropriate benchmarking library can not only simplify the difficulty of the calibration process, but also strengthen the effect of the calibration process. When choosing, we should pay attention to the horizontal distribution of the benchmarking. There should be not only first-class university libraries, but also libraries of the same kind and level.

2.3 Collect and process data.

Collect the corresponding data according to the content of calibration. Data collection is an important part of benchmarking, and is the carrier of data analysis, otherwise analysis will become "cooking without rice". Based on the experience of international benchmarking exchange center, it takes about 50% time for a benchmarking project to collect data. Data can be collected through interlibrary communication, literature retrieval and Internet. We should identify the collected data, identify the important and effective information sources, and try to avoid the interference of human factors. After the work of data collection is completed, the data needs to be analyzed and processed. Data processing should be carried out in strict accordance with the established benchmarking target set by the library.

2.4 Information analysis.

Information analysis is to determine the comparative evaluation index system and performance gap, and to compare the performance of the library with that of the "benchmark" object, so as to find out the existing gap and the reasons for the gap. We usually compare the similarities first, then compare the differences, and then analyze the key factors that affect the success or failure of a certain aspect of our library. Only through the comprehensive and in-depth analysis of the collected information and intelligence, can we really realize why the library of calibration is better than the "benchmark" Library in management, how good it is, and what kind of optimal practice should be adopted now or in the future, and how can the library learn or innovate to catch up with and surpass the "benchmark" in management.

2.5 Put forward countermeasures and make implementation plan.

On the basis of comparative analysis of data, we should make clear the deficiencies of the library. The next step is to make a specific plan to catch up. This is not only the content of "super" in the calibration and comparison, but also the purpose of calibration and comparison. In determining the measures of benchmarking, we should fully consider the actual situation of our library, fully mobilize the enthusiasm of all librarians, and reduce the resistance to the implementation of benchmarking. In the specific implementation process, it is also necessary to closely track and monitor the process of calibration and comparison, pay attention to whether the action deviates from the established goal or new influencing factors appear, at the same time, it is also necessary

to timely feedback and evaluate the information, and make adjustments and interventions when necessary, so as to ensure the smooth implementation of calibration and comparison and achieve the expected effect.

3 THE SIGNIFICANCE OF THE APPLICATION OF SCALING RATIO IN UNIVERSITY LIBRARY.

3.1 It is helpful to enhance the core competitiveness of the library.

Using the method of benchmarking to make scientific and systematic analysis and research on the management of university library can solve the defects of previous quality evaluation. The accurate evaluation results provide scientific and reliable decision support for the library management, thus promoting the improvement of the overall management and service level of the library. The application of benchmarking makes the library management more targeted, comparable and operable, and further improves the library's information resource guarantee ability and core competitiveness.

3.2 It is helpful to improve the service quality of the library.

Service is an important feature of library. The quality of reader service is the core of reader service design and reader service management, and the vitality of library to achieve sustainable development. Therefore, it is very important to study and improve the quality of reader service. By using the method of benchmarking, we can not only find the gaps and deficiencies in the service, but also explain the results of its quality evaluation, so as to improve the service awareness and quality awareness of the library.

3.3 It is helpful to the communication and cooperation between libraries.

Because the method of benchmarking involves complicated and long-term data investigation, it is necessary to make the frequent connection between our library and the "benchmark" library. In order to obtain accurate data and information, the communication between libraries is becoming more and more frequent, and the bad situation of lack of communication between libraries will be greatly alleviated. At the same time, through communication and cooperation, advanced experience has been studied, referenced and promoted, and the overall level of library has been improved, which will certainly promote the exchange and cooperation between libraries to a great extent.

4.CORRECT UNDERSTANDING OF THE APPLICATION OF BENCHMARKING MANAGEMENT METHOD IN UNIVERSITY LIBRARY

Compared with the super analysis method, the benchmarking method has the characteristics of strong pertinence. It can aim at a weak link (such as management efficiency, service quality, resource construction, strategy formulation, etc.) of university library itself, and even compare the more detailed

links, and put forward improvement measures. The method of benchmarking is practical, feasible and easy to operate, which can often achieve good improvement effect after application. However, compared with other competitive intelligence analysis methods, there are some shortcomings in the application of benchmarking analysis method in university library management. Therefore, when the university library uses the scaling ratio super analysis method, it is best to use it in conjunction with other competitive intelligence methods (such as SWOT analysis, competitiveness analysis, value chain analysis, competitor tracking analysis, etc.), and constantly absorb valuable information from these methods to guide the analysis process of scaling ratio

super, so as to promote the competitiveness of University Library in the new environment.

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The Implications and Reflection of Conceptual Metaphor Theory in Middle School English Teaching

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Abstract: Cognitive linguistics holds that metaphor is pervasive in everyday life, not only in language, but also in thought and behavior. Metaphor is a concept expressed by language objects, which establishes connection between different domains and helps people understand the concept. Scholars abroad and at home have demonstrated the positive effects of metaphorical teaching on language study, this study tries to find out some effective teaching methods of conceptual metaphor in class. In addition, cultural factors should be paid attention during English learning and teaching. The application of conceptual metaphor theory in middle school English vocabulary and discourse teaching can, to a certain extent, facilitate language acquisition, enhance students' metaphorical consciousness and cultivate their metaphorical competence.

Keywords: Conceptual Metaphor Theory; English Learning and Teaching; Metaphorical Competence

1. INTRODUCTION

The traditional studies of metaphor believe that metaphor is a kind of rhetorical device. In fact, people unconsciously use the mapping process between the two domains in the process of thinking. Language learning and teaching are closely tied to metaphor. What we teach and how we teach, along with the complementary perception of value, are intimately linked to metaphor" (Herron, 1982). Conceptual metaphor theory, as a basic cognitive method, can be used flexibly in middle school English learning and teaching to concretize abstract concepts.

2. METAPHOR THEORY

The main feature of metaphor is to transform abstract concepts into familiar objects and people usually need to use previous knowledge to experience new things. Therefore, using language metaphor strategy can effectively reduce the difficulty of understanding. It is the old information in the cognitive environment that plays an important role in the process of understanding.

Metaphor basically exists in the etymology of every word (Hester, 1997). The way we think and act is metaphorical behavior. Most conceptual systems are essentially metaphorical, and language is used to convey metaphorical concepts. For example,

"argument is war", "your statement is untenable", "I have never won with him" and so on are expressions that are often involved in the argument, which can construct the concept of "war". Another example is "he has recently been in high/low mood", and the concept of "high" indicates the abstract emotional state of "being enthusiastic". On the contrary, "low" corresponds to "being depressed".

3. RESEARCH OVERVIEW OF CONCEPTUAL METAPHOR THEORY

Conceptual metaphor theory was first put forward in Lakoff's *Metaphors We Live by*. He believed that metaphor is not a simple linguistic phenomenon, but the result of the human mental development. It is a cognitive activity in which human beings use their experience in one field to explain or understand the experience in another (Lakoff & Johnson, 1980). Conceptual metaphor theory holds that metaphor is a systematic mapping from a concrete domain to an abstract domain. Our conceptual system is largely metaphorical, then the way we think, what we experience, and what we do everyday is, to a large extent, a matter of metaphor. This is Conceptual Metaphor Theory. Human mind has the access to many well-formed independent concepts, and that these concepts are typically connected metaphorically to other independent concepts with similar structure in long-term memory. So we can say that metaphor is not only a rhetorical device, but also part of daily speech that structures the way people to perceive, think and act.

4. APPLICATION OF CONCEPTUAL METAPHOR TO ENGLISH LEARNING AND TEACHING

It is important to understand and use metaphors in different situations. The problems with metaphor teaching and learning aroused great attention and concern of scholars abroad, such as Danesi (1992), Cameron & Low (1999), and Littlemore (2001). With the development of metaphor cognitive theory, they turned to metaphor for help. Although they have demonstrated the positive effects of metaphorical teaching on language study, few suggestions about how to effectively teach metaphors have been advanced. In the theoretical exploration of metaphor, some foreign scholars turned to metaphor competence and believed that metaphorical learning can improve students' communicative competence.

Domestic researchers also encourage the application of metaphor teaching to language teaching. Therefore, it is necessary to find out some effective teaching methods of conceptual metaphor.

4.1 Metaphorical Mechanism of Vocabulary

The traditional vocabulary teaching is always giving priority to teachers: generally, teachers teach words with the explanation of various information about vocabulary, such as part of speech, semantic meanings, and collocations; students are in a passive position to receive the information. This traditional forced-feeding model of teaching has aroused wide concern to a crowd of educational experts, then they put forward a variety of creative vocabulary teaching methods, and conceptual metaphor is one of those.

Metaphorical thinking refers that metaphor is a way and means to describe cognition by using subjective experience such as emotion, beauty and moral sense in the field of motor and perception. Metaphor is the product of body, brain, experience and mind. The formation of metaphorical thinking can help students predict the meaning of polysemous words in different contexts, and understand the expression and slang in English easily.

Conceptual metaphor has an excellent explanatory power to polysemy, which is helpful for students to grasp the internal relation between the basic meaning and the extended meanings of a word. The basic meaning of the word "mouse" is similar to that of "rats", but in some situations, it can be understood as a hand-operated electronic device that controls the coordinates of a cursor on the computer screen, which shows the connection between the basic meaning and the metaphorical meaning of the word. The basic meaning of the word "back" is the posterior part of a human(or animal), and its relevant phrases, such as "turn one's back on": refuse to help someone, "be backed by someone": get someone's support. In the course of classroom teaching, we should not only explain the vocabulary knowledge and syntactic knowledge, but also explain the cognitive motivation behind it, which can make the original boring explanation interesting.

In the sentence "love is a journey", "love" is originally a feeling, expressing an abstract concept. With the help of the concept "journey" that people can experience in real life, it is used as a metaphor to give "love" a concrete and tangible concept. In the sentence "understanding is seeing", "understanding" is an abstract process of thinking, while "seeing" is a concrete sensory experience. The conceptual metaphor is a mapping from the source domain with the concrete structure--seeing to the target domain with relatively abstract structure--understanding. It can be seen that conceptual metaphor makes the boring vocabulary learning full of fun and urges students to turn passive recitation into autonomous inquiry.

4.2 Metaphorical Coherence of Discourse

From a cognitive perspective, metaphor is the mapping from the source domain to the target domain, or the interaction between the source domain and the target language. In this way, the parts of the discourse are connected through this mapping and interaction to form a coherent discourse (Zhang, 2008). Danesi in 1992 put forward the concept of "metaphorical competence". Good use of metaphor is an important sign of a learner's proficiency in a language. Cultivating students' metaphorical competence is also one of the main goals of middle school English teaching.

Metaphor is not only an important way of thinking, but also plays a crucial role in constructing meaning and achieving coherence in the use of language. The discourse is connected with the help of the relevance of the constituent elements of the metaphor mechanism. Therefore, we should not only study metaphor at the lexical and syntactic level, but also expand it to the textual level.

The references of words in the text sometimes does not correspond to the outside world, but refer to people's psychological reflections of these things. Just like fairy tales, Santa Claus and other things that do not exist in the world, if they appear in the text, people will make psychological reflections of them in their minds, such as Snow White wearing a princess dress, Santa Claus wearing a red Christmas hat and so on.

Human metaphorical thought is pervasive, and metaphorical clues run through the text to ensure the consistency of the conceptual system and the coherence of the text, which is the effect that simple cohesive devices cannot achieve (Wang & Fan, 2009). Metaphor theory enables us to understand the construction and coherence of discourse meaning from perspectives of different domains or mental space. Conceptual metaphor has a strong explanatory power for discourse coherence.

Learners are more likely to discover metaphorical cognition when they master another cultural knowledge. The differences of metaphors exists in the two languages and also reflects the cultural differences of different countries. Therefore, in the process of English teaching, teachers should pay attention to the explanation of cultural background knowledge (Qin, 2020). These differences can be explained by cultural characteristics, such as cultural preferences, and metaphors with unique cultural connotations. They all explain the differences between Chinese and English metaphors from different perspectives.

5. CONCLUSION

In middle school English teaching, teachers should lead students to pay attention to the metaphorical concepts in English learning consciously. It is of great significance to pay attention to the metaphorical mechanism of vocabulary, explore the metaphorical coherence of discourse, enhance students'

metaphorical consciousness and cultivate students' metaphorical competence to promote language acquisition. Combining metaphor theory with practice, conceptual metaphor should be applied to other languages and other disciplines to solve various problems encountered in real life, which may in turn lead to the active classroom atmosphere and more interaction between the teacher and the students. This study will benefit the further metaphor researching and language teaching.

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Lean Management Thoughts in <Laws Divine and Human>: Less Is More

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Abstract: <Laws Divine and Human> written by the Old Master is the most popular Chinese book all over the world based on which unlimited thoughts in varied fields have been discussed, including management thoughts. However, few scholars ever focused on the topic of Lean Management Thoughts in the book. This study provides new ideas about what Lean Management is, why it is important and how to put it into practice after systematic literature review from English speakers' perspective. The conclusion has taken a step forward, indicating that the best way to manage any enterprise should be to obey the condensed principle: Less Is More, which would be beneficial to solve the increasing problems faced by managers nowadays.

Keywords: Laws Divine and Human, Lean Management Thoughts, Less Is More

1. INTRODUCTION

<Laws Divine and Human> of 5000 words in 81 chapters, also translated as <Dao De Jing>, <Tao Te Ching>, or <The Way and Its Power>, etc., is the most popular Chinese book on the planet, according to a survey in which its translated versions are found second to none[1]. Its author is acknowledged to be the Old Master, also named Li Er, Lao Zi, or Lao Tzu. From a literal standpoint, any choice is acceptable, and each version has unique advantages. Nevertheless, in this study, Xu Yuanhong's English version <Laws Divine and Human> is taken as the best choice in order to make it easier for modern readers, especially English Speakers, to understand.

As an influential philosophical work, <Laws Divine and Human> contains a lot of thoughts, including but not limited to politics, economics, and management. As is known, the book is initially written for rulers, so in field of enterprise management the articles before mostly discussed on leadership or strategy. Some others talked about dialectics, mentioning non-contention as well as that let nature take its course. After a systematic literature review, it's found that most scholars are working on human resource, management systems and business process[4][5].

It would be a pity should nobody pay enough attention to Lean Management Thoughts in the book. Because the methods of Lean Management are so much like the way to Divine and Human Laws. There is no exact definition to either of them, because the law may be spoken of yet it is not the common law.

More about Lean Management Thoughts in the book is further discussed as followed.

2 WHAT IS LEAN MANAGEMENT ACCORDING TO <LAWS DIVINE AND HUMAN>

There isn't a universally absolute answer to what Lean Management is. Researches on the best practices such as Toyota management show that the core of Lean Thinking is to diminish or even avoid any kind of waste[2][3], which is expressed in <Laws Divine and Human> as everything comes from a form and the form comes from the formless (Chapter 40).

2.1 The nature of an enterprise is to make profits

As a player in the market, an enterprise supplies products or service and thus makes certain profits to sustain itself. As a result, it pays tax and offers jobs. But all in all, it must make profit. Otherwise it's not an enterprise but a charitable organization. The Old Master said everything has its fundamental nature (Chapter 39), and it could be said accordingly that an enterprise has a nature to make profits. The methods of management, as tools to better make profits, naturally aim at less input more output, less cost more profit or less investment more return.

2.2 The nature of Lean Management is no waste

From an input-output standpoint of view, the nature of enterprise management should be Lean Management. Budget management aims at money, audit management focuses on compliance, and production management pays attention to efficiency, all of which belong to field of Lean Management. As mentioned above, the core of Lean Management is no waste, which is depicted in <Laws Divine and Human> as everything comes from a form and the form comes from the formless (Chapter 40). In the angle of Lean Management, an enterprise comes from profit, and profit comes from no waste. In other words, profit is the form while waste is the formless. No waste means fat profits.

3.WHY IS LEAN MANAGEMENT SO IMPORTANT

Lean Management had been properly practiced in Toyota, whose sub-brands Lexus and Prius gained overwhelmingly success in global market [2]. Why Lean Management is important and useful in an enterprise? The answers may be hidden in <Laws Divine and Human>.

3.1 Managing an enterprise as cooking a small fish

A large state should be ruled as a small fish is cooked

(Chapter 60). In cooking a fish the key performance indicators are timing and intactness. That is to say, just in time while no frequent stir. So it's the same with to manage an enterprise. As is told in Chapter 23, executives shouldn't act on subjective consciousness, the less the better and the best is never. Fierce wind blows not long and rainstorm can't last on, so in a normal enterprise the management systems should keep stable and revolutionary changes should be encouraged in R&D field instead of others. Managers should know the time to change and do it carefully.

3.2 No waste means fat profits as non-interference overwhelms

The softest in the world harnesses the hardest. Invisible existence goes through visible entities without any interstice (Chapter 43). Lean Management Thoughts are invisible, while enterprises including workers, machines and materials are visible. Likewise, waste is usually invisible while profit is always visible. It is verified in thousands of cases that zero stock could make fat profits. It's not difficult to understand that if an enterprise is ruled by non-interference and sticks to no waste, the bright future will come along with fat profits.

3.3 Less rules less outlaws

Traditionally, employees in most enterprises are encouraged by KPI appraisal, promotion or equity incentive. However, no matter how satisfying the institutions seem, certain executives may keep the final right to explain. Their power is more or less subjective. So the act lacks credibility, the procedure lacks objectivity and the results seem negative [6]. This phenomenon is described as more laws make more outlaws (Chapter 57). That's why the Old Master taught rulers to govern with non-interference. Lean Management demands the trust of employees. Less rules make less outlaws.

4 HOW TO PUT LEAN MANAGEMENT THOUGHTS INTO PRACTICE

Now that the importance and use of Lean Management is evident, the Old Master disclosed several ways to better governance.

4.1 Less orders are better

Too many words always cause troubles. It's better to comply with Nature and keep the words in heart than to make the mouth work as a bellows (Chapter 5). A manager's words often mean orders, especially when they become standards. It's sometimes easy to ignore that any management has its cost which tends to become waste. So the first principle may be: less orders.

4.2 Simpler managing methods

To pursue knowledge on governing results in complicated managing methods. To seek essence and reduce subjective consciousness makes managing methods simpler (Chapter 48). Scholars may make a simple problem complicated, but managers must make a complicated problem simple. Never take the

management tools as aims so that new methods would not become burdens. If possible, use less and simpler method.

4.3 Zero stock is parameter

A houseful of gold and jade cannot be safeguarded (Chapter 9). Most experts in production would admit that proper stock is crucial. Raw materials are strategic resources. Inventory of finished goods could be gold mine when the demand is strong. But treasures may cause safety problems. In most cases, to keep the stock level relatively low is to mine the gold.

4.4 Paying more attention to details

After the principle Less Is More is established, the employers as well as employees will be set free in a larger sense. Thus more attention could be paid to really value-added details (Chapter 63). What kind of details? The Old Master taught his followers that it is easy to control the quiescent, plan the unborn, sublimate the just-beginning, and dispel the motes (Chapter 64). In a word, remember that details determine success or failure and always be prudent when facing problems.

4.5 Benevolence, restraint and unwillingness to be No.1

There are 3 virtues for lean managers: benevolence means employees first, restraint calls for prudence and unwillingness to be No.1 needs strategic wisdom (Chapter 67). If there's doubt about the unwillingness, the Old Master might answer that only when one is not lost in seeking the first place can he be certain beyond doubt that others cannot defeat him (Chapter 66). Many enterprises failed because of vicious competition, which should be good mirrors. To be No.1 is a bonus, not a target.

4.6 Keeping the initial state of mind

Just as other methods, Lean Management emphasizes the PDCA Circle too. In the Old Master's language, one should always keep the initial state of mind even if he has made a great success, and never forget the initial state of mind then the mission will finally be accomplished (Chapter 45). Practice makes perfect, which is also true in lean management, but there is no end in seeking perfection. Continuous improvement should never be absent in any kind of management.

5. DISCUSSION

As discussed above, the principles in Lean Management are similar to the thoughts in <Laws Divine and Human>. The two kinds of methodology are named differently but almost the same in nature. Neither of them is hard to understand, yet numerous enterprises fail because their managers lack Lean Management Thoughts. Excellent managers follow the rules, common ones half believe in the rules, and the worst mock at the rules (Chapter 41), which are worth further thinking and discussing. Lean Management isn't unfathomable at all. It's easy to understand and put into practice. Yet as the Old Master said, it seems plain but is real jade (Chapter 70).

6.CONCLUSION

Based on the study above, here come the conclusions which could quote from the Old Master: first, the key to govern is lean(Chapter 59); second, less is more and more is confused (Chapter 22); third, prudence from beginning to the end (Chapter 64). From the angle of governing enterprises, here are the principles in Lean Management: less orders, simpler methods, zero stock, attention to details, restraint, and prudence. In a word, the condensed principle of Lean Management Thinking in <Laws Divine and Human> should be: Less Is More, which would be beneficial to solve the increasing problems faced by many managers nowadays.

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Research on the Scale and Layout of Higher Vocational Education

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Abstract: Higher vocational education is a type of education aimed at the general public and cultivating professional industry talents needed for social development, including vocational college education, vocational undergraduate education, and graduate vocational education. With the development of our country's economy, higher vocational education has been continuously improved and kept in line with the times, providing a large number of technology-applied talents required by the society, and its scale and layout have basically adapted to the needs of regional development. However, there are still some problems in the scale and layout of higher vocational education. This paper starts from the actual situation of higher vocational education, sorts out the main manifestations of the problems and proposes an optimized path to provide references for the improvement of the scale and layout of higher vocational education.

Keywords: Higher vocational education; Scale; Layout; Principle

INTRODUCTION

Since 2000, the process of popularization and socialization of education in our country has accelerated, and a large number of higher vocational schools have emerged. In higher education, the number of teaching staff and that of schools are second to none in the cause of education, and it has received widespread attention from the society. With actual needs, the authority to approve the construction of higher vocational education has been gradually delegated to Provincial Departments, and various higher vocational schools have sprung up everywhere. To do a good job in the layout and education of higher vocational schools is conducive to the cultivation of professionals with comprehensive skills, and also conducive to the development and stability of the society. At present, to run higher vocational education well, we need to sort out and research the problems in the scale and layout of education to improve the overall level of education and teaching.

1. THE PERFORMANCE OF THE SCALE AND LAYOUT OF HIGHER VOCATIONAL EDUCATION

1.1 Prominent contradiction between "unpopular" majors and "hot" majors

At present, China is leading the development wave of

the fourth industrial revolution, giving birth to many new industries that combine "Internet +" and artificial intelligence, such as cloud medical care, cloud classroom, and cloud shopping. Jobs in these industries generally require workers to use computer-related knowledge such as programming techniques, background maintenance and management, and network security and data protection. In this regard, computer, electronic information and information security majors have become "hot" majors. Most of the students are in oversupply, and even some students do only learn these majors. They would rather study these majors across provinces and half of China to better achieve employment. But few people are interested in "unpopular" majors such as railway transportation, textiles and clothing, and food processing. Measuring the development scale of higher vocational education requires overall development. The top heavy and the bottom light will inevitably lead to abnormal forms of education and teaching, which makes it more difficult for students to get employment.

1.2 Insufficient social recognition and limited development space

At present, the society has mixed praise and criticism for higher vocational education, but the mainstream view is still that it is the right way to enter ordinary higher education through the college entrance examination. Higher vocational education is only an adjunct to the quality-oriented education of undergraduates, masters, and doctors. This kind of education bias makes higher vocational education have natural disadvantages in recruiting students, graduating students successfully finding suitable positions, and expanding scale financing [1]. Students who study vocational studies in schools also have a low degree of recognition of higher vocational education. Generally, students choose higher vocational colleges for further studies when they fail the college entrance examination or have no intention of studying. In school, they are basically in a state of confusion. The school just presents students with higher vocational education graduation certificates in a formalistic way. The students do not really learn technology at school, and they do not have a skill, which violates the original intention of cultivating professional and technical talents. All sectors of the society do not agree with the talents provided by higher vocational education. The number of students

continues to decline in the form of a vicious circle. The development space of higher vocational education is further compressed, and social cognitive biases make it difficult to expand the scale of higher vocational education.

1.3 Malformed distribution of colleges and universities and high imbalance of regional development

The running of higher vocational education is easy to be limited by the capital, environmental conditions, number of students, development potential and other factors, so it is necessary to choose the first-line or second-line urban agglomeration to build the school. At present, many higher vocational schools in China are formed on the basis of the development of traditional secondary vocational education and adult education schools. In terms of layout, they still retain the location structure of the traditional planned economy era, and tend to locate in big cities or areas with more developed industries [2]. For some underdeveloped areas, even if there is a consideration of the source of students, but it is constrained by the development potential, so the newly established higher vocational education institutions are naturally also concentrated in big cities. As a result, the development pressure between the schools is further increased, and there is vicious competition in employment, enrollment, financing and other aspects. Some higher vocational colleges are in a disadvantageous position in the competition. In the long-term tug of war, they have been merged into sub campuses by other higher vocational colleges, but it is still concentrated in large cities. For small and medium-sized cities with large education demand, there are few or no higher vocational colleges, which can not meet the actual demand. As a result, some college students have to rush to study all over the place for a long time. There is an imbalance in the layout of educational resources in higher vocational education.

1.4 Uneven education level and low teaching quality

There are also serious deviations in the teaching level of different higher vocational schools in the industry. On the one hand, educational facilities lag behind. In higher vocational schools, there is no pressure of evaluation, entrance examination and employment assessment, what the school pursues is the profit space of high students and high fees, but the school does not pay enough attention to the improvement of teaching facilities. Some higher vocational colleges still use computers in the early 21st century in computer teaching, and the projector is also the projection of the traditional electronic board which has not been updated. The school has no independent toilet and toilet, no air conditioning and washing machine and other living facilities. The students' sense of experience is not good, the teaching environment will be passed on from generation to generation, the school's reputation is not good, the

number of teaching will only be less and less. On the other hand, the level of teachers needs to be improved. At present, most of the teachers can't connect the basic knowledge with practice. Mechanical knowledge indoctrination will only make students boring in learning. Even some teachers don't have the knowledge of this professional field at all, but because of the need of teachers, they have the teacher qualification certificate and are pulled to deal with it, so that the normal teaching order is not affected. It is difficult for such a team of teachers to cultivate professional talents with social satisfaction, and the teaching quality is one of the difficulties that must be solved in the expansion of the scale development of higher vocational colleges.

2. THE OPTIMIZATION PATH OF THE SCALE AND LAYOUT OF HIGHER VOCATIONAL EDUCATION

In the development of higher vocational education, the top-level design should be well done. There must be a detailed plan for the current site selection, the purchase of educational infrastructure, the allocation of teaching staff, the building of industry influence, and the building of characteristic majors. In terms of scale expansion, the university should pay attention to the development of its own specialty teaching, for instance, the graduates of electronic information security protection specialty must be the top in the industry, be able to deal with various problems, establish a good reputation, and be recognized by the society. As for the layout, we should take into account the factors such as the degree of convenient transportation, the distance from other higher vocational colleges, and the living and service conditions around. We should make students feel comfortable both inside and outside the school. At the same time, we should strengthen cooperation with other higher vocational colleges to create high-end professional fields, and form characteristic teaching mode clusters in the layout to increase the teaching accuracy of the industry and realize the dynamic balance of the layout of higher vocational education.

3. CONCLUSION

In the development of higher vocational education, the problem of excessive development momentum and unbalanced layout is likely to arise. The specific manifestations are unreasonable major settings, low teaching quality, low social recognition, and deformed layout. To achieve the sustainable development of higher vocational education, it is necessary to create the characteristics of its own colleges and universities, and comprehensively consider the factors of transportation, service convenience, living conditions, hardware and facilities in the competition, and realize the leapfrog development of our own.

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Exploration of the Model of Industry-University Integration and Collaborative Education of Computer Application Majors in the Background of "New Engineering"

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Abstract: In order to adapt to the adjustment of my country's economic structure and industrial upgrading, industry-university cooperation is a new model for application-oriented universities to train professional talents. The article analyzes the current situation of the current industry-university integration and collaborative education model, points out the existing problems, and proposes to build a new model of computer application technology professional industry-university integration and collaborative education, in order to promote the depth and breadth of industry-university integration, and create a new model for both schools and enterprises. The new situation of sustainable development and collaborative education provides services for local social and economic development.

Keywords: Industry-University Integration; Teaching mode; computer application

INTRODUCTION

At this stage, there are many gaps between my country's computer application level and the international application level. In this context, the computer application majors of various colleges and universities have continuously reformed their personnel training. Our school has also actively implemented the "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions" (Guobanfa [2015] No. 36) and "Several Opinions of the General Office of the State Council on Deepening the Integration of Industry and Education" (Guobanfa [2017] No. 95) spirit [1], continuously deepen the integration of industry and education, promote school-enterprise cooperation, relying on the Ministry of Education Department of Higher Education for industry-university cooperation and collaborative education Personnel project, exploring the computer

application professional industry-university collaborative education model under the background of "new engineering" is of great significance to effectively improving the quality of personnel training for computer application majors in our school.

1 THE CONNOTATION OF THE MODEL OF INDUSTRY-UNIVERSITY INTEGRATION COOPERATIVE EDUCATION

With the current economic restructuring and industrial upgrading, industry-university cooperation and collaborative education have become a new model for colleges and universities to cultivate applied talents. Under the industry-university model, schools and enterprises have in-depth exchanges to balance the benefits of both parties and the needs of common goals. The advantages are complementary, organically combined, and reorganized. A cooperative act achieved by sharing resources, technology, and data. "Industry" mainly refers to the corporate industry, and "learning" refers to the academic world of universities [2].

2 THE IMPORTANCE OF THE MODEL OF INDUSTRY-UNIVERSITY INTEGRATION AND COLLABORATIVE EDUCATION

With the rapid development of economic reform, various problems have appeared in the practice and practice teaching outside the university, and the practice outside the university has not achieved the desired effect. There is a disconnect between the training of talents in universities and the actual needs of enterprises, and the difference in value orientation between the schools and enterprises has made enterprises less active in arranging student internships. For colleges and universities, the school-enterprise cooperation relationship maintained by short-term interests is not solid and lacks the ability for sustainable development. In addition, colleges and universities take safety factors into consideration,

making it more and more difficult for students to practice internships in the enterprise engineering environment. It is far from meeting the needs of applied talent training in colleges and universities. Therefore, colleges and universities should deepen school-enterprise cooperation and solve the problems faced by practice [3].

3 THE STATUS QUO OF INDUSTRY-UNIVERSITY INTEGRATION COOPERATIVE EDUCATION MODEL

3.1 The positioning of the school and the enterprise is not clear

The training of applied talents in colleges and universities should be aimed at serving local economic construction. Some colleges and universities are not clear about their positioning and aim at all-round cooperation with enterprises. They can obtain enterprise funds and equipment support in a short period of time and provide students with internship places. This kind of cooperation model that only relies on solicitation ignores the value orientation of the enterprise, resulting in the lack of sustainability of the cooperation model. The enterprise takes the pursuit of economic benefits as the highest goal, ignoring its own social responsibilities in personnel training. In addition, the national industry-university cooperation policies are not perfect enough to protect the interests of the enterprise, resulting in insufficient enthusiasm for the enterprise, and school-enterprise cooperation to coordinate education The model is bound to be hindered.

3.2 Insufficient breadth and depth of school-enterprise cooperation

Due to various factors, the industry-university cooperation of many universities is still at the most basic stage, and even only the formal cooperation agreement has been signed. However, the cooperation in teaching, internship, and personnel training is far from enough. The breadth and depth are far from enough. Many industry-university cooperations are mostly in the spontaneous development stage. The school-enterprise parties communicate and communicate. The local government does not participate in supervision and does not provide policy support. It is difficult to achieve school-enterprise integration in a true sense.

4 PRACTICE OF A NEW MODEL OF INDUSTRY-UNIVERSITY INTEGRATION AND COLLABORATIVE EDUCATION

4.1 "School-enterprise cooperation, deep integration" practice base construction of production, education and research

Through school-enterprise cooperation, the establishment of a production-study-research practice base is of great significance to both schools and enterprises. On the one hand, the training of professional talents and industrial transformation are connected to promote economic development; on the

other hand, the combination of theory and practice is realized. Both schools and enterprises share scientific research results, industry data, professional talents and other resources to achieve the effect of complementary advantages and win-win cooperation. . In line with the establishment of long-term industry-university cooperation, to effectively solve the difficulty of computer application professional internships, the theory and practice are out of touch, the computer teaching and research section actively applied for the Ministry of Education industry-university cooperation and education project, and successively cooperated with Zhonggong Education, Hongcheng Technology and other enterprises, and took the initiative to cooperate with Enterprises communicate and explore the construction of production, education and research practice bases. With the help of the company, continuously modify and improve the professional practice management system, help the professional to establish a training room; obtain teaching resources donated by the company, improve professional course files; invite corporate experts to guide students in practice, and form professional teachers and corporate technical personnel. Cooperative practice teaching management mode.

4.2 Constructing a New Mechanism for Cultivating Talents of Computer Application Specialty

School-enterprise cooperation is a cooperation model established between enterprises and universities. Schools must implement incentive policies, provide strong support for the development of enterprises, and actively build cooperation platforms for both parties. The development of enterprises will also feed back the schools. The school actively introduced corresponding policies to create various school-enterprise cooperation brands and promote the gradual maturity of cooperation models. Actively implement the construction of the "Double Innovation Course" of the school's talent training, help college students to carry out the "Double Innovation" activities, and cultivate outstanding graduates with the ability of "Double Innovation". The school actively improves the cooperation mechanism, optimizes the talent training program, and builds a new teaching system for the computer application specialty with the guidance of being close to the development of the industry, embodying new technologies, and emphasizing practical teaching concepts. When building the training program curriculum system, establish a modular curriculum system that takes different types of curriculum groups as the carrier and focuses on the cultivation of practical skills.

4.3 School-enterprise cooperation, innovative teaching methods

Make full use of the advanced technology and management experience of the enterprise to change the traditional teaching methods. Actively encourage

the use of student-oriented and teacher-led teaching methods in curriculum teaching. Mobilize students' participation in the classroom and truly become the master of the classroom. In teaching, teachers are encouraged to adopt teaching methods such as problem-driven and case-oriented methods. The problem-driven method takes the problem of professional learning as the starting point for learning, changes the traditional teacher's one-way indoctrination mode, allows students to actively explore when they encounter problems, exercises students' innovative thinking ability, and improves students' enthusiasm for classroom participation; case-oriented method is implemented in teaching. In the process, the teaching is carried out in the way of project cases, and the knowledge learned through the case implementation process can effectively attract students' attention and improve the quality of classroom teaching. Teachers can follow the process of pre-class preview-student presentation-group discussion-teacher supplement-class summary.

5 CONCLUSION

The collaborative education model of industry-university integration is an important way for colleges and universities to train applied talents. In order to improve the quality of talent training, colleges and universities should actively explore a variety of industry-university cooperation models to provide a platform for talent training. In the setting of the curriculum system, it is necessary to combine the needs of the industry and highlight the practice-oriented modular curriculum system. Under

the current economic restructuring and industrial upgrading, enterprises will inevitably need to continuously reform to adapt to economic development. Colleges and universities are an important channel for enterprises to export talents. Enterprises must actively assume their due social responsibilities and provide universities with new technologies and Teaching resources to help colleges and universities establish practical bases and undertake practical teaching tasks in colleges and universities. Both schools and enterprises actively communicate and cooperate to form a long-term and sustainable cooperation relationship that meets the needs of both parties, and strive to try to carry out practical cooperation in many aspects such as teaching and internships to improve the quality of talent training in colleges and universities.

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An Empirical Study on Applying Task-Based Language Teaching to IELTS Speaking Test Preparation Course

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Abstract: Task-based Language Teaching (TBLT) is one of the most popular teaching methods or approaches in the present language teaching field. The core principle is that the goal of second language acquisition is realized through different kinds of tasks fulfillment in real life world. It emphasizes “learning by doing”. On the other hand, improving learner’s ability of solving specific task through the target language is the goal of TBLT. What highlights IELTS itself, particularly the Speaking module from other types of English tests is the task-based assessment nature. The tests are designed to check the candidates’ ability of using target language in the ‘real world’. Whether the teaching programs designed with the TBLT principles can effectively improve English learner’s IELTS speaking band score is the initial purpose of this study. Tasked based language teaching activities should be assessed by tasked based assessment. Through this empirical study and its results, the writer wants to arouse the attention to the phenomenon on English teaching in Chinese middle schools as well as tertiary schools: How to keep the consistency between the application of TBLT and its assessment. Only through systematically and scientifically designed task-based assessment questions, could the effect of TBLT be evaluated objectively. In this aspect, the world-wide popular IELTS provides a very good example to follow.

Keywords: TBLT IELTS task-based assessment empirical study

1.BACKGROUND

Being an extension of CLM, TBLT these years has been enjoying a world-wide increasing reputation in terms of foreign/second language teaching and learning, so do the critics. Numerous studies have been conducted by teachers and scholars in P.R. China both in theoretical and practical aspects. The core principle is that the process of second or foreign language acquisition is a process of natural accumulation of language competence through different kind of tasks in real world (Willis 1996; Richards and Rodgers 2001). It emphasizes “learning by doing”. TBLT is a combination of many theories such as theories of language nature and language learning and teaching, the latest findings in the Second Language Acquisition (SLA) and

social-cultural theory etc.. Many grassroots teachers at different levels of school (Cai 2001; Feng and Tang 2004; Hu 2005; Su 2005; Gu 2006; etc.) have been trying to apply this kind of approach into their practical English language teaching and learning activities since its advent in China. Researchers or linguists (Lu 2002; Yue 2002; Fang 2003; Wei 2004; Cheng 2004; Gong and Luo 2003, 2006; Dai and Ren 2006) have also contributed to introducing and spreading this kind of up-to-the-date teaching approach with their works.. Even the authorities issued documents to ensure the execution of TBLT in English language teaching. For example, in 2000 and in 2003, Ministry of Education issued Syllabus for English Majors in Colleges and Universities and New English Standard Requirements respectively, advocating clearly the application of TBLT.

IELTS is now one of the worldwide most popular English test system. It enjoys a very good reputation for its objectivity on the test-takers’ English ability. More than two million candidates every year are assessed by the deliberately designed task-based questions. Only in China, IELTS preparation course is a hundreds of millions RMB worth business. The present empirical study combined the TBLT approach with task-based assessment --- IELTS, trying to establish a virtuous cycle (Fig. 1) among English teaching and learning, assessment and English ability: The conducting of English teaching and learning approach should aim to improve learner’s English ability instead of only language forms; the assessment should be designed focusing on checking the test-takers’ ability rather than the rigid and static language knowledge.

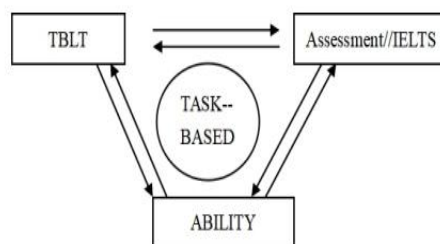


Fig. 1 task-based virtuous circle of TBLT, ASSESSMENT (IELTS) and ABILITY

Hence, the hypotheses set for this study are as follows:

The TBLT could promote the test-takers' performance in the task-based assessment, in other words, it would help the candidates increase their band score in the task-based IELTS speaking test.

The students could improve their English competence of solving real-world questions in English after a period of time of training with the TBLT approach.

2. SUBJECTS

From October 2016 to June 2017, The total 60 subjects participating in the empirical study were all from Tan Kah Kee College with different majors. They were planning to further their higher education in the partner colleges or universities abroad in condition of a satisfactory IELTS score. They were divided into two classes of 30 students named with class A and class B hereinafter.

3. INSTRUMENTS

The initial purpose of this study was to testify the two hypotheses that the implementation of TBLT could help IELTS candidates improve their band score in speaking test and could improve the real English competence through completing different kind of deliberately designed tasks. Through comparison of the band scores before and after the implementation of TBLT is of course the most convenient way to prove the first hypothesis and self-assessment on subjects' oral English ability seems to be another suitable one. So students' self-assessments and mock tests conducted by former IELTS examiners were hired as instruments in this study. The self-assessments and mock tests were done at the beginning of the study and at the end of the study respectively. The mock tests were executed by qualified former IELTS examiners who were now teaching in Xiamen. Because of the noted fame of this private school, it can employed many qualified English teachers from English speaking countries.

The questionnaire were designed based on the description of English speaking ability in English Curriculum Standards for Secondary School Students and the College English Curriculum Requirements (For Trial Implementation) issued by the Ministry of Education in 2003 and in 2004 respectively. There are altogether 20 statements describing the ability of doing things. The subjects are required to self-assess if they real have the listed ability. Statements 1-10 are based on the speaking requirements of level 5 and 6 in English Curriculum Standards. Statements 10 to 15 are based on the speaking requirements of level 7 and 8 in English Curriculum Standards. Statements 15-20 are based on the basic requirements of College English Curriculum Requirements. A higher score means a better English competence in speaking.

In order to at the most extent guarantee the validity and reliability of the mock tests, the former IELTS examiners were involved. Furthermore, the test materials are from Cambridge ESOL series of the past papers of IELTS: 16 sets of speaking tests from Cambridge IELTS 9 to Cambridge IELTS 12 formed

the test topics bank. Just like the analysis in chapter three, the 16 sets of speaking tests almost cover all the topics of real world life, the random drawing from the test bank of the 16 sets of speaking topics could reflect the subjects speaking ability objectively.

4. DATA COLLECTION AND ANALYSIS

The objectivity and accuracy of the data from the mock test depend on how close the mock test is to the real IELTS speaking test. In order to make the mock test as authentic as possible, they would be carried out completely following the IELTS procedures. Qualified former IELTS speaking examiners were invited to be the examiner. Furthermore, the examiners of the second mock test were also different from the ones of the first mock test so as to guarantee the objectivity to the most extent.

In terms of the self-assessment, the key was about the design of the survey paper. The relevant oral English ability requirements in New English Standard Requirements and College English Curriculum Requirements: Basic Requirements were imported. The 20 statements are combination of Level 5 level 8 in New English Standard Requirements, plus Basic Requirements in College English Curriculum Requirements. The first ten statements are originated from the spoken English ability requirement in New English Standard Requirements Level 5 and 6. Level 5 is the required standard that all the junior high school graduates must achieve. Level 6 is the transitional level between junior high school and senior high school. Level 7 and 8 are that the senior high school graduates should achieve. There are 5 statements describing the relevant ability in this level. The last five statements describe the spoken English ability that college graduates must achieve. The purpose of the survey was to analyze if the subjects feel their real English ability would have any increase after a period of TBLT oriented English class.

This empirical study consists two periods: The first stage started from October 2016 and ended in Jan. 2017. The second stage started from Feb. 2017 and ended in May 2017 The total hours of this course was about 60 in oral English module. At the very beginning of each stage, the questionnaire survey and pre-test were conducted. At the end of the study, two mock tests and two self-assessments were conducted again so as to compare the changes of students' English competence. The data were analyzed with the help of software Excel and SPSS. The data from the mock tests were quantitative while the data from the self-assessment survey were relatively qualitative.

5. PROCEDURES AND SAMPLE CLASS OF TBLT IMPLEMENTATION

This study consists of two stages, Each stage involved 30 students and lasted about 10 weeks. In each stage, the empirical study includes three parts: part one, pre-test, and a self-assessment survey on their oral English ability; part two: implementation of TBLT and part three: post-test and a second survey of

self-assessment.

In terms of the practical implementation of TBLT in classroom teaching, the process follows the principles of TBLT implementation and the features of IELTS speaking test. First, set the task-based curriculum combining the topic ranges involved in IELTS speaking test. Then conduct the task-based teaching activities following the three-stage framework: pre-task stage, task cycle stage and post-task stage. Sometimes, there was no pre-task stage. The following are some of the task samples used in the preparation course.

Sample task 1: Design a new sports centre for school
Pre-task stage:

The teacher introduced the background information of this task: thanks to the successful hosting of Beijing Olympic Games, more and more people get interested in doing sports. The school administrative board decided to set up a new sports center for students so as to provide the teachers and students with a better environment of doing sports. The task today is to investigate students' most favorite sport items so as to offer useful references for the new sports centre.

The teacher displayed some pictures on the sports items of modern Olympic Games. See how many items the students can say in English. There must be some items that the students don't know the English name, such as cycling, wrestling, fencing etc.. The teacher just told the students the names in English of certain items and wouldn't pay too much attention to the English name.

The teacher briefly asked what the students' favorite sports items were with the sentence patterns like "What sports do you like most? What is your favorite sport? Do you like....." The students could give answers to these questions according to their own interest.

The teacher asked several students who were relatively inactive to say at least three kinds of sports items s/he liked to do.

Grouping the class. Divide the class into 6 groups of five or five groups of six.

Task Cycle Stage:

The teacher hand out a survey form for each student to fill in. They should first of all investigate the group members and each member list three types of favorite sports items. The group facilitator was in charge of the work of filling in the form.

The facilitator of each group reported their investigation to the whole class. The teacher wrote down each group's result into the form and projected out through the overhead projector and sorted out what were the favorite sports items.

The group then got together and discuss how to design a plan for the new sports centre which can to the most extent provide the facilities of the students' favorite sports items. They need to mark clearly the name of sports items on their item.

Each group presented again their drawing of new sports centre plan and explained why they designed that way by a selected group member.

The whole class voted to select a best design

Post-task Stage:

The post task stage focused mainly on the language points that they students have encountered during the task-cycle stage. In this task, the following language points or sentence patterns they might use. The teacher summarized them and had some comment on the use of them during the task cycle and gave some suggestion.

The use of like or dislike: I like the basketball most. I don't like swimming.

Use question sentences to ask for information: What are the tree sports you like most? Do you like football?

Use "I think, we should, we need" etc. to express suggestion: I think we need more place to ply table tennis. We should build a swimming pool in our school. We need a new stadium etc..

On completion of the above task, the students had opportunities to practice and build up the following aspects of ability:

the ability of express likes and dislikes or what they are good/bad at;

the ability of acquiring and summarizing information;

the ability of giving suggestion according to the investigation results;

the oral expression ability with the help of graph or diagram.

6.RESULTS

6.1Results of the Pre-test

According to the results of mock tests conducted in class A and class B at the beginning and the end of the empirical study, the data could be sorted out in the following tables.

Table 6.1 Band score---class A Pre-test

Band Score	Students amount	Percentage
[3.5, 4)	3	10%
[4, 4.5)	3	10%
[4.5, 5)	11	36.7%
[5, 5.5)	6	20%
[5.5, 6)	6	20%
[6, 6.5)	1	3.3%

Table 6.1 and table 6.2 display clearly the results of the pre-test done at the beginning of the preparation course. The students of both class A and class B campus with an entrance spoken English ability of lower than IELTS band 5 accounted for 56.7% respectively. Judged with the public descriptor of IELTS speaking assessment criteria, more than half of the students' English competence can be described as the following:

can not respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction;

links basic sentences but with repetitious use of

Table 6.3 band score ---class A post test

Band Score	Students	Percentage
[4, 4.5)	1	3.3%
[4.5, 5)	2	6.7%
[5, 5.5)	5	16.7%
[5.5, 6)	15	50%
[6, 6.5)	2	6.7%
[6.5, 7)	4	13.3%
[7, 7.5)	1	3.3%

After a 10-week's intensive preparation course, the same subjects took another mock test. From table 6.3 and table 6.4, great changes could be seen clearly: in both campuses, more than 90% of the students reached an IELTS band 5 or above in speaking test. Judged with the public descriptor of IELTS speaking assessment criteria, their spoken English competence can be described as including but not limited to the following:

usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going;

may over-use certain connectives and discourse markers;

produces simple speech fluently, but more complex communication causes fluency problems

Furthermore, there are 23.3% students from class A and class B respectively with a spoken English ability

Table 6.2 Band score ---class B Pre-test

Band Score	Students	Percentage
[3.5, 4)	2	6.7%
[4, 4.5)	2	6.7%
[4.5, 5)	13	43.3%
[5, 5.5)	9	30%
[5.5, 6)	4	13.3%
[6, 6.5)	0	0

simple connectives and some break-downs in coherence;

is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice;

sub-ordinate structures are rare;

errors are frequent and may lead to misunderstanding;

produces some acceptable features of English pronunciation but overall control is limited and there can be severe strain for the listener;

6.2 Results of the post Test

Table 6.4 Band score---class B post- test

Band Score	Students	Percentage
[4, 4.5)	0	0
[4.5, 5)	2	6.7%
[5, 5.5)	8	26.7%
[5.5, 6)	13	43.3%
[6, 6.5)	4	13.3%
[6.5, 7)	3	10%
[7, 7.5)	0	0

of band 6 and even higher in IELTS test. Judged with the public descriptor of IELTS speaking assessment criteria, these students' English competence in speaking can be described including but not limited to as the following:

is willing to speak t length, though may lose coherence at times due to occasional repetition, self-correction or hesitation;

uses a range of connectives and discourse markers but not always appropriately;

has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriateness;

uses a mix of simple and complex structures, but with limited flexibility;

6.3 Comparison between the Pre-test and the Post-test

Table 6.5 increased rate in individual aspects of speaking test on class A

Mean Band Score	Fluency and Coherence	Lexical Resources	Grammatical Range and accuracy	Pronunciation	Overall band Score in Speaking
Mean of Pre-test	4.40	4.77	5.00	5.17	4.83
Mean of Post test	5.60	5.27	5.53	5.83	5.56
Increased by	27.3%	10.4%	10.6%	12.8%	15.1%

Table 6.6 increased rate in individual aspects of speaking test on class B

Students No.	Fluency and Coherence	Lexical Resources	Grammatical Range and accuracy	Pronunciation	Overall band Score in Speaking
Mean of Pre-test	4.47	4.83	4.97	5.07	4.83
Mean of Post-test	5.63	5.40	5.37	5.73	5.53
Increased by	25.9%	11.8%	8.0%	13.0%	14.5%

Table 6.5 and table 6.6 reveal the specific difference between the first mock test and last mock test conducted in class A and class B respectively. Firstly, the overall band score in speaking increased dramatically in both classes: the subjects of both classes started the preparation course with an average spoken English ability of IELTS band 4.83. Ten weeks later, subjects in class A saw a final average spoken English ability of IELTS band 5.56 and in class B campus 5.53. In specific aspects of speaking ability, noticeable changes could be seen too: in aspect of fluency and coherence, subjects from both campuses enjoyed a fastest increase compared with other three aspects with 27.3% in class A and 25.9%

in class B respectively. The other three aspects of speaking ability experienced a significant increase too during the process of the preparation course.

6.4 Results and Analysis of the Self-assessment Survey

Like the mock tests conducted at the beginning and the end of the preparation course, two self-assessments on the subjects' spoken English ability were done and data were collected. The following tables show the results of the surveys from class A and class B. The following tables produced by SPSS show the changes of subjects' real English ability.

Table 6.7 Can Do—level 5 and 6

Can Do	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	10	11	20	14.00	2.494	6.222
Class A2	10	22	27	23.90	1.524	2.322
Class B1	10	12	18	14.30	1.767	3.122
Class B2	10	21	27	24.40	1.578	2.489
Valid N (listwise)	10					

Table 6.8 Can Do with Difficulty—level 5 and 6

Can Do with Difficulty	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	10	7	11	8.90	1.370	1.878
Class A2	10	3	8	5.60	1.506	2.267
Class B1	10	6	12	9.20	1.814	3.289
Class B2	10	3	8	5.20	1.476	2.178
Valid N (listwise)	10					

Table 6.9 Can Not Do—level 5 and 6

Can Not Do	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	10	2	9	7.10	2.331	5.433
Class A2	10	0	2	.50	.707	.500
Class B1	10	3	9	6.50	1.841	3.389
Class B2	10	0	1	.40	.516	.267
Valid N (listwise)	10					

Table 6.7, 6.8 and 6.9 illustrate the change of subjects' English competence of solving real world tasks reflected by their self-assessment in the New English Standard Requirements of Level 5 and 6. Before the preparation course, only an average of 14 out of the 30 subjects in class A and class B respectively self-assessed with the ability of doing the tasks described in level 5 and 6, while at the end of the course, the amount of students reaching this

About Level 7 and 8:

Table 6.10 Can Do—level 7 and 8

Can Do	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	5	7	20	11.40	5.177	26.800
Class A2	5	19	30	23.80	4.207	17.700
Class B1	5	8	14	11.00	2.550	6.500
Class B2	5	21	30	24.80	3.564	12.700
Valid N (listwise)	5					

Table 6.11 Can Do with Difficulty-- level 7 and 8

Can Do with Difficulty	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	5	5	15	11.80	3.962	15.700
Class A2	5	0	10	5.40	3.975	15.800
Class B1	5	6	14	9.80	3.194	10.200
Class B2	5	0	8	4.60	3.130	9.800
Valid N (listwise)	5					

+

Table 6.12 Can Not Do-- level 7 and 8

Can Not Do	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	5	5	10	6.80	2.490	6.200
Class A2	5	0	2	.80	.837	.700
Class B1	5	8	10	9.20	.837	.700
Class B2	5	0	2	.60	.894	.800
Valid N (listwise)	5					

Table 6.10, 6.11 and 6.12 present the change of subjects' English competence of reflected by their self-assessment in the New English Standard Requirements of Level 7 and 8. Level 7-8 is the goal set by the Ministry of Education for a senior high school graduates. Before the preparation course, only an average of 11 out of the 30 subjects in class A and class B respectively self-assessed with the ability of doing the tasks described in level 7 and 8, while at the end of the course, the amount of students reaching

level increased to 24 out of 30. The average amount of students who can not do the tasks described in level 5 and 6 decreased from 7.10 and 6.50 to 0.5 and 0.4 respectively. This means that by the end of the preparation course, almost all the students can do or can do with difficulty the relevant tasks required in the level 5 and 6. In other words, they reached the required goal for a junior high school graduates.

this level increased to about 24 out of 30. The average amount of students who can not do the tasks described in level 7 and 8 decreased from 6.8 and 9.2 to 0.8 and 0.6 respectively. This means that by the end of the preparation course, almost all the students can do or can do with difficulty the relevant tasks required in the level 7 and 8. In other words, their spoken English ability reached the required goal for a senior high school graduates.

About College English Curriculum Requirements: Basic Requirements**Table 6.13 Can Do—College English basic requirements**

Can Do	N	Minimum	Maximum	Mean		Variance
Class A1	5	0	2	1.00		1.000
Class A2	5	15	18	16.00		1.500
Class B1	5	0	2	1.00		1.000
Class B2	5	15	20	17.00		3.500
Valid N (listwise)	5					

Table 6.14 Can Do with Difficulty—College English basic requirements

Can Do with Difficulty	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	5	17	23	19.60	2.302	5.300
Class A2	5	10	14	11.60	1.817	3.300
Class B1	5	18	22	19.80	1.643	2.700
Class B2	5	8	14	10.80	2.387	5.700
Valid N (listwise)	5					

Table 6.15 Can Not Do—College English basic requirements

Can Not Do	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Class A1	5	5	13	9.40	3.050	9.300
Class A2	5	1	5	2.40	1.673	2.800
Class B1	5	6	12	9.20	2.168	4.700
Class B2	5	1	5	2.20	1.643	2.700
Valid N (listwise)	5					

Table 6.13, 6.14 and 6.15 demonstrate the subjects' English competence reflected by their self-assessment in the College English Curriculum Requirements: Basic Requirements. This is the goal set by the Ministry of Education for a college graduate. Before the preparation course, only one out of the 30 subjects in class A and class B respectively self-assessed with the ability to do the tasks described in College English Curriculum Requirements: Basic Requirements, while at the end of the course, the amount of students reaching this level increased to 17 and 18 out of 30 in class A and class B respectively. The average amount of students who can not do the tasks described in Basic Requirements decreased from 9.4 and 9.2 to 2.4 and 2.2 respectively. This means by the end of the preparation course, about 27 out of 30 students can do or can do with difficulty the relevant tasks required in the College English Curriculum Requirements: Basic Requirements. In other words, their spoken English ability reached the required goal for a college graduate.

7. Discussion

7.1 TBLT Effectively Improved IELTS Speaking Test Band Score

As displayed in previous tables, after a 10-weeks of IELTS preparation course during which TBLT was applied, the subjects' band score in the IELTS

speaking test was dramatically improved by about 15%. The tables also illustrated the specific improvement in the four aspects of IELTS speaking test. In the process of implementing TBLT in the IELTS preparation course, the teacher designed a series of tasks for the subjects based on the principles of this teaching approach and the features of IELTS speaking test topics. In order to fulfill the tasks, the subjects were offered with a large number of opportunities to use English. They were exposed to numerous authentic materials. Before they could present their task in front of their peers and teacher, they had to spend a lot of time and energy discussing the task with partner or group members, seeking references of different forms. In this process, the subjects were "doing things" without knowing that they were actually accumulating certain kind of language too. Particularly in the speaking class, most of the check means of task accomplishment were through oral English. In the process of tasks accomplishment, the subjects practiced and improved in the aspects of language fluency, accuracy as well as complexity. Since the assessment criterion of IELTS speaking test were similar to these aspects, hence the band score were improved when they took the IELTS speaking test after the preparation course.

7.2 TBLT Improved English Competence of Solving

Real Problem

The analytical results from tables depicted the subjects' self-assessment survey on their ability of solving real problems in English. This could be discussed in two aspects. One is about the effects of applying TBLT to improve learners' linguistic competence, namely the ability of recalling the linguistic language points in their mind; the other goes to the real ability of solving real-life problem in English as the statements described in the self-assessment survey. The traditional instructors assume that the central purpose of student assessment in language learning is to check if they could remember the knowledge that they have learned before. That is to say, the academic score they achieved in the examination was the mirror and in most cases the only mirror to reflect their language commanding. However, with the implementation of TBLT, the subjects have come to be aware that they were not just assessed by the commanding of linguistic points, but more importantly, the ability of solving real-life problems in English. The IELTS speaking test was a typical assessment system which evaluates the test-takers' ability to use English for work or study in the English speaking environment, in other words, it assesses the ability of solving real-life problem in English. Combining these two aspects together, after a period of preparation course applying TBLT, the trainees' real English ability would definitely improve.

8. Conclusion

From this empirical study: we can see that Language teaching activities, language ability and language ability assessment, all these three aspects could mechanically linked together with "task" at the center of them. TBLT could effectively facilitate students English language learning and improve their ability of solving real-life problems, The English ability should be assessed objectively with real life tasks. In this aspect, IELTS proves its objectivity because of its task-based nature.

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Study on the Outdoor Education Goals of Teenagers

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Abstract: By using the methods of literature review, logical induction and questionnaire survey, this paper discusses the multi-dimensional characteristics of teenagers' outdoor education goals, and examines the problems existing in the current outdoor education goals through the investigation of the current situation of outdoor sports. The results show that there are some problems in the goal setting of outdoor education in China, such as the standard of goal setting is not standardized, the training goal is lack of pertinence, and the implementation effect is not ideal. In order to meet the needs of teenagers' quality development, countermeasures are put forward. The first is to expand the scope of goal content to adapt to the changes of the world society; The second is to standardize the curriculum standards and form a professional curriculum system; The third is to attach importance to the development of curriculum products and increase the market share of institutions.

Keywords: teenagers; outdoor education; target effect

1. INTRODUCTION

Under the influence of modern education concept and the high attention of the whole society to the physical health of teenagers, parents of students have a certain understanding and participation in outdoor education, and more and more teenagers participate in outdoor education activities. However, due to the limitations of teaching site, teacher level, safety and other factors, the goal of outdoor education still has some limitations.

2. MULTI DIMENSIONAL GOAL OF OUTDOOR EDUCATION

Educational goals are formulated by teachers according to their own personality characteristics and the physical and mental development needs of teenagers, which are operational, effective and adjustable. Modern school physical education teaching design generally adopts three-dimensional education goal or five-dimensional education goal to complete the teaching task and promote the physical and mental development of teenagers. Outdoor education is the same as it, its goal is not fixed and single, but according to the physical quality and the actual situation of young people. It is not only to exercise and learn skills, but also more important than the "physical activity" higher level of ideological, psychological, cognitive and emotional

goals, such as building self-confidence and cultivating team spirit.

Outdoor education goals are studied earlier abroad. The earliest outdoor education goals can be traced back to the ten principles of Kurt Hahn Adventure School in 1957. With the changes of the times and the development of social economy and culture, the outdoor education goals of various countries take into account the characteristics of the country in the development process, forming their own outdoor education goals. As a country with the earliest development of outdoor sports in the world, Britain has rich historical and cultural heritage. The early outdoor activities were aimed at cultivating the ability of investigation and outdoor survival. Influenced by humanism in the Renaissance, outdoor education goals mainly aims at teaching teenagers to solve problems, to realize the impact of personal behavior on others and the environment, and to care for the safety of themselves and others as the three dimensions, and carry out outdoor activities regularly in schools to provide high-quality outdoor education. The educational goal of outdoor education in the United States is consistent with that of school education. Adhering to the educational purpose of children's physical and mental harmonious development, it mainly focuses on cultivating students' leadership ability, wilderness skills, risk management and environmental research, and expresses the school education classroom as much as possible. Outdoor education in Australia is concerned about environmental issues, and its educational goals pay more attention to personal development and social development. The goal of outdoor education in South Korea can be divided into five dimensions: to improve interpersonal relationship, to improve students' ability of democratic life, to solve the general problems of teenagers, to improve students' physical quality and ability to solve environmental problems, and to enrich classroom learning through outdoor direct experience. Outdoor education in New Zealand has become a part of New Zealand's school education system in a variety of forms. Its educational goals are around the development of outdoor activities skills, attention to the environment and environmental awareness, the development of entertainment interest and personal and social development. It is considered to be a supplement to formal education. China's outdoor education, as a

supplement to school quality education, provides a breakthrough and new ideas for the reform of education supply side. Li Ling(2009) summarized the goals of China's state-owned education as four dimensions: (1) to promote the healthy development and improvement of teenagers' physical, mental and personality; (2) to cultivate teamwork and interpersonal skills; (3) to develop and cultivate the problem-solving ability of teenagers; (4) to understand the relationship between people and people, people and nature, and to improve the ability of social adaptation. Gong Zhikai(2017) thinks that the goal of outdoor education has three dimensions: knowledge structure, ability structure, attitude and outlook. Although different scholars have different ways of thinking about the goal of outdoor education, they are in line with the core values actively advocated and promoted by the current education and social development.

In a word, outdoor education has multi-dimensional characteristics, each dimensional goal forms an organic whole with mutual penetration and harmony, which is close to teenagers and society. At the same time, it's necessary to expand subject knowledge, improve core literacy, enrich experience and perception, establish three scientific concepts.

3. THE PROBLEMS IN THE GOAL OF OUTDOOR EDUCATION IN CHINA

3.1 The goal setting standard is not standardized

According to the 2018 China Camp Education Industry Report, more than 70% of China's camp education institutions have been established for less than five years, with less than 30 staff and limited market share. In order to operate better, institutions put a lot of energy on market development, which leads to the relatively limited energy of curriculum product development. However, outdoor sports camp education is different from school education, lacking unified teaching materials and syllabus. Most of the curriculum goals are designed by the camp teachers according to the camp facilities and curriculum content before the activities start. There is no professional and targeted curriculum system, and only a few camp institutions have systematic education goals, which seriously affects the realization of teaching effect.

3.2 Being lack of pertinence in training goals

The setting of camp education goals should not only meet the needs of society and students' individual development, but also conform to the objective laws of students' learning. At the same time, we should also consider the development level of education, especially the actual teaching conditions and environment. In various types of camp education courses, their teaching objectives should be clear and targeted. However, some camp education curriculum developers fail to meet the actual situation of teenagers themselves in curriculum setting, and excessively pursue the cultivation of students' social

interaction, psychological and emotional abilities, which leads to many and miscellaneous curriculum objectives. In the process of practical operation, the curriculum goal is a mere formality, which fails to combine the core values of the curriculum with the training goal of teenagers as scheduled, and lacks certain pertinence.

3.3 The effect of goal implementation is not ideal

With the support of national policies and the demand of market consumption, the scale and number of outdoor sports camps are expanding. The campsites in various regions design curriculum objectives according to the economic level, local culture, crowd and other factors. But at present, the implementation effect of the camp education goal is not ideal in our country. Among the 23 campsite education institutions surveyed, 17 have set up the goal evaluation system. Only 17.3% of the campsite institutions think that the education goal can be achieved more completely through activities, and most of the goals can only be completed half or more, so the implementation effect of the goal is not as expected.

4. COUNTERMEASURES TO IMPROVE THE EFFECT OF OUTDOOR EDUCATION GOALS

4.1 To expand the scope of the goal content to adapt to the changes of the world society

The teenager is strong, but the country is strong. As the future of the motherland, the young people should not only deepen the goal content of knowledge skills, emotional attitude and social communication, but also conform to the trend of social development and expand the scope of the target content. Therefore, the patriotism spirit education should be added in the design of the course goals, so as to comprehend the revolutionary ancestors' lofty aspirations to serve the country, remember the hardships and difficulties of the century-old struggle, and let the spirit of patriotism pass on from generation to generation. We can also join in environmental education, deepen the relationship between teenagers and nature, and establish the ecological civilization concept of respecting nature, conforming to nature and protecting nature. It can also join in mental health education, and carry out mental health education infiltratively in the course teaching.

4.2 To standardize the curriculum setting standards and form a professional curriculum system

The standard curriculum standard is the basic requirement of teacher education curriculum, and it is the direction of the standard education, which plays a guiding role in the education course. Therefore, it is an important project to establish standard curriculum standards for outdoor education. It must have a global and strategic vision, adhere to the youth as the main body, target effect as the guidance, multi-value orientation, construct standardized and multi-level curriculum goal standards, and form a professional target system.

4.3 To attach importance to the development of curriculum products and improve the market share of institutions

The content of outdoor education can connect the school knowledge and social ability, arouse the imagination, exploration and leadership of teenagers, and finally become a comprehensive development person. Therefore, we should increase the investment in curriculum design and development, recruit professional outdoor education talents, and set up professional curriculum design team. According to the characteristics of physical and mental development of young people, the characteristics of educational institutions and the characteristics of the venue, the contents of physical and mental health and

values education of teenagers are integrated into the curriculum system to construct various courses.

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Thoughts on the Course Teaching of Painting Works of Birds and Flowers By Means of Freehand Brushwork for College Students

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Abstract: As we all know, traditional paintings in China have a long history and profound significance. Among them, the creation of painting works of birds and flowers by means of freehand brushwork has experienced generations of improvements and developments and has become the essence of many types of calligraphy and painting in China. The pursuit of freehand brushwork in China has played an irreplaceable role in the development of Chinese painting, and painting works of birds and flowers by means of freehand brushwork can also represent the hazy sense and intentionality of Chinese art. At present, in the fine art education of various colleges and universities in our country, the teaching of painting works of birds and flowers by means of freehand brushwork has become an important content in the teaching of Chinese painting. In the teaching process, teachers should continuously improve the teaching quality of this module through reforms and innovations, so that students can achieve efficient learning effects with half the effort. In the process of education and research, it is necessary for teachers to continuously sum up experience and explore the connotation, so that students' professional skills and aesthetic level can be improved simultaneously and their learning initiative and innovation can be stimulated. In this paper, the author combines relevant work experience to conduct research and analysis on the teaching of painting works of birds and flowers by means of freehand brushwork in colleges and universities, and puts forward relevant teaching suggestions to provide some help to relevant education practitioners.

Keywords: College students; Painting works of birds and flowers by means of freehand brushwork; Course teaching; Thought

INTRODUCTION

Nowadays, with the development of our country's economic level and the improvement of comprehensive national strength, China has paid more attention to art education and has provided a lot of support in terms of policies. In recent years, with the development of our country's higher fine art education, a situation of a hundred schools of thought has emerged. Painting works of birds and flowers by means of freehand brushwork, as a different

characteristic of other painting schools, is one of the important contents of traditional Chinese painting. However, in the current teaching process of painting works of birds and flowers by means of freehand brushwork, there are still many problems that need to be improved.

1. CURRICULUM SETTING AND LEARNING STATUS OF PAINTING WORKS OF BIRDS AND FLOWERS BY MEANS OF FREEHAND BRUSHWORK

1.1 Curriculum setting of painting works of birds and flowers by means of freehand brushwork

In the New Curriculum Standard Syllabus promulgated in recent years in China, it is clearly pointed out in the course teaching of art majors in ordinary colleges that the content of painting works of birds and flowers by means of freehand brushwork is one of the important contents of Chinese painting course, so the amount of class time should be appropriately increased.

The proportion of compulsory courses should account for more than 60% of the total teaching proportion. The freehand flower and bird painting course is one of the important components of the teaching content of Chinese painting education. It is generally divided into third grade teaching in fine arts and painting. In the guidance of the specific education plan deployment, there is a difference in time difference between the flower and bird painting courses in colleges and universities. Between 60-65 hours. Relevant professional colleges can also make targeted adjustments in the number of teaching and teaching cycle arrangements according to actual teaching needs. From the arrangement of sufficient class hours, it is not difficult to see the significance of the course of painting works of birds and flowers by means of freehand brushwork for the teaching of Chinese painting. However, although the importance of course of painting works of birds and flowers by means of freehand brushwork is self-evident, it is far from enough for students to rely solely on classroom learning to master this way of creating paintings, which is also one of the thorny problems of art teaching workers in colleges and universities at this stage [1].

1.2 Learning situation of painting works of birds and flowers by means of freehand brushwork

In recent years, with the progress of science, the liberation and awakening of our individual consciousness, the diversified aesthetic of art has become a common existence in the art world. With the emergence of different aesthetic pursuit of educational ideas, various styles of painting schools have emerged. Today, after a long history, painting works of birds and flowers by means of freehand brushwork has become an independent painting with rich aesthetic basis and various connotations, which plays an irreplaceable role in Chinese traditional painting. This kind of painting method first appeared in college teaching in the early 20th century. In addition, there are many ways to learn painting works of birds and flowers by means of freehand brushwork. However, in the unified standard of course teaching of painting works of birds and flowers by means of freehand brushwork in colleges and universities, teachers still have to follow the mainstream teaching ideas and teaching method through the public awareness of the painting concept, painting knowledge and techniques, so that students can master the painting content. Only in this way can it meet the aesthetic requirements of art major. Only by starting with the traditional theoretical knowledge and gradually mastering the professional skills, can students achieve the goal of bringing forth the new through the old on the basis of the traditional environment, which is also one of the important responsibilities of Chinese painting teaching. However, due to the teaching level and teaching methods, there are still many problems in the teaching process of painting works of birds and flowers by means of freehand brushwork in many colleges and universities, which can not show the targeted teaching methods and affects the actual learning effect.

2. THOUGHTS ON IMPROVING THE TEACHING OF PAINTING WORKS OF BIRDS AND FLOWERS BY MEANS OF FREEHAND BRUSHWORK

2.1 To practice the teaching idea of step by step

In the actual teaching process, it is necessary to grasp the teaching difficulties and key points of painting works of birds and flowers by means of freehand brushwork. Through the teaching thinking from simple to complex, from easy to difficult, teachers can instill teaching ideas into students from shallow to deep, so that students can lay a solid foundation and improve the basic skills of painting. At the same time, it can also increase students' interest and confidence in painting. When the basic knowledge is accumulated to a certain level, the teaching of painting knowledge can further improve students' painting level [2].

2.2 To implement the teaching mode of combining theory with practice

In terms of the characteristics of painting, the creation of painting works of birds and flowers by

means of freehand brushwork is relatively casual. In order to show the profound connotation of artistic conception in the album, it is often necessary to refine the finishing touch after the conversation. However, due to the differences of light, heavy, slow and urgent in the process of painting, the creation of freehand brushwork should also be controlled properly. Specifically speaking, in the process of painting creation, we should subdivide the structure according to some abstract objects, and make clear the rules of different painting creation. For example, when drawing an eagle, it is necessary to pay attention to its difficulties, focus on the details of feathers such as the eyes and beaks, and then fully embellish the details of the feathers, and finally paint the parts of the claws. The law of this painting is also determined by the appearance of the eagle. Therefore, for the painting of different objects, we must master the law, profound image and connotation in advance, so as to make the painting more vitality and characteristics.

2.3 To make clear teaching goals

In addition, it is necessary to grasp the law of teaching students in accordance with their aptitude in the teaching process. Although the teaching skills and drawing skills of Chinese painting are not difficult, it is necessary for students to carry out long-term accumulation and diligent practice to grasp the four characteristics of Chinese painting reading, tasting, temporary and reading, so as to fully express the connotation of paintings. In the works, the use of colors is enriched by creating composition and aura to achieve the combination of virtual and reality and the corresponding distinction between superior and inferior. Therefore, in the specific teaching process, students must first understand the basic characteristics of painting works of birds and flowers by means of freehand brushwork. Only by understanding the basic characteristics of this kind of speech can teachers and students deeply understand its creative rules and inner artistic conception. Furthermore, in the process of teaching, students are required to understand the key elements of freehand flower and bird painting and to understand the creative elements before painting. It is because the characteristics of Chinese painting and the content of the agreement must be produced through historical precipitation and development. Therefore, the elements of freehand painting represent the development of freehand brushwork. From the skills and brushwork, it shows the connotation of the painting. On the other hand, painting works of birds and flowers by means of freehand brushwork also pays attention to the sharpness and ink of the brushwork and focuses on the excavation and refinement, so as to achieve the artistic conception of poetry in the painting. And it is also necessary to help students strengthen the practice of copying and master the essentials of copying paintings through

copying, so that students can carefully observe and find the usage of points, lines and surfaces during the copying process and comprehend the profound connotation. Therefore, it is necessary to practice to the level of science before proceeding with later paintings to further consolidate the students' painting works of birds and flowers by means of freehand brushwork.

2.4 To strengthen the coordination of pen, ink and color

Since the painting works of birds and flowers by means of freehand brushwork contains many elements and the relative structure of the painting style is relatively specific, there are strict requirements in the use of pen and ink. The selection of brushes can be divided into Langhao, Yanghao, Jianhao and large, medium and small brush. Using different pens to paint different plants and animals can produce a better artistic conception effect. At the same time, the use of creative techniques such as ink accumulation and splashing ink hooks can also achieve the finishing touch and enhance the overall picture effect. In the use of color, Chinese painting pays attention to the two fuel paintings of minerals and plants. Because the color of the mineral material is more dignified, it is generally used to paint the roots of plants and mountains and rocks, while plant materials are generally used to paint animals. In different color matching, we should pay attention to

the use of different ink colors to improve the level of painting works of birds and flowers by means of freehand brushwork.

3. CONCLUSION

To sum up, in this paper, the author thinks and analyzes the problems in the teaching of painting works of birds and flowers by means of freehand brushwork in colleges and universities, and puts forward his own suggestions and key elements for the next step of course teaching of painting works of birds and flowers by means of freehand brushwork in colleges and universities by combining with his own teaching experience, so as to help relevant practitioners improve the teaching level of painting works of birds and flowers by means of freehand brushwork.

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Chinese Education of Children and Teenagers with Disabilities Under the Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment)

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Abstract: This essay is discussing and analyzing the current situation of the Chinese education of children and teenagers with disabilities and influences of the Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment) from comparing the prevailing U.S. education law.

Keywords: Law, Policy, Disabled Persons, Children with Disability, and Inclusive Education.

1. EDUCATION CONDITIONS OF CHINESE DISABLED CHILDREN

Education as the foundation of a person and a society is valued by the governments and the public worldwide. This essay attempts to compare and contrast the education part in the Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment) and Equal Educational Opportunities Act of 1974 in U.S. Chinese government issued the first version of Law of the P.R.C. on the Protection of Disabled Persons in 1990. With the time changing and social improvement, the original law was insufficient and enough to support and meet the disability group's needs on education. Thus, the second edition was passed by the congress and prime minister in 2008 and the third edition in 2018, the Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment).

This law is related to the education module and is concerned with one Chinese minority group's equal right to take the same education as able-bodied individuals. Author will get further into the legislation and policy area by conducting research of the essay.

2. LAW OF THE P.R.C. ON THE PROTECTION OF DISABLED PERSONS (2018 AMENDMENT) ITSELF

This essay selects part texts from the Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment), Chapter III, Article 25, "Ordinary educational institutions shall provide education to those disabled persons capable of receiving ordinary education, and offer convenience and aid for their study. Ordinary primary schools and junior middle schools must admit disabled children or teenagers

who are able to adapt themselves to the life and study there. The penalty of violating this part of the law is in Chapter VIII, Article 63, "Where a relevant educational institution, in violation of this Law, refuses to admit a disabled student, or restrict the admission of disabled students by any additional requirement beyond the admission requirements as prescribed by the state, the relevant competent authority shall order correction, and impose sanctions on the directly liable person in charge and other directly liable persons.

3. EVENTS THAT LED THE LAW ENACT

The Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment) enacting is basically from the following reasons. The scarcity of Administrative Regulation on Education of the Disabled (1994), domestic and international situation at that time, and requirements from the United Nations based on the international Convention on the Rights of Persons with Disabilities, after China signed the convention in 2008. There was an Administrative Regulation on Education of the Disabled passed in 1994; the regulation was trying to provide an opportunity to people with disabilities to get an education. The regulation required local governments and education institutions to enroll children with disabilities from special educational institutions (in major), ordinary schools with special education facilities, and inclusive education in ordinary schools with class (lowest amount). Back in the period around 1994, Chinese whole productivity and economics were backward, while the population of disabled was over five million. For this reason, the education quality and environment to disabled people are not the most concerning but to popularize the fundamental education to more disabled people was more important. Because of the insufficient teaching resources and discrimination from the public, many disabled children were not welcoming to attend ordinary schools in practice, not to mention study with the class (inclusive education), even with the administrative regulation.

With almost two decades of development of education, morality education, and upgrade the basic

facilities in education institutions, the educational departments are more concerned on disabled children's equal education and psychological cultivation. In 2006, the gross enrolment ratio of compulsory education to children with disabilities from 52.13%, which is less than half of the able-bodied children, to 82.62% in 2014. In other words, the attendance rate of children with disabilities from an extremely low percent to a higher rate gradually. It shows the effect of promoting compulsory education to people with disabilities. Therefore, improving the education quality and providing truly free options to study in an ordinary school or special education school are becoming necessary. The public also started seeking a "fusion" mode of education for disabled children and able-bodied children. It could not only could relieve the difficulties of getting the same quality education and study atmosphere but could also educate children to respect each other and learn from others.

Besides that, the enlightenment by the western country's policies and special education concepts are helping Chinese government to create a mode of mixing Northern European Normalization Education and Inclusive Education (study with class) for children with disabilities in the local situation. China wants to learn and become one country to provide people with disabilities a better and convenient life like the developed countries. For example, the Chinese government invited NGOs to bring up suggestions and assistant to visiting some countries, including Japan, to study their Special Education modes in May 2015. "Study with class" already became a mature education mode in other countries.

The other reason made the Chinese government enact and revise the law twice was China becoming one of the signed members of the Convention on the Rights of Persons with Disabilities in United Nations in 2008. The UNCRPD is a general convention of protecting people with disabilities, improving their rights, and realizing the equality worldwide. After signing on the UNCRPD, China had to improve and protect the right and dignity of people with disabilities nationally and conduct special regulations or laws regards to this minority group in responding the UN's convention.

4.SIMILARITIES TO EQUAL EDUCATIONAL OPPORTUNITIES ACT IN U.S.

Although the Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment) and Equal Educational Opportunities Act of 1974 are two laws from different areas, the educational parts are similar in stating the goals of pursuing integration, equal education, and equal chance to admission. First of all, both of the two laws focus on integrating various groups of students into public schools and enforcing the institutions to enroll them with an equal opportunity. Secondly, the laws assist and supervise the public schools to achieve equality in education to

minorities in society. Both are issued due to the segregation of dividing schools into "normal" and "specific or special" from society and educational departments. The public did not want the minority children to get into mainstreaming schools. Therefore, the segregation of schools was usual at that time.

5.DIFFERENCES TO EQUAL EDUCATIONAL OPPORTUNITIES ACT IN U.S.

As a law aimed to education, the Equal Educational Opportunities Act is more detailed into the schools and students' assignment and equal treatment and regulated equal treatment based on race, color, sex, and national origin. It is differing from the Law of the P.R.C. on the Protection of Disabled Persons, in this law, there is no category or demonstration of the students with disabilities, which the public and schools have no specific information to tell the children who are capable of studying and living with the ordinary school's class. It will bring more potential discriminations or unfair treatments to those group.

In addition, the Equal Educational Opportunities Act also requires the assignment of students in accordance with their neighborhoods. While the Law of the P.R.C. on the Protection of Disabled Persons does not mention the enrolling school procedures. Again, it will bring more risks to the practical enrolment of children with disabilities.

From the bright sight, the Law of the P.R.C. on the Protection of Disabled Persons refines the age group into more sections and provides different options to several aged groups. It is helpful to inquire about problems and actualize the law.

6.WHERE HAS THE LAW BEEN APPLIED?

The Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment) encouraged the Chinese inclusive education mode's progress. It applied in all provinces and districts in China and got generalized strongly by the local governments and educational departments. There was no specific case to present the application of the law yet. But the outcomes of the promotion with the law made several megacities' primary and junior middle schools inclusive education rate expanding to over 95% after the revised law enacted in 2018. The children and teenagers with disabilities taking inclusive education (study with class), from 68,800 in 1993 to 329,100 in 2019. Besides that, students taking inclusive education accounted for 49.41% of the whole special education.

7.OPINION TOWARDS THE LAW

The Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment) indeed facilitates children and teenagers with disabilities in the study and grow up in a healthier environment. Chinese entire special education, educatory industry, and social norms are all advanced for the law to a certain degree. The first and most important effect is the Chinese special education achieves a higher-standard

quality, including inclusive education becoming the primary special education mode from the least acceptable one. The education level and accommodated facilities to support students with disabilities in schools are upgraded. Secondly, the law strengthens the educators' cultivation in order to become a more open-minded and successful educator to all students. Educators must learn the professional knowledge and skills to educate children with disabilities as well as educate able-bodied students to respect others and fit into the pluralism society. Thirdly, the children and teenagers with disabilities could be adapted to the miniature society with able-bodied students from a younger age, which benefits to them to get into the real society in the future.

The Law of the P.R.C. on the Protection of Disabled Persons (2018 Amendment) is positive, necessary, and pushing forward the Chinese Special Education's improvement, but it is not ideal. So how to improve the Law of the P.R.C. on the Protection of Disabled Persons based on its 2018 edition, to make it more efficient and less potential risks?

Because the teaching resources and educator management are not stated in the law, the insufficient aspect resulted in many teachers in ordinary schools still lack the knowledge and experience in inclusive education in the special education area. Almost 60% of instructors from ordinary schools never get training of teaching in an inclusive educational environment. Adding related regulations of training educators with inclusive education and reform the supplementary facilities in public schools to encourage ordinary schools to enroll more capable children and teenagers would be beneficial to our society.

More official demonstrations of what kind of disability should get into the ordinary schools and

take inclusive education with reference to the professional medical and educational experts are needed. Since the public does not know disabilities and real effects well, which schools and other student's parents could have bias or preconception on children with disabilities. In the end, it is necessary to Improve the penalty of violating the law from the public, especially able-bodied student's parents or educators discriminate against disabled children who take inclusive education and study with the class legally.

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Analysis and Strategy Research on Fossilization of Higher Vocational College Students in Second Language Acquisition

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Abstract: This paper begins with the evaluation of various definitions of fossilization, and shifts its focus from general fossilization to stabilization (temporary fossilization) after the introduction of Selinker's two classifications of this phenomenon. The main purpose of this paper is twofold: first, to clarify the causes of fossilization in higher vocational college; second, to put forward some defossilizing strategies and verify their effectiveness.

Keywords: higher vocational students interlanguage fossilization

1. INTRODUCTION

1.1 Interlanguage

Interlanguage, a primary concept in Second Language Acquisition, was coined by the American linguist, Larry Selinker, in recognition of the fact that second language learners construct a linguistic system that draws partly on the learner's first language (L1) but is both different from it and from the target language. A learner's interlanguage is, therefore, a unique linguistic system. Such a learner linguistic system has been variously called interlanguage (IL) (Selinker, 1972), approximative system (Nemser, 1971), idiosyncratic dialects or transitional dialects (Corder, 1971).

1.2 Fossilization in Interlanguage

Ideally, the learner's IL should evolve progressively until it becomes the same or nearly the same as the target language. However, in fact, in the process of second language learning, L2 learners may have experienced that they can hardly make further progress when they reach certain stage in their foreign language learning and their foreign language always like foreign language and never match with native learner. Selinker also claimed that L2 learners as many as 95 percent of L2 learners fail to reach target language competence.

1.3 Vocational College Education

Unlike general higher education, the essence of vocational college education is to focus on cultivating advanced specialized technological ability. As a required course for vocational college students, English stresses on language knowledge and practical skills (Ministry of Education_2000:16). The English teaching objectives in vocational colleges are that the

students can master basic knowledge and regular skills in listening, speaking, reading, writing and interpreting, and they are asked to read and translate relevant English professional resources with the help of dictionary. As the enrollment of the vocational college has enlarged to a large extent, the sources of vocational college students become complex and the differences of their English level upon entering the vocational college bring great difficulties to higher vocational English teaching.

2. HOW TO IDENTIFY FOSSILIZATION

Fossilized interlanguage has been characterized in different ways. Following is a list of some of the major characteristics of fossilized IL that have been proposed. The most prevalent view among many SLA researchers is that fossilization is inevitable: the IL of almost all adult L2 learners sooner or later undergoes an arrest in development. Another widespread belief is that fossilization is a permanent condition (Selinker, 1972), which cannot be changed or corrected. Third, there are some fossilized features of the IL that are persistent and backslide or reemerge, even though they were thought to be eradicated (Selinker, 1972). In this sense, Corder (1971) has argued that fossilized IL contains not only errors but also non-errors, i.e. correct TL items and structures.

3. OVERCOMING FOSSILIZATION

3.1 To Strengthen Teachers' Professional Development

Domestic and overseas education practice proves that no teachers' development, there can be no education development. Good teachers care more about their students' learning than they do about their teaching.

At first, the L2 teacher should treat learners' mistakes correctly and provide the right kind of feedback. Common corrective strategies are as follows: Explicit correction, meta-linguistic feedback, recasts, clarification requests and elicitation repetition. (Lyser & Ranta, 1997) When interviewing, the participants expressed that they are not aware of where or when they make errors in speaking the target language if teachers do not provide error correction in class. Secondly, the L2 teachers should have a sufficient amount of language input. According to Krashen's Input Hypothesis, the insufficient input is the most obvious cause of fossilization. It is simply because they have stopped

getting comprehensible input that some L2 performers may cease progress. At last not at least, the L2 teachers should improve their own professional development constantly. Professional development refers to processes and practices that improve the job-related knowledge, skills, and attitudes of teachers. Hence, L2 teachers should build on foundation of skills, knowledge, and expertise and link new knowledge and extend their thinking constantly to improve teaching effectiveness.

3.2 To Arouse Learner's Interest

Einstein once said: "Interest is the best teacher". It is well-known that interest is the state of wanting to learn or know and it is also the power to hold one's concern or curiosity. It is convinced that English learning is a complex process. Some students can learn English quickly and easily, while others find it difficult to learn. Secondly, help students to cultivate the confidence. It is a truth that each student is keen on making progress in his studies. Once the progress has been made, he will have the sense of satisfaction and achievements. Consequently, he is interested in learning, and makes still further progress. Thirdly, make the English class more attractive to arouse their interest. Accordingly, teachers need not only know what to teach, but also how to teach in order to attract the students to have much interest in English learning to make the students love English class, love learning English.

3.3 To Promote Learners' Motivation

First of all, it is by teachers' own behavior and enthusiasm that they may inspire, therefore, the L2 teacher must be enthusiastic, earnest and responsible. Teachers' enthusiasm has been recognized as a crucial teacher behavior which influences students' learning (Carlise & Phillips 1984). Teachers can display their enthusiasm in various ways such as varying their tone, using body language to show satisfaction or disappointment. Teachers' enthusiasm is an important part of effective teaching, which can support positive relationships with students and encourage students' achievement (Carlise & Phillips 1984). A warm-hearted, open-minded and responsible teacher plays a key role in creating a relaxing and pleasant L2 learning environment. Secondly, it is by their attitude to class participation, their conscientious, their humor and their seriousness that they may influence their students. Therefore, the L2 teacher is required to help learners take right attitudes toward the frustration in their L2 learning. Frustration mainly stems from difficulties and bad results of learning. If learners are afraid to commit some mistakes, the confidence of learning English will be weakened. Thus fossilization may be overcome if the learners have a strong motivation to keep on second language learning. Thirdly, Littlewood (1992) suggests: "motivation can be enhanced through encouraging learners to exert personal control over their learning and to take responsibility for it." If a

student is conscious of and willing to take responsibility for his own English learning, his motivation will increase. In China, there is a popular saying goes like this: "If you give a person a fish, he can eat for a day, but if you teach him how to fish, he can eat all his life." This saying indicates the importance of cultivating a person's ability to live and learn independently. This is also applicable in language teaching. In language learning, autonomous learners become highly motivated and that autonomy leads to better and more effective work. Williams (1997) proves that people who take the initiative in learning learn more things and learn better than people who sit at the feet of the teachers, passively waiting to be taught. Therefore, teaching students to learn independently is a good way to help L2 learners to become highly motivated and overcome fossilization. Fourthly, the teacher should emphasize the importance of learning an L2 and help them set specific learning goals.

3.4 To Provide Accurate and Appropriate L2 Input

According to the data of the questionnaire, the lack of authentic and proper input is one of the chief factors which lead to fossilization among vocational college students. Fillmore (1982) suggested that both the quantity and the quality of input are influential in determining the rate of SLA. If the input is not sufficient enough, it will be difficult to activate learners' internal mechanisms, thus fossilization comes into being easily. The large quantity of language input can help to reduce fossilization, so we should increase quantity of foreign language input. Without foreign language input, output is like a fountain without water head. So second language teachers should encourage students to make use of whatever resources might be available to increase input opportunities. On the contrary, if the second language input given to the learners is incorrect, the negative transfer of training can lead to fossilization as well. Therefore, it is necessary to furnish large quantities of quality input to second language learners, which can help their interlanguage development and eventually reduce fossilization.

In vocational college English teaching, it's crucial to guarantee the quality of classroom input is the most important, which include two main sources: one is the course book; the other is the English teacher. Firstly, choosing the right course book is vital for successful foreign language teaching in China. The input given to the students should both contain knowledge of language use and its relevant culture. That is to say, the language materials given to the students should be authentic. For example, classroom materials should be varied and many current course books should demonstrate motivating situations and texts such as newspaper articles, posters, advertisements, guides, maps, and invitations. Secondly, some non-target language forms of the Chinese learners of English, especially those of

pragmatic failures, are to some extent due to the relatively their teachers' low language proficiency, which is a fact that we have to face seriously. So it is the high time we promoted the teacher's language to give accurate and appropriate L2 input. Given the crucial influence of teachers on the learners' foreign language learning and acquisition, teachers should understand that being a teacher means that they should have a new beginning of learning and that they should set an example of being good at learning for learners to follow. In short, L2 teachers should try to enhance their competence continuously in order to guarantee the quality of teacher talk and reduce learners' chances of fossilization. Thirdly, Krashen's (1985) input hypothesis points that language is picked up, or acquired, when learners receive input from "messages" which contain language a little above their existing understanding and from which they can infer meaning. So the importance of comprehensible input should not be ignored. It confirms the need for meaningful input which will engage learners in working with language at a level which is slightly above their competence.

3.5 To Apply Scientific Learning Strategies

Language aptitude and motivation constitute general factors that influence the rate and level of L2 achievement. But how does their influence operate? One possibility is that they affect the nature and frequency with which individual learners use learning strategies. Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2, which can be behavioral or they can be mental. They are typically problem-oriented. That is, learners employ learning strategies when they are faced with some problems, such as how to remember a new word. In the process of learning a second language, fossilization can be caused by the incorrect application of learning strategies. Sims (1989) claimed that "someplace along the IL continuum, inappropriate or misapplied learning strategies could lead to fossilization of some features (phonological, morphological, syntactic, lexical, psycholinguistic, or socio-cultural)." As English teachers, we should provide students with good English learning strategies to enhance their self-monitoring and self-study abilities, improving their learning efficiency and breaking fossilization.

4. CONCLUSION

4.1 Suggestions to English Teachers

First, teachers are asked to appeal students' interest. Most students are under the same impression that English learning is merely practicing, memorizing, and exercising constantly, and it is very easy to forget what has been learned. Such a process is very boring and tedious for these young and energetic students whose interests change very rapidly nowadays. If students can have a great interest in English learning, they will become active in learning English well, and regard learning as a pleasure, and they will not feel

the burden of learning English. Second, teachers are required to provide appropriate learning strategies for vocational college students. If one has experienced language success in learning, it is possible to develop self-confidence in his own learning ability. Following that, they will be willing to learn something new concerning this language with a stronger degree of motivation, compared with those who have had a negative attitude towards their learning ability. In this research, the successful students use more types of strategies moderately. In this way, they can both improve their learning achievement and save time and energy to learn more knowledge. Third, teachers are advised to teach students to learn independently, that is, to foster students' autonomy which refers to learners' ability and willingness to make choices independently. If a student is willing to take responsibly for his own English learning, his motivation will increase; motivation leads to success in language learning; success in learning makes learners more confident of their own independent learning ability and potential. Fourth, teachers are requested to make attempts to create a good and harmonious teacher-student relationship. It is impossible for students to learn well and teachers to teach well in a hostile and unfavorable environment. Any hostile relationship will surely injure the emotions and feelings of either students or teacher, still more the learning and teaching. Therefore, teachers should avoid punishing students excessively and severely, which will hurt students' self-esteem and lead to the loss of interest in learning. A teacher should pay close attention to the way he speaks and what he says, avoiding the use of criticism and sarcasm that is directed at students. Teachers should show interest and concern for students by attending some activities centering on students in and after class.

4.2. Suggestions to Students

First, in terms of English learning, the most important thing for learners is to build up individual's beliefs in themselves. Self-confidence has considerable influence on the way one learns. Second, students should set appropriate goals for their learning and try to achieve them, which is an important part of motivated behavior. An absence of goals can lead to aimlessness and a lack of any sense of direction. In addition, setting goals can help focus attention, prolong persistence, mobilize energy and develop the ability to use relevant strategies to achieve the goals. However, the goals should be specific, attainable and a little challenging. Third, students should learn to attribute their performance correctly. Students ought to recognize the links between effort and outcome, try to attribute past success to great efforts instead of luck or language aptitude, and attribute the past failures to a lack of effort or insufficient knowledge. These controllable factors often lead to achievement, pride, a greater feeling of control and a sense of

self-efficacy. The correct attribution can direct students to focus on how to sum up the past errors or failures, how to improve the current study, and how to win future and further success. Fourth, nowadays, the whole world is in a great need of talents with a good command of English, especially spoken English, in every field. The general situation requires the students not only to know how to use the grammatical structure of English correctly, but also to develop the communicative skills in specific situation. The reality has imposed higher and tougher requirement on students. They have no choice but to be highly motivated in English learning and try every means to gain comprehensive competence in English for future employment. As far as the effective way to improve English is concerned, students in higher vocational college should spare no efforts to make improvements in the use of effective learning strategies.

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Research on the Cultivation of Fine Art Education to College Students' Artistic Quality

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Abstract: Fine art is an important course from primary school to high school, which is combined with basic course teaching to cultivate students' aesthetic sentiment, refine their aesthetic ability and relieve the pressure of learning. In the stage of college students, the development of fine art education makes students have higher aesthetic ability and artistic taste, and promote their enjoyment of life and employment. Based on the current training practice of students' artistic quality in colleges and universities, this paper puts forward optimization strategies to provide references for the improvement of the overall level of fine art education.

Keywords: Fine art education; Colleges and universities; Artistic quality; Training strategy

INTRODUCTION

Quality is a relatively stable psychological quality formed by one's own knowledge after learning and education. Artistic quality refers to the flexible use of the art cognitive ability that individuals already have in real life, observing and solving problems from the perspective of aesthetic art to achieve the dynamic balance between theory and practice. Traditional dance, music, painting and literary creation all have certain requirements for aesthetic skills and basic standards. The outstanding people in these industries can be called people with high artistic quality. In the new era of university education, artistic quality education is to impart knowledge to students in the form of classroom teaching, such as the requirements of aesthetic thinking, common beautiful things, how to use beauty, aesthetic emotion, values in art, and the relationship between aesthetic art and social customs, so as to make students achieve common progress in artistic quality and artistic accomplishment, realize students' all-round development of morality, intelligence, sports, beauty and labor, and cultivate high-quality art talents.

1. PRACTICAL TEACHING COMBINING THEORY WITH PRACTICE

The reason for the supply of crystal and clear water is because there is fresh water supply from the source of the stream. What we have learned in school may only be a common knowledge. Only through students' personal experience can we be realistic and pragmatic, find out the shortcomings in our own learning, and the solutions can reflect the authenticity and practical

operability. The ultimate goal of the cultivation of artistic quality is to return to practice and achieve the ingenious combination of theory and practice. In colleges and universities, some social practice activities will be carried out during winter and summer holidays. Through free art classes in the countryside, outdoor scenery appreciation, red education base visits, museum browsing, etc., the aesthetic senses are shaped, so that individuals can work hard to create beauty, discover beauty, and enhance personal spiritual pursuit under the guidance of beauty [1]. Of course, colleges and universities should also make good use of the opportunities for students to go out for practical training. In colleges and universities, students will basically go to work for a short-term internship in the semester before graduation, which is an important opportunity for students to improve themselves. The school needs to contact first-class practice units for students to choose internships. Taking normal students of fine art as an example, in the first half of their senior year, they will practice in primary and secondary schools according to their own wishes, experience the feeling of being a teacher in advance, and understand the ability requirements of teachers in the form of role adaptation in advance, so as to lay a good foundation for their work. This requires colleges and universities to communicate well with art teaching, aesthetic appreciation, aesthetic utilization and other related practice units in advance. Not only students' choices should be comprehensive, but also the living conditions after they arrive at the other party's units must be of high quality, which is the unshirkable responsibility of the school. Through the feedback of students to the unit after internship, we should decide whether to arrange the next internship. We should be highly responsible for students and let them have a higher teaching experience. In the practice class, we can understand the art teaching as a teacher, so that we can have a deeper understanding of the art quality education.

2. SITUATIONAL TEACHING TO STIMULATE STUDENTS' AESTHETIC TASTE

At present, in the stage of college education, full coverage of hardware facilities such as network, multimedia teaching equipment, and lesson preparation computers has been basically achieved. Modern information technology is used to create

specific classroom learning scenes, which can set off a relaxed and pleasant classroom atmosphere and teach in an intuitive image, and students can be deeply impressed by aesthetic art with intuitive and visual sense of teaching, so as to achieve the purpose of auxiliary teaching. In fine art education, it is necessary to be good at using multimedia to carry out situational teaching, so that students can gradually develop the artistic quality of aesthetics. Taking the aesthetic excavation in the Dai Water Splashing Festival as an example. First of all, teachers are required to fully grasp the actual needs and cognitive level of students by communicating with students and accessing relevant materials on the Internet, and to guide students into the specific atmosphere of learning with multiple dimensions such as pictures, videos, and cases, including Dai nationality costumes, cucurbit silk, and beautiful pictures of splashing water, which should be embedded in classroom teaching with PPT drills in advance. And then it needs to design the teaching content. It is only the first step for teachers to introduce students into aesthetic knowledge learning through pictures or videos. The key lies in shaping the contours of aesthetics and painting. We should consider the cognitive characteristics of students in advance, clarify the teaching ideas, and let students learn from interaction through perceptual cognition to rational cognition, so that students can gain in interactive learning. Finally, it is necessary to know the questions that may be involved in the situational teaching, presuppose the doubts that the students may raise, and try to answer them. After starting situational teaching, students may think differently according to their own cognition. In order to make students fully understand the importance and necessity of this lesson, teachers must predict the difficulty of the question in advance and try to answer it in their minds. Only in this way can students have more room for improvement.

3. SKETCHING TEACHING TO NURTURE STUDENTS' IDEOLOGY AND MORALITY

Sketching teaching is to allow students to have an external aesthetic of specific objects during the fine art education, pour in their personal subjective emotions, and realize the combination of subjective emotions and the spirit embodied by the objects. For the best sketches, such as *The Gleaner*, *The Tracker of the Volga*, and *Sunrise and Impression*, which we know better, they all start from actual life, embody the emotions reflected by things, and show the hardships and difficulties of people's life at the bottom of society. The author expresses his dissatisfaction with the feudal system with strict hierarchy and his sympathy for the hard-working masses of the society [2], expressing personal values and ideological tendencies vividly and exquisitely

with a single painting. Therefore, in the teaching of university sketching, it is necessary to guide students to shape personal emotional values through aesthetic experience, internalize the core values of socialism in paintings, and show a positive and healthy thinking style. Taking outdoor natural landscape sketching as an example, the art teacher tells students the basic painting requirements after leading the students to a certain scenic spot. After browsing and experiencing the beautiful scenery, students can sketch their favorite or impressive scenic spots. The pictures of magnificent rivers and mountains with beautiful scenery should reflect the majestic heroism; the communication pictures of characters drinking freely under the scenery should reflect the leisurely contentedness and casual nature; the detailed flower and bird pictures should reflect the vitality and vigor. Of course, the aesthetics of external sketching cannot achieve the perfection of artistic quality. We still need to have a deeper understanding of life, and use our own cultural literacy to appreciate the various social life. In the sketching, the teacher should combine the scenic spots to create everyone's paintings or some outstanding landscape paintings in the region to describe the aesthetics. The ideology and ethics in the middle school make the emotional resonance of college students infected, and the creation is more realistic. The subjective emotion and spirit of the individual are materialized, which promotes the continuous improvement of personal artistic quality.

4. CONCLUSION

In the stage of university education, fine art education should integrate the cultivation of artistic quality into teaching, which needs to be diversified. It is necessary to carry out practical teaching, combine theory with practice, and enrich personal experience to achieve substantial spiritual cultivation. It is also necessary to carry out situational teaching, stimulate students' aesthetic interest, and let students think and get inspiration in the relaxed and pleasant atmosphere of art classroom. In addition it needs to carry out sketch teaching, edify students' ideology and morality, and sublimate students' values through vivid outdoor ideological and emotional interpretation. The artistic quality of college students should be in line with the new era of socialist construction, so that students studying fine arts can contribute to the society with their own good quality in ideology and morality.

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The Collision and Fusion of Tradition and Modernity

——Hard Pen Calligraphy Teaching under Multimedia Practice

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Abstract: Chinese calligraphy is one of the most representative art forms in the excellent traditional culture of the Chinese nation. The hard-brush calligraphy is an art respected by the modern society and accepted by the public. It is derived from the ancient brush calligraphy and adapted to the needs of convenient writing. In today's era where calligraphy education is emphasized, hard pen calligraphy education is also highly regarded, but the update and development of new media technology in recent years has also brought opportunities and challenges to the teaching of hard pen calligraphy. In this paper, issues related to hard pen calligraphy education as an entry point to the advantages and disadvantages of new media era Pen Calligraphy teaching as the main object of study, combined with the status quo Pen Calligraphy education in the new media technologies are analyzed, with a view to new media technologies in Zhong Guo Dazhong The application in the teaching of calligraphy in primary schools provides new thinking.

Keywords: multimedia hard pen calligraphy teaching, inheritance, integration and transcendence

INTRODUCTION

In the 1960s, Mr. Guo Moruo wrote an inscription in the "People's Education" magazine: "To train primary and middle school students to write well, it does not necessarily require that everyone is a book writer. You must always write the characters in a standard, correct, clean, and easy-to-recognize way. Today, this passage still has important meaning. With the popularization of electronic science and technology and the use of multimedia in our daily lives, the benefits are to facilitate our lives and provide convenience for teaching.

1. INHERITANCE - TO CHOOSE THE MOMENT HARD PEN CALLIGRAPHY BRUSH CALLIGRAPHY EDUCATION ON HERITAGE

Hard pen calligraphy also expresses artistic scenes and completes artistic creation through writing. Compared with brush pens, it is only a different form. As a small branch of our Chinese calligraphy art, he also has a strong aesthetic and practicality, but he uses hard pens after all. In the book, the size and weight of the characters are very limited, and there

are problems such as insufficient expressiveness. Therefore, in the teaching of hard pen calligraphy, attention should be paid to the inheritance and innovation of brush calligraphy. The author believes that an excellent hard pen calligraphy teacher should have a certain level of brush calligraphy, and the hard pen calligraphy textbooks compiled should be based on the technique of brush calligraphy. The ancients said: "If the method is above, only the middle; the method is in the middle, so it is Next." Classic brush calligraphy has provided a very rich experience and a solid foundation for hard brush calligraphy. We should master the orthodox learning methods by learning classic calligraphy and apply traditional brush calligraphy to hard brush calligraphy. meaning. Therefore, the creation and teaching of hard pen calligraphy should be made on the basis of brush calligraphy.

2. CONVERGENCE-NEW MEDIA TEACHING AND TRADITIONAL TEACHING METHODS OF RUNNING

In traditional educational multi-country knowledge imparted mainly to students by virtue of knowledge. However, the times are developing. After the Second World War, science and technology developed rapidly, and the amount of knowledge increased geometrically. If the traditional methods of imparting knowledge were still used, it would not be able to satisfy cash students' thirst for knowledge, nor could they keep pace with the times, To meet the needs of social development.

First of all, Calligraphy teachers use multimedia teaching technology to show students pictures, videos, music, etc., and record the calligraphy learning process to be learned or the writing skills and calligraphy knowledge to be learned for playback. With the aid of modern multimedia education technology, it is possible to turn static into dynamic, and to record the writing process in a more intuitive way. Secondly, multimedia is used in the demonstration of hard pen calligraphy teaching. Relative to the brush Pen Calligraphy teaching demonstration teaching point of view more difficult, because the hard pen nib small demonstration of students in primary and secondary education is hard to see action brush teacher, then

with the projected use of new media, we can normally paper When writing, use the camera to zoom in on the pen tip and the position of the paper, so that students can zoom in and see the state of writing more clearly, allowing students to see the writing style of each stroke, and whether the "start, line, and close" are in place. To prevent students from imitating mechanically and blindly, teachers should explain them during the demonstration. The use of multimedia technology can control the playback and pause of the courseware, zoom in and slow down, loop playback, etc.

3.BEYOND-MULTIMEDIA TECHNOLOGY INTO SCHOOLS AND HARD PEN CALLIGRAPHY CLASSROOM OUTLOOK AND SUMMARY

With the rapid development of Internet technology, the application of multimedia equipment is constantly updated and promoted. At present, offline multimedia teaching can be regarded as popular, but multimedia technology is not only limited to the use of offline classrooms, it has more powerful functions. During this epidemic, the popularization of our online courses has already felt the good future trend of multimedia application to teaching.

3.1. Application mode based on online teaching platform

In the context of the modernization of classroom education and the gradual realization of sharing of information, the era of sharing teaching resources has arrived. Mu courses (MOOC), English literally translated as "massive open online courses (Massive Open Online Course,)", it is in communication theory and networked learning pedagogy open an online-based curriculum model. Now many companies have launched a MOOC platform. Teachers first record their courses into small videos, and then upload them to this platform. After students log in to their accounts, they can watch their courseware as if they were looking up materials in a library. Or learning materials; during the learning process, there will be unit assignments and other test links. Only after completing the current learning tasks can you continue learning until you have completed all the courses, and you can control the classroom speed at will. Parents and children can learn together , And the teacher can see various information such as the progress of each child's learning video. This teaching method is more flexible, facilitates the interaction between teachers and students, and improves the quality of teaching. There is also a certain feasibility for the teaching of hard pen calligraphy.

3.2. Construction stage of knowledge sharing platform

Based on the diversified operation mode of multimedia equipment, our calligraphy teachers should also update their concepts, use various calligraphy apps to find large-flow materials, and build a resource sharing platform in their respective

learning and training network groups. Based on the current actual situation of new media art teaching, the following points should be grasped in the future new media use teaching and mobile learning transition . First of all, the reform of the mobile learning model is a systematic project involving teaching objectives, teaching content, teaching design, teaching methods and other links. Therefore, top-level design deployment and implementation are required. Secondly, based on the school' s new media art teaching environment, the digital teaching service platform will be used in a mobile learning environment. The two states are compatible with each other, which can not only meet the needs of large-scale online online courses, but also meet the requirements of the mobile learning environment and improve The application level of digital teaching in schools. Finally, combined with the current situation to design a mobile learning model that meets the school' s teaching needs.

4.CONCLUSION

Calligraphy education, especially the current exam-oriented education, has been pushed to the peak of hard-brush calligraphy teaching. Writing Chinese characters well and doing a good job in Chinese education is also an important part of my country's education. In the context of the era of big data, the learning needs of students are increasing day by day, and traditional teaching methods can no longer meet the individual needs of learners. With the emergence and development of "new media" technology, mobile smart devices such as mobile phones and tablet computers have already entered people' s lives. Their powerful Internet functions and portability can replace personal computers (PCs), creating for the promotion of mobile learning. Advantageous conditions. Due to the particularity of calligraphy education, in addition to cultivating students' observation and aesthetic awareness, special emphasis is also placed on the cultivation of hands-on ability. The portability of mobile smart devices provides convenience for students to carry out calligraphy exercises. Finally, with the online teaching platform, MOOC and flipped classroom teaching can be realized, making learning methods more flexible and diversified, which cannot be achieved by traditional art teaching.

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The Enlightenment of the Calligraphy Education Model in Qing Dynasty to the Hard-pen Calligraphy Quality Education in Colleges and Universities

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Abstract: The teaching system in the academies of the Qing Dynasty required that students usually write templates for Jin and Tang calligraphy, and calligraphers were mostly Zhong, Wang, Yan, and Liu. The most fundamental requirement was correct fonts and strict precision to every line. Length and thickness. The study of daily practice is very specific, and it is stipulated that there is a task of learning calligraphy every day. Therefore, contemporary college students can learn from a part of the calligraphy education system of the Qing Dynasty academy in daily contact with regular script. When learning different styles of copybooks, they can combine brush calligraphy and calligraphy. The organic combination of hard pen calligraphy and writing, and you can learn Chinese traditional culture from it.

Keywords: Qing Dynasty Pen Calligraphy Education Teaching

1. CALLIGRAPHY EDUCATION IN ACADEMIES IN THE QING DYNASTY

Before the Tang Dynasty, education in ancient China could be divided into two types: official and private according to the nature of its teaching. Academies appeared in the Tang Dynasty. With the continuous improvement of rules and regulations, in the Song Dynasty, the educational functions of the academies gradually strengthened, and even temporarily took over the role of the central government. From this time until the end of the Qing Dynasty, the academies were reformed into various types of schools and schools at all levels. It is mutually restricted and integrated with government and private schools, forming the three major education systems in ancient Chinese education. Unlike the official schools that specialize in cultivating officials' children and have monopoly rights, the academy's education is more tolerant and open. The social class of its founders determines that its education targets are more inclined to lower-level social students, and there are no specific identity restrictions on the training targets. The academy has gradually formed a set of education

systems and education systems that are different from official and private schools.

2. CURRENT STATUS AND ANALYSIS OF HARD PEN CALLIGRAPHY TEACHING IN CONTEMPORARY CHINESE COLLEGES AND UNIVERSITIES

The "Outline for the Development of Chinese Calligraphy" clearly stated: "Calligraphy education is the basic, strategic and long-term cultural support for the prosperity and development of contemporary calligraphy art. It is necessary to establish a trinity of calligraphy creation, calligraphy teaching, and calligraphy research with calligraphy education as the leader. Work ideas for development." [1] In recent years, the number of calligraphy graduates in colleges and universities has gradually increased, and the number of graduates engaged in calligraphy education has also increased. Therefore, calligraphy education in colleges and universities is an extremely important part of calligraphy education.

Both brush calligraphy and hard pen calligraphy have strong professionalism and profound humanistic background. Therefore, the main teaching concept of calligraphy education in colleges and universities is to cultivate comprehensive talents with professional calligraphy creation ability, research ability, and rich calligraphy theory knowledge. Mr. Cong Wenjun once said: "Calligraphy education thought can solve the current shortcomings, improve the level of creation and explore the sustainable development of calligraphy from a human perspective." [2]

3. THE ENLIGHTENMENT OF THE CALLIGRAPHY EDUCATION IN THE ACADEMIES OF THE QING DYNASTY ON THE HARD PEN CALLIGRAPHY TEACHING IN CONTEMPORARY COLLEGES AND UNIVERSITIES

3.1 The past serves the present

The main work of calligraphy in ancient times was a communication tool, so calligraphy education first paid attention to its practicability. The artistry of calligraphy was formed by personal aesthetics on the basis of practicability. Strictly speaking, ancient

calligraphy education is not divorced from practicality, that is, ancient writing teaching is calligraphy teaching.

Judging from the teaching system in the academies of the Qing Dynasty, students usually write scripts from Jin and Tang, and calligraphers are mostly Zhong, Wang, Yan, and Liu, but the most fundamental requirement is correct fonts. In daily contact with regular script, college students can learn from ancient copybooks of different styles and learn traditional culture from them.

The calligraphy education in the academies of the Qing Dynasty mainly served the imperial examinations. Because of the constraints of the official selection system, the calligraphy system in the academies was mainly formulated around the examination system. The characters in the academies of this type were also written in the form of "Duankai with body". Become a compulsory course for students.

3.2. Step by step

If you want to learn hard pen calligraphy to develop good writing habits, you must persist for a long time, and calligraphy teachers must maintain a calm and generous attitude, and at the same time use reasonable and standardized teaching methods to gradually influence students. A large proportion of contemporary college students think that even the minimum sitting posture and holding a pen are not standardized, but they think that they can learn hard pen calligraphy with their hands. Therefore, as a teacher, we must first correct the students' misconceptions, and then teach them the writing techniques, that is, the methods and rules of writing Chinese characters.

From the academy teachers' attention to the fonts in the articles, it can also be seen that the fonts written by the students must be quite satisfactory. The students in the academies in the Qing Dynasty had very clear requirements for learning calligraphy, and the teachers in the academy stipulated that they should contact the content every day, so there should also be regulations for calligraphy practice at the moment. This method is also a means for college students to make them pay more attention to hard pen calligraphy and realize that having a high hard pen writing ability is the basic quality necessary for future people's teachers.

3.3. Compilation of books and texts

The combination of calligraphy and culture can give the source of vitality to the art of calligraphy. However, people in real life all have different degrees of love for such an art as calligraphy, and calligraphy practitioners also have different learning goals. Many of them stay in the pond because of their love of calligraphy. However, some people will enter a misunderstanding when learning calligraphy, and only stay at the level of learning

techniques and performance techniques, and ignore the cultural connotation of calligraphy.

In the school calligraphy course, calligraphy and Chinese characters are taught separately, which will cause students to make a lot of typos in copying copybooks and creating. The meaning of Chinese characters will change due to the difference of the shape and pronunciation of Chinese characters. Therefore, calligraphy is a culture that connects the avenues and runs through the ancient and modern. Our art today is different from the traditional art of ancient China. Chinese calligraphy is closely integrated with Guoxue and cannot be divided.

4. CONCLUSION

With the development of the times, people use Chinese characters from hard pens to computer typing. The practicality of writing with brushes has gradually weakened and even been lost by people. However, in ancient times, practicality was dominant in calligraphy. For example, candidates in the Qing Dynasty used "Guange Style" to participate in the imperial examinations and official calves and documents written by officials. They must emphasize black, light, and light, and emphasize the integrity and strictness. With the existence of these technical standards, the practicability of calligraphy can be demonstrated. Therefore, the existence of this practical calligraphy must have its rationality. Of course, the most important thing that cannot be ignored when studying ancient copybooks is that you can't just stop at writing and copying and ignore the cultural connotations of the copybooks. Many ancient copybooks themselves are one or more poems or ancient essays, and try to understand the meaning when writing them. This is not only conducive to the improvement of college students' knowledge of ancient literature, but also a step-by-step approach to "technique close to Tao."

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Emergency Management of Major Infectious Diseases

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Abstract: Major diseases, such as the pandemic coronavirus-induced respiratory syndromes, arouse international concern. These public health emergencies post a heavy and costly burden on an individual and the whole society. A lot of efforts have been focused on curing these diseases in the response phase. Recently, the importance of emergency management in the global public health crisis has been gradually recognized. Emergency management intervention functions in preventing, constraining, and treating the major diseases. This paper reviewed the frame of emergency management interventions through reviewing the extant literature, revealed the construction of China's emergency management system, and explored how to maximize the function of China's emergency management to meet the requirements of some incoming pandemic diseases.

Key words: Major diseases; Public health emergencies; Processing; Emergency management interventions

1. INTRODUCTION

The epidemic of H7N9 avian flu in 2013, the re-occurrence of African Swine Fever in 2018, and the sudden outbreak of COVID-19 in 2019 have exerted the serious impacts on the world economy, politics, and health[1]. These global crises not only challenge world health care system, but also require more comprehensive health emergency management systems.

Infectious diseases once accounted for the largest global share of morbidity and mortality [2]. The development of safe, effective, and affordable vaccines, antibiotics, and anti-viral medicines protect against the infectious diseases dramatically. However, the emergencies of novel or mutant pathogens remain a constant threat, periodically trigger pandemics of major infectious diseases, and decrease the survival of humans. Recent occurrence of infections, including severe acute respiratory syndrome and flavivirus (Ebola and Zika) –induced diseases, remain a big threat to human beings [3]. Thus, a sophisticated emergency management is required to surveil and intervene the pandemic major infectious diseases. The World Health Organization (WHO) is regarded as an agreement of 196 countries to fulfill metrics and measures to control outbreaks of major infectious diseases and prevent pandemics. Emergency management is one of the widely used

methods for limiting the spread of the major infectious diseases.

2. EMERGENCY MANAGEMENT

Emergency management is the organization with the responsibility to deal with all unexpected disasters, including the major infectious diseases[4]. Its objective is to alleviate the harmfulness of all hazards [4].

Any infectious disease can emerge as a localized incident at a small scale, which might be resolved quickly if the local resources are used properly. However, small-scale emergency of an infectious disease can escalate into disasters due to inadequate planning and wasteful use of resources. Typically, disasters are composed of the characteristics of large scale, crossing boundaries of geography. Thus, an effective emergency management typically comprises four phases: preparedness, response, mitigation, and recovery [5]. This frame ensures that all communities are at least involved in one phase of emergency at any time.

Phrase of mitigation means to take actions to prevent or reduce the cause, impact, and consequences of disasters. Phrase of preparedness is to plan, train, and educate for events that cannot be solved in the mitigation period. The response phase occurs immediately after a disaster. During this phase, business and other operations function poorly. Personal safety and wellbeing in the response duration rely on the preparedness level. The recovery period could last long, during which restoration often occurs with regular operations and activities.

3. THE ROLE OF EMERGENCY MANAGEMENT

Emergency management work requires individuals, the community, the local and the state governments to fulfill their own emergency management responsibilities. For example, the outbreaks of African Swine Fever had a negative impact on the global pork supply and posed a major threat to the international economy[6]. Cooperation of local, state, and international agencies is indispensable to minimize the harmful impact of such disease. Swine owners take the responsibility to secure human safety, livestock safety, and the property safety. To achieve the protection against threats of African Swine Fever Virus, the livestock producer should prepare himself/herself by creating a safe environment, having effective biosecurity measures and early reporting of suspect to the local animal disease

control agency. These actions facilitate local emergency management programs to be as prepared to the public as possible. Usually, personal preparedness enables the prepared swine owners to experience fewer losses and require less help from outside. Thus, the most efficient preparedness will help minimize the losses in the disaster of African Swine Fever. Local governments are responsible for making plans and providing resources to protect the local community, especially less-prepared individual livestock producer, from these swine disasters. The actions of the local government are the key to limiting the spread of African Swine Fever epidemic situation because local governments bridge an individual and the state agencies in the network of emergency management. State governments also participate in processes of mitigation, preparedness, response, and recovery. It provides additional resources to assist the local communities, restore essential and fundamental services, and meet the major infectious disease-relevant needs of individuals. Besides, state governments are the principal sources for the press to release the updated information of the infectious disease and assistance of education in infectious disease management [7]. It is also in charge of the training opportunities, including operation of the emergency training center. Under the coordination of the state government, the development and economy of the society move forward.

4. CHINA'S EMERGENCY MANAGEMENT

With the evolvement of theory and implementation of emergency systems worldwide, China has also achieved a lot in constructing and improving its own emergency management. China's health emergency management system has experienced many rigorous tests during responding to various public health emergencies and has formed its own frame in examining health emergencies and managing the internal weaknesses [8]. Its power was witnessed in the disasters of SARS, ASFV, COVID-19 and so on. The underlying explanations for its successes lie in its efficient operation system. China is dominated by one party-Communist Party of China, which makes the national resources not be wasted in the struggle of political parties. Additionally, China's emergency management system adopts a strict policy, that is, China's emergency management system works out strict measures to deal with any potential sudden and major infectious diseases based on the assumed worst results. Also, all levels of emergency management agencies in China work together to implement the strategies effectively. One typical manifestation is China's actions of emergency management facing COVID-19 [9]. The extraordinary cooperation of all levels of emergency management agencies ensures the success against this disaster. Moreover, China's emergency management adopts complex indicators for its assessment. Although two-level dimensions are

widely used for assessing the results of emergency management, a substantial number of indicators are used by the branches of state emergency management agencies. For example, 214 indicators are used in the competency model of health emergency personnel by state disease control institutions to respond to public health emergencies [10]. This quantity evaluation criteria helps the emergency management agencies to optimize its strategies in dealing with the major infectious diseases.

5. CONCLUSION

Emergencies of major diseases threaten population health. Novel and re-emerging infectious diseases continue to cause morbidity and mortality and can rapidly spread beyond borders. Relying on the medicine treatment solely is not sufficient to protect us. Emergency management plays a critical role in fighting against the major infectious diseases. It helps raise the public awareness about the significance of being prepared, how to respond to this unexpected disaster, and what to do to accelerate the recovery process.

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An Analysis of Japanese Traditional Culture in Animation Works *Spirited Away* by Hayao Miyazaki

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Abstract: Japan's animation industry with a high international status has been highly regarded by animation enthusiasts in various countries and has become one of the favorite arts of people. As a famous Japanese animation director, Hayao Miyazaki is a landmark figure in the history of Japanese animation culture and enjoys a high reputation in the international arena. Hayao Miyazaki's animation works reflect the unconstrained storyline and characters, and give the audience a fairy-tale experience. His works contain a strong Japanese traditional culture. While developing the animation industry, he is also spreading Japanese traditional culture. This article analyzes the traditional Japanese culture in Hayao Miyazaki's animation works by studying *Spirited Away*, and analyzes the application and inheritance of Japanese traditional culture in animation works.

Keywords: *Spirited Away*; Japanese traditional culture; Hayao Miyazaki's animation

INTRODUCTION

Hayao Miyazaki's animation works contain rich Japanese traditional culture. In the fast-paced modern society, Miyazaki's animation works arouse people's yearning for being far away from modern city life through simple, fresh and warm pictures. The traditional cultural elements contained in the works have also gained public attention and recognition. Hayao Miyazaki's animation works once had the ability to compete with the American Disney animation works. *Spirited Away* contains strong Japanese traditional culture, and it is also one of the important representative works in the creation of Hayao Miyazaki's animation. It is useful for studying the traditional Japanese culture incorporated in the creation of Hayao Miyazaki's animation. It is of great significance. Research on Hayao Miyazaki's animation works can provide reference and enlightenment for the development of my country's animation industry.

1. INTRODUCTION TO HAYAO MIYAZAKI

Hayao Miyazaki graduated from the Department of Political Economy, Tokyo Gakushuin University. Since 1963, he has been working as an animator at Toei Animation Company. Hayao Miyazaki himself has a very high talent in painting, and became an

animator in Japan in 1958. The release of the film *The Legend of the White Snake* had a great impact on Miyazaki, which laid the foundation for his later entry into the animation industry. Hayao Miyazaki established his later animation style from *Girls in the Alps*. The animation work *Spirited Away* was released in 2001. It has not only achieved a very high box office in Japan, but also has a good international response, and won the Golden Bear Award at the Berlin Film Festival in Germany. Hayao Miyazaki is a very influential figure in the Japanese animation industry, and won the 87th Oscar Award for Lifetime Achievement in 2014. His many films have won many awards in the Japanese film industry. In the creation of his works, a lot of Japanese traditional culture is incorporated, which has a strong appeal and influence on people in modern life. He will not extremely promote justice and completely overwhelm evil. The ending of the work often reflects justice and evil. Get along, even if evil still exists, justice always exists in the heart [1].

2. AN ANALYSIS OF THE CREATION OF SPIRITED AWAY

The creation of *Spirited Away* spans from the 20th century to the 21st century in terms of time. The traditional architecture and culture contained in the play are different greatly with the life of modern people. Moreover, the works in the leap of time also make people think and reflect on the development of the times. The story of *Spirited Away* is seeking to tell a common girl who is mistaken into the world where the gods are. In order to save the parents who become pigs because of greed, she chose to work in the soup house of Tang Popo. She knew the characters of Bai Long, Tang Popo, faceless Man and God of river. Through working in the soup house she contacted with different people. Chihiro became brave and strong from a cowardly ordinary girl. She can even argue with Tang Popo whom she was afraid of. In the process of showing the changes of young girls, Hayao Miyazaki constantly shows the content of good and evil about human nature in the story. The story of Chihiro makes people start from themselves, not only consider the social changes in the development of the times, but also think about the courage and confidence they lost [2].

3. JAPANESE TRADITIONAL CULTURE

CONTAINED IN SPIRITED AWAY

3.1 God Culture

In the story of *Spirited Away*, the protagonist Chihiro and his parents mistakenly enter the world of gods, which leads to the following story. Therefore, there are many plots about gods in the animation, and there are also many roles of gods, such as God of river, which embodies the serious natural pollution of the human world. In the traditional Japanese culture, deity culture is a very important belief. Under the influence of animism, the Japanese have a very high belief in deities. Different deities represent different abilities. With the gradual development of the times, Japan's God culture is limited to "all things". At the same time, human beings with certain influence have also become one of the gods, such as Tokugawa Kangjia, who is also regarded as a God by the Japanese. Moreover, the scope of Japanese deity culture is very large, even if there is no life in the home. It may also have the concept of deity. In *Spirited Away*, there are not only gods, but also many monsters in soup house. However, in traditional Japanese culture, there is no clear distinction between monsters and gods. Even gods may be malicious. Although they are monsters, they will be kind to human beings. In Japanese traditional culture, there will be various gods. One of the reasons is that without scientific explanation and advanced technology to support human beings in the face of difficulties and natural disasters, people will have a unified mind and place their hopes on gods with unnatural abilities. By faith and worship, they bring hope to human life. In the story of *Spirited Away*, the respect of the gods by the service in soup house shows the respect and worship of the gods in Japanese traditional culture.

3.2 Torii Culture

In traditional Japanese culture, bird house represents the entrance to the world of gods, which means "door". At the beginning of the animation, Chihiro's father met bird house before driving into the world of gods, which means Chihiro's family is about to enter the world of gods. At the same time, it has a certain warning meaning. Bird house is not a real architectural door. It is mainly used as a subsidiary building in traditional architecture, which is similar to the archway in Chinese architectural culture. Crossing the torii gate means that humans leave the real world and enter the realm of gods, which is the boundary between the human world and the gods' world. In the animation plot, the torii is not set in the middle of the road, but under the old trees on the side of the road, reminding the audience that the follow-up story of the Chihiro family will take place in the gods. In Japanese culture, the torii represents a warning that torii gates will be set up on both sides of the road to avoid people urinating anywhere on the side of the road, and it also reflects the worship of the gods in the hearts of the Japanese [3].

In traditional Japanese culture, bird house represents the entrance to the world of gods. At the beginning of the animation, Chihiro's father met bird house before driving into the world of gods, which means Chihiro's family is about to enter the world of gods. At the same time, it has a certain warning meaning. Bird house is not a real architectural door. It is mainly used as a subsidiary building in traditional architecture, which is similar to the archway in Chinese architectural culture.

3.3 Bathing Culture

Bathing culture is a culture that occupies an important position in Japanese traditional culture, and it also has a considerable influence in modern Japanese society. In the animation, in order to save his parents, Chihiro stays in the soup house of Tang Popo to work. Therefore, the background location of the plot development is mostly the soup house, and also contains a lot of bathing scenes. As an island country with a special geographical environment, Japan has a huge number of hot springs due to the geographical environment and plate movement, creating a natural bathing environment. According to incomplete statistics, the number of people bathing in the baths in Japan each year can almost reach the total population of Japan. Traditional Japanese culture regards making soup as the enjoyment of life. At the same time, it can wash away the filth on the body. In the story of *Spirited Away*, it also shows the significance of cleaning up the filth. The god of heavily polluted river is mistakenly regarded as the God of decay by Tang Popo. With the help of Chihiro, he recovers his appearance. It also reflects the pollution of modern human society to the natural environment.

3.4 Spiritual Belief

In the story of *Spirited Away*, the protagonist Chihiro was deprived of her name by Tang Popo, which led to the blurring of the original real memory. Bai Long was deprived of her name by her mother-in-law, so he forgot her life. This story with mythological characteristics shows the Japanese belief in the spirit of words. In ancient times, Japanese people believed that language had its own soul, just like human beings, so people's names also represented human beings themselves. Therefore, in ancient Japanese culture, people would not easily tell others their own names, especially female groups. When a woman gets a family name, she will become a man's wife. Therefore, when Hayao Miyazaki created *Spirited Away*, Tang Popo gained the ability to control others by depriving others of their true names signed in the contract. Moreover, the belief in Yanling is also reflected in modern Japanese society. Modern Japanese women need to bear the husband's surname after they get married. Therefore, the original name of the woman loses its specific meaning, and the woman will begin to live under a new identity. In ancient society, after a woman lost her name, it also

meant that she lost her freedom. Therefore, in Japan's modern society, people attach great importance to their name and reputation, and the connection between name and identity is of inalienable significance.

4. CONCLUDING REMARKS

Miyazaki's animation works are filled with a large amount of Japanese traditional culture. While continuously promoting the development of the animation industry, it also leads people to understand Japanese traditional culture. In addition, his animation works not only reflect people's worship of gods, but also shorten the distance between human beings and gods; at the same time, they focus on the problems existing in human society with girl vision. Through the integration of traditional culture, he shows the problems of human nature, pollution and social development in modern society, and uses Japanese traditional culture to guide people to think about the development of modern society. His works not only spread the culture of animation works, but also spread Japanese traditional culture in animation works.

As a leader in the Japanese animation industry, Hayao Miyazaki has made a huge contribution to the spread of Japanese traditional culture. As a country with huge soft power development, Japan itself has developed well in cultural aspects. At the same time,

the development of the animation industry is even greater. It provides strong support for the spread of Japanese culture and promotes Japanese culture to occupy a certain position in the international arena. While disseminating culture, Miyazaki's works also closely follow the development of the times and actively ponder the changes brought about by the development of the times.

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Strategies for Cultivating Students' Cultural and Pragmatic Competence in English Translation Teaching in Colleges

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Abstract: With the continuous reform and development of education, the teaching methods of English teachers and the learning strategies of students in colleges continue to be scientific and advanced. The development of education in China is changing, and English learning is gradually oriented towards the development of students' core literacy. English translation teaching is one of the core literacy in English learning in colleges. To deepen the new curriculum reform, stimulate students' interest in English learning, and improve students' cultural and pragmatic competence in English, English translation teaching needs to be continuously reformed and developed. This paper studies and discusses how to improve students' cultural and pragmatic competence in English translation teaching in colleges.

Keywords: English translation teaching in colleges; Students' cultural and pragmatic competence; Cultivation strategies

INTRODUCTION

In English learning, students' cultural and pragmatic competence is extremely important. It can build up students' proficiency in English grammar and conditioned reflex to a certain extent, help students understand English culture, and increase their interest in English learning. Interest is the best teacher to promote translation teaching and even the whole English teaching, and efficient and scientific translation teaching can effectively cultivate students' cultural and pragmatic competence. Translation teaching and students' cultural and pragmatic competence complement and promote each other. This paper studies and discusses the importance of cultural and pragmatic competence and how college English translation teaching can improve students' cultural and pragmatic competence.

1. THE IMPORTANCE OF STUDENTS' CULTURAL AND PRAGMATIC COMPETENCE

1.1 Improving the depth of English learning

Cultural and pragmatic competence refers to the ability of students to solve learning and use relevant cultural contexts in the process and activities of language learning. There is a close and inexhaustible relationship between learning a language and understanding the cultural heritage and foundation of the language. Language learning cannot be separated

from cultural support, and the depth of language learning even depends on the depth of understanding its cultural heritage to a certain extent. From the perspective of linguistics, psychology and other disciplines, this paper explores the external social and cultural mechanism of language learning, and the relationship between the internal process of language processing and the external cultural mechanism can constitute the core elements of the social and cultural view of language learning [1]. As a country's history and culture have strong profundity, it needs more lasting time and sufficient patience to understand and learn the language. The knowledge and information involved in the cultural field of this country are not unchangeable, but are in a dynamic change and rising process with the development of the times and the continuous reform and progress. Therefore, in the English translation teaching in colleges, students should pay attention to their cultivation of cultural and pragmatic competence and master the profound cultural information and cultural heritage behind the language, so as to learn English well and have a more in-depth study of English.

1.2 Enhancing interest in English learning

English is an important humanistic subject, and English translation, as an important form and carrier of learning and development in English subjects, is an important process to promote English learning towards depth. Improving students' pragmatic competence and promoting students to have a deeper understanding of language and culture can not only expand their own knowledge, but also weaken the bore of English subjects and English translation learning. As a result, it helps to stimulate students' interest in learning, improve students' enthusiasm for learning English, continuously improve their confidence in learning English, and enhance their own core qualities.

2. STRATEGIES FOR CULTIVATING STUDENTS' CULTURAL AND PRAGMATIC COMPETENCE IN ENGLISH TRANSLATION TEACHING IN COLLEGES

2.1 To optimize the teaching materials of English translation and enhance the proportion of English culture

In English translation teaching, English textbooks are an important carrier. Based on this, it is important to

select and optimize college English translation textbooks. In the teaching materials of English translation, we can enhance the content of traditional culture to popularize the literary knowledge and customs of English speaking countries, and promote students' deeper understanding of a country's history and culture. We also need to understand the deep-seated reasons after the cultural foundation, think about the reasons for the unique cultural phenomenon through the natural landscape, infiltrate English culture into the texts or short passages that students need to translate in the teaching materials, and have a subtle impact on students [2]. At the same time, in the plate design of teaching materials, we can set up the understanding sections of relevant history and culture, express the culture in English, and present the English culture in English language in the unique cultural section, so as to promote students' cultural and pragmatic competence in English.

2.2 To optimize the curriculum design of English translation teaching and promote the diversification of teaching

In terms of curriculum design, the teaching of English translation can be extended to other related courses for students to choose freely and to absorb relevant cultural knowledge freely. English courses can include history, geography, humanities and political system. When setting up English courses, we can also give full and reasonable consideration to the proportion of English culture courses. It not only needs to include courses that expand the culture of English speaking countries, but also needs to pay attention to the improvement of students' English core literacy, and promote English teaching from translation, grammar, listening and other aspects. Such course optimization is of great benefit to college English translation teaching. The contents of culture courses can also be further deepened and refined. They can be designed and popularized from political economy, social religion, natural environment, literary works, geography and history. Students can learn various traditional cultural knowledge in English, which plays a good role in cultivating students' cultural and pragmatic competence. In addition, it can broaden students' horizons, enhance the knowledge involved in the field of knowledge, and improve the fun and pleasure of English learning [3]. In the early stage of English translation teaching, English teachers can offer courses related to the culture and history of English speaking countries to help students have a general understanding and involvement. In the middle stage, teachers can offer courses related to ancient Rome, ancient Greece, etc. by constantly expanding all kinds of knowledge, and lay a solid foundation for students in the advanced stage of English learning.

2.3 To pay attention to the scientificity of classroom

translation teaching and the teaching of English culture

In the classroom teaching of English translation, we must first pay attention to the establishment and control of cultural atmosphere and language atmosphere. Teachers can use bilingual or pure English to teach, and students will replace the language atmosphere and cultural atmosphere of English. On the one hand, it can effectively improve students' English listening level and English expression ability, and provide help for students to engage in foreign exchange activities in their future employment. On the other hand, it can activate students' thinking and promote students to translate in real time in their brains, so that the translation teaching can get twice the result with half the effort. In addition, we can explain Roman culture, ancient Greek mythology, medieval culture, Christianity and other cultures to the students through lectures, video display and picture presentation to enrich the carrier and teaching mode of translation teaching, present the classroom teaching more vividly and mobilize the classroom atmosphere.

3. CONCLUSION

In summary, the learning process of English translation is relatively boring, and it has certain requirements for students' depth of thinking and knowledge. In the process of continuous improvement of the translation ability of college students, it is often necessary to make great efforts and maintain sufficient learning patience. Therefore, the mobilization of students' interest in English learning cannot be ignored. It is necessary to maintain the dominant position of students and optimize the teaching material design of English translation teaching, optimize the campus cultural curriculum. What's more, it needs to optimize English translation teaching, focus on the contemporary, scientific, and efficient classroom teaching, promote the diversification of English classroom translation teaching, promote college English translation teaching with half the effort, and promote the continuous improvement of students' cultural and pragmatic competence.

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Health Checkup for Higher Education Checkup based on Topsis Entropy Weight Method

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Abstract : Nowadays, the level of higher education development is an important standard to measure a country's development level. In order to evaluate the higher education level of each country objectively and fairly, we constructed a quantitative scoring system based on the TOPSIS entropy weight method. To make the scoring system universally applicable, we selected some countries with different levels of development as samples for analysis.

Keywords: TOPSIS, Entropy method, Higher education

INTRODUCTION

The higher education system is an important part of a country's further education of citizens. The higher education system is closely related to the development of various countries. So we establish and verify a model, so that the evaluation system can accurately evaluate the healthy development of the higher education system in any country.

1.EVALUATION MODEL BASED ON TOPSIS ENTROPY METHOD

To ensure the universal applicability of the model, we selected a few samples from these three types of countries. The developed countries we selected are the United States, France, Japan and Britain, the developing countries are China, India and Brazil, and the underdeveloped countries are Guinea and Madagascar.

2.DATA DESCRIPTION

We collected the sample data in recent years from the selected official website of the Ministry of Education, including 10 index data [1][4]. Considering the lack of collected data, we use linear interpolation, grey prediction and regression analysis to complete the missing data, and get the complete data of more than 10 indicators from 2010 to 2017, and calculate the average value of this data for 8 years as the original.

The Establishment of the Model

Firstly, the decision-making problem has M objectives and N feasible solutions, assuming that Z^* is the ideal solution to the problem [2].

$$Z^+ = (Z_1^+, Z_2^+, \dots, Z_m^+),$$

from Z_i arriving Z^+ Distance of:

$$S_i^+ = \sqrt{\sum_{j=1}^m (Z_{ij} - Z_j^+)^2}, \quad i = 1, 2, \dots, n$$

In the same way, suppose $Z^- = (Z_1^-, Z_2^-, \dots, Z_m^-)^T$ is a negative ideal solution, then Z_{ij} to Z^- The distance is:

$$S_i^- = \sqrt{\sum_{j=1}^m (Z_{ij} - Z_j^-)^2}, \quad i = 1, 2, \dots, n$$

Define the relative proximity C_i :

$$C_i = \frac{S_i^-}{S_i^- + S_i^+}, \quad 0 \leq C_i \leq 1, \quad i = 1, 2, 3, \dots, n$$

Right C_i By queuing, the optimal solution can be obtained.

3.CALCULATION OF TOPSIS METHOD

The first step: let the decision matrix of the problem be a. make a decision matrix Z' with its element Z_{ij} .

$$Z'_{ij} = \frac{f_{ij}}{\sqrt{\sum_{i=1}^n f_{ij}^2}}, \quad i = 1, 2, \dots, n$$

Step 2: Construct a standardized weighted decision matrix Z , whose elements Z_{ij} .

$$Z_{ij} = W_j Z'_{ij} \quad \begin{cases} i = 1, 2, \dots, n \\ j = 1, 2, \dots, m \end{cases}$$

Step 3: Determine ideal solution and negative ideal solution.

$$Z^+ = (Z_1^+, Z_2^+, \dots, Z_m^+) = \left\{ \max_i Z_{ij} \mid j = 1, 2, \dots, m \right\}$$

$$Z^- = (Z_1^-, Z_2^-, \dots, Z_m^-) = \left\{ \min_i Z_{ij} \mid j = 1, 2, \dots, m \right\}$$

among Z_{ij} The larger the value of, the better the

scheme.

Step 4: Calculate the distance from each scheme to the ideal point and the distance to the negative ideal point.

Step 5: Calculate C_i , and according to the relative proximity of each scheme C_i The size of the order, find a satisfactory solution.

Calculate the weight of each country by entropy method;

To eliminate the subjective influence of artificially setting parameters, we use the entropy weight method to calculate weights[3]. The entropy method is an objective weighting method, which determines the weights of ten educational indicators according to the information provided by the data of national indicators[5].

Table 2: Index weights

INDEX	Weights
Number of patents	0.1843
TOP100	0.1813
Enrollment ratio	0.157
The proportion of research papers	0.125
GDP per capita	0.1111
Number of universities	0.093
Gross enrollment rate	0.0541
Investment ratio	0.0359
Per capita tuition	0.0324
Ratio of girls	0.0259

4.CONCLUSION

The health rankings of higher education in various countries are as follows: The United States > Japan > Britain > China > France > India > Brazil > Guinea > Madagascar. In developed countries, the United States scores 0.184, Japan scores 0.17, Britain scores 0.169, and France scores 0.121, and its higher education level is in the leading position in developed countries. Compared with the United States, France is in a backward position in developed countries, and its scientific research level and university scale are weak, resulting in lower scores. Among developing countries and underdeveloped countries, China ranks first in comprehensive scores. For China, compared with other countries, the number of scientific research papers and patents has obvious advantages. Considering the scale of education, the level of higher scientific research and the fairness of education, China is ranked fourth among all nine

countries, second only to Britain, Japan and the United States

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Innovation and Exploration of Secondary Trade Unions Management in Colleges and Universities in the New Era

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Abstract: As a bridge and link between the higher Party organizations and the ordinary staff, the trade union in colleges and universities can effectively promote the communication and exchange of information between the upper and lower levels. At present, strengthening the management of the secondary trade unions conforms to the development concept of the new era, vigorously promotes the reform and development of higher education, and enhances the cohesion of the staff. However, due to the lack of sufficient funds management authority, the lack of enthusiasm and innovation in the work, and the growing cadre team, the difficulty of management increases. There are many deficiencies in the management of secondary trade unions in colleges and universities. Therefore, we should establish a perfect fund management system, scientifically manage the cadre team, increase the work initiative of members, and promote the development of trade union management.

Keywords: new era; secondary trade unions in colleges and universities; management innovation

1. INTRODUCTION

The secondary trade unions in colleges and universities can convey the general demands of the grassroots staff and the opinions and suggestions related to their vital interests to the school or the higher Party committee, so as to better respond to the voice of the masses and safeguard their labor rights and interests. This paper analyzes the significance of secondary trade union management in colleges and universities in the new era, and finds out the existing problems and deficiencies by combing its development status. After in-depth exploration of the reasons behind the trade union management problems, it puts forward corresponding solutions, so as to promote the innovation and development of secondary trade union management in colleges and universities.

2. THE IMPORTANT VALUE OF THE MANAGEMENT OF THE SECONDARY TRADE UNIONS IN COLLEGES AND UNIVERSITIES IN THE NEW ERA

2.1 Conforming to the development concept of the new era and firmly strengthen the leadership of the party

With the continuous development of reform and opening up, we have developed a good development picture under the leadership of the Communist Party of China. China's comprehensive strength, international status and people's living standards have achieved a great leap. In this process, the working class as the main force plays a great role. The establishment of trade union organization provides a good platform and channel for strengthening communication and communication between the party and the working class. Therefore, the work of trade union makes the party lead the people to govern the country. In the new era, social contradictions and people's needs have changed, and economic development is facing more severe situation and challenges. As the logistics support force of the party, the trade union in colleges and universities should innovate its working methods and strengthen internal management. [1]

2.2 Promoting the high quality development of higher education

The development and progress of the times have given birth to the high standard and comprehensive talent demand, which promotes the reform of higher education in full swing. But the education reform is a systematic project, not only the optimization and upgrading of teaching field, but also the reform of teaching staff team and educational affairs. Therefore, as the main teaching staff group, the secondary trade union in colleges and universities must take the initiative to change itself and reverse the marginalization of the former labor union. [2] The trade union should always insist on serving the staff as the center of all work from the perspective of the masses, pay attention to the needs and difficulties of the staff, firmly safeguard the legitimate interests of the staff, and help the development of higher education.

2.3 Strengthening the cohesion of the faculty and staff in colleges and universities

As the main position of organizing the activities of the staff, the secondary trade union in colleges and universities can effectively strengthen the cohesion and centripetal force of the teaching and staff team. In the process of contacting with the staff, the trade union can understand the life needs of the staff, always pay attention to the warmth and cold of the

staff, and respond to the good yearning for the staff in time, thus enhancing their trust and recognition of the trade union organization. Through the development of various activities and work of the trade union, the teachers and workers can gradually close the emotional distance, stimulate the enthusiasm of work, and realize the happiness and belonging of integration into the collective. Therefore, strengthening the innovation of the management of the secondary trade union in colleges and universities is also better to respond to the public's voice.

3. PROBLEMS IN THE MANAGEMENT OF SECONDARY TRADE UNION IN COLLEGES AND UNIVERSITIES IN THE NEW ERA

3.1 The fund management lacks scientific system standard

Although the secondary trade unions in colleges and universities has been able to independently carry out the internal funds accounting, manage various administrative and educational affairs, and lead the development of academic research. However, because the main management authority of funds is still concentrated in the unified trade union management organization in colleges and universities, the secondary trade union can not decide the allocation and investment of funds independently, and can only accept their own amount of funds and use the allocated funds reasonably according to the decision of the higher authorities, which leads to the lack of room for the functions of the fund approval supervision organization under the secondary trade union to play. At the same time, the university trade union did not make a clear plan on the budget management of funds, and did not require a timely report on the implementation of the funds of the secondary trade union, resulting in problems such as chaotic and random expenditure, too high overall expenditure amount, and too long accounting cycle of funds.

3.2 The construction of secondary trade union cadres is insufficient

With the continuous popularization of China's higher education and the increasing gap of talent demand, colleges and universities respond to the call of national policy to actively expand the enrollment scale and increase the number of professional enrollment. At the same time, in order to meet the increasing number of students, colleges and universities must be equipped with enough teachers and management cadres. In recent years, the enrollment of university staff has increased significantly, and the scale of teachers and other university staff has also expanded rapidly. As a result, the number of trade union members has been expanded, and the development of trade union cadres has been accelerated. However, it also poses challenges for the management of trade union cadres. Although the amount of teaching tasks of university teachers is smaller than that of junior and senior high

school, the pressure of scientific research is still heavy, and the daily management of educational administration teachers is more complicated. They have less participation in trade union organizations, lack enthusiasm, and lack innovation. [3]

3.3 Lacking enthusiasm and initiative in work

For a long time, under the unified management of the university trade union, the secondary trade union only passively implements various management matters arranged by the university trade union because of its small management authority and strong autonomy. The daily activities are only carried out according to the plans and objectives of the university trade union, and some innovative recreational activities are not developed in combination with the distinct characteristics of the unit. Due to the lack of scientific strategies of trade union management, and the lack of reflection and summary of their own management, the enthusiasm of members is poor and the management effect is low. In addition, in the formulation and modification of the management system, the secondary trade union always follows the past management experience and management methods or mechanically imitates the system and regulations of the general trade union, and does not scientifically and reasonably formulate the detailed management system belonging to the trade union at the same level in combination with the unit's own personnel characteristics and work objectives.

4. EXPLORATION AND INNOVATION STRATEGIES ON THE MANAGEMENT OF SECONDARY TRADE UNION IN COLLEGES AND UNIVERSITIES

4.1 To establish and perfect the management system of trade union funds in colleges and universities

On the one hand, in terms of funds management authority, the university trade union should appropriately decentralize the management authority and give certain funds management authority to the secondary trade union in colleges and universities, so that the secondary trade union can control the funds according to the scale of the activities to ensure the overall effect of the activities. At the same time, it should strengthen the supervision and review of the funds expenditure of the secondary trade union. It is required to regularly report the details of the use of funds and the specific basis of expenditure in each accounting cycle, so that the funds can be used reasonably and scientifically. On the other hand, a set of perfect financial management system should be established in combination with the financial situation and work items of each school trade union. Colleges and universities can introduce a mature financial management mode. The trade union at the university level is responsible for the formulation and management of the overall financial policies and principles, and endows more specific budget, expenditure, accounting and other funding authority to the secondary trade unions. [4]

4.2 To strengthen the management of the cadre team of the secondary trade union

First of all, in the selection of secondary trade union cadres, we should improve the assessment standards and selection qualifications, and formulate a scientific talent selection system according to the work attributes of the trade union, so as to ensure that the excellent and matching staff can be enriched into the trade union organization, and improve the staff quality of the trade union organization and enhance the efficiency and effectiveness of trade union management. Secondly, in the deployment of cadres, we should fully tap the advantages and abilities of each cadre, and arrange suitable cadres according to the functional characteristics of different work, so as to ensure the smooth development of the work. At the same time, we should often organize cadre exchange activities to enhance the communication and feelings within the cadre team. Finally, trade union work is mainly for high-quality college staff groups, they have a strong cultural and theoretical cultivation and higher spiritual and cultural needs. In order to improve the effectiveness of trade union work, we must strengthen the training of the majority of cadres, improve their professional level and comprehensive quality of work.

4.3 To excavate the characteristics of work and stimulate the enthusiasm of secondary trade union members

First, as a practical mass work, trade union work should focus on the reality of campus life and strengthen contact with the majority of staff groups. Therefore, secondary trade union members should go out of the closed office, actively integrate into the daily life of staff, and deeply understand their spiritual needs and interests. Combined with the work advantages of each unit, some recreational activities with trade union characteristics are organized, which can not only enrich their teaching life, but also create a harmonious academic research atmosphere. Second, it's necessary to improve the daily management system of the secondary trade union, promote the

orderly and efficient internal management, clarify the specific responsibilities and work functions of various departments and posts, sort out the work process and establish the main responsibility system, so as to make the trade union work more precise and standardized. [5]

5.CONCLUSION

In a word, in the process of management, the secondary trade union in colleges and universities should reflect on the shortcomings of their work in time, constantly explore scientific management methods, give full play to the advantages and characteristics of the trade union, promote the development of trade union management, learn to start from the perspective of workers, so as to better safeguard their interests and make the trade union a home for teachers and workers.

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Study on the Regional Style of Han Painting Stone in Tengzhou Area

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Abstract: The stone of Han painting is the treasure of Chinese art. It is an important carrier reflecting the politics, economy and culture of the Han Dynasty. It is a "mirror" of the social life of the Han Dynasty. It has extremely high historical and artistic value. The Han stone in Tengzhou area is one of the earliest and longest lasting areas in China, and there are great differences between the regional style and other regions. Based on the unique historical background of the region, this paper analyzes the unique regional characteristics of Han stone in the region in terms of subject matter, carving techniques and modeling characteristics, so as to deeply explore the social life and thought contraction behind the Han stone in Tengzhou Shadow.

Keywords: Han portrait stone; Tengzhou; regional style

1.OVERVIEW OF TENGZHOU AND ITS STONE RELIEF

Tengzhou area has a long history, in which humans flourished here as early as 7,300 years ago, and it is the birthplace of "Bei Xin culture". Surrounding mountains and rivers, ten thousand acres of fertile farmland, so that luxury businessmen, landlords, rich people gather again. Under the influence of the multiple social background of the unique geographical conditions, the high development of economic, political and cultural, and the Confucian filial piety and fraternity and the election system, the Han portrait stone emerged at the historic moment. Han portrait stone shows the unique artistic life style of the Han Dynasty in the region. Through the special media of portrait stone, it shows us the coexistence, happy and harmonious Han Dynasty, making Tengzhou The regional Han painting stone has become an important cultural carrier to inherit the humanities and show history.

2.CHARACTERISTICS OF HAN TRAIT STONE IN TENGZHOU

There are two main unearthed sites in Han portrait stone in Tengzhou area, one is Longyang portrait stone, the other is Tengxian Hongdao courtyard portrait stone. The stone relief materials unearthed in this area are extensive, the theme is bright, the content involves the politics, the economy, the culture, the military each aspect, is the Han Dynasty Tengzhou area social life miniature. The Han stone unearthed in this area can be divided into two

categories: realistic theme and non-realistic theme. But the two are not absolutely opposite, they often combine the illusory myth story with the real life to make it exist in the same stone, which is also a common expression of the Han stone in this area.

The Han portrait stone of realistic themes in Tengzhou area mainly depicts the life scenes, historical figures, natural scenery and buildings of the society at that time, and comprehensively shows the agriculture, industry and handicraft industry of the society in the Han Dynasty. Since the establishment of the Han Dynasty regime, the policy of developing agriculture has been established. Driven by this policy, Tengzhou agriculture, which is fertile in the plain area, has been developed rapidly. East Gu unearthed "cattle map" through the Han Dynasty is very popular coupling plow farming way to show us the agricultural development at that time. There is a record in the Geography of the Han Dynasty: "Lu land, narrow people, quite the industry of Sang Ma, dead Lin Ze The mercy." Although agriculture had been developed at that time, the population situation of the narrow people at that time and the self-sufficient small agricultural economy at that time could not fully meet the living needs of the people at the bottom level. In the face of this social situation, industry and handicraft industry emerged at the historic moment. The "Textile Map" and "Forging Weapons Map" unearthed from the tomb of Longyang Store in Tengzhou are able to show us the scene of social weavers' textile and craftsmen casting iron at that time. As the economy developed, people's lives became colorful, followed with many Han portraits depicting the theme of life, through the depiction of busy scenes like car and horse travel, hunting, fishing, parties, chicken fighting, cattle, music and dance. It shows the prosperity of the social singing and dancing at that time. The Han painting stone in Tengzhou not only depicts the social life of the Han Dynasty, but also shows us many historical stories. The characters in these historical stories are various, such as "Two Peach Kill Three Scholars", "Zhou Gong Fu Cheng Wang", "Surabaya Sheng Ding", "Bian Que Medical Picture". Among them, the most characteristic is "Confucius worship Laozi picture" unearthed in the tomb of Xihukou in Tengzhou. The Han portrait stone of Confucius Laozi often appears in Tengzhou area, which is closely related to the geographical location

of the area and the influence of Confucian culture. These historical stories proved the Han people's enthusiasm for Confucianism and Taoism culture through the carrier of Han painting stone. And the Chinese culture tolerance spirit and humble character. There are also many descriptions of que, pavilion, platform, building, pavilion and pavilion in the stone relief of Han Dynasty in this area. These images provide us with first-hand information about the architecture of Han Dynasty. It can be seen in the picture that these buildings do not appear independently, but are mixed in other themes of Han stone, as a secondary part of the rich picture.

The non-realistic theme of Han portrait stone in Tengzhou mainly includes mythological story and rare beast. There are many descriptions of the mythical figures, mostly appearing in pairs, most often as the Queen Mother of the West. In the Han portrait stone, the royal mother changed the fierce image of half people and animals into the common image of woman in life. [1] As the spouse of the Queen Mother of the West, the Ma har aj a of the East appeared relatively late. Most of the composition forms of the East Prince and the West Queen Mother were in the central position, highlighting their majesty and solemnity. The combination of the Ma har aj a of the East and the Queen Mother of the West reflects the concept of Yin and Yang of Chinese philosophy. In addition to the East Prince and the West Queen Mother, Tengzhou Han painting stone often appeared another pair of gods are human ancestors Fuxi and Nu WA. At that time, the social productivity was low, and people worshipped and depended on it very much, which determined that they, like other gods, occupied a larger position in the picture. After the two gods, there is also a more immortal image is feather man. They often appear as servants near the Eastern Duke or the Western Queen Mother, or in landscape figures, whose images change because of their environment, sometimes free and elegant and respectful, but either form expresses people The eternal pursuit of life and the expectation of immortality. There are not only many mythical characters but also many animal themes in the Han painting stone in Tengzhou area. These animals are not only common in daily life, but also created by ancestors to convey the pursuit of life by giving it a certain divine meaning. One of the most worthy of our attention is the egret theme of the Chinese stone, this subject is relatively rare in the country. The appearance of egrets in Tengzhou area is well documented, which is inseparable from the special geographical location of the Weishan Lake wetland next to Tengzhou. This is also the reflection of Han pictorial stone on the ecological environment at that time.

3. ART TECHNIQUE OF HAN PAINTING AND STONE PAINTING IN TENGZHOU

The various carving techniques and unique modeling

of Han stone in Tengzhou area make Han stone have artistic characteristics. In this area, most of the Han pictorial stones are plane. The techniques of stone carving in Han painting in Tengzhou area can be divided into three types, the first is the traditional Yin line engraving, and the shallow relief and high relief developed on the basis of Yin line engraving. [2]

Yin line engraving is the most basic carving technique of Han painting stone in Tengzhou area. The so-called Yin line engraving is to use the line carving method to make the stone portrait on the surface of the stone, which appeared more in the early stage. This technique adopts the plane processing method, causes the image to unify in a plane, the picture decoration feeling is stronger. [2] with the development of negative line engraving, image processing is gradually transitioning from plane to stereoscopic. In the middle of the development of Han painting stone, shallow relief and high relief carving techniques appeared on the basis of Yin line engraving. The shallow relief stone unearthed in Tengzhou area is the largest of the three carving forms.

The stone portrait in Tengzhou area is also very elegant in composition, the picture is full of primary and secondary clear, the main body occupies an overwhelming position in the picture and is in the central position in the picture. The Han painting stone picture in Tengzhou area pays great attention to the contrast and unity of the picture. The picture often uses the horizontal line stratified composition form, some two layers, the four layers can reach up to ten layers. Although there are many layers of pictures, each layer shows different pictures, conveys different stories to us, and the simple and complex contrast between each layer, the picture is orderly and not chaotic, and the Chinese traditional painting pay attention to "sparse can walk horse," The idea of painting coincides with each other. We've adopted It is not difficult to see the regional Han portrait stone observation that in most of the picture processing, the main characters or buildings of the picture adopt the positive law, and the secondary characters or things are mostly sides. This comparison of the front and sides also makes the main and secondary of the picture more clear. This picture processing method is not without any reason, it is closely related to the perspective processing method adopted by the creators. In the early days, the scattered perspective composition method, which made that the three-dimensional three-dimensional space can only be processed into two-dimensional space, and can not show and grasp the relationship between normal space and proportion, that is, why things are mostly the front and side of the plane graphics in the picture. But as the way of observation changes, the image proportion relationship tends to be normal, and it is only in order to highlight the characteristics of things that the subjective use of deformation and

exaggeration in one aspect.

4.CONCLUSION

To sum up , the Han portrait stone in Tengzhou area is not only a first - hand information of the politics , economy and culture of the Han Dynasty , but also an important basis for our ability to understand the social psychology at that time , which is of historical significance and high artistic value .From the perspective of the regional characteristics of Tengzhou for in - depth interpretation , analyze and explore the rich themes of Han portrait stone in Tengzhou area , unique modeling , various carving techniques , as well as the important role of Han portrait stone in art history .Lai Fei once summed up the characteristics of Han portrait stone in Tengzhou area : dense objects , complex content and diverse themes .The early sparse and lively and the late dense decoration , with the participation of imagination factors , Through the image processing , we depict the magnificent immortal world , which is also an important performance feature of the Han portrait stone in Tengzhou area .In the society of that time , the portrait stone was produced , not designed to show us the social situation of the Han Dynasty , but

the expectation of the dead in another happy world , which was a special culture .[3]Although in modern society , the form of burial has disappeared , we can still explore the charm of the ancient and modern times from the preserved portrait stone art of the Han Dynasty .

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Philosophical Thinking on Practice of Singing

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Abstract: How to sing is a problem that everyone who is engaged in singing has been thinking about for a long time, and also a problem they need to explore. The knowledge of singing is the knowledge of thinking. Because the essence of singing is both concrete and abstract, and on the other hand, it is both external and connotative. It is because of these two reasons that singing, which was once a familiar behavior, becomes elusive and is difficult to be operated and controlled. Therefore, it is important for us to study the inner law of singing and distinguish the inner relief.

Keywords: Singing; Practice; Philosophy; Thinking

INTRODUCTION

The practice of singing respects the various links of singing. And the first and important thing to do is what to sing. Only by clarifying this theme can the practice of singing be carried out smoothly.

1.TO SING WITH CONSCIOUSNESS, THOUGHTS AND LINES

To sing the consciousness and thoughts are the first link to realize our perfect singing. It provides an important guiding ideology for singers to sing, and it is also the fundamental guarantee for singers to sing smoothly.

Consciousness is one of the important characteristics of human psychological activities, and it is also the most basic factor that affects our emotions and psychology. In the Book of Music during the Western Han Dynasty, it is written that every sound comes from the heart. Music is produced from sound, and its root lies in the human heart being touched by things. So if it comes from a sad mood, the sound appears rush; if it comes from a happy mood, the sound appears gentle; if it comes from a joyful mood, the sound appears to radiate; if it comes from an angry mood, the voice appears loud; if it is from a respectful mood, the voice appears upright; if it is from an admiring mood, the voice appears soft. The above music literature shows that in ancient China, there was preaching about the basic requirements of singing, which reveals the regulation of human consciousness to the sound of singing.

Good singing awareness and clear singing thoughts have a clear guiding significance for singers' singing behavior. It is the key for singers to sing correctly, and it is necessary conditions and requirements for every singer to engage in singing behavior. It is also

the basis for forming the lines of singing behavior for singers.

Consciousness determines the performance of the singing behavior, and thoughts display the spark of the singing imagination, and the lines clearly outline the connotation singers want to sing. Good consciousness and thoughts will definitely make singers' singing behavior and performance move in the right direction.

Therefore, it is of great significance for every singer to have a good singing awareness, a clear guiding ideology for singing, and clear singing lines, which will make the overall purpose of singing we are engaged in clear. In addition, it is a prerequisite for successful singing, and is a source, a foundation, and a guarantee of singing.

2.TO SING WITH CAVITY, STRUCTURE AND STATE

On the premise of clarifying the thoughts, consciousness and lines of singing, singers can exert themselves and actively involve in the singing they want to sing by relying on their full understanding of the functions of the singing instrument--the human body's vocal organs, respiratory organs, resonance organs, and organs to accurately read the initials and finals of a character.

Understanding one's own musical instrument is a powerful step to further deepen the theme of singing, which is the most fundamental prerequisite for singing. Only by knowing ourselves and the enemy can we be able to do well in the specific singing.

To sing the cavity requires singers to use their own conditions scientifically, and use scientific technology and technical means to make the functions of various organs of the human body fully exerted in the practice of singing. That is to say, to use various organs of the human body rationally, and to actively mobilize them to participate in the sound composition, so that the organs can better serve singing.

To solve the problem of singing the cavity, we must clarify the structure of the human body and clarify the structure of human voice.

The structure of the human body is physiological, concrete, and visible, while the structure of human voice is physical, concrete, and abstract. The difference between them is that one is physiological, visible, and controllable; while the other is physical, abstract, and difficult to be controlled. Therefore, the

process of singing the structure corresponds to these two problems. Solving these two problems will help stabilize singers' voice to a certain extent.

If there is a structure, there must be a shape, and if there is a shape, there must be a state. This is the general law of material movement and also the general law of singing movement. A good state must be a product of a good structure. On the contrary, a good structure must be a true reflection of a good state. They are interrelated, interactive and conform to each other. They constitute the concrete image of singing with three-dimensional, dynamic and complete characteristics. Therefore, a correct understanding of the essence of singing the cavity, structure and state enables singer to discern the direction and sing correctly in the ocean of imagination.

3. TO SING WITH BREATH, MAINTENANCE AND TENSION

The specific singing activities rely on the persistent motivation, and the original motivation of singing is the breath on which we live. As early as the Miscellaneous Records of Music by Duan Anjie in the Tang Dynasty mentioned that good singers must first adjust their breath. In other words, a good singer must master the movement and use of breath in singing. Therefore, singers must know the role of their breath in singing.

The structure of singing itself is the flow of sound under a structural state built on the breath, which is tangible and invisible, concrete and abstract. This kind of specious situation has been the biggest obstacle to singers to understand singing correctly for a long time. The singing behavior is actually a behavior for philosophical speculation, which is accomplished by singers' thinking correctly, accurately judging, reasonably using, scientifically operating and fully mobilizing their cavity. Breath is the only link and bridge to realize the mutual connection of cavity. Its uniqueness determines the irreplaceable and important position of breath in the practice of singing. Therefore, the expression of the

whole singing is to sing the breath. Knowing this element will make singers know how to sing.

On the premise of singing good breath, singers must clarify the role of retention. The process of singing is a kind of practical movement that needs the intervention of retention. How to maintain is a complex and huge system engineering.

First of all, singers should master the technical skills of keeping breath. In addition, they should make clear other aspects of maintaining, such as keeping sound, keeping timbre, keeping cavity, maintaining state, maintaining structure, keeping position, maintaining tension, keeping consciousness, keeping emotion, etc. These retention have both physiological and psychological aspects. They reflect not only the attributes of consciousness, but also the attributes of material. To achieve these retention, a kind of lasting tension is needed to maintain.

The tension reflected in the singing is actually a kind of expression of consciousness of human cavity structure in singing activity environment and thinking structure. And the consciousness under this thinking structure is the tension of singing. Therefore, to sing the tension is the best embodiment of the consciousness in the singing behavior under the singers' thinking structure. It is the source of maintaining the continuation of singing behavior, the environment and the guarantee.

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Research on the Application of TPRS Teaching Method and Reverse Curriculum Design in TCFL

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Abstract: The construction of personalized stories in TPRS teaching method can arouse students' enthusiasm and initiative in learning language and grammar, but it has some disadvantages, such as unsystematic teaching design, difficulty in hierarchical teaching and low teaching efficiency. Relatively speaking, reverse design, which can complement TPRS teaching method, is showing its advantages. In this paper, TPRS and reverse design teaching method are deeply discussed, in order to enhance the awareness of TCFL design, improve the design level and classroom teaching efficiency.

Key word: TPRS; Teaching method; TCFL

INTRODUCTION

In the early 1980s, Mr. Lu bisong divided the whole process and teaching activities of TCFL into four parts: overall design, textbook compilation, classroom teaching and language testing. Among them, classroom teaching has always been the central part of the overall design of TCFL. Therefore, scholars at home and abroad are constantly studying and exploring more efficient and interesting teaching methods. In 1990, Mr. Blaine ray initiated a teaching method TPRS teaching method based on the theory and practice of Dr. James Asher. Compared with the traditional teaching method, this teaching method can arouse students' enthusiasm and initiative in learning language and grammar. However, there are still some disadvantages in TPRS teaching method, such as the teaching design is not systematic, it is difficult to carry out hierarchical teaching, which leads to low teaching efficiency, the training scheme of students' learning ability is not clear, and the evaluation and summary system is not perfect. Relatively speaking, reverse design, which can complement TPRS teaching method, is showing its advantages. Reverse design is a new curriculum design method that stands out in the curriculum reform of the United States. It came into being in the 1990s. It is committed to deepening students' understanding of the core content and core concepts of the subject through curriculum design, and improving students' understanding ability. It has the characteristics of easy to master,

appropriate operation and high efficiency, and is widely praised in the American educational circles. If TCFL teachers can combine TPRS teaching method with reverse design, it will be of great help to enhance the awareness of teaching design, improve the level of design and improve the efficiency of classroom teaching.

1. TPRS TEACHING METHOD

TPRS improves teaching level through reading and story telling. The teaching method is also known as body reaction story teaching method. It is a foreign language teaching method proposed by Blaine ray, a Spanish teacher in California in 1990. The theory is based on the "total physical response" of psychologist James Asher and the "natural approach" of linguist Stephen Krashen. It advocates using the learned vocabulary to construct a story through the method of circular questioning, and extends the content of the story to grammar, reading and writing. Its theoretical model includes three parts: vocabulary, story and reading. The purpose of TPRS teaching method is to make students fluent and proficient in another language through a large number of interesting and understandable language input.

The theoretical model of TPRS teaching method includes three parts: vocabulary introduction, story construction and text reading.

1.1 Introduction and reinforcement of vocabulary

In the section of vocabulary teaching, teachers can combine the "body reaction method" of TPR to teach. That is, before the teacher starts the story, the teacher first teaches relevant words or phrases through body movements, and the students follow the teacher to imitate and make relevant body movements to understand the main idea of the words. After that, the teacher begins to tell the story. When they come into contact with the key phrases or grammar points, the teacher should slow down and explain the meaning of the relevant words in English first, then explain the body movements, and finally repeat 2-3 times to deepen the students' perception and memory of the words.

1.2. The construction and deduction of stories

In this section, the teacher provides the core

vocabulary to construct a short and clear story with the students. Combined with the circular questioning method, the teacher expands the story and adds details to form a complete story. This kind of story construction method not only makes students immerse in it, helps them to enhance their interest in learning and deepen their understanding, but also is creative and enlivens the classroom atmosphere. Practice the core concept of TPRS: interest, understanding and circulation.

1.3. Text reading and Translation

After the teacher tells the story, the students read and translate the story, cultivate the sense of language, feel and explain the grammatical phenomenon.

2.THE FEASIBILITY OF COMBINING REVERSE DESIGN WITH TPRS TEACHING METHOD

2.1 Definition and main content of reverse design

"Reverse design" is also called "reverse curriculum design". It refers to a kind of design method of using backward thinking and reverse thinking to design courses. The framework generally includes the determination of teaching objectives, the evaluation of students' performance and teaching guidance' Reverse design is goal oriented. Teachers should first clarify the teaching objectives and evaluation criteria, and then design the curriculum, so as to strengthen students' understanding of core knowledge and concepts.

2.2 Design and analysis of specific reverse design cases

The following is a dialogue about "animals"

A: Do you like pandas?

B: I like pandas very much

A: Why?

B: Because panda is hairy and very cute. What animal do you like?

A: I like dogs because they are human friends.

.....

First of all, determine the teaching objectives. The first step is to define the difficulty of the course according to the students' learning ability; Second, students can accurately grasp and use key words in the teaching process: like, panda, fluffy, cute, dog, friend; Step 3: students can master the grammatical phenomena in sentences and use them flexibly, such as "do you like..." And "sb likes... Because..." Sentence pattern.

Secondly, make teaching steps. The first step is to show the picture cards with animal characters such as "Panda" and "dog" and explain the new words; The second step is to read the text; The third step is to organize students to do dialogue exercises; The fourth step is to play the listening materials for classroom test.

Finally, the evaluation and summary of this course. The teacher analyzes and complements the students' use of wrong vocabulary and grammar in the classroom test; According to the errors of different

students, classification, and then hierarchical classification guidance.

2.3. The complementarity of reverse design to TPRS teaching method

2.3.1 Enhance the consciousness of course design in TPRS teaching and improve the level of design.

Reverse design is easy to master and efficient. First determine the teaching objectives, then determine the evaluation methods and standards of the objectives, and finally determine the specific teaching process. In the same way, this kind of backward reasoning and reverse thinking can be combined in the application of TPRS teaching method.

2.3.2 The introduction of "Discovery Teaching" pays more attention to the cultivation of students' understanding ability and language application ability TPRS teaching method focuses on the teaching mode of teacher guidance and student participation, which is not clear for the cultivation of students' discovery ability and understanding ability, and reverse design can just make up for this deficiency. For example, Jing Yalan mentioned that "students' understanding ability" can be divided into six dimensions: interpretation, interpretation, application, insight, empathy and self-knowledge. Reverse design is conducive to cultivate students' understanding ability of these six dimensions, more comprehensively understand and solve problems, and find their own defects and shortcomings.

2.3.3 Make TPRS teaching method become "meaningful teaching method"

Meaningful learning is scientific, lively, positive thinking, high-quality and efficient learning. Teaching must be implemented in students' meaningful learning. Although TPRS teaching method uses story construction method to improve the classroom atmosphere and make the classroom interesting, it still has defects in teaching efficiency and hierarchical teaching, and reverse design has the characteristics of high efficiency to make up for this deficiency. First of all, reverse design is "meaningful" in curriculum design. When teachers accept teaching tasks, the first step is to consider what the core content of the course is and what problems need to be solved and mastered. Then, combined with the syllabus, the teaching objectives are finally determined, which is feasible and systematic. Secondly, the evaluation standard of reverse design is "meaningful". The principle of where, how, equip, rethink, evaluate, to, organize is the quality standard of curriculum design advocated by reverse design, which can judge the quality of curriculum design, so as to have a more scientific and comprehensive understanding of the efficiency of classroom teaching.

3.SUMMARY

"As one of the many teaching methods, TPRS must have its limitations, so we should cooperate with other effective teaching methods to better complete

the teaching task." The author thinks that reverse design is complementary to the application of TPRS in TCFL. TPRS teaching method makes classroom teaching dynamic and interesting. In contrast, reverse design has the characteristics of strong systematization and high efficiency. The two can learn from each other's essence and make up for each other's shortcomings with each other's strong points, which will promote the continuous deepening and improvement of TCFL.

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On the Improvement of Teaching Ability of International Trade Teachers in Universities

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Abstract: With the extensive deepening of teaching reform in various disciplines, international trade major in colleges and universities has also begun to implement a new talent training plan. In order to further promote the overall development of students, international trade teachers begin to explore the improvement of teaching ability. This paper first introduces the main development trend of international trade major in colleges and universities in the new era, and then explores the ways to improve the teaching ability of international trade teachers on this basis.

Keywords: international economy and trade major; teachers' teaching ability; higher educational institute

1. INTRODUCTION

In the new era, China has entered a new stage of the development of socialism with Chinese characteristics. In order to promote the further development of social economy, international trade major needs to provide more practical talents with creative thinking for the industry. With the development of the whole industry and academia, the teaching level of international trade teachers has become the focus of development. The establishment of high-quality teaching staff and the promotion of the reform and development of professional practice teaching play an important role in the cultivation of international trade professionals in the new era.

2. INTERNATIONAL TRADE MAJOR IN THE NEW ERA

For a long time, international trade is a secondary subject under the classification of applied economics. The training of international trade professionals also focuses on practical courses, such as foreign trade English correspondence, foreign trade negotiation and trade settlement. Therefore, it is very important to cultivate practical and innovative talents. In order to speed up the implementation of the new talent training plan, in-service teachers should constantly improve their teaching level, and learn from industry experts with strong comprehensive practical ability, so as to improve their professional practice guidance ability. [1] With the acceleration of economic globalization, the development of China's foreign trade is becoming more and more mature. There are more and more cooperation projects with foreign companies, and the categories are more and more extensive. In order to adapt to the development of the

times, international trade talents need to improve their abilities in many aspects. Therefore, international trade major should promote the cultivation and improvement of undergraduates' practical ability and innovative thinking on the basis of professional knowledge dissemination, so as to comprehensively improve students' professional quality. In the specific teaching reform, teachers are the main body and focus of the reform. Strengthening the training of international trade teachers and improving their practical guidance ability and teaching ability play an important role in promoting the cultivation of international trade talents and improving the teaching level of international trade. [2]

3. THE WAYS TO IMPROVE THE ABILITY OF TEACHERS IN INTERNATIONAL TRADE

3.1 To strengthen the construction of teachers' morality and improve teachers' quality

Under the influence of the new era, the development of education in China is becoming faster and faster. Teachers are the important guidance of students' learning. Teachers' morality has a great influence on guiding undergraduates to establish correct outlook on life, world and values. Therefore, the construction of teachers' morality is an important task in the development of education in China. In the Report of the 19th National Congress of the CPC, the importance of strengthening the construction of teachers' morality is clearly put forward. It is important to cultivate a high-quality and professional team of teachers to promote the development of the subject and to carry out the teaching reforms. General Secretary Xi stresses that teachers should be educated first and become communicators and practitioners of excellent culture, so as to promote the growth of students better. Therefore, it is imperative for the teachers of international trade to strengthen their own teachers' morality. Colleges and universities can formulate relevant systems to regulate teachers' responsibilities, promote the establishment of teachers' moral evaluation system, and incorporate teachers' daily teaching performance and teachers' moral performance into the routine inspection of teachers, thus leading professional teachers to set up their own moral standards and form a good ethics style of international trade professional teachers team. [3] In addition, we can strengthen the moral training for teachers, organize teachers to participate in

ideological and political education regularly, so that teachers can improve their own teachers' moral standards under the influence of ideological and political education, thus promoting the improvement of teachers' ideological and moral cultivation.

3.2 To strengthen the teaching training of professional teachers

To improve the teaching level of the teachers in international trade, we need to strengthen the training of teachers' teaching ability and optimize and reform their daily teaching methods. Specifically, universities can organize a team of teachers in international trade to train new media skills and improve their new media application ability. The teachers in universities can be divided into different teaching groups, and they can exchange teaching from time to time. Teachers' teams can also hold teaching seminars regularly. After the joint discussion, a new practical teaching plan can be formulated to improve the teaching level of the subject. In addition, in the specific teaching practice, the school can strengthen the cooperation between the universities and enterprises at the teacher level, let the teachers go into the enterprise for practical exploration, and then can pass on the new practical experience to the students, so as to improve the practical ability of the professional teachers, and better refer to the professional practice activities of the students. For example, schools can improve the popular POCIB system in international trade specialty, realize the deep integration of school enterprise cooperation, then select backbone and elite among teachers of international trade specialty to enter enterprise practice and learning, and then promote the improvement of practical teaching level of other professional teachers in the same team after the teachers realize the improvement of practical ability.

3.3 To optimize university teachers' teaching methods

With the continuous development of new media technology, China has entered the era of interconnection of all things. Nowadays, all trades and professions are carrying out the "Internet plus" reform, aiming at promoting the integration of industry and the Internet to develop. [4] For education, we should keep abreast of the trend of the times and realize the development and transformation of "Internet plus education". Therefore, teachers should innovate teaching methods on the premise of improving practical teaching ability. Teachers should fully rely on the Internet platform and integrate Internet technology with daily teaching methods. Teachers can further promote the development and innovation of network teaching, and provide corresponding technical support for students to realize autonomous learning. For example, they can add a lot of related audio and video in the teaching process, especially in the practice teaching; they can collect the corresponding enterprise practice videos on the Internet, so that students can understand the

practice process more intuitively. In addition, teachers can also establish online professional Q & A platform. Students can leave messages directly on the platform when they have professional questions, and teachers can answer them in time after receiving the messages, which can help students find out and fill in the gaps, and also promote the communication between teachers and undergraduates in universities.

3.4 To build a professional team of teachers

To promote the level of international trade teachers in colleges and universities, we need to establish a professional team of teachers. First of all, colleges and universities can divide professional teachers according to their different educational backgrounds, professional titles and ages. Secondly, colleges and universities can recruit more high-quality talents to improve the overall teaching level of the teacher team. Third, the school can regularly organize teachers to carry out vocational training and education training, and improve teachers' teaching level in many aspects. Teachers' team can also absorb more professional researchers in the process of continuous development and evolution. Professional researchers can give relevant suggestions on teaching based on the development of disciplines and industries, so as to promote the continuous innovation of teachers' teaching concept and make the overall thinking of teachers' team keep up with the pace of the times. [5] Finally, the teacher team should pay attention to the reasonable collocation of young teachers and experienced old teachers in the establishment of relevant discipline project research teams, so that young teachers can grow rapidly in the process of practice and research, which is conducive to the development of international trade majors with appropriate quantity, reasonable structure, high comprehensive quality and strong innovation ability. The teaching team can better meet the training needs of new international trade professionals.

3.5 To strengthen the construction of teaching base and improve teachers' practical teaching level

To promote the practice level of international trade teachers in colleges and universities, we can strengthen the construction of teaching practice base, talent training base and research base. By strengthening the construction of systematic practice teaching of international trade specialty, it can promote the development of scientific research feedback teaching, promote the improvement of teaching quality of professional teacher team and the development of practice teaching. [6] At present, many colleges and universities have international trade professional practice bases covering four categories, including the business field, government departments, enterprises and institutions, and social organizations. These practice bases provide a wide platform for the cultivation of students' professional ability. In addition, many international trade majors in colleges and universities have established

long-term and stable practice base cooperation agreements with more than 20 foreign trade related enterprises, which not only promotes the improvement of students' practical ability, but also helps to alleviate students' employment pressure. It can be seen that further deepening school enterprise cooperation can provide powerful resources and platform for the education and teaching of international trade major, promote the teachers' team to set up professional courses scientifically and rationally in practical activities, which is conducive to accelerating the progress of teaching reform of international trade major and providing more talent support for China's foreign trade economic development.

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Research on the Application of Mobile Learning with WeChat in the Teaching of Basic Computer Courses in Colleges and Universities

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Abstract: With the continuous development of science and technology in China, more and more students choose computer majors. In order to further improve the teaching efficiency of computer majors in colleges and universities, it is necessary to improve the traditional teaching methods in the teaching process. By introducing a modern and innovative education model, the teaching efficiency of computer science can be further improved. However, at present, in the teaching process of computer majors in colleges and universities, many students still have certain problems in the classroom learning process due to the difficulty of basic computer courses. In order to effectively improve the problems faced by students in the learning process, the teaching process must be improved. Therefore, this paper mainly combines the mobile teaching mode with WeChat to improve the teaching of basic computer courses in universities and propose corresponding teaching strategies to provide certain reference opinions for the teaching of computer courses in the future.

Keywords: College teaching; Basic computer courses; Mobile learning with WeChat; Innovative teaching

1. INTRODUCTION

In the teaching process of basic computer courses, the introduction of mobile learning mode with WeChat into college teaching is a new type of teaching mode. Through the combination of mobile learning with WeChat, students' interest in basic computer courses can be further improved, so that the teaching of basic computer courses can be more modernized and humanized, and teachers' teaching efficiency can be further promoted. In order to better introduce mobile learning with WeChat into the basic computer courses of universities, this paper analyzes the current situation of the teaching of basic computer courses and puts forward effective innovative teaching countermeasures according to the relevant situation, so as to better integrate mobile learning mode with WeChat into basic computer courses and make teaching keep up with the development of the times [1].

2. THE TEACHING STATUS OF BASIC

COMPUTER COURSES IN SCIENCE AND ENGINEERING COLLEGES AND UNIVERSITIES

Setting up basic computer course in computer majors in colleges and universities is a compulsory basic course for all computer majors. The main content of the course includes an introduction to the computer major, a systematic explanation of computer software, hardware, system software related knowledge, and the history of computer development. By teaching students the basic computer courses of the university, it can effectively make up for the unevenness of the students in the initial exposure to computer courses. Basic computer courses are more biased towards basic knowledge explanation and basic computer skills teaching, which is conducive to improving students' initial understanding of computers. However, there are still certain problems in the teaching of basic computer courses. The traditional teaching method leads to the boring teaching process, and can't satisfy students' individualized development and in-depth study of subject knowledge. It makes students more passive in learning basic computer courses, which is not conducive to students' active participation in basic computer courses and reduces the teaching efficiency and significance of basic computer courses [2].

3. TEACHING STRATEGIES OF MOBILE LEARNING WITH WECHAT

3.1 To make clear teaching objectives of mobile teaching with WeChat

Because students' learning ability is different in the process of learning basic computer courses, teachers need to teach students in accordance with their aptitude, design personalized teaching programs, and design teaching plans with different difficulties for students at different levels. For students with solid foundation, we can improve some teaching difficulties and design some innovative teaching contents, while for students with weak foundation, we should focus on improving students' basic ability. In this process, teachers should make clear the teaching objectives of WeChat mobile learning, and release different learning requirements to students with different learning abilities by using WeChat

mobile platform, so as to enable students to achieve the purpose of personalized learning, further enhance students' interest in basic computer courses, and stimulate students' initiative and innovative spirit.

3.2 To use mobile learning platform with WeChat to improve students' self-learning ability

In the process of developing mobile learning with WeChat, teachers can use WeChat group, WeChat public platform and other ways to release some knowledge related to basic computer courses in WeChat public platform, so that students can consolidate after class by reading the knowledge released in WeChat public platform, so as to improve students' self-learning ability. In addition, teachers can use WeChat public platform's lower menu to summarize the course by classification. For example, the course can be divided into pre-class study, after class consolidation, homework after class and classroom information. By entering the WeChat official account and clicking on the learning menu, students can prepare for the knowledge to be learned in advance. After class, the classroom knowledge can be reviewed and consolidated through clicking after class consolidation and after school homework menu. By reading the classroom materials, the knowledge reserves of students can be improved, students' learning contents can be improved, and students' after-school learning life can be enriched, and students' ability to master the calculation and basic knowledge can be improved [3].

3.3 To practice with WeChat mobile learning platform

Generally speaking, the freshmen are the students who are taught basic computer courses in the university. In order to better attract students' interest in learning, teachers can carry out a series of application teaching and practice teaching with the help of WeChat mobile learning platform, so as to improve students' practical application ability. For example, in the teaching process of "Flash", the traditional teaching is mainly in the form of courseware with PPT demonstration in the classroom, in the concept teaching of relevant knowledge for students, and in students' master relevant knowledge through classroom learning. However, the traditional teaching mode is relatively single, which is not conducive to the improvement of students' interest in learning and the mastery of knowledge and skills. In order to effectively consolidate students' learning ability, teachers use mobile learning mode with WeChat and WeChat group to publish a series of practical courses, and require students to make simple animation videos within a certain period of time, and publish them in WeChat group for other students' learning and reference. It can better improve students' learning ability and application ability, and upload their own works in WeChat group, which can avoid

mutual plagiarism and effectively improve students' enthusiasm [4]. In addition, teachers can use WeChat mobile platform to upload videos to the official account of WeChat by downloading the production process of a series of small animations for students to download and reference. Some vector maps applied to the data download menu can help students consolidate and learn after class, so that students can find materials for practice and application [5].

4. CONCLUSION

To sum up, the traditional teaching mode used in the teaching of basic computer courses in science and engineering colleges is not conducive to teaching students in accordance with their aptitudes and restricts the individual development of students. Teaching through the use of WeChat platform enriches students' after-school life, so that students can better study basic computer courses in classroom study and after-class consolidation, which is conducive to training students' practical application ability. With the help of the WeChat mobile learning platform, in the process, teachers must first clarify the goals of WeChat mobile learning, teach students in different levels of learning in accordance with their aptitude, and use the WeChat mobile learning platform to improve students' self-learning ability, and arrange homework and upload some learning materials in WeChat mobile learning platform, which can effectively improve students' application ability, and make students' individualization and innovation credibility comprehensive development. Therefore, in the teaching process of basic computer courses in colleges and universities, innovative teaching can be realized by means of WeChat mobile learning mode, which is conducive to improving the teaching quality of colleges and universities.

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The Effect of Chinese Fiscal Policies on Foreign Trade Industry in the Backdrop of Covid-19 and Post-pandemic Time

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Abstract: When the contagious virus first hit China, the whole economy including the foreign trade industry was affected heavily, in terms of trade orders, transactions and FDI. Under this circumstances, Chinese governments rolled out relevant policies to protect the foreign trade industry from falling into a recession. This paper focuses on the effect of Chinese fiscal policies using taxation, loan and subsidy as well as services on this foreign trade industry. Now that this virus has been under control, it is suggested that Chinese fiscal policy be set to direct this industry to move forward in a high-quality development way, such as fostering new forms of business, industry upgrading, etc. in anticipation of pushing the nation and world economy forward.

Keywords: Covid-19; Chinese foreign trade industry; fiscal policy; post-pandemic development

1. THE IMPACT OF COVID-19

Under the pressure of the contagious virus, the flow of people and commodity was forbidden as much as possible, which did harm to all walks of life, including Chinese foreign trade industry. In addition, the virus was first discovered in China, which resulted in a plump in the order of Chinese foreign transactions. According to customs statistics, the total value of China's commodity trade in the first quarter of 2020 was 6.57 trillion yuan, down 6.4% from the same period last year. Exports accounted for 3.33 trillion yuan, down 11.4 percent. Imports were 3.24 trillion yuan, down 0.7%; The trade surplus was 98.33 billion yuan, down 80.6%.

Through the coordination and unity in China, the virus in China was basically under control from the second quarter in 2020. But the pandemic passed the national borders in the forms of people and goods exchange, regardless of country, race and religion. The global economy was in severe recession, when international demand shrank substantially and trade barriers increased markedly, which put a hard burden on the development of China's foreign trade.

2. THE SETBACKS FACED BY CHINESE FOREIGN TRADE INDUSTRY

Under the pressure caused by the contagion, the Chinese foreign trade industry confronted several hardships.

2.1. Deferred Orders

While Chinese government put restrictions on the flow of people and deferred the resumption of production, with "Staying at home is making contributions to defeating the virus" becoming a slogan and consensus among Chinese citizens, some foreign trade industries were in face of the lack of production factors. The deferral of the resumption of work and production after the Spring Festival means that the foreign trade orders received before the Spring Festival may be difficult to complete [1]. Even the labor returned to work, the upstream supply chain of materials and components cannot be maintained.

2.2. Cancelled Transactions

On the one hand, some countries were either concerned about the completion of orders in China foreign companies, or cautious about the safety of Chinese goods. On the other hand, in order to support the supply of anti-pandemic materials, raw materials and production capacity nationwide were scheduled to give priority to producing facial masks, protective garments, goggles and so on. This priority squeezed out the production of foreign goods [1]. Even though the foreign trade companies had a strong desire to receive orders, they had to cancel out some of them due to a lot of factors.

2.3. Decreased Attraction for FDI

China has always attracted foreign direct investment mainly by the huge domestic market and relatively low labor cost, but in recent years these advantages have disappeared gradually [1]. With the COVID-19 epidemic in China, some foreign investors would lose investment interest in China. Because for international investors, the security of the investment must be in the top priority and the investment choices should be taken into account cautiously. Therefore, the security doubt created by the epidemic in China would make most investors hesitant. In this way, China's foreign trade was also affected.

3. THE ASSISTANCE FROM CHINESE FISCAL POLICIES

In the background of rampant contagion and hard-hit foreign trade industry, Chinese government fiscal policies along with other assistance policies were rolled out to help the industry get through the hardships, recover from the havoc wrecked by the pandemic and ease the burdens on the industry,

especially some measurers in the taxation, loan and subsidy as well as service.

3.1.Taxation

Taxation is a very important policy tool. In 2020, the pandemic brought the Chinese foreign trade industry to a lower bottom, and the prospect of the industry became dim. Under this circumstances, Chinese government issued tax relief policies in order to cope with the pandemic. These tax measures did help the foreign trade industry come through the bottom and boost the recovery in the industry as early as possible.

(1) Tax Preferential

The state had introduced a series of preferential tax policies to support the prevention and control of the epidemic and the resumption of work and production of foreign enterprises. In particular, the Ministry of Finance and the State Administration of Taxation jointly issued a series of documents to support the development of foreign trade and economy.

(2) Tax Rebate Cycle Shortened

During the special period, the taxation bureau through the "Internet +" platform or China Single Window of International Trade, finished the online tax refund or exemption of the business, ensured the smooth acceptance, examination, review and approval of export tax rebate and cooperated with other departments, thus speeding up the progress and giving more money back to foreign trade companies. The average rebate approval time has been shortened to two working days, 66 percent faster than the span at the end of 2019. [2]

(3) Tax Services Improved

During the pandemic, the taxation bureau firstly handled the tax refund for enterprises that applied export tax rebate for the first time if there was no problem in relevant materials [2]. What's more, the bureau issued the latest policies of tax refund in time to the relevant enterprises, answered the questions patiently from the enterprises online and organized training to help enterprises apply for tax rebate more skillfully. And the bureau also deployed experts and professionals to tackle the problems which were reflected the most strongly, demanded the most urgently and focused on the most attention.

3.2.Loan and Subsidy

Government spending is also a significant part of fiscal policy tool. If used properly, it can exert a stable effect on the whole economy and industries. During the epidemic, Chinese government rolled out loans and subsidies to the foreign trade industry as well, which gave the industry short-term financial support and solved the shortage of funds to operate.

Some preferential loan notifications put forward that:

(1) further authorize export credit for small and medium-sized foreign trade enterprises [2], (2) encourage government financing guarantee institutions to participate in the risk sharing with foreign trade enterprises if conditional, (3) guarantee the loan principal to a certain proportion except

export credit insurance payouts, (4) increase the new special credit for refinancing and rediscounting level and enhance financial support for foreign trade enterprises.

These measures will ease the financing burdens, accelerate the financing procedure of small and medium-sized foreign trade enterprises, and solve the long-standing "financing difficult, financing expensive" problems the foreign trade enterprises face.

Some preferential subsidy notifications assisted the industry as well: (1) encourage local government to increase part of the credit insurance subsidies to export enterprises [2], (2) For overseas exhibitions attended in 2020, give a maximum subsidy of no more than 80% of booth fees and support import and export enterprises to participate in overseas exhibitions [4], (3) suggest the municipal government to introduce more subsidy policies to stimulate enterprises to export in order to earn foreign exchange and enhance their international competitiveness [2].

3.3.Service

Government services can have an indirect impact on enterprises and individuals' cost and society's operation. In recent years, with the progress of the release of management and service, Chinese government has transformed its role from an administrator to a server, aiming to serve the people indeed and assumes the due responsibility. During the pandemic, Chinese government made great efforts to improve its services, then provided a good and safe development environment and conditions for foreign trade enterprises, reduced the operation costs and increased the efficiency of the whole industry.

Some notices to better improve government services suggested that: (1) support small and medium-sized foreign trade enterprises in expanding their markets, and help foreign trade enterprises connect with more overseas consumers, (2) decrease the risk of orders being cancelled before shipment under the premise that the risks are controllable, (3) further improve the level of customs clearance facilitation, continue to consolidate the effect of reducing the overall customs clearance time for goods, further promote the standardization and reduction of import and export compliance costs, and enhance the transparency and comparability of port charges [3], (4) facilitate the exchange of personnel, logistics, production and technical services for foreign trade enterprises,(5) stabilize the existing orders of foreign trade enterprises and ensure the smooth performance of import and export contracts. [4]

4.FISCAL POLICY IN THE POST-PANDEMIC TIME

After Chinese nationwide hard work, it is obvious that the virus has been under fully control and the coordination between contagious disease prevention and control and economic recovery has been on track.

In the post-pandemic time, government fiscal policies are set to support the high-quality development of foreign trade industry, thus making greater contributions to the global economic recovery.

4.1.Promote the Development of New Forms of Business

For small and medium-sized foreign trade enterprises, the development of new forms of foreign trade, such as cross-border e-commerce, can to a large extent make up for disadvantages of a small market, high operating costs, lack of talents and funds in the small and medium-sized foreign trade enterprises [5], thus reducing trade frictions, and improving competitiveness. Government fiscal policies can have a positive role in the targeted development funds, entry mechanism, tax rebate, comprehensive services and so on to give favorable policy tools to accelerate the development of such new forms of business.

4.2.Enhance the Upgrade in the Industry

Government can through increasing investment in science and technology and education, especially in digital technology, infrastructure and big data, make the whole industrial chain extend to the middle and high-end, thus consolidating the core position in the global supply chain, so as to build new advantages in China's foreign trade competition.

4.3.Keep Policies Smooth and Coordinated

In the pandemic, government stimulus policies were all-out to prevent whole economy from falling into the deep recession. After pandemic, the expansionary policies are ought to change a little in accordance with the latest situation. Instead of being too fluctuated which may make the whole economy at loose ends, it is suggested for government policies to be the fine tuning, continuing the steady and constant

policy momentum. Additionally, fiscal policy's coordination with other policies such as monetary policy, will push the whole economy and industry forward more steadily and further, realizing the high-quality development of the nation.

5.CONCLUSION

Looking back on the way China has gone through, it is full of uphill battles, persistence and resilience. In the tough time, Chinese fiscal policy in time assisted the foreign trade industry to come through the hardships. In the post-pandemic time, it is advised for Chinese fiscal policy to assume the more important responsibilities and guide the way forward for the whole nation to realize the socialist modernization and high-quality development.

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The Development and Current Situation of Chinese Language Teaching in Namibia

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Abstract: Chinese language teaching in Namibia started in 2007. Hanban sent one Chinese teacher to offer Chinese courses at the Language Center of the University of Namibia. In August 2013, the Confucius Institute at the University of Namibia was inaugurated. Chinese has become a credit bearing course at the University of Namibia, and Chinese courses have been offered in local primary and secondary schools. The number of students has continued to increase, and various cultural activities have been organized to play a positive role in promoting mutual understanding and friendship between China and Namibia and their peoples.

Keywords: Namibia; Chinese Language Teaching; Development; Current Situation

1. INTRODUCTION

In August 2007, the University of Namibia (UNAM), the highest educational institution in Namibia, announced the launch of Chinese language teaching, and then Hanban sent Chinese teachers to provide Chinese language courses in UNAM Language Center[1]. In 2013, the Confucius Institute at the University of Namibia (UNAM CI) was inaugurated. The Chinese language teaching in Namibia has developed more than 13 years. With the continuous development of the relationship between China and Namibia, the increasing number of Chinese enterprises and Chinese tourists in Namibia, the local people are more and more aware of the importance of Chinese language, and their enthusiasm for learning Chinese is increasing.

2. OVERVIEW OF THE DEVELOPMENT OF CHINESE LANGUAGE TEACHING IN NAMIBIA
Chinese language teaching in Namibia can be divided into 2 stages:

The 1st Stage: from 2007 to 2010, the initial stage of Chinese language teaching. On 9th August, 2007, UNAM, the highest educational institution in Namibia, officially announced the launch of Chinese language teaching.

The former UNAM Vice Chancellor Professor Hangula said in his speech that China's international influence is growing and the exchanges between the peoples of China and Namibia are getting closer. In view of this, UNAM decided to cooperate with China to offer Chinese language courses. This is an important milestone in the cooperation between

China and Namibia in the fields of education and culture. It is hoped that the establishment of Chinese language courses can help Namibia train experts in Chinese language and culture, promote Namibians to know more about China, and facilitate mutual communication and cooperation between the two peoples[1]. At that time the Chinese courses were included in UNAM Language Center.

The 2nd Stage: 2011 to present, the development stage of Chinese language teaching. In December 2011, the former State Councilor Ms. Liu Yandong visited Namibia, visited UNAM, and witnessed the China University of Geosciences (Beijing) (CUGB) and UNAM signed the Letter of Intent To Establish Confucius Institute at the University of Namibia Between China University of Geosciences (Beijing) And The University of Namibia. In May 2012, UNAM and the Confucius Institute Headquarters (Hanban) jointly signed the Memorandum Of Agreement Between Confucius Institute Headquarters Of China and The University Of Namibia On The Establishment Of Confucius Institute At UNAM officially confirming that CUGB was as the Chinese partner institution to jointly establish UNAM CI with UNAM. On 23rd August, 2013, UNAM CI was officially inaugurated, providing a better platform for the development of Chinese language teaching.

After more than 7 years development, UNAM CI currently has 1 independent classroom, 1 library, 1 kitchen for cooking class, and 6 offices. UNAM also provides other classrooms and activity venues for free. On average, there are 1-2 teachers and 10-12 volunteer teachers every year. There are 15 Chinese teaching sites all over the country, with a total of more than 5900 students until now. UNAM CI has organized a total of more than 120 various cultural activities and the number of participants is more than 59,000. 90 Namibian students have participated in the summer camp to China. 42 Namibian education officials have participated in the visit to China. More than 470 students have taken HSK tests and 15 students have obtained various scholarships to China (data statistics until May 2021).

3. THE DEVELOPMENT AND PROBLEMS OF CHINESE LANGUAGE TEACHING IN UNAM CI
After more than 7 years development, UNAM CI has made great progress.

Establishment of Chinese Teaching Sites: After UNAM CI was officially established in 2013, it offered Chinese courses at UNAM main campus. Then UNAM CI established 2 Chinese teaching sites at 2 UNAM campuses in the northern Namibia. In 2015 UNAM CI established 2 Chinese teaching sites in cooperation with 2 public secondary schools in Windhoek, the capital of Namibia for the first time. So far, it has established 5 Chinese teaching sites with the cooperation of 5 public secondary schools. In 2017, it cooperated with a private school in Windhoek. In 2019, UNAM CI firstly cooperated with a public primary school in Windhoek to establish a Chinese teaching site. So far, UNAM CI has offered Chinese language courses in different types of Namibian educational institutions including university, public primary and secondary schools, and private schools. In 2019, UNAM CI cooperated with 2 private schools in the coastal cities of Walvis Bay and Swakopmund to establish 2 Chinese teaching sites. So far, Chinese language teaching in Namibia has developed in the capital, the northern and western coastal cities.

The Construction of Chinese Courses and the Development of Teaching Materials: UNAM CI offers basic Chinese courses from level 1 to level 5, evening Chinese courses, cooking classes, and Chinese courses for bank staff, etc. In order to promote the integration of Chinese language teaching into the Namibian formal academic system, UNAM CI has developed from the university level and the school level respectively.

In 2015, the Chinese language course was officially accepted into the UNAM academic system and became a credit bearing course of the Faculty of Humanities and Social Sciences. In 2019, the Chinese language course was extended to the UNAM main campus and Rundu campus. It became one of the optional courses for all the students in these 2 campuses. In 2020 the application for the establishment of a Bachelor degree (honors) of Chinese Language at UNAM has been initiated.

In 2018, UNAM CI and the Chairman Mao Zedong High School in Namibia launched the application for the introduction of Chinese language course as a foreign language subject of the Namibian National Education System.

In 2019, UNAM CI explored characteristic “Chinese + Tourism” courses. Based on the characteristics of Namibia’s rich tourism resources, in cooperation with a Namibia tourism company, UNAM CI designed and developed a “Chinese + Tourism” curriculum system, including three courses for different groups of people: a new course Introduction of Chinese Company Culture and Chinese Culture-Tourism for tourism company management team; a localized textbook *Travel With Me in Namibia* and offers an intensive Chinese course for local tour guides; a localized textbook and offers an intensive Chinese course for

local hotel and lodge staff.

Cultural Activities: UNAM CI has invited experts to hold lectures, including African research experts’ lectures and traditional Chinese medicine lectures. UNAM CI organized several “Chinese Bridge” Chinese Proficiency Competitions for college and secondary school students in Namibia, summer camps to China for Namibian college and secondary school students, and Namibian education officials’ visits to China.

During the UNAM CI’s fifth anniversary celebration in 2018, a total of 8 series of activities were organized, including the China-Africa Economic Cooperation Seminar, the Belt and Road Initiative Seminar, UNAM Choir Performances in China to reflect the exchanges and mutual learning of the Sino-Namibian civilization, the fifth anniversary celebration ceremony, the Chinese Culture performance (Martial Arts) of Hunan University of Chinese Medicine in Namibia and so on.

In 2019, UNAM CI volunteer teachers performed tea show and lion dance for Namibian Vice President H.E. Dr. Nangolo Mbumba; UNAM CI Lion Dance Team performed a lion dance in the Chinese 70th National Day celebration in the Chinese Embassy in Namibia, which included the ritual to dot lion’s eyes, the former President of Namibia H.E. Mr. Hifikepunye Pohamba dotted the lion’s eyes.

Through the above various cultural activities, exchanges and visits, the Namibian people have deepened their understanding of Chinese culture and the development of modern China. The Chinese people have also learned more about the culture, local conditions and customs of Namibia.

HSK Test: UNAM CI has established HSK Test Center since 2014. Because of the importance of HSK test in applying for scholarships, summer camps and other activities in China the number of participants has been increasing. More than 470 students in total have taken HSK test.

Problems:

There is only UNAM CI which provides Chinese language teaching in Namibia. As the demand for Chinese language learning continues to increase, the demand for Chinese teachers is also increasing. It can be operated smoothly with current teacher resources from China in the short term, but it won’t be enough in the long term.

The Chinese language course is a credit bearing course at UNAM. But the Bachelor degree (honors) of Chinese Language has not been established.

Most of the Chinese courses in the Chinese teaching sites of primary and secondary schools are only in the afternoon, which is for interest classes. The Chinese courses are interrupted due to extracurricular activities, various examinations and other reasons.

The number of HSK test participants continues to increase, but the number of students taking the exam is fewer compared to the total number of students

who study Chinese.

4.SUGGESTIONS AND SOLUTIONS

Through the above statement, we understand the development process, current situation and problems of Chinese language teaching in Namibia. In order to promote Chinese language teaching in Namibia, it is suggested to continue to strengthen from the following aspects.

It is suggested to train more local Chinese teachers. They are familiar with the learning characteristics of local people, can carry out Chinese language teaching better, and can also ensure the stability and sustainability of Chinese language teaching in Namibia. It is suggested to select outstanding students to apply for scholarships to study in China with the major of Chinese language teaching, and to establish a long-term support plan to reserve local Chinese teacher resources.

It is suggested to continue to promote the application of the establishment of Bachelor degree (honors) of Chinese Language at UNAM, and to develop standardized professional Chinese language teaching. At the same time, suitable local Chinese language teaching materials should be developed to improve the quality of Chinese language teaching.

It is suggested to continue to cooperate with local educational institutions in Namibia to promote the application for the introduction of Chinese language course as a foreign language subject of the Namibian National Education System. Then Chinese language course will be arranged in secondary schools' curriculum.

It is suggested that on the basis of the development of the "Chinese + Tourism" curriculum system,

combining Chinese with vocational education based on local demands, continue to develop "Chinese +" series courses. Then students can become inter-disciplinary talents with professional capacity and Chinese language proficiency, and improve their employment competitiveness.

It is suggested to continue to strengthen the introduction of HSK test programs, encourage Namibian students to take HSK test to obtain high marks, and apply for scholarships to continue their studies in China.

5.CONCLUSION

The exchanges between China and Namibia are getting closer and closer. The two countries have also been upgraded to a comprehensive strategic cooperative partnership. The number of Chinese enterprises in Namibia is also increasing. There are more and more Chinese tourists visiting Namibia. Chinese language learning is becoming more and more popular in Namibia. With the continuous development of UNAM CI, with the joint efforts of all the people of China and Namibia, Chinese language teaching in Namibia will surely develop better, deepen China-Namibia exchanges, contribute to the Belt and Road Initiative, and strive to contribute to the development of the world's diverse and colorful civilizations.

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Research on the Penetration of Mental Health Education in Kindergarten Children's Physical Exercises

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Abstract: In the process of kindergarten teaching, we should not only pay attention to the cultivation of children's knowledge and ability, but also the mental health education of children. Integrating kindergarten children's mental health education into a series of physical exercises is helpful to improving children's physical and mental health, promoting children's positive emotional experience, and improving children's psychological literacy and children's integration into the society. The effective integration of mental health education into physical exercises can greatly promote the all-round development of children in our country. This paper discusses and analyzes the importance of integrating mental health education into kindergarten children's physical exercises and propose relevant strategies to infiltrate mental health education into physical exercises.

Keywords: Kindergarten children; Physical exercises; Mental health education; Penetration

INTRODUCTION

The children in the large, middle and small classes in the kindergarten are mostly three to six years old, and their physical fitness and psychological development are in the golden stage. During this stage, they form an accurate understanding of the external society and they are in the early stage of psychological development. Whether it is physical development, psychological cognition and social adaptability, they are like blank paper. Infiltrating mental health education into physical exercises in the kindergarten can enhance children's mental development and their physical fitness [1]. In the process of daily education and teaching activities, kindergarten teachers should organically integrate mental health education with physical activities, and combine the age characteristics of the children in the class and the actual situation of the children to improve children's psychological development and enhance the effect of physical exercises.

1. THE SIGNIFICANCE OF THE PENETRATION OF MENTAL HEALTH EDUCATION INTO KINDERGARTEN CHILDREN'S PHYSICAL EXERCISES

1.1 Helpful to improving children's psychological development in the emotional experience
Physical exercises in kindergartens are generally

carried out in the form of games. Children have a higher enthusiasm for participation in games. In the process of games, children's emotions are more positive and upward [2]. In addition, in the process of game activities, children can experience the relationship that exists in interpersonal communication different from those in classroom education and teaching activities, and can experience different emotions in a deeper way. In children's emotional experience, playing games can promote the development of children's psychological level, and the integration of mental health education into physical activities by preschool teachers can effectively assist children in shaping a positive psychology from an early age.

1.2 Helpful to enhancing communication and dealing with children's psychological problems in time

Among the physical activities in kindergartens, many children are collectively participating in the activities, which increases the ways of communication between children and other children and teachers. In the process of physical activities, teachers can observe a series of psychological and emotional problems that children have [3]. For example, some children will be alone in outdoor activities, and they dare not communicate with other children; some children will use violence to solve conflicts with other children; while some children will have the problem of crying and avoiding during outdoor physical activities. These problems are not easy to be observed in daily teaching activities. But in physical activities, teachers can observe children's abnormal reactions and make corresponding adjustments to children's mental problems such as inability to communicate with others, improper handling, and avoidance. The integration of mental health education into physical activities can effectively help teachers find and solve the psychological problems of kindergarten children, make timely adjustments and treatments, and help them develop a positive and healthy psychology.

1.3 Helpful for kindergarten children to build strong willpower in physical activities

In kindergartens, the physical activities for children are relatively simple, but there are still certain difficulties and challenges on the basis of children's physical activities and entertainment. In this process, the fun of physical activities can attract children to

exercise repeatedly. And children may encounter a series of difficulties and challenges, so teachers should encourage children to overcome the challenges in physical activities and complete the activities smoothly. To a certain extent, these can help young children establish strong willpower and cultivate frustration resistance.

2. STRATEGIES TO INTEGRATE MENTAL HEALTH EDUCATION INTO CHILDREN'S PHYSICAL ACTIVITIES

2.1 Creating relevant situations to enhance children's emotional experience

Children aged three to five are in the perceptual stage of thinking development, and they are more sensitive to perceptual things. Therefore, before physical activities, teachers should make full preparations for today's physical activities and physical equipment. On the premise of considering the safety of physical activities, teachers should ensure the interesting of physical activities to better create children's favorite physical activities and enhance children's interest in the activities to promote children's emotional experience in the process of physical activities. For instance, in the traditional game of fishing [4], teachers prepare props needed for the game in advance: nets and fish headgear, and choose some lively music for the game. In the game of fishing, children can wear the game props to participate in the activities, and teachers play appropriate music to enhance the fun of the venue. In this way, we can create a good situation for the game of fishing, and children can more actively participate in the process of game activities. During activities, children actively interact with teachers and other children to enhance their emotional experience. It is a process to effectively infiltrate mental health education into the physical activity.

2.2 Teachers' active and optimistic participation in physical activities

Children are still in the stage of imitating adults, and every behavior of teachers affects children's development. Therefore, teachers should keep a positive and optimistic attitude in the process of physical activities. Positive encouragement should be given to children's performance in the process of activities, and active guidance and encouragement should be given to children in physical activities. For children with poor physical ability, we should strengthen encouragement and attention to eliminate their inner negative psychology of the activities [5]. For example, some children are too heavy or too light, and their physical ability is poor. If teachers ignore or satirize them, it is not conducive to children's positive impression on physical activities and to their

health and optimism. In addition, if teachers can not participate in the process of the activities with full emotions, children's emotions in the process of the activities will be more negative. Thus teachers should take part in daily educational activities with positive and full emotional attitude, and set a good example for children.

2.3 Developing appropriate sports goals and complementing targeted guidance for young children

In the process of children's physical activities, teachers should combine their own physical ability and age characteristics to formulate relevant goals of activities. If the goal of physical activities is too simple, it will lead to children's lack of interest in the activities, which is not conducive to children's good willpower; if the goal of the activities is too difficult, it will make children in constant challenges and failures, which is not conducive to the generation of children's healthy psychology. Therefore, teachers must set targeted activities when setting activity goals. In the process of the game, for children who have not been able to achieve the goal of the game activities, relevant guidance can help them establish self-confidence and good willpower. In the process of physical activities, with the help of goals, children can get self satisfaction and grow up in the process of failure and frustration.

3. CONCLUSION

In summary, how kindergarten teachers penetrate into mental health education in physical activities is indispensable for improving children's psychological development, promoting children's positive emotional experience, improving children's psychological literacy and enhancing children's social adaptability. The mental health education of children is still an important issue today. As kindergarten teachers, we must continuously enhance our own abilities, invest in daily teaching activities with positive and full emotions, and make continuous efforts to improve children's mental health. .

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An Exploratory Analysis of the Mechanism behind Verbal Humor Contained in the American Sitcom Big Bang Theory Based on the Understanding of the Cooperative Principle and the Current Theoretical Direction of Humor

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Abstract: This paper aims to analyze the interesting relationship between the Cooperative Principle and the mechanism behind verbal humors in accordance with the four maxims underlying the CP found in the American sitcom, The Big Bnag Theory.

Keywords: American sitcom, verbal humor, Cooperative Principle

1. INTRODUCTION

The argument of this paper is intended to be based on the position expressed by H.P. Grice, who indicates that rationality is supposed to govern daily conversations and formulates the rough general principle, namely, the Cooperative Principle and its four maxims. However, in the real life, the CP and its maxims may not be followed by interlocutors all the time. People violate them deliberately and produce conversational implicatures. The paper is a tentative attempt to analyze the interesting correlation between the CP and the mechanism behind verbal humors found in the American situational comedy The Big Bang Theory, hoping to deepen our understanding towards the art of humor happening in the daily talk exchanges, as well as, to arrive at the desirable destination of appreciating the essence of it.

The first section of this paper is devoted to theoretical background, which is made up of two subsections, that is, a brief review of the Cooperative Principle and its maxims and an introduction to the current theoretical direction of humor. The second part is trying to exploit examples from the American sitcom The Big Bang Theory on the purpose of demonstrating how the related theories work to create verbal humors, following after which, the conclusion is reached.

2. LITERATURE REVIEW

2.1 A Brief Review of the Cooperative Principle and its maxims

The Cooperative Principle and its four maxims are formulated and proposed by philosopher Herbert Paul

Grice. It is said that Grice started to forge his ideas of this theory in the fifties, but it was through the William James lectures he delivered at Harvard in 1967 that this theory first became known to the public. In accordance with Grice, "our talk exchange do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction" (Grice, 1975, p.45). Then, the general principle is formulated, which reads: "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975, p.45). The imperative applied to the expression of the CP and its four maxims seem to convey the information that the CP and its maxims should be viewed as prescriptive, drawing up guidelines on speaker's behavior. However, the truth is that the CP is intended to describe what actually happens in a conversation. That is, when we speak we generally have something like the CP and its maxims in our mind to guide us, though subconsciously. We will try to say things which are true, relevant, as well as informative enough, and in a clear manner. Meanwhile and hearers will also endeavor to interpret what is said to them in this way. On the assumption that the Cooperative Principle is of rationality, four categories are distinguished in consistence with the CP, namely, Quantity, Quality, Relation and Manner.

The category of Quantity is concerned with the appropriate amount of information provided within a talk exchange, and "under it fall the following maxims", that is, "Make your contribution as informative as is required (for the current purpose of the exchange). Do not make your contribution more informative than is required" (Grice, 1975, p.45). The

category of Quality is related to the truthfulness of the contribution the speaker is trying to make, to be more specific, "Do not say what you believe to be false. Do not say that for which you lack adequate evidence" (Grice, 1975, p.46). There is only one maxim placed under the Relation category, that is, "Be relevant" (ibid.). The last category, Manner, is illustrated as concerning not with "what is said", rather, with "how what is said to be said" (ibid.), under which there are four specific maxims: "Avoid obscurity of expression. Avoid ambiguity. Be brief (avoid unnecessary prolixity). Be orderly" (ibid.).

Despite the fact that the observation of the Cooperative Principle and its maxims seems likely to guarantee to some degree an effective mutual communication, "a participant in a talk exchange may fail to fulfill a maxim in various ways" (Grice, 1975, p.49). To be more specific: 1. One may violate a maxim, resulting in deliberately misleading the addressee. 2. One may choose to say nothing on the selected topic, that is, opting out from the observation of the Cooperative Principle and its maxims. 3. One may also be confronted with a dilemma. "He may be unable to fulfill the first maxim of Quantity without violating the second maxim of Quality" (ibid.). 4. One is likely to flout a maxim, giving rise to the generation of a conversational implicature. In other words, flouting a maxim can be understood as exploiting a maxim in the sense that the intended message is conveyed by means of blatantly violating a maxim at the superficial level. That is to say, in the process of a daily talk exchange, the intended message may not be sent out in a direct manner, rather, it is inclined to reveal itself by virtue of conversational implicature.

It should be admitted that "there may be some overlap between the second Quantity maxim and the maxim of Relation (Hu, 2007, p.198)." That is to say, the fact that the excessive information shares something similar with irrelevance will lead to the conclusion that the second Quantity maxim is unnecessary.

2.2 A Brief Review of the Current Theoretical Direction on Humor

In spite of the fact that the mechanisms beneath verbal humor seem to have been discussed for thousands of years, "there has been relatively little work involving rigorous or detailed description of actual humorous mechanisms" (Ritchie, 2001, p.119). The fact should be admitted that a full and detailed general theory governing the humorous effect in a talk exchange has not been formulated yet. Nevertheless, it should be noticed that a number of recurring themes are liable to be referred to when a theoretical account of humor is required, encompassing incongruity, multiple perspectives (or ambiguity), superiority, psychological release and aggression (Attardo, 1994). It is indicated that these recurring humor-related themes seem to approach the

mechanism beneath the complexity of humor from different angles (Ritchie, 2001). Attardo (1994, cited from Ritchie, 2001) argues that "it could be that the driving force for humor is hostility, but various verbal devices, such as ambiguity, can be used to that end". It is interesting to notice that although humor can be realized in a variety of forms, the majority of which is concerned with verbal humor, which is defined as "humor which is conveyed by speech or text in a natural language" (ibid.). The observation has been made that "there is something of a consensus amongst a fairly wide range of scholars about some very general features of verbally expressed jokes" (Ritchie, 2001, p.122). Section A.II of Freud (1966) indicated the paramount impact on humor of "packing two disparate meanings or views into a single text". The idea is followed by Koestler (1970), who formulated the item "bisociation", which means "...the perceiving of a situation or idea, L, in two self-consistent but habitually incompatible frames of reference, M1 and M2". Hobbs (1990, p.129) expressed the similar idea by discussing underlying effective imagery: "...two powerful but unrelated images are presented to us individually and we are forced to discover their relation" and "...juxtaposition seems to promise coherence and thus impels us to try to construct a coherence". Minsky (1980, p.10) indicates that this kind of discrepancy between what is expected and what has actually happened should be viewed as the most common component in the art of humor: "...a scene is first described from one viewpoint and then suddenly...one is made to view all the scene-elements in another, quite different, way". The immediate impact upon the addressee of "the suddenly revealed meaning" is regarded as to some degree "an attempt to 'resolve' the apparent incongruity" (Ritchie, 2001, p.123).

It is justified that the notion of "two ideas compressed" be interpreted as "set-up" and "punchline" embedded in the construct of verbal humor. The former must be under-specified to the degree that it contains several conflicting interpretations, and the latter must be over-specified to allow the ambiguity to be resolved. In other words, with regard to a humorous structure "set-up" is intended to state in an ambiguous fashion while the punchline is designed to clarify what has happened. The listener, unaware of the ambiguity at first, is hence impelled to notice the incongruity of the utterance and to recreate an alternative connection between the surface linguistic form and its deeper conceptual representation. This kind of effect is conceived in the context of Raskin's semantic-script theory as follows: "The punchline triggers the switch from one script to the other by making the hearer backtrack and realize that a different interpretation was possible from the very beginning" (Attardo & Raskin, 1991, p.308). In accordance with Veale (2005,

p.419), "humor and incongruity appear to be constant bedfellows, for at the heart of every joke one can point to some degree of absurdity, illogicality or violation of expectation".

Briefly speaking, the incongruity theory holds that humor arises from perceived discrepancies between what is expected and what is observed. Verbal humor to some degree stem from the art of absurdity, illogicality and unexpectedness, which, is likely to be realized by the deliberate violation of the CP and its maxims.

3. THE VIOLATION OF THE COOPERATIVE PRINCIPLE USED IN THE AMERICAN SITCOM THE BIG BANG THEORY AND THE REALIZATION OF HUMOR EFFECT

3.1 The violation of the quantity maxim

The category of quantity is made up of two maxims: one reads "Make your contribution as informative as is required (for the current purpose of exchange) (Grice, 1975, p.45)"; the other reads "Do not make your contribution more informative than is required (ibid.)." In other words, the quantity maxim is supposed to guarantee that the amount of information contained within the conversational contribution matches perfectly with the current purpose of the exchange. On the contrary, if the amount of the information fails the expectation, the quantity maxim is bound to be violated.

Sheldon: Oh, I guess I was wrong.

Leonard: You okay?

Sheldon: Am I okay? Leonard, I'm on a lifelong trajectory that includes a Nobel Prize and cities named after me. All four wisdom teeth fit comfortably in my mouth without need for extraction, and all my bowel movements run like a German train schedule. Huh, am I okay? (from Season 5, Episode 10).

The conversation takes place at a comic book store. Sheldon and Leonard happen to know that Amy Fowler, Sheldon's girlfriend, is going to date someone else. In addition to the identity as Sheldon's girlfriend, Amy has a Ph.D. in neurobiology and she is a woman that Raj and Howard met on an online dating site after secretly setting up an account using Sheldon's name and information. The site matches her with Sheldon, and they two share many similar traits, though Amy is more interested in social as well as romantic interaction and slightly more socially-aware than Sheldon. Based on the information provided, Sheldon is supposed to be a heart-breaker. Therefore, Leonard tries to comfort him by asking "You okay?". Sheldon responds with a series of instances which imply his superior intelligence, along with physical conditions, which goes against the Quantity maxim, thus creating a sense of unexpectedness on the grounds that the information offered here is much more excessive than is required, owing to which the humorous effect is achieved.

3.2 The violation of the Quality maxim

The maxim of Quality requires that the communicator should say what they believe to be true and not say things that they lack adequate information. The violation of the Quantity maxim happens when the speaker deliberately utters something that is not true, or the truth value of the statement should be doubted.

Penny: Hey, guys! Don't forget my episode's on TV tomorrow night.

Others: We'll be there.

Raj: Can we bring anything?

Penny: Oh, that is so sweet of you. But I was gonna steal food from here. You know, my treat.

Sheldon: Wait, if Howard's mother is coming, then you should also steal marbles. Because she is obsess and hippos are obsess and in the popular board game "Hungry Hungry Hippos", they eat marbles. (from Season 7, Episode 12).

This conversation violates the Quality maxim. According to the maxim of quality, the speaker is ought to say things that he believe to be true, and the speaker should not say things that he lacks adequate information. In this talk exchange, Sheldon says that Penny should prepare some marbles for Howard's mother to eat, which Sheldon himself does not believe, as it is obvious that Howard's mother will not eat marbles, creating a sense of absurdity. Therefore, this conversation violates the Quality maxim and the scene is beamed over with humor.

3.3 The violation of the relevance maxim

The maxim of Relevance requires a rather intimate relationship between two conversational contributions. As is mentioned previously, it is noticed that there may be some overlap between the second Quantity maxim and the maxim of Relation. This leads to the proposal of Relevance Theory suggested by Sperber and Wilson in their book *Relevance: Communication and Cognition* in 1986. They argue that all Gricean maxims, including the CP itself, should be reduced to a single principle, which is defined as: "Every act of ostensive communication communicates the presumption of its own optimal relevance" (Sperber & Wilson, 1986, p.158). According to Relevance Theory, the process of communication can be divided into two aspects: from the speaker's perspective, communication should be seen as an act of making clear one's intention to express something; from the hearer's viewpoint, the communication is a matter of making inference. During the process of communication, the hearer tries to find out an assumption, on which the reasonable inference can be reached. Two concepts are often involved in such a process, namely, maximal relevance and optimal relevance, and the humor effect derives from the marked contrast between the two.

Relevance Theory is viewed as the development of the CP and its maxims, therefore, it is undeniable that the CP, more specifically, the maxim of Relevance,

does play an indispensable part in the analysis of verbal humors.

Bernadette: OK, Sheldon, what happens to our neuroreceptors when we do not get enough REM sleep?

Sheldon: They lose their sensitivity to serotonin and norepinephrine.

Bernadette: Which leads to...?

Sheldon: Impaired cognitive function...

Bernadette: Right, so much here, brush your teeth and go to bed.

Sheldon: But I don't want to go bed.

Bernadette: I'm going to count to three. One...

Sheldon: Oh, all right. (from Season 3, Episode 14).

At the very beginning, Bernadette is quite patient, but Sheldon has the obsession to witness things completed. At that moment, he is stuck in the academic confusion, that is to say, the opportunity of seeing things completed seems to be deprived of him if he goes to bed. Then Bernadette gives up persuading Sheldon, rather, she orders Sheldon directly: she counts numbers like parents always do to their kids. At the superficial level, it seems that the relation between the two conversations is awkward, that is, the two sentences, namely, "But I don't want to go bed" and "I'm going to count to three. One...", are not related to each other logically. This kind of illogicality violates the Relevance maxim, thus activating the mechanism of verbal humor.

3.4 The violation of the manner maxim

The Manner maxim requires the speaker to be as perspicuous as possible. Under the Manner category, there are four subcategories: "Avoid obscurity of expression", "Avoid ambiguity", "Avoid prolixity", "Be orderly" (Grice, 1975, p.45). That is to say, in order to realize the communication successfully, the speaker should make sure that the contribution is brief, well-formed, clear, and easy-understood. When the Manner maxim is deliberately violated, producing an utterance which bears characteristics such as obscurity, ambiguity, prolixity, there seems to be something happening beneath the superficial level.

Sheldon: So, Leonard, how goes the mimesis?

Leonard: Mimesis?

Sheldon: You know, mimesis, an action in which the mimic takes on the properties of a specific object or organism. (from Season 3, Episode 6).

Leonard, an experimental physicist, tries to be part of his girlfriend Penny's life. Penny is an aspiring actress, who lives across the hall from Sheldon and Leonard, and has not been very successful so far. To pay the bills, she is a waitress and occasional bartender at The Cheesecake Factory. Unlike Leonard, Penny is not a university graduate but has far more common sense and social awareness than the other main characters. In order to achieve the goal, Leonard decides to watch American football with Penny's friends. However, he barely favors the game and knows little about it. Sheldon, who is fond of

showing his intellectual capacity, intends to communicate with Leonard using obscure terminology, which goes towards the opposite direction of the Manner maxim. The obscurity of the language is beyond Leonard's comprehension, which leads to the detailed explanation of the word. Making use of such a obscure lexical item to denote such a simple meaning is of absurdity, thus creating the humorous effect.

4. CONCLUSION

The proposal of the Cooperative Principle and its four maxims has opened a new way of explaining the use of language, and caught the attention of numerous linguists. Admittedly, there does exist some inconsistency and redundancy in the CP and its maxims. Nevertheless, The CP and its four maxims bridges the gap between a cluster of words and the mechanism of the verbal humor, which is worth being taken as the landmark during the development of the pragmatics

It should be admitted that the data analyzed in this paper is rather limited in terms of quantity and is confined in the selected lines of TV comedy *The Big Bang Theory*. However, the tentative conclusion is reached: the deliberate deviation from the brief, clear and logical response is highly likely to form absurdity, unexpectedness and illogicality, giving rise to the humorous effect in a talk exchange.

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Research on Flipped Classroom Model in College English Teaching Based on MOOC

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Abstract: With the increasing number of college students, the continuous development of higher education and the constant advancement of educational reform, much attention has been paid to English teaching and learning. Various new methods are emerging as the teaching model progressed. One of the teaching products in the new era, a Massive Open Online Course (MOOC), including comprehensive teaching resources, high-quality data, and efficient communication, is characterized by ubiquitous teaching environments. Undoubtedly, it will upgrade the learning efficiency by combining MOOCs with flipped classroom and other teaching methods. Therefore, this paper aims to define and provide an overview of MOOCs and flipped classroom, assay the necessity and feasibility of the combination, and effectively evaluate implementation strategy.

Keywords: MOOC; Flipped classroom of college English; Teaching model; Research strategy

INTRODUCTION

With the continuous development of big data, a Massive Open Online Course (MOOC), which is the product of the rapid growth of information network, emerges as in line with the times' requirements, becoming a hot topic of education whether at home or abroad. However, the reform of college English teaching is tending to flip the classroom currently. If effectively and proficiently, it will significantly benefit teaching results. Nowadays, the learning of higher education in China has reached a particular stage. College English teachers need to attach importance to the combination of network information, innovating teaching methods, and teaching results. Therefore, the flipped classroom based on MOOC application avails college English teaching.

1. THE DEFINITION AND OVERVIEW OF MOOCS AND FLIPPED CLASSROOM

1.1 Definition and overview of MOOCs

A MOOC is an abbreviation for Massive Open Online Course. M indicates that its large scale and a large number of participants, which is its remarkable characteristics. Based on the network, MOOC courses are enormous as the teaching carrier varies from a traditional classroom. At the same time, an open and inclusive learning environment are its key features. That is, MOOC courses tear down the wall

among universities. Everyone who wants to study in MOOCS derives satisfaction. In addition, by the supply of data networks and Internet platforms, the participants' learning is effectively organized online. In spite, the definition focuses on implementing the whole process of education on the Internet. The core purpose of the MOOC curriculum setting is the same as the traditional university curriculum. A MOOC aims at large-scale interactive participation growth, establishes the participation of college learners, and specifies curriculum planning.

1.2 Overview of flipped classroom model in college English teaching

With the rapid evolution of global information technology, college English classroom teaching will be far more dependent on technology. Flipped classroom returns the prominent position of the course to the students by a new teaching model, and the teacher becomes a guider and organizer. This approach can help cultivate a more relaxed and positive approach to English learning, solve related problems in the background, carry out research based on big data, clearly understand language usage, and achieve mastery of the objective. Flipped classroom model is similar to other advanced classroom teaching modes, such as hybrid learning and inquiry learning. It aims mainly to encourage undergraduates actively to get involved in language learning. The Internet, especially the mobile Internet, has brought about the flipped classroom model into reality, which has brought considerable social benefits to education. Meanwhile, flipped classroom makes students become the domination of classroom learning and breaks the traditional practice of the teacher, who will evaluate the students' learning status and establish a new evaluation mechanism. Students can freely choose the teaching teachers and teaching contents during the learning process. On the one hand, it is conducive to sharing high-quality education resources and narrowing the educational gap. On the other hand, teachers can make continuous progress and improve their quality and professional ability.

2. RESEARCH STRATEGY OF FLIPPED CLASSROOM MODEL IN COLLEGE ENGLISH TEACHING BASED ON MOOC

2.1 Analysis of an FEA in a MOOC teaching system

The use of a flipped classroom is to popularize active learning. An interactive MOOC teaching system needs to evaluate curriculum learning Strategies in

design, articulate a clear set of teaching steps and optimize learning objectives. First, an FEA, which means front-end analysis, defines project requirements, marks the instruction or performance to meet the teaching requirements, and identifies learners' real needs and acceptable alternatives. A front-end study in a MOOC teaching system mainly includes two aspects: the teacher and the student. There is no doubt that well-defined objectives at the beginning of learning usually produce excellent teaching results. The role of a teacher is to generate a teaching philosophy:

Provide requisite knowledge.

Encourage and develop critical thinking.

Stimulate curiosity.

Build ideologies of educational philosophy including Patriotism, and Humanism.

Whereas the teaching ability improves to satisfy the target student, illustrates what high on-target teaching results to achieve and facilitates the design and development of instruction. Students will be enrolled on appropriate courses rather than the total instructional content. After clarifying class time and procedure, the teacher can choose the relative teaching contents through the MOOC platform. Based on different teaching ability and teaching experience, teachers need to emphasize English language learning and concretize learning methods purposefully. Second, the student attempts to acquire a taste of the learning content and other elements. Students should fully obtain a linguistic skill, moral quality or comprehensive knowledge system. Combined with guidance and transmission of a basic knowledge system, students similarly need to take the content and element as a reference that the teacher provides, clarify what they need to learn, and actively conduct selective learning. They select courses on the MOOC platform to work diversified and individualized college English teaching reform with learner drivers' characteristics in China.

2.2 Designing Classroom Activities for Teaching English

Classroom activities under the flipped classroom teaching model are the purpose and the method of studying the construction and effectiveness of College English learning. The flipped classroom model aims at improving student learning quality and preventing or reducing absenteeism in the classroom. It is also the crucial difference between MOOC and online courses. Accordingly, when designing specific links, English teachers have broad freedom to create video clips. Guiders should make good use of the MOOC platform and focus on highlighting the value of face-to-face learning. The student-centred learning approach and activities command attention from first to last, ensuring every student of personal attention instead of the traditional teaching style centred on teacher-centred instruction. With learning conditions and education barriers, some students need

extraordinary attention. Since scientific and feasible teaching activities have been set, students must complete a project in group reports, accomplish an independent study, provide feedback on the level of completion, and use classroom activities as a primary platform to improve their comprehensive quality.

2.3 Teaching Quality Assessment based on MOOC Platform Teaching

An assessment for diverse and interactive classroom activities is a critical way for teaching quality. Therefore, The best formative assessment requires both teachers and students, in general, many successive executions. It starts with the teacher, who models how the students behave in the whole learning process. Combined with learner-focused or teaching-focused, and based on MOOC-focused evaluation aims, MOOCs have the potential to broaden educational impact and access to higher education. Effective teachers impose new material in a step, present structure on the content, provide frequent feedback to learners, adjust instruction to individual needs, more importantly, reteach where necessary via the MOOC platform. A visible improvement of pedagogical quality supervises the teaching process and upgrade learning progression. Adequate teacher supervision, evaluation and guidance guarantee freedom of action in college English teaching.

3. CONCLUSION

The advent of the Internet era has struck a profound impact on traditional teaching concept. College English teaching must meet the challenge and opportunity of new technology. An excellent multimedia platform, the MOOC teaching system stipulates the requirements related to learners' studies. In addition, on the use of deep learning for the flipped classroom model in college English teaching, teachers need to optimize the front-end teaching design, activities for the language classroom, multiple teaching quality assessments, cultivate college students with critical thinking and ideologies of educational philosophy.

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Research on Leadership in the Practice of Educational Information Management

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Abstract. in terms of the domestic reality, the related research on the leadership of educational informatization mainly focuses on the leadership ability of principals' informatization, which is mainly reflected in the connotation and structure of principals' informatization leadership. In reality, there are some puzzles and difficulties in the research and practice of leadership in educational informatization. For example, whether the connotation of leadership in educational informatization can be correctly grasped, the pressure faced by principals in practice, and the influence of traditional system can not be ignored. Therefore, the research of educational informatization leadership must realize the overall goal of gradually changing from individual leadership to organizational leadership.

Keywords: education; Informatization leadership; Research analysis

1. INTRODUCTION

In the current field of education, educational informatization has become a very important topic, which carries the expectations of learning society, lifelong education and educational equity. At present, China's education informatization is in a new stage of development, which is a very critical period. The domestic education industry has also carried out practical projects from top to bottom, and the results are relatively significant. People also began to pay attention to the information leadership of principals, and deeply explored and practiced its structure and elements. This paper will explore the equal or unequal relationship between the leadership of school education informatization and the personal leadership of principals.

2. ANALYSIS OF THE RESEARCH DILEMMA OF EDUCATIONAL INFORMATIZATION LEADERSHIP

2.1 principals facing double pressures in practice

In the process of school information development, the dual pressure faced by the principal also hinders the practice of leadership. Generally speaking, the principal must be fully responsible for the teaching work and other management work of the whole school. However, with the continuous development of information technology, great changes have taken place in the external situation of leadership practice, which has led to more and more responsibilities and pressure on principals. First of all, they are often limited by the traditional education system, and the college entrance examination system, which is still in

practice, still occupies a very important position in the field of basic education, It affects the daily teaching and management of the school, and the principal and teachers are still concerned about the pressure of entering a higher school; Secondly, principals also need to undertake the development of information technology, new curriculum reform and school construction, but there is no strong evidence that the development of information technology will have a positive impact on the traditional talent assessment system. Under such pressure, it is often difficult for principals to coordinate the relationship between the actual enrollment rate and the development of school informatization, and it is also difficult to deal with the conflict rationally[1]. In the traditional sense, pedagogy highlights the characteristics of paying more attention to the relationship between teaching and learning. Pedagogy in the 21st century should be an ideal learning environment in which learners, teachers, families and communities interact with external elements to construct knowledge together. This ideal learning environment contains more profound changes in values, which is manifested in transcending the simple dichotomy of teaching and learning, bridging the boundaries between disciplines, transcending the division of axiology, ontology and epistemology, and transcending the opposition between modern and traditional, acceptance and negation, standardized classroom and ideal classroom. Educators are more free than ever to choose from a range of different perspectives about themselves and the social environment The research on Educational Leadership in foreign countries, especially in the United States, has a history of more than 100 years. There are not only a large number of educational leadership models, but also a wealth of educational leadership practice activities, which are worthy of our learning and reference. On the one hand, we should deeply study and excavate the fruitful achievements of western educational leadership research, clarify the background and development context of various kinds of leadership, as well as the achievements and existing problems; On the other hand, we should closely follow the latest achievements of western educational leadership research, which can start from two aspects: one is to closely follow the research of contemporary first-class educational leadership experts, such as systematically combing the views of Sergiovanni, Leithwood, hailing and other famous educational leadership research teachers; The second

is closely following the development of a certain school of educational leadership theory, such as the development of trait school. At present, the international research on educational leadership has made remarkable achievements, but the research and breakthrough in this field in China is still lacking. Although it has been nearly 40 years since the reform and opening up, and many of our scholars have studied and worked abroad, so far, we have not put forward our own educational leadership model. There are at least three reasons: first, the lack of wisdom and comprehensive ability to develop leadership model; Second, the lack of change and innovation leadership; Third, the lack of real understanding and grasp of the practice of educational leadership. In a word, we lack the leadership to develop the local leadership model.

2.2 the traditional bureaucratic system can not meet the needs of knowledge-based organizations

At present, in the overall school situation that the principal is responsible for, the internal management of the school always implements the hierarchical system. There is a very clear division of labor between each hierarchy[2]. The institutionalization and standardization are very clear. Everything needs to be handled according to the hierarchical management. Its advantage is that the workflow is standardized, At the same time, as the top manager of the school, the principal often needs to make the final and most important decision. Teachers and other managers can only carry out their work according to the principal's advice, and can not realize their personal value. However, the school is an ideal knowledge intensive organization, which should be constituted by knowledge. All members of the organization need to be creative and participate in the school decision-making. However, the traditional bureaucratic system limits innovation and autonomy to a great extent, which is not conducive to the smooth practice of information leadership[3]. At present, many education departments and training courses are vigorously running various training courses for principals' leadership and senior managers' ability, which is a good thing.

2.3 good information literacy

On the whole, principals determine the role of the whole process of school informatization, which will have a direct connection with the level of school education informatization. If principals understand the significance of informatization, they can promote the construction of school informatization, otherwise, the development of school informatization will remain on the surface[4]. However, in practical work, principals with medium or low ideological concept and informatization ability still occupy a large proportion, either because they are busy and have no time to consider informatization construction, or because many principals are "laymen" in informatization construction and practical application,

Information ability and information concept are in the awkward situation that they want to do but can't do, which eventually leads to many schools' information construction can't be realized. As a principal, it is unnecessary and impossible to do everything. He knows everything by himself.

3. ANALYSIS OF THE TURN OF EDUCATIONAL INFORMATIZATION LEADERSHIP

3.1 fully respecting the individual value of school organization members

Influenced by the traditional bureaucratic system, many teachers are less involved in school affairs, and their enthusiasm is also very low, so it is difficult to realize the individual value of teachers in their work. Therefore, in the practical practice of informatization leadership, we must pay full attention to whether the individual value of each organization member of the school can be realized, and give them the basic right to participate in the decision-making of the school to a large extent, so that they can participate in the design and planning management as the master of the development of informatization of the school, And can obtain some advantages brought by the development of information technology.

3.2 building and improving the leading team of school informatization

Fundamentally speaking, school information leadership is an organizational concept, so it needs to be practiced through organizational form and significance to show the strength of the whole organization to the greatest extent. The main body of school informatization leadership is not the principal alone, but a highly active team, such as the grade group or teaching and research group, network center or information construction department set up in the school. They and their members will have a very positive impact on the information construction and application[5].

3.3 forming a common vision and lay the foundation for leadership

In the actual work, it is difficult to establish enough vitality and development prospects in the organization without a unified vision. Therefore, building a shared vision within the organization, and the members of the organization are willing to work hard, plays a very important role in the school's informatization leadership practice.

3.4 focus on decentralization and empowerment

It is necessary to gradually transform the way of thinking into multidirectionality and openness. One of its more important features is to ensure the sharing of power. Therefore, school information leadership needs to be widely distributed in the school organization and shared by the members of each organization[6]. Therefore, principals and leaders need to give teachers as much power as possible to set the development goals of informatization and the power of development planning. They also need to ensure the decentralization and flexibility of

empowerment, and carry out dynamic distribution according to the actual situation. In this way, teachers' participation and enthusiasm for work can be enhanced, At the same time, it can also enhance the vitality of school organization and the overall leadership of school informatization to a large extent.

4. CONCLUSION

In the process of education informatization research, leadership is a more important proposition. At present, there are many related research and practice projects in China, but the related research is still in the development, and there are still some problems worthy of in-depth thinking. In this paper, based on the perspective and basic concept that the leadership of school education informatization is not completely equal to the leadership of principals' personal informatization, it expounds the dilemma of the research and practical operation of the leadership of education informatization, as well as the turning strategy, but it is not very perfect, and there are many problems worthy of in-depth analysis, Hope to enhance the attention of all sectors of society.

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The Significance of Dayu's Document Collection and Data Platform Construction

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Abstract: Dayu culture is an ancient and traceable national culture in the traditional Chinese cultural pedigree. The research focus of this article will focus on Dayu cultural resources in Anhui Province, China. It will study Dayu's document collection and Dayu cultural data platform to serve the market development of the local cultural tourism industry, provide business consulting for cultural and creative enterprises, and build Dayu's characteristic culture. The display platform of resources is of great significance.

Keywords: Literature collection, data platform, Dayu culture

INTRODUCTION

In the context of the digital age, with the innovation and development of information and communication technology, digital media data services have changed the island phenomenon in the traditional information field. As the main channel of the current digital economy, more and more data platforms are integrated into the lives of consumers. The role cannot be underestimated. Ethnic cultural characteristics have changed, and the channels through which people seek cooperation have also changed. Consumers are accustomed to seeking cooperation and solving needs through digital platforms. For example, Eli., Meituan, and the more interactive leisure Yu, Zhuanzhuan, and other digital platforms. With the relative fulfillment of material life, the need for spiritual life is becoming increasingly prominent. China's consumer groups favor investment in leisure, entertainment, film and television, games, and tourism. The change in the concept of consumer culture of this ethnic group has also provided a good market foundation and characteristics of the times for the innovative development of China's cultural and creative industries and has created a good atmosphere of cultural and technological integration.

1. DAYU'S DOCUMENT COLLECTION IS TRANSFORMED INTO A DATA PLATFORM

The direct purpose of Dayu's document collection is to provide content support for Dayu's cultural data platform. At the beginning of the establishment of this technology platform, cultural products were presented in a new and multi-angle manner, and consumer needs were included in the first link of creative resources, and to provide technical support

for the public to participate in cultural product planning. Dayu's document collection and data platform are to build a new form of cultural product output system that encompasses knowledge, objects, experience, and entertainment. It makes breakthrough attempts at key technologies and creative approaches for the input and output of cultural products.

Document collection is the basis for the establishment of the platform, but the key to the innovative use of documents and the value of content incubation is the key. Dayu's cultural data platform provides a comprehensive range from concept collection, innovation point extraction, product planning, policy guidance, capital integration, personnel implementation, stage acceptance, product formation, property rights maintenance, legal support, sales promotion, regular feedback, policy support, etc. The information, talents, funds, and channel resources of the platform allow various resources in the platform to be combined and systematically introduced according to the project management model, forming a closed-loop product development and sales process. According to the particularity of cultural products, the creative provider and executor are seamlessly combined, and third-party management and instructors are introduced to ensure the good execution and objective evaluation of the project. The platform will provide various forms of creative industries including text, painting, animation, film and television, handicrafts, packaging for scenic spots, industrial design, product packaging, network media, etc. The talent pool will include all kinds of talents.

The columns of the Dayu cultural data platform include Dayu cultural display, Dayu water governance online experience, Dayu cultural forum, cultural industry policy guidance, demand, and creative release, expert introduction, enterprise display, Dayu cultural product display, online conference, and project Management system, etc. The cultural display columns include Dayu's gallery, documentation, etc.; online experience provides a virtual reality experience of online travel; Dayu Cultural Forum provides users with channels for online speech and communication; cultural industry policy guidance will display the latest and most authoritative cultural industry Information and information on development directions, cases, policies, etc.; demand and creative release provides

registered users with a window for information release. After entering keywords, the platform will push relevant resource information that meets their needs; expert introductions are listed and The scrolling screen provides information about experts and senior practitioners from all walks of life and can leave messages, send messages, and communicate online; corporate display promotes corporate information according to the nature of the company; Dayu cultural product display is different from Dayu culture The exhibition will show the artistic works or actual products, packaging concepts, etc. created on the theme of Dayu culture. Online conferences provide project managers with a channel for online multi-role communication; the project management system allows authorized users to communicate through the platform Effective management and supervision of the project.

2. NATIONAL SIGNIFICANCE

The collection of Dayu literature and the construction of a data platform is of great significance from a national perspective. It can not only promote the prosperity of disciplines but also promote the integration and development of culture and technology. At the same time, this research can also help implement the cultural power strategy and broaden the traditional cultural pedigree of the Chinese nation. In terms of promoting the prosperity of disciplines, many academic seminars on the collection of Dayu literature have been held in China. Professor Wang Jihuai from the Institute of Archaeology of the Chinese Academy of Social Sciences pointed out at the 2020 China Art Communication Summit: "With the repeated verification of the Yuhui Village site by the National Archaeological Team, it is concluded that the Dayu culture is the original gene in the traditional cultural lineage of the Chinese nation Because of the national value of the Dayu culture, it can be said that the Huai River is also the mother river of the origin of Chinese civilization." In late December 2013, the Ancient Civilization Research Center of the Chinese Academy of Social Sciences, the Department of Culture of Anhui Province, and the People's Government of Bengbu City co-sponsored the "Symposium on Yuhui Village Sites and the Civilization of the Huaihe River Basin". At the meeting, 33 texts about the history of Dayu were displayed. , Myths and legends, national origins, and academic articles on cultural integration. On December 9, 2020, the Bengbu Municipal People's Government website issued the "Bengbu Yuhui Village Site National Archaeological Site Park Phase I Construction General Contract Bidding Announcement". Among them, the project content includes: Bengbu Yuhui Village Site National Archaeological Site Park Phase I includes three items: Bengbu Yuhui Village Environmental Remediation Phase I, Yuhui Village Site Security Monitoring System, and Yuhui Village Site Identification System.

The land area is about 113,000 square meters. . On April 10, 2021, the Yuhui District of Bengbu City will take multiple measures to promote the construction of the National Archaeological Site Park of Yuhui Village Site, the development of the third National Archaeological Site Park Alliance Culture and Art Week and the smooth acceptance of the Yuhui Village Site Park Lay a solid foundation. At the national level, collecting and studying the related literature of Dayu is first of all conducive to fully excavating the cultural connotation and time value of historical relics, and is of great significance for a comprehensive understanding of Chinese traditional culture and strengthening the education of Chinese excellent cultural traditions. Secondly, launching seminars on Dayu culture and collecting research results related to Dayu will help to vigorously promote academic research on Chinese Neolithic culture at home and abroad, especially to promote the study of civilization in the early Xia Dynasty, and reveal the evolution of ancient civilization in the Huai River Basin And the role of the Huaihe River Basin in the original process of the multi-integration of Chinese civilization. Finally, the civilization of the Huai River Basin is an important part of Chinese civilization. The Huaihe cultural heritage has witnessed the endless development of the Huaihe civilization. Today, we are deeply digging into the era value of the Dayu culture, which is conducive to telling Chinese stories and continuing the historical context. From the perspective of promoting the visual development of cultural sciences, the collection and integration of Dayu literature to establish a major is a database platform that can effectively make up for the lack of integration of culture and technological innovation. First of all, the relevant literature of Dayu database integration undertakes the innovation of modern knowledge visualization theory and builds virtual simulation teaching theory with network graphics resources as the core. Second, promote the interdisciplinary integration of information and art, and build an art visualization creation theory with visualization technology as the core. Finally, it is conducive to building a key research base for art visualization theory and building a fulcrum for the coordinated development of cultural industries and cultural undertakings.

3. SIGNIFICANCE OF ANHUI

The significance of Dayu's collection of literature and the construction of Dayu's cultural data platform is to provide theoretical support and data support for the development of cultural tourism in Anhui Province and to promote the coordinated development of cultural undertakings and cultural industries in the northern part of Anhui Province. Anhui Province is an important tourism resource province in China, gathering various tourism resources such as natural landscapes, humanities, and history. The distribution and development of tourism resources in Anhui

Province are uneven. Natural landscapes are mainly concentrated in southern Anhui, and cultural and historical resources are more prominent in northern Anhui. The northern part of Anhui Province has a rich historical heritage, and various relics and sites have been discovered and verified continuously. Limited by the lack of development platforms and publicity content, these cultural and historical resources have not been transformed into tourism resources that drive local economic development. The collection of Dayu literature is to lay a solid foundation for the development of cultural tourism in northern Anhui. At the same time, the establishment of the Dayu cultural data platform shoulders the important task of publicizing the cultural tourism industry in northern Anhui and making it into the eyes of consumers. As a green industry, the tourism industry can not only promote the economic growth of tourism itself but also fully promote the local manufacturing and service industries without causing harm to resources and the environment. At present, Sichuan, Zhejiang, and other provinces, through their influence and promotion, have well connected Dayu culture with tourism resources, providing good cultural resource support for local cultural influence and theme tourism. Although Anhui Province has rich and colorful Dayu cultural resources, it lacks the development and promotion them. Therefore, Dayu cultural resources have not yet been transformed into competitive resources with local characteristics. Therefore, Dayu literature collection and data platform establishment heavy responsibility.

Bengbu City in Anhui Province is China's "Hewu Mug" independent innovation experimental zone and has a national-level Dayu Cultural, Industrial Park. Not only that, but Bengbu City also has a national strategic position in the Huai River Ecological Economic Zone, and is a meeting point for the implementation of national strategies. After years of economic development, Bengbu is not only building a special zone for the film industry itself but also has won the right to host the Jianghuai Cup Industrial Design Competition in Anhui Province forever. These unique policy resources have laid a good industrial foundation for the integration of culture and technology. The document collection and the construction of the database platform are carried out around the Dayu culture, and actively explore the development path of the integration of Dayu cultural resources and modern technology. This is an effective starting point for Anhui Province in China to set an example to promote the development of cultural and creative industries. . In general, the collection of documents about Dayu and the establishment of related databases will directly incorporate consumer needs into the cultural and creative industry development information platform, provide consumers with first-hand demand information and expectations, and use them for the government and

enterprises. The platform uses the talent advantages of industrial planning, cultural creativity, and program execution to lay a technical foundation, and will also promote the delivery of information needs to end-users in the form of final products, and promote the coordinated development of cultural industries and cultural undertakings in northern Anhui Province.

4. SIGNIFICANCE OF BENGBU

The collection of Dayu's literature and the construction of Dayu's cultural data platform is of great significance to Bengbu City, serving the market development of the local cultural tourism industry. Highlight Bengbu's cultural characteristics, promote local cultural and creative industries, and build a new, convenient and systematic service platform for the entire industry chain. Provide new promotion channels for the local tourism industry, and provide new promotion platforms and display channels for enterprises engaged in the tourism industry and major attractions. Bengbu City has convenient transportation and is a transportation hub in the northern part of Anhui Province. Bengbu's convenient and developed transportation shows its geographical advantages, which is conducive to the development of the cultural tourism industry. The collection of Dayu literature and the construction of related databases are also based on the advantages of geographical convenience. The development and utilization of Dayu's cultural resources will promote the transformation of cultural and creative industries into cultural tourism industries, thereby enhancing the image of urban tourism.

At present, Bengbu City is preparing to build an "Industrial Design Creative Town" to serve various local industries. Bengbu City encourages innovation and creativity from top to bottom, strives to promote the industrial design industry, and transforms the "creative" of Dayu's cultural resources into "cultural products". Relying on the Art College of Anhui University of Finance and Economics has 10 teachers with senior professional titles, cultivates more than 400 creative and creative professionals of various cultures, and has established a good communication mechanism with domestic and foreign design circles and film and television circles. Bengbu City encourages innovation and creativity from top to bottom and strives to promote the industrial design industry. The newly planned industrial design creative town will also provide a strong support basis for design professionals interested in cultural and creative industries. Relying on the talent training of the Art College and the talent introduction of the creative town, we strive to gather cultural and creative professionals and quickly transform the "creativity" of Dayu's cultural resources into "cultural products". This is the urgent need for Bengbu to develop the cultural and creative design industry. need. Dayu's cultural data platform provides real-time channels for demand, creativity, execution,

and optimization, and transforms human resource conditions into intellectual advantages for the development of cultural and creative industries. This will surely provide strong intellectual support for the integration of local characteristic culture with modern technology.

5. COLLEGE MEANING

On the one hand, the significance of Dayu's document collection and Dayu cultural data platform construction for Anhui University of Finance and Economics is to promote the integration of industry and education. Implement the policy of in-depth integration of "production, teaching, and research" to build a platform for students from theoretical study to practical operation. On the other hand, promote school-enterprise cooperation to provide services to enterprises in the society. It not only increases the social influence of the school but also improves the quality of the school. Since the start of Dayu's document collection work, it has first greatly promoted the construction of Dayu's cultural data platform. The actual benefits of the Art School of Anhui University of Finance and Economics mainly include: First, in terms of talent training, a total of 3 doctors have been introduced from 2018 to May 2021; from 2019 to May 2021, the number of graduate students in the college has been expanded from 8 to 89. ; During this period, 4 persons with senior professional titles were trained. Secondly, in terms of discipline construction, the School of Art helped the Anhui University of Finance and Economics to successfully apply for the Master of Arts qualifications and set up three major master programs in radio and television, art design, and fine arts, including 9 professional directions, which greatly

promoted Anhui The discipline of the Faculty of Arts of the University of Finance and Economics is booming. Third, in terms of school-enterprise cooperation, docking social services The Art College of Anhui University of Finance and Economics offers majors in product design, film and television animation, and visual design. These majors are in the first square of cultural and creative professional training in Anhui Province. And it has established a good communication mechanism with domestic and foreign design circles and film and television circles. From 2018 to 2021, the integration of production and education has been organized, and the number of school-enterprise cooperation has reached 55. The collection of Dayu's literature and the establishment of Dayu's cultural data platform complement each other, and together add color to the schooling of the School of Art of Anhui University of Finance and Economics.

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On the Diversified Development Strategy of Enterprises

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Abstract: in the current society, the diversified development strategy, as an important development means and direction for many enterprises to promote their own continuous development and growth, has been widely adopted by the industry, but the implementation effect is obviously different. In fact, there are many advantages and disadvantages in the diversified development strategy. Therefore, enterprises must pay attention to the synergy effect, consider the reasons for the success or failure of diversification, choose the right way of diversification, and make the diversification strategy achieve obvious results.

Keywords: enterprise strategy; Diversified development strategy; The reason and the way of success or failure

1. INTRODUCTION

In recent years, specialization and diversification have been the key issues in the process of expansion, and diversification has become a typical business strategy for the development of enterprises. Diversification strategy was proposed by Ansoff, a famous "product market" strategic master in 1950s. It is a business combination strategy formulated by the highest level of enterprises for the enterprise, and a development plan for enterprises to enter various businesses in different industry environments, including what fields and how to enter. Diversification strategy can achieve better development of enterprises by entering into the business related to the existing business in value creation activities or entering a new business field.

Diversification strategy is an important strategic choice for the development of large enterprise groups. Diversification development strategy is widely used in many large enterprises, and it is one of the business strategies that many enterprises promote their own continuous development and growth. Most enterprises in developed market economy countries, especially large multinational enterprises, almost adopt the strategy of profit. At present, there are two different views: one is that using existing resources and diversified management can avoid risks, realize resource sharing and produce $1 + 1 > 2$ effect, which is the only way for modern enterprises to develop. For example, General Electric in the United States is considered to be a successful model of cross industry diversification strategy. GE has been involved in

many industries such as power equipment, medical equipment, lighting appliances, radio and television media, finance, etc., and has become one of the largest and most successful enterprises in the world. At present, many domestic enterprises have begun to try to diversify their business, such as Haier company, and have achieved very good results. Another is that diversified operation of enterprises will lead to the dispersion of resources such as adult, wealth and material, and the difficulty of management and the decrease of efficiency. Perhaps everyone remembers ShiYuzhu, who once became a powerful player in the enterprise world, and will not be too unfamiliar to the giant group which not only makes computer software but also produces biological products "brain gold".

In reality, some enterprises blindly pursue diversification and excessive diversification, which is not appropriate. Because, the longer the front of an enterprise is drawn, the more decentralized the power is, the weaker the control. In the Asian financial crisis, some of the Korean big enterprises went bankrupt and over diversified operation was the important reason. In recent years, the western countries have risen the trend of concentration of main industries and returned to the main industries, which indicates the reflection of enterprises on the transition diversification. The scientific idea of diversified management is to develop 2-3 projects with certain scale and considerable strength on the basis of highlighting core competitiveness. The strong support for the main industry is formed. The coordinated development of the main industry and diversified operation is the correct development thinking[1].

2. THE MAIN REASONS FOR THE SUCCESS OR FAILURE OF DIVERSIFICATION

2.1. Contradiction between supply and demand and the degree of market competition

The contradiction between supply and demand and the degree of market competition are important aspects of the external environment of an enterprise, and also the basis for the enterprise to formulate and implement its operation strategy. For today's enterprises, the external environment has changed dramatically. The shortage economy basically ends in most areas, and some industries have relatively excess production. In this case, most enterprises are in the operation of small profit or even no profit or loss. At the same time, due to the defects of governance structure, there are often lack of due

prudence and restriction in investment decision-making, which leads to blind investment expansion of many enterprises. The result is that the front is too long, the main business is vague, and the coordination among various businesses is not enough, which leads to the failure of the enterprise. "A system may work very effectively at one stage of economic development, but it may become problematic at another stage," said Stiglitz, a famous economist.

2.2. The position of the industry or product

The position of the industry or product in the life cycle shall be experienced four stages: input period, growth period, maturity period and recession period according to the marketing theory. In different stages of the industry or product life cycle, the difficulty degree of enterprise management is different, and the strategies adopted by enterprises should be different. Enterprises should strive to enter into the industry or products in the investment period or growth period to avoid entering the mature or declining industries or products, which is determined by the competitiveness, development potential and industry barriers. Therefore, when companies enter new industries and products, sometimes they will not reduce risks, but will bring greater risks[2].

2.3. The relevance between new entry industry and main industry

The relevance between new entry industry and main industry plays a key role in the success or failure of diversified operation, which can be divided into tangible and intangible. Tangible association is established in the common market, channel, production, technology, procurement, information, talents and other aspects, and the value activities between related businesses can be shared. Intangible connection refers to the sharing of management, brand and goodwill.[3]The main reason for the success of tangible association is that the competitive advantage of enterprises can be extended to new fields, realize resource transfer and sharing, and easily stand firm in new industries and develop and grow. Therefore, the decision-making of enterprises should be based on their own advantages, and diversification should also be based on the criteria of whether new industries or products can make them fully play and enhance their advantages, and judge whether their existing advantages can extend to the target industry or product.

2.4 The fundamental basis of diversification of enterprises

The fundamental basis of diversification of enterprises depends on the diversification of core competitiveness enterprises, which must involve the core competitiveness of enterprises. Why can some of our enterprises maintain the steady growth momentum of performance, while some enterprises are short-lived? The key is to see if the enterprise has core competitiveness. Most successful foreign enterprises invest in one industry. In this industry,

they gradually cultivate their core competitiveness, and then consider diversification gradually on the basis of this. No matter what kind of diversification enterprises implement, it is very important to cultivate and strengthen the core competitiveness. The main business with stable and competitive advantage is the main source and survival basis of enterprise profit[4]. Enterprises should try to expand market share to achieve economic benefits of scale by maintaining and expanding their familiar and good main business, taking strengthening the core competitiveness of enterprises as the first goal, and taking into account diversification on this basis. Successful enterprises in the choice of business areas, are first to determine their own main business, actively cultivate core competitiveness, and then on this basis, consider diversified operation[4].

3.WAYS TO IMPLEMENT DIVERSIFIED OPERATION

3.1 reforming the enterprise system and innovate the operation mechanism

Reforming the enterprise system and innovate the operation mechanism is very important. For example, when training and introducing talents, we can not only limit to traditional industries to keep the diversity of talents. In addition, the establishment of modern enterprise system, the establishment of a complete set of labor employment, personnel, distribution, finance, marketing and other system system, so that enterprises to establish a market to adapt to the fierce competition of incentives and restraint mechanism, so that the diversification of the business strategy of enterprises has basic guarantee.

3.2 taking technology as the leading and take the industrialization development road

At present, many enterprises adopt diversified development strategy, but some enterprises not only bring considerable profits to the enterprises, but also have a negative impact on the main business of the enterprises. Therefore, before the diversification of enterprises, we need to conduct sufficient market research and analyze the enterprise itself in considerable detail. It takes the market as the leading and based on the good of the enterprise itself[5].

3.3 cultivating the core competitiveness of enterprises
Cultivating the core competitiveness of enterprises, and the development of core competence of enterprises with diversification and main industry coordination is the most powerful and main driving force in the growth of enterprises. Because diversification also brings about the investment of enterprise capital and the large amount of resources dispersion, which is also an important reason for many enterprises with general scale to invest in other industries without delay. Therefore, the core of diversification is still the main industry. Only if the main industry has the competitive advantage in the industry, the enterprise can have the resources required by the diversified operation.

4. CONCLUSION

In the process of strategic choice, there should be the idea of making reality first and then becoming bigger. Otherwise, blind diversification, capital technology and management can not keep up with, the newly developed business will become the burden and burden of enterprises, even produce domino effect, and crisis the development and survival of enterprises. The implementation of diversified operation requires four conditions: capital, technology, talents and management. Generally speaking, do not blindly diversify unless the existing products have market satisfaction and demand decline or competitors are too strong to maintain sales[6]. Before engaging in new business, we must analyze the internal and external environment, make sufficient preparations, especially pay attention to the analysis and decision-making of the national industrial policy, macroeconomic environment, competition environment and future business prospects. When conducting diversified operation, we should consider whether the existing resources match the new business, whether they have the accumulation of technology, talents and management, etc., not only consider the synergy between the diversification, share risks, gain the advantages of scale, utilize idle

resources, but also fully budget the operational risks and the opportunity cost generated after the enterprise funds are dispersed.

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How to Attract and Retain Talents for Small and Medium Enterprises

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Abstract. Excellent talents are the foundation for the survival and development of small and medium-sized enterprises. However, small and medium-sized enterprises have many difficulties in attracting and retaining talents due to their own disadvantages, such as small scale, strong regional, non-standard enterprises, serious family style, low quality of leaders and employees, and lack of corporate culture. However, small and medium-sized enterprises should not be too pessimistic. Small and medium-sized enterprises also have some advantages in attracting and retaining talents, such as flexible system of small and medium-sized enterprises, frequent contact between talents and leaders, challenge of talents aroused by high risks, small competition among talents, etc. When small and medium-sized enterprises establish a mechanism to attract and retain talents, they should first judge talents and establish a correct concept of talents, and then start to create a good enterprise atmosphere to attract and retain talents. Specific enterprises should first start from the appearance, create a beautiful environment, establish a good image of leaders, and then go deep into the enterprise to put forward certain requirements for leaders. Leaders should respect, love and protect talents, and strive to create a good cultural atmosphere to attract and retain talents. Small and medium-sized enterprises can also provide superior treatment for the talents they need, such as attracting and retaining talents through salary strategy, welfare strategy and appropriate allotment of shares for talents. In addition, small and medium-sized enterprises can attract and retain needed talents by showing their development prospects in enterprises. Finally, small and medium-sized enterprises can also attract and retain talents through other measures, such as providing challenging jobs, providing training opportunities, and establishing a reasonable internal flow mechanism.

Keywords: small and medium-sized enterprises, attract, retain, talent

1. INTRODUCTION

In modern economy, the competition between enterprises is mainly the competition of talents. Enterprises lacking talents have no competitiveness and development potential. In the fierce market competition, they can't even maintain their own production and operation activities and go bankrupt.

However, many small and medium-sized enterprises in China are relatively less attractive than large enterprises, so it is difficult to attract and retain excellent talents. This is an important reason why many small and medium-sized enterprises in China are difficult to survive and develop. Small and medium-sized enterprises are an important part of the national economy. They play an important role in meeting the diverse needs of the people, absorbing social labor force, promoting technological innovation, coordinating the production and operation of large enterprises, and coordinating the balanced development of regional economy. However, the small and medium-sized enterprises have restricted their survival and development because of the lack of talents. This paper attempts to start with the difficulties of small and medium-sized enterprises in attracting and retaining talents, and try to help them find some effective ways to attract and retain talents for reference.

2. ANALYSIS OF THE REASONS WHY IT IS DIFFICULT FOR SMALL AND MEDIUM-SIZED ENTERPRISES TO ATTRACT AND RETAIN TALENTS

2.1 strong regional

Small and medium-sized enterprises are widely distributed in all walks of life. Many small and medium-sized enterprises are distributed in small and medium-sized cities, towns and even some remote areas. Due to the influence of geographical location and regional economic development, it is difficult to attract and retain excellent talents. In terms of staff composition, most employees of small and medium-sized enterprises are local people. Due to the characteristics of lifestyle and local culture, it is easy to form an exclusive corporate culture atmosphere [2].

2.2 the enterprise is not standardized

When there is a conflict between the interests of employees and leaders, the interests of employees always obey the interests of leaders; The compulsory welfare stipulated by the state has not been effectively implemented, which makes excellent talents far away. The functional departments are not perfect and the organization is not standardized. Many small and medium-sized enterprises even have such a phenomenon: employees get paid to ask the boss for money, the market relies on the boss to contact several big customers, the quantity of

products depends entirely on experience, and employees directly look for leaders when they have something to do. These phenomena reflect the unscientific and nonstandard structure of financial department, marketing department, production and operation Department and hierarchical management. There is no specific job description, the division of responsibilities is not clear, and leaders often assign tasks according to who is idle and who is capable, which will inevitably lead to low efficiency.

3. ESTABLISH THE MECHANISM OF ATTRACTING AND RETAINING TALENTS FOR SMALL AND MEDIUM-SIZED ENTERPRISES

3.1 establishing the consciousness of talent importance
Some SMEs leaders have no sense of talent importance. They think that under the existing organizational structure, they can still complete normal production and operation activities. Although the staff quality is lower, they can still fulfill the tasks assigned to them. Some leaders are arrogant at night, and think that they are an excellent person, or they need talents, whether there are any talents. This idea is wrong, and the enterprise is not dynamic.

The most essential feature of talent is to be able to work creatively. Small and medium-sized enterprises may be innovative in technology because of the introduction of talents, and promote the productivity of enterprises; It may also improve the management mode because of one person, which can improve the efficiency of the enterprise and save the cost; Or to avoid danger and seize the opportunity by introducing a person to discover the hidden danger or opportunity of the enterprise; Or because of one person, the strategic direction and organizational structure of the enterprise can be adjusted to make the enterprise develop healthily[3].

Leaders of small and medium-sized enterprises must establish the consciousness of talent importance, try to introduce talents, respect talents, cherish talents, and make them do their best. Only in this way can they bring vitality to enterprises.

3.2 leaders should establish a good image

The leader of small and medium-sized enterprises has the greatest influence, and the image of the leader represents the image of the whole enterprise. Therefore, the leaders of small and medium-sized enterprises must establish a good image in the minds of talents through their own actual actions. The leaders of enterprises should be good at self-cultivation, be modest and cautious, speak in danger, trust employees and appropriately divide their power to stimulate their enthusiasm.

Leaders can use the hard process of self-reliance to stimulate the challenge of employees, obtain the recognition of employees with their achievements, and strive for the trust of employees with their own sense of responsibility.

3.3 creating a good cultural atmosphere

The so-called corporate culture mainly refers to the

embodiment of the values of the enterprise in the enterprise behavior. In fact, healthy upward corporate culture will become the cornerstone of the success of the company, and the key to attract and retain talents[4].

The essence of corporate culture construction and management is to implement the humanistic thought of "people as the foundation". Good interpersonal relationship and friendly cultural atmosphere are only the embodiment of the important connotation of corporate culture.

We should always cherish people, respect people, recognize people's work and achievements, build a good communication system between the top and the bottom, let talents understand and participate in the decision-making and management of the enterprise, and provide them with all kinds of necessary guarantee, enhance their sense of identity, belonging and loyalty, and make them work hard and dedication without complaint, Only by grasping the "basis" of corporate culture construction can we stabilize people's hearts and retain talents fundamentally.

According to a survey of the world's top 500 companies, it is crucial that these enterprises have excellent corporate culture. To unite the employees of an enterprise, only money is not enough, and the enterprise must have common values, goals and beliefs.

Excellent corporate culture should be customer centered, treat employees equally, balance the interests of stakeholders, promote team spirit and encourage innovation [5].

3.4 opportunities for training

Training means investing in human capital and increasing the value of talents. When the talents receive training, they will have a sense of recognition and attention, so training also has the incentive function. Training is also very important for enterprises. Without the training led by enterprises, the knowledge of talents will gradually aging and the intellectual reserve will gradually be exhausted. Motorola group attaches great importance to employee training. The company stipulates that 5% to 10% of the total salary of employees will be used for training work, and that each employee will receive at least 40 hours of work-related learning every year. In order to realize its training ability, the company has also established the University of motola, which provides a large number of talents to all departments and customers of the company every year, Motorola's training system can meet the desire of talents to continue learning and attract talents very strongly[6].

In addition, some small and medium-sized enterprises lack the ability to train talents. At this time, they can entrust social training institutions to carry out special training on the skills needed, or conduct directional training by the way of school enterprise combination; If the enterprise has advanced and mature technical achievements or management experience, it can also

carry out independent training.

4. CONCLUSION

Talents are the driving force for the sustainable development and management innovation of enterprises. Although small and medium-sized enterprises have difficulties in attracting and retaining talents, they also have considerable advantages. In the process of attracting and retaining talents, small and medium-sized enterprises should recognize and consider their own disadvantages and give full play to their advantages, And try to make up for their own shortcomings, take a variety of ways to attract and retain the needed talents. Small and medium-sized enterprises should attract and retain talents through material treatment, such as salary, welfare, rights issue, etc; At the same time, we should keep the heart of talents through emotional management, such as respecting and loving talents, establishing a good cultural atmosphere and creating a good working environment for talents; At the same time, we should show the development prospects of the enterprise to the talents, so that they can feel that there is room for development; But also to provide challenging work for talents to meet their needs of self realization.

In a word, excellent talents are the most valuable resources of small and medium-sized enterprises.

Small and medium-sized enterprises should proceed from reality, try their best to attract and retain a large number of excellent talents, and make full preparations for the future of enterprises.

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On the Role of Network and New Media in Promoting the Affinity of Education in Ideology and Politics

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Abstract: Nowadays, network and new media seems to belong to a hot issue, people all over the world can be connected together through the network, especially today's many teenagers are always concerned about network information. In this case, the education in ideology and politics will naturally broaden a new field. Most of the traditional ideological education is in schools or jobs. This kind of ideological education can not well integrate social resources to ensure that all people have carried out education in ideology and politics. The network is a place where all people are gathered, and the network and new media provides a new place for education in ideology and politics, which makes the education in ideology and politics in China more comprehensive coverage and improve the teaching efficiency.

Keywords: Network and new media; Education in ideology and politics; Affinity

INTRODUCTION

New media has the characteristics of magnanimity, sharing, interactivity and immediacy, and the education in ideology and politics just needs these characteristics. The influence of new media on people today can be said to be one of the best, which has a certain guiding role for the cultivation of political cognition of most people. At present, our country's social thought and public opinion are spread or greatly influenced by the new media in many ways [1]. Once the new media is affected by wrongly directed speeches, it is likely to cause certain social problems in our country. Therefore, we should integrate the education in ideology and politics into the new media to provide more materials for students' education, influence the social people's attitude towards politics, and help them to establish the correct values.

1. THE MEANING OF AFFINITY OF EDUCATION IN IDEOLOGY AND POLITICS

Affinity, as the name suggests, refers to the combination of two substances into a compound, which is an interactive force. The affinity of education in ideology and politics refers to the connection between the subject of education in ideology and politics and the object of education. Affinity represents the intimacy of a relationship and the degree of coordination between the relationships.

If affinity is used to express a certain relationship, it means that the two relationships are in a harmonious state. Therefore, the education in ideology and politics needs affinity. The education in ideology and politics is mainly to influence people's thought. If it has affinity, the education will reduce the sense of alienation from the educated, and make them more cordial, so that the educated can be willing to pay attention to the education [2]. If there is a lack of affinity, the educated object will subconsciously resist the influence of this consciousness on their subjective consciousness and cannot achieve the real purpose of education in ideology and politics. Therefore, affinity plays a harmonious role in the education in ideology and politics, which makes the correct ideology and politics deeply rooted in the hearts of the people, lets all kinds of people in the society maintain a positive and upward with the party's correct values, and achieve emotional resonance.

2. THE IMPACT OF NETWORK AND NEW MEDIA ON THE EDUCATION IN IDEOLOGY AND POLITICS

One of the most important effects of the Internet and new media on China's ideological and political classrooms is to expand the coverage of ideological and political classrooms, so that all people in the entire society can directly receive ideological and political classrooms through the Internet. Network and new media has the characteristics of immediacy, and it can make people feel and learn simultaneously and promote the renewal of ideological and political classroom and teaching reform. The political classroom of network new media can break the traditional carrier restrictions and improve the effectiveness of ideological and political classroom. The openness, equality, and interactivity of network and new media have been able to completely change the simple and two-way teaching mode of education in ideology and politics in the past, and enable the educated objects to better participate in the interaction, and the relationship between educators and the educated is also more equal [3]. Nowadays, the information that most young people need to obtain can only be obtained through the Internet. Then, through this platform, people can enhance and improve their ability to integrate information, conduct certain supervision of information on the

Internet, and guide people to pay attention to the correct information, which is helpful to maximizing the realization of the goal of education in ideology and politics.

3. HOW TO IMPROVE THE AFFINITY OF EDUCATION IN IDEOLOGY AND POLITICS IN THE ERA OF NEW MEDIA

3.1 To grasp the opportunity and make full use of the new media platform

Education in ideology and politics is regarded as a kind of distance education in the eyes of many young people, because our ideological and political aspects may not perform so well in ordinary life. But in fact, it only exists in every major aspect, so it is not so good performance. In the current era when the development trend of the Internet and new media is strong, enhancing the affinity of students' ideological and political education has created necessary conditions for students. Teachers for education in ideology and politics should make full use of the high-quality resources of the Internet and new media to enrich and expand the carrier of students' ideological and political education in the environment of the new media age [4]. New media is a highly inclusive platform. Everyone hopes to log on to the Internet to speak at any time. This feature is easy to be used by criminals to spread some false information, so it is not just the use of new media platforms. A certain amount of supervision on new media platforms is also required. Education in ideology and politics can also control public opinion well on network and new media platforms, fully integrate educational resources, and rationally use new media to increase interaction with the people and increase affinity of education in ideology and politics.

3.2 To keep pace with the times and innovate educational forms

The direct instillation of education in ideology and politics does not allow people to deeply understand and remember the education, so we must innovate educational methods. Under the general background of the new era, education in ideology and politics can completely use this general environment to carry out reforms in content and form. Through network and new media, more contemporary ideological and political education content can be displayed, and educators and the educated can also establish contacts and make certain suggestions. In this way, the educated can have a strong interest in the ideological and political education content and stimulate the enthusiasm of active learning [5]. The traditional ideological and political courses mainly refer to the unified education in ideology and politics of the people when they are in school. However, after leaving school, the education of ideological and

political courses is scarce, but the society is still undergoing constant changes. With the progress of the times, it is necessary to always pay attention to the education in ideology and politics in the schools [6]. The emergence of network and new media can change and broaden the way we receive education. In this new media era, the educated should be given more knowledge and autonomy, so that other educated can express their thought through the Internet and new media, and can think about the issues independently and have a subtle impact on them.

4. CONCLUSION

To sum up, the affinity of education in ideology and politics also plays an important role in the education, which makes the educated feel estranged from education in ideology and politics. The educated think that both sides are equal and realize value identification. Therefore, the development of network and new media in the new era has brought development opportunities to the education in ideology and politics, so we must seize this opportunity to improve the affinity of education in ideology and politics and adapt to the new requirements of national development, and cultivate new people of the times.

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Challenges and Countermeasures for Education in Ideology and Politics of College Students in the Era of We-Media

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Abstract: The advent of the We-Media has brought great convenience to most people. We-Media allows people to quickly obtain a lot of information. Contemporary college students have grown up in the context of the rapid development of We-Media. What they want to know or what others want to let them know can be through We-Media, which can be said that We-Media has gradually become a part of college students, even all people's lives. But things have two sides. We-Media does bring many benefits, but the problems it brings are also obvious. A lot of information released by We-Media is inaccurate, and it often misleads college students. This is the main problem in the age of We-Media. It is difficult for us to distinguish the true and false information. This paper mainly analyzes the challenges and countermeasures brought to college students in the era of We-Media.

Keywords: We-Media; college students; Education in ideology and politics

INTRODUCTION

Most of the ways that college students use to communicate and obtain information are through various software on the mobile phone. The Internet has penetrated into the life of every college student. Mobile media makes the information exchange between college students accessible, but it also changes the way college students think. Many official media publish information on the Internet only after confirmation, but there are also many unscrupulous media who publish a lot of false information, trying to guide contemporary college students, and it is difficult for many people to distinguish whether it is accurate, which makes the education in ideology and politics of college students meet challenges. Contemporary colleges and universities must conduct research on this issue and strive to change the situation in which college students are easily affected.

1. CHALLENGES FOR EDUCATION IN IDEOLOGY AND POLITICS IN THE ERA OF WE-MEDIA

(1) The content taught by ideological and political educators is questioned.

In traditional ideological education, teachers are fully responsible for imparting knowledge and are the domination of education. Teachers pass on the

ideological and political content that they understand to students. In classroom teaching, teachers can combine practice and theory, so that college students understand what is ideology and politics, what is correct ideology and politics, and there will be no deviations from values. However, the emergence of We-Media has broken the situation of this teaching method. College students can obtain a lot of information from the Internet, and perhaps they have gained a certain understanding on the Internet before conducting education in ideology and politics. But there are many contents on the Internet that are not so accurate, which may lead to deviations in the thinking of college students. More importantly, because the relevant knowledge can be obtained from the Internet, college students will reduce their dependence on ideological and political courses, and teachers will face the authority challenge brought by the era of We-Media [1].

(2) It is more difficult for college students to carry out ideological education

The social environment has undergone great changes in recent years. Education in ideology and politics is no longer an education that will be conducted in the classroom. There are also many content claiming to be education in ideology and politics on the Internet. Under such an environment, college students will change their way of thinking, and may question some ideological and political content raised by teachers. In addition, college students are a group that is easy to accept new things and have a lot of independent ideas. In many cases, the information obtained on the Internet is before the teacher teaches in the classroom. Many college students will make a preconceived problem and do not agree with the teacher. It's taught and believed to be content that is not officially recognized on the Internet. With the continuous development of such a situation, college students gradually focus on their own ideas, and are easily used by illegal members on the Internet and spread false information [2]. College students are already at a stage of gradually establishing values, and their rational judgment is still relatively small. Under the guidance of such false information, it may lead to the destruction of the values that have not yet been established, and lead to the establishment of a world of values contrary to reality, so it is more difficult for

teachers to teach students correct thinking and political education.

2. COUNTERMEASURES OF EDUCATION IN IDEOLOGY AND POLITICS OF COLLEGE STUDENTS IN ERA OF WE-MEDIA

2.1 To standardize the information dissemination of the Internet

One of the most important reasons for requiring college students to carry out high-quality ideological and political education is that college students are the most important group to form the backbone of our society in the future. The efforts and progress made for college students to carry out high-quality ideological and political education are closely related to the fate of the future society. In this era of new media, there are many kinds of information on the Internet. Although college students can easily obtain the information they want to know from the Internet, a large amount of information obtained on the Internet can not guarantee whether it is correct, and some information may contain false information or bad information. In this way, many college students may be blinded, leading to more difficult ideological and political and cultural education for college students. This requires universities and local governments to jointly carry out comprehensive renovation and management of the network platform. Relevant management personnel can be set up on the website to supervise the information spread on the network to avoid the wide spread of bad information. Managers can also find information issuers to warn them, and establish a healthy network platform for college students, so that the network platform can be gradually normalized.

2.2 To innovate the mode of education in ideology and politics

The coming of We-Media does bring challenges to ideological and political education, but on the other hand, it may also be an opportunity. In the era of We-Media, there are some changes in the way of learning and thinking of college students. These changes also facilitate the ideological and political education in disguise. In the new era of We-Media, educators can adapt to the changes of the times, innovate classroom teaching mode, make full use of We-Media, make ideological and political education closer to students in teaching, and enhance the practicality of ideological and political education. Through some platforms of the Internet, schools can teach students without geographical restrictions. For example, during the epidemic period, students' learning must not be delayed, but they can not contact with each other. At this time, we can make good use of the Internet platform to teach students [3]. College students will feel more novel about the way of online teaching, which will also make the classroom more attractive to students. There is no specific mode of education, and each teacher can change and innovate the teaching mode according to the changes of the

times or the situation of his students. Only in this way can students and teachers make progress together.

2.3 To improve the overall quality of ideological and political educators

Education is a result that students and teachers complement each other. With the impact of the development of We-Media, educators believe that they should strive to improve their knowledge and teaching technology. The environment of We-Media not only makes teachers feel impacted, but also gives them certain opportunities for development. Teachers of ideological and political courses can enhance their professional and technical ability and comprehensive quality by virtue of the characteristics of We-Media, so as to improve the teaching quality of their ideological and political courses. The level of ideological and political work of university teachers is higher, and their overall comprehensive quality is also stronger, and they can also promote the development of ideological and political work of college students in our country [4].

3. CONCLUSION

In summary, the education in ideology and politics of college students in the age of We-Media is facing challenges, which requires school officials to warn and guide the students, proceed from the actual situation, and reasonably allow college students to use We-Media. College students are at a stage where the school and the society are bordered, and this stage is important for a person's future growth curve. Therefore, we must establish correct values for college students at this time, not to be misled by false information, and establish the information concept of the new media, and improve their own quality. Colleges and universities should strive to find new ways to educate college students in ideology and politics, so that every college student can become an active member of society when they leave school.

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On Translation of Tibetan Folk Stories in Kham-Pa

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Abstract: The Tibetans in Kham-Pa have created a large number of folk stories in their production and daily life, which were handed down orally from generation to generation. The communicating mode of folk story is mainly from mouth to mouth. This mode has made Folk Story in Kham-Pa deeply rooted in the daily life of the local Tibetans and influenced their ways of thinking, living habits and customs. The Folk Story is an important part of the oral literature of the minority nationalities in China, so it is of great significance to strengthen the translation of the Folk Story for the protection, inheritance and international communication of the oral culture of the minority nationalities in China. At present, there are no English translation books of the Folk Story in Kham-Pa available but a small number of English translations of the Tibetan folk stories are included in some English translations of the tourism, the folk culture and literary works in Kham-Pa. It is worth noting that the quality of these few English versions of the folk stories in Kham-Pa is not high as a whole. From the perspective of Cultural Translation, this paper analyzes the English translation problems of the folk stories in Kham-Pa and puts forward some strategies to solve these problems.

Keywords: Cultural Translation; Folk Story; Oral Literature; English Translation

INTRODUCTION

At present, in the domestic translation field, translation has gone from the long-standing "Translating from Foreign Languages to Chinese" to the blooming of "Translating from Chinese to Foreign Languages". The translation and introduction of Chinese culture to the outside world through the cultural program "Chinese Culture Going Out" has been communicating to the outside world for a long time and would be further. This is a manifestation of the strengthening of China's economic strength and the enhancement of its cultural soft power. It also results from the awakening of the subject consciousness in the choice of translation direction in the Chinese translation circle. In this activity, ethnic minority literature and ethnic minority folk literature are also included in the scope of foreign translation and introduction. Minority folk literature refers to the first oral form, communicate in the minority epic, myth, legend and other forms of literary works. [1]

1. THE IMPORTANCE OF TRANSLATING

KHAM-PA FOLK STORIES

The folk story is the most distinctive part of the folk literature of the minority nationalities, and the translation and introduction of the folk story to the outside world will contribute to the interpretation, protection, inheritance and foreign communication of the cultural core of the folk literature of the region. It is conducive to enhancing the cultural confidence of the ethnic groups in the region and enriching the cultural diversity of "Translating from Chinese to Foreign Languages". Translation has cultural attributes, the different cultural details involved in the process of translation, and the cultural features with their own characteristics, which constitute the cultural differences. As a translation activity of cross-language and cross-cultural communication, it is necessary to face and adjust to different cultural differences. Therefore, the differences between different cultures in translation should not be underestimated. Behind the cultural differences lies the differences in thinking patterns, behaviors, values and so on. The English translation of the folk story belongs to the communication and transformation between the minority regional literature culture and the popular English literature culture. The communication between the two cultures needs to bridge the gap of cultural differences. The fundamental problem of translation is how to balance cultural differences. [2]

2. COLLECTION AND ARRANGEMENT OF TIBETAN FOLK STORIES IN KHAM-PA

The Kham-Pa Tibetan region, one of the three largest Tibetan inhabited areas in China, covers the present-day Changdu area in Tibet, Garzê Tibetan Autonomous Prefecture and Muli Tibetan Autonomous County of Liangshan Prefecture in Sichuan, Yushu Prefecture in Qinghai and Diqing prefecture in Yunnan. [3] The Tibetan folk story in Kham-Pa is the crystallization of the wisdom of the Tibetan people in the process of productive labor and social life, and is the treasure of the folk oral creation and cultural heritage. As an important part of Tibetan folk literature culture in Kham-Pa area, the folk story reflects the historical background, living environment, mode of production and life, religious belief and folk culture of the Tibetan people in Kham-Pa area.

The folk story is an important oral literature in the Kham-Pa region, an important form of Tibetan heritage culture in the region, and a unique

component of the Chinese folk story. Since the end of the last century, the folk story writers and tellers in the Kham-Pa area have devoted themselves to the collection, arrangement and rescue of the folk story; meanwhile, folk writers cooperate with them to preserve their well-known and treasured folk stories by oral means. Folk literature writers and tellers have done a lot of fieldwork, recording, sorting and transcribing Tibetan folk stories in Kham-Pa. It has formed the folk literature text form which is convenient to preserve, inherit and communicate. Thanks to the hard work and joint efforts of them, the collection and collation of the folk stories have achieved some results, and the folk story books have been published one after another. In May 1986, the Publishing House of Minority Nationalities published *Tibetan Folk Story in Kham-Pa Area*, and in January 2004, the Publishing House of Minority Nationalities published *Selected Tibetan Folk Story in Kham-Pa*, edited by Cheng Shengmin. In March 2004, Sichuan Bashu Book Society published a collection of *Kham-Pa Folk Tales: Tibetan Folk Tales*, edited by Song Xingfu. In May 2011, the Sichuan Press published *A Collection of Tibetan Folk Tales of Kham-Pa*, edited by Cheng Shengmin.

3.THERE ARE THREE MODES OF TRANSLATION IN THE ORAL LITERATURE OF ETHNIC MINORITIES, OF WHICH THE FIRST ONE IS MAINLY USED IN THE TRANSLATION OF FOLK STORIES IN KHAM-PA

According to Liu Yu of the South-Central University for Nationalities, the current translation modes for oral literature of Ethnic Minorities falls into three broad categories. The first one is the translation of minority oral literature into Chinese text and Chinese as the intermediary language of translation into the target language, which is the translation model generally adopted in the translation of ethnic minority oral literature at present. The second type is based on the ethnic minority oral text directly translated into the target language. The third mode is that some ethnic minorities do not have their own written language, and some oral literature works do not have minority language texts. The translators are well versed in the minority language and culture, in the course of their fieldwork, translate directly into the target language through integration. This mode of oral literature translation of ethnic minorities is seldom used. [4]

The translation of Tibetan folk stories in Kham-Pa is a continuous process of interpretation of the core of Tibetan folk culture, as well as a continuous process of inheritance, renewal, communication and communication of Tibetan folk cultural memory. At present, there is no English translation work of the Tibetan folk stories and no literature on the translation theory of the Tibetan folk stories in Kham-Pa. There are very few folk stories translations in Kham-Pa tourist attractions and some English

translations of Kham-Pa folk culture, tourist culture and literary works. The main way of translating Kham-Pa folk stories into English is that the first category is to translate Tibetan folk stories in Kham-Pa into Chinese texts. And then the Chinese is used as the interlanguage of the translation and then translated into the target language. The quality of this few translated versions of the folk stories is generally not high. The main problem is that the translated version can't convey the distinctive Tibetan culture of the Kham-Pa ethnic group and is difficult for the target readers to understand; still can it be as less vivid and interesting as the source story text engaging your target audience.

4.THE REASONS FOR THE POOR QUALITY OF THE ENGLISH TRANSLATION OF THE FOLK STORIES IN KHAM-PA

4.1. The English Translators of the Tibetan Folk Stories in Kham-Pa Lack the Tibetan Language and Cultural Background

From the perspective of Cultural Translation, in translating, translators pay attention not only to the transformation of language, but also to the transformation of thinking ways and culture. In the process from narration to textualization and then to English translation, the language, thinking and culture of the Tibetan folk stories in Kham-Pa have undergone great changes, language conversion: from spoken Tibetan to Chinese Text to English Text, cultural Transformation: from Tibetan Culture to Chinese Culture to English Culture. Language and culture are the concrete reflection of thinking, the difference between language and culture is rooted in the difference of thinking, and the unique charm of translation lies not in the transformation between languages, but in the communication between different modes of thinking and different cultures. The difference of thinking modes and cultures is the biggest challenge that translation faces. For a long time, there has been a shortage of bilingual excellent translators who know both Tibetan and English well, especially those who can translate Tibetan into English. Therefore, direct translation from Tibetan to English is very rare in the translation and introduction of the folk stories in Kham-Pa, and the vast majority of the translations are made first from Tibetan to Chinese and then from Chinese to English. That is, the Chinese language plays the role of Translation intermediary. This mode of translation actually divides the translation and introduction of the folk stories into two parts. First, the Tibetan works are translated into Chinese by translators who understand the Tibetan and Chinese languages. The Chinese text is then translated into English by a translator who understands both Chinese and English. At present, the English translation of the folk stories mainly uses the translation mode of transfer translation, because few translators master Chinese, Tibetan and English as well as Chinese, Tibetan and English cultures, can

freely transform these three languages and cultures. In the process of translating Tibetan folk stories in Kham-Pa into English, there are complex changes of language, thought and culture in many dimensions and levels. Therefore, the English translation of Tibetan folk stories in Kham-Pa has higher requirements on the translators. It is difficult for a translator to translate these stories well who knows only English and Chinese.

4.2. The Quality of Tibetan Folk Stories Version in Kham-Pa is not Good

Cultural Translation emphasizes the translators' direct or indirect cultural experience in the source culture and the target culture, so the translators' role is highlighted from the perspective of cultural translation. [5] In the process of translation, the translator needs to go into different languages and cultures to deal with the transformation of cultural vocabulary and cultural information in order to achieve the reproduction, reception and communication of the source culture in the target culture. Field Work is the basic work of acquiring the basic material content of oral literature and establishing the re-textualization of cultural discourse. During the fieldwork of the folk stories, the Field site investigators were exposed to the certain geographical and cultural environment and experienced the unique local conditions and customs. The literary and cultural material of the stories are obtained directly from the story tellers and interpreters who understand Tibetan well; however, the current translators of Tibetan folk stories mainly translate these stories directly from Chinese to English. The English translators not only lack the background of Tibetan language and culture in the early stage, but also miss the opportunity to penetrate into the cultural context of Kham-Pa folk literature directly or indirectly through field work. Therefore, it is difficult to reproduce the cultural characteristics of the folk stories only through translation without doing a good fieldwork.

4.3. The Inadequacy of the Cultural Attainments of the Tibetan Folk Stories Translators in Kham-Pa

Cultural Translation emphasizes not only the translators' languages ability, but also the cultural attainments of the source language culture and target language culture. The Tibetan folk story in Kham-Pa is a unique form of folk oral literature of Ethnic Minorities, which has the common characteristics of oral literature of ethnic minorities, that is, fieldwork collects oral literature materials and reproduces them in text. It also has its own characteristics, that is, regional features, national cultural features, interest and vividness of the story language, as well as the wishes, aspirations and educational significance of a certain group expressed in the story. Translating the folk story into English is a complicated task, which requires the translator to be familiar with the form of oral literature of the ethnic minorities, as well as the

language, culture, allegory and other elements of the Tibetan folk story. It also requires the translator to have a high level of translation competence and literary attainments, which can't be achieved by the current translators of the Tibetan folk story in Kham-Pa.

4.4. The English Translation of the Tibetan Folk Story in Kham-Pa does not Highlight the Characteristics of the Oral Literature of Ethnic Minorities

Cultural translation includes analysis, interpretation, reflection and even criticism of one's own culture. There are cultural differences between the folk story and the traditional literature, but nowadays, the translators' interpretation of Tibetan folk story in Kham-Pa is the same as that of the traditional literature which lacks the features of Oral Literature, and the translation is deficient. The traditional methods of literary translation reflect the lack of understanding of the characteristics of folk oral literature by the subject literature, and also reflect the process of translation and introduction of the subject culture lack of understanding of the importance of non-subject culture in foreign countries.

5. STRATEGIES AND WAYS TO IMPROVE THE ENGLISH TRANSLATION OF TIBETAN FOLK STORY IN KHAM-PA

5.1 The Translator should Do Well in the Fieldwork before the Translation

Fieldwork is an effective and direct method to obtain the materials of oral literature and an important way to textualize oral literature. It is necessary for the translator to take part in the field work to improve the quality of English translation of the Tibetan folk story in Kham-Pa. Before taking up fieldwork, the translator can learn about the life, customs and culture of the Tibetan people in Kham-Pa through books, internet or turning to professional people, and systematically study and master the scientific methods of fieldwork. In the process of fieldwork, the translator is personally aware of the local conditions and customs of the folk story, and through the fieldwork, the translator directly obtains the primary source of the folk story and cultural materials. The translator uses his own literary and cultural attainments to transform the collected Tibetan folk story into Chinese texts, which makes some preparations for the translation of the folk story.

5.2 Strengthen the Close Cooperation between Translators and Researchers, Tellers of Folk Literature in the Tibetan Area of Kham-Pa

In order to indeed improve the quality of the English translation of the Tibetan folk story in Kham-Pa, the translator should also work closely with Tibetan folk literature researchers, writers, oral folk literature tellers, etc. To understand the evolution, form, content and cultural connotation of the Tibetan folk story in this region from different perspectives. Translators can learn from Tibetan folk literature researchers, workers, fans and tellers in this region

about their research methods and experience.

5.3 Enhance the Translator's Literary and Cultural Attainments

The improvement of the translators' literary and cultural attainments is of great importance to the quality of the English translation of the folk story. If the folk story translators do not know Tibetan, they can still do translation, but must be proficient in both Chinese and English and be familiar with the Tibetan literature, Culture and target language culture involved. This requires translators to get into the habit of reading Tibetan oral literature, especially the Tibetan folk story and the English language versions of the folk story, to compare the similarities and differences between the Tibetan folk story and the English folk story, to discover the characteristics of oral literature translation, to sum up the difficulties of Tibetan folk story translation, and to read translated works from the perspective of the target language readers. While keeping the style of the original works, the translated works should have the principles of smoothness, readability and the vividness and interest of the original stories.

6. CONCLUSION

The English translation of the Tibetan folk story in Kham-Pa needs to surmount the barriers of different cultures and explore the cultural differences among different ethnic groups, so as to achieve the real goal of cross-cultural communication. The task of cultural translation is to integrate different cultural differences [6], so the English translation of Tibetan oral literature and Tibetan folk story has put forward higher requirements for translators. Translators should not only be bilingual and bicultural, but also have a positive attitude and an open mind, master the methods of analyzing oral literary texts, and have

in-depth insight into the history and culture of the source language and the target language. The purpose of translation is to communicate the culture so as to introduce the Kham-Pa Tibetan folk story, the treasure of Kham-Pa Tibetan folk literature, to foreign countries.

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"Party Building + Science And Technology" Dual Linkage Boosts Agricultural Modernization

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Abstract: In the context of the development of the new era, the construction of agricultural modernization has become an important core for alleviating the imbalance of urban and rural development and the inadequate development of the "three rural" development. The leadership and coverage of rural grassroots party organizations that still exist in agricultural modernization need to be improved, the working mechanism of rural grassroots party building is imperfect, the basic power of the production system is insufficient, the integration of the industrial system and the development of informatization are weak, and the sustainability of the management system. In response to these problems, we propose the following two countermeasures. On the one hand, it is to strengthen political guidance and drive township construction with party building. On the other hand, it is to build a modern agricultural production system, industrial system and management system to promote the revitalization and sustainable development of my country's rural areas and agriculture.

Keywords: Agricultural Modernization; Rural Revitalization; Party Building + Science and Technology; Sustainable Development

INTRODUCTION

The realization of agricultural modernization is an important foundation for the modernization of the country. It is the needs of the people of the times and the strongest voice of the people's pursuit of a high-quality and happiness life in the new era.

1. THE SIGNIFICANCE OF REALIZING AGRICULTURAL MODERNIZATION WITH CHINESE CHARACTERISTICS

The realization of agricultural modernization is an epochal manifestation of the Sinicization of Marxist theory

As a product of human social practice, Marxism continues to improve and enrich its connotation as society develops to a certain period of time. It has the characteristics of times and nationality, making the three agricultural issues mentioned in the specific era. In development, theoretical innovation and practical breakthroughs can be obtained.

Facing the issue of agricultural modernization, Marx and Engels examined the specific forms of social and

economic evolution in Western countries such as Britain, France, and Germany, and summed up the historical experience and lessons of the transition from traditional agriculture to modern capitalist industrial society, and affirmed capitalist production. The method has made great progress in transforming traditional agriculture and transforming land ownership [1]. In order to further build a modern agricultural industrial system. Jinping Xi pointed out: "China's modernization cannot be separated from agricultural and rural modernization. The key to agricultural and rural modernization lies in science and technology and talents." [2] In the process of developing agricultural modernization, we must focus on cultivating new business entities and strengthening modernization. The study of agricultural planting technology, perfect the agricultural socialized service system, perfect the protection mechanism of agricultural modernization, and further promote the development of rural modernization from the five aspects of organization, industry, talents, culture, and ecology.

The rural revitalization strategy is the living soul of Marx and Engels' theory of agriculture, rural areas and farmers in the new era. It is needed by the times and the people. It gives new connotations to the times in theories such as realizing agricultural modernization, narrowing the gap between urban and rural areas, and increasing farmers' happiness. The latest achievement of the Sinicization of the Marxist theory of "agriculture, rural areas and farmers" in the era.

Agricultural modernization is an inevitable requirement for ensuring national food security and realizing a well-off society

Food is the most important thing for the people, and food security is an important material for the basic survival and development of mankind. It affects the harmonious and stable development of society to a large extent. It is also an issue related to the strategic security and national consciousness of each country. Therefore, food security is an important cornerstone for us to build a world power [2]. Improve agricultural multiple cropping and production capacity through agricultural modernization, promote the development and upgrade of consumption and governance systems, continuously adjust the relationship between people

and nature in production activities, maximize agricultural benefits, and lay the foundation for a modern socialist economic system. Foundation. Generally speaking, the development of agricultural modernization is connected with rural revitalization, and rural revitalization is connected with the realization of a well-off society in an all-round way, which has continuously promoted agricultural modernization to a new level, thereby consolidating the development of a well-off society.

The path of characteristic agricultural modernization is a development trend that conforms to the conditions of "agriculture"

For the agricultural entity, agricultural modernization has increased the comprehensive productivity of agriculture, developed modern new agriculture, increased farmers' net income, and realized the prosperity of the rural economy; for the agricultural subject, agricultural modernization has promoted farmers' values, production skills, and Modernization of lifestyle and other aspects. The path of characteristic agricultural modernization is the important innovation of the party's theory of "agriculture, rural areas and farmers" under the new trend of development, forming a development pattern of agricultural modernization linkage and mutual assistance of agriculture, rural areas and farmers, taking the route of agricultural modernization boosting rural revitalization, and allowing people to share modernization in the new era. The result of development.

2.ANALYSIS ON THE DEVELOPMENT OF CHINA'S AGRICULTURAL MODERNIZATION

(1) The leadership and coverage of grassroots party organizations need to be improved

First of all, there is a lack of professionalism and skills. At present, rural grassroots party branch members generally have imperfect professional knowledge structure, backward ideological concepts, and low overall quality. This results in poor innovation awareness and low work efficiency in actual work, making it difficult for party branches to play the leading role of the core. At this stage, rural grassroots party building mainly adopts party member education and management to improve party spirit and overall quality of party members, but in most cases, vertical and compulsory "management" is still the main mode. This means that party members often can only accept passively and do not participate in various learning and training independently. They are used to attending various meetings, training courses or party organization activities according to the arrangements of their superiors, and seldom take the initiative to study and work. Second, the age structure of party members and cadres in rural party branches is unreasonable. In general, the average age of members of basic-level party organizations is relatively large, and the proportion of young members is small. In the process of selecting and

appointing village secretaries of basic-level party organizations in rural areas, there are problems such as small selection scope, insufficient reserve forces, and lack of professional talents. Among rural party members, the aging trend is obvious and the phenomenon of lack of young forces exists at the same time. This also affects the rural party[1]. Organizations give full play to their role and influence. In recent years, rural grassroots party building has also exposed the phenomenon of few party building activities, unobvious position image, imperfect member incentive mechanism, and poor party organization building effects. Finally, there is the problem of coverage. The overall management and service thinking of rural grassroots party organizations is relatively backward. Under the background of the new era, there are few corresponding management services for some new social organizations or there are "blind spots" in the cognition of some areas, resulting in the lack of mutual control in the actual operation process. As a result, it is difficult for party organizations to fully demonstrate the role of the core leadership. After a period of development and growth, new types of social organizations have gradually become an important part of grassroots governance in rural areas, and their social influence has also been increasing. Rural grassroots party organizations need to strengthen "effective coverage" from the ground up to provide development guidance for these new types of social organizations. Through efficient management and the provision of high-quality services, new social organizations can develop into new subjects that alleviate rural social contradictions and promote the harmonious and stable development of rural society. This is also a key issue that needs to be paid attention to in the later stage of rural grassroots party building work.

(2) The basic power of the production system is insufficient

Faced with the problems that the current agricultural development cannot make full use of modern technology, the recognition and development of green and low-energy-consuming characteristic industries, and farmers still do not understand and use modern planting technology, it fully highlights the modern scientific technology in agricultural production modernization. And insufficient means. At the same time, China's production has always been limited by the constraints of a large number of people and land and a relatively weak economic foundation. To solve the bottleneck constraints of agricultural development, the focus is on increasing agricultural scale economic production, which is also a key path for the development of agricultural modernization.

(3)The integration of the industrial system and the weak development of informatization

Due to the decoupling of the value chain of agriculture before, during and after production,

agricultural production, processing, seed and nutrient supply and agricultural product sales are not well linked, so there is pre-production overcrowding and lack of technology and deep processing awareness during production. The problem of postpartum sales is the lack of a complete and high value-added industrial chain. At the same time, the restriction of traditional agricultural information blocking is the key to hindering the rapid upgrading of industrial goals. Farmers who lack Internet interaction are at a disadvantage in terms of industrial transformation and industrial integrated management. In general, the problems of low integration and informatization in the industrial system are important factors in delaying the development of agricultural modernization.

Low sustainability of the operating system

The question of "who will cultivate the land" and how to expand economic benefits has become an important core of the sustainable development of the management system. Farmers lack collective management awareness and sense of ownership, and lack confidence in building a new countryside and collective management model. They still maintain their traditions. The business model of "relying on the sky" and self-sufficiency did not make good use of the good policy of combining "centralization and decentralization", did not grasp the good resources of the rural cooperatives, and did not manage the relationship with other farmers in a reasonable manner. There is still a long way to explore in terms of win-win cooperation and sustainable development.

3. RESEARCH ON THE PATH OF "PARTY BUILDING + SCIENCE AND TECHNOLOGY" DOUBLE LINKAGE BOOSTING AGRICULTURAL MODERNIZATION

(1) Strengthen political guidance and drive township construction with party building

The rural grassroots party organizations are the main body of the implementation of the rural revitalization strategy. This requires that in actual work, it is necessary to emphasize the orientation of political construction goals, strengthen political guidance, and create conditions for the construction of rural grassroots party organizations. First, it is necessary to effectively implement the accountability system for party building work, increase the importance of party committees at all levels to the construction of rural grassroots party organizations, clarify the corresponding responsibilities for party governance, and regard the effectiveness of party building as the primary work and first responsibility of party organizations at all levels. In the new social environment, it is necessary to improve the leadership system for party building work, clarify the responsibilities of party committee secretaries and party committee members, and ensure that township party committees can combine local conditions and regard rural grassroots party building work as their core work. Secondly, it is necessary to actively

promote the rural revitalization strategy, fully demonstrate its political functions, popularize the knowledge of party building, create a healthy, benign, and harmonious social atmosphere in rural areas, and ensure that the party's line and policies can be implemented in the rural areas. Third, improve the leadership mechanism, set up party groups in rural cooperatives, village collectives, and migrant workers, improve the status of party organizations, expand the coverage of party organizations, and increase the influence of party organizations in rural society. Finally, select a suitable secretary of the primary party organization. The rural grassroots party organization is the main body of leadership for rural industry construction and social development, and can lead the public to achieve the goal of rejuvenating the countryside. Therefore, when selecting the village committee members, it is necessary to increase the number of college graduates with high political literacy and strong sense of innovation. Veterans, retired cadres and local industry rich experts, etc., so that they can fully demonstrate their leading role. At the same time, they also need to pay attention to the optimization of the cadre team and personnel structure, adopt grassroots training, on-the-job training and other methods to actively build a reserve talent pool and be effective. Improve the corresponding mechanism to create a platform for the realization of the career planning goals of the village party organization secretaries. It is necessary to improve the appraisal system for rural grassroots party building, clarify the appraisal methods for party building work, introduce corresponding appraisal mechanisms, and commend outstanding party building workers. The effective combination of process and results, content and form can fully demonstrate the pertinence of the assessment system.

(2) Constructing a modern agricultural production system

Agricultural production modernization refers to the agricultural production process that uses modern scientific technology and means to equip agriculture, improve the ability of agricultural technical labor producers, and have a high level of productivity under the premise of ensuring environmental quality. Through the new methods and technologies of agricultural modernization production, a new production value chain and agricultural ecological chain will be shaped, so as to accurately follow the revolutionary trend of the world's agricultural modernization new technology, and to maximize the addition of digital intelligence and Internet of Things automated production and manufacturing methods. Intervene in the internal growth and reproduction of the company to achieve high-yield by technology and ensure the stability of the production supply chain. Continuously use high-standard farmland engineering construction, efficient planting and planting technology to carry out precise and supporting

facility agricultural production, and promote the reengineering of the basic process based on a certain characteristic production, integrating production, deep processing, and fine packaging, so as to create new Production value. Second, focus on scientific and technological innovation and pilot promotion of agricultural modernization. With the increasing modernization of agricultural production, the effects of new technologies need to be tested in practice. Through the construction of pilot areas for promoting new technologies, the focus is on "agricultural machinery and agricultural technology." "The two aspects of the whole process of experimentation, so as to improve the application and conversion rate of agricultural scientific and technological achievements, in addition, university research and agricultural research institutes, agricultural enterprises, etc. can also verify new results through the pilot area, and make key breakthroughs in agricultural shortcomings. Build a new practical environment conducive to production creation. Finally, any development should be based on the realistic background of the sustainable development of man and nature. The ultimate goal of the development of agricultural modernization is to achieve a sustainable strategy for the rational development of resources. Based on the long-term, coordinate the rational development of multiple cropping index and recuperation. , Taking into account natural resources and ecological environment. By planting high-quality and economical varieties, alleviate the excessive occupation of natural resources, and through the new technology of agricultural biological control of diseases and insect pests, we can open up new and innovative developments while reducing pollution.

(3) Building a modern agricultural industry system

The implementation of the rural revitalization strategy and the promotion of agricultural modernization are focused on building a modern agricultural industry system. In practice, the value chain of agricultural pre-production, mid-production and post-production is continuously extended, and then integrated into a complete, high-value-added industrial chain, which connects agricultural production, processing, seed and nutrient supply and agricultural product sales to create specialization The layout of the industrial supply chain. Relying on pastoral, cultural and other characteristic resources, expanding the width of the industrial chain, expanding the value of various products and industrial links, increasing the degree of comprehensive utilization, promoting the close connection of experience, leisure, and tourism industries, and promoting the horizontal and in-depth integration of the industry. Secondly, strengthen the construction of product markets and multi-channel circulation. On the basis of coordinating the development of basic product processing and deep processing, improve the post-commercial processing

of specialty agricultural products such as "vegetable baskets", guide the construction of regional industrial markets and parks, and provide public services through marketing Platforms, logistics facilities and other services realize the vertical extension of the industrial chain.

Realizing the industrialization and modernization of agriculture and transforming the constraints of traditional agricultural information blocking are the key to promoting the rapid upgrade of industrial goals. Internet e-commerce technology has quietly changed the way of social information resource exchange between the production side and the consumer side, actively constructing the promotion of agricultural e-commerce services, promoting "agricultural live broadcast" into the agricultural industrialization development system, creating an industry with exclusive geographic brands, and constantly seeking new businesses Develop opportunities and increase economic benefits. Continue to increase investment in the elements of modern industrial upgrading, an indispensable part is the creation of a talent information team, which is a key path to accelerate the transformation of the results of the integrated development of the agricultural industry, provide strong human resources support, rely on a scientific and technological talent team, and cultivate Local cultural talents jointly promote the transformation and innovation of industry and culture, sowing the fire of talents for rural revitalization and industrial prosperity.

(4)Constructing a modern agricultural management system

The construction of a modern agricultural management system needs to grasp two major characteristic changes: one is the change of the identity of the operating subject, and the other is the change of the business model. The identity of the manager is no longer simply a farmer who planted the land, but the manager of modern agricultural planting in the new era, modern agricultural manager, and leading entrepreneur in agricultural product sales need to be cultivated. They know how to actively rely on the country's good policies to learn modern planting techniques and management models to increase the production of agricultural products, and use the Internet e-commerce platform to expand their brand influence on agricultural products, so that they can sell agricultural products all over the world to achieve the effect of increasing income and make more Farmers can rely on scientific planting methods and modern business models to embark on the road of getting rid of poverty and becoming rich. The transformation of the business model is mainly reflected in the shift from a decentralized, small-scale, extensive, and disorderly business model to a refined business model that focuses on household-linked production contracting and combines unified and decentralized operations. On the one hand, we should

do a good job in rural cooperatives. The function of "integration", expand the scale of overall management, enhance the comprehensive service capabilities of cooperatives, rationally plan the production layout, and adhere to the collective management principle of "production at home and service in the community", so that modern agricultural technology can not only be settled at home, but also Every household can enjoy the convenience brought by science and technology, and each household must do a good job of investing in the cooperative through various forms of currency, land management rights and intellectual property transfer, so that the cooperative will create a certain scale of agricultural product operation enterprise. , Coordinating the sales of agricultural products, so that each villager does not have to bear the difficulties of unsalable agricultural products, nor does the cooperative bear all the risks. Each farmer is a shareholder and risk-bearer of the enterprise. On the other hand, it is necessary to do a good job in the function of "dividing" each household. Agricultural managers must play a major role in household contract management, actively participate in the

learning of modern agricultural technology, and improve their overall quality and ability. Due to their own conditions and needs, each household has achieved intensive, professional, and refined management, transforming the original "overflow irrigation" to "precise drip irrigation". Use natural organic fertilizer for planting, make rational use of every inch of arable land, and do not one-sided pursuit of speed and largeness, improve the sustainable utilization of land, so as to realize the development of high-quality and high-yield agricultural products.

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